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RESEARCH WORK

PRIOR TO OBTAINING THE BACHELOR DEGREE IN LANGUAGES – ENGLISH MAJOR.

TITLED:

"Methodological strategy for the teaching of the basic vocabulary in the English language in the 8th year students of the Generalized Basic Education at "Vasco Núñez de Balboa" educational unit, Santa Cecilia, Santo Domingo, 2016/2017 academic period"

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2016

TUTOR' S CERTIFICATION

The undersigned, Lic. OKAFOR CHRISTOPHER CHUKWUGOZIE, a designated tutor by the career of the Sciences of Education: English Major of the Universidad Laica "Eloy Alfaro" de Manabi, El Carmen Extension do hereby

CERTIFY:

That this research work titled: **"METHODOLOGICAL STRATEGY FOR THE TEACHING OF THE BASIC VOCABULARY IN THE ENGLISH LANGUAGE IN THE 8TH YEAR STUDENTS OF THE GENERALIZED BASIC EDUCATION AT "VASCO NÚÑEZ DE BALBOA" EDUCATIONAL UNIT, SANTA CECILIA, SANTO DOMINGO, 2016/2017 ACADEMIC PERIOD"** as written by **YALITZA YULEISI COBEÑA CORNEJO** was duly and meticulously supervised by me and is hereby ready for presentation and subsequent defense.

El Carmen, October 2016

Lic. Okafor Christopher Chukwugozie Mg.
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AUTHOR'S DECLARATION

I, **YALITZA YULEISI COBEÑA CORNEJO with the Ecuadorian national identity number 230048158-3** do hereby accept full responsibility for the opinions, research results, conclusions and recommendations presented in this work which was achieved after exhaustive consultations of relevant materials and by means of a thorough literature review of the works of different authors in the area of study and the implementation of qualitative and quantitative field research instruments.

El Carmen, October 2016

Yalitza Yuleisi Cobeña Cornejo

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APROVAL OF RESEARCH WORK

The members of the Board of Examiners hereby approve this investigative work titled: **"METHODOLOGICAL STRATEGY FOR THE TEACHING OF THE BASIC VOCABULARY IN THE ENGLISH LANGUAGE IN THE 8TH YEAR STUDENTS OF THE GENERALIZED BASIC EDUCATION AT "VASCO NÚÑEZ DE BALBOA" EDUCATIONAL UNIT, SANTA CECILIA, SANTO DOMINGO, 2016/2017 ACADEMIC PERIOD"** as written by the author **YALITZA YULEISI COBEÑA CORNEJO**, a graduating scholar of the career of Educational Sciences; English Major.

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DEDICATION

First of all, I dedicate this work to God, the Creator of all things who has given me strength to continue and achieve my dream after all these years of study.

In the same way, I dedicate this work to my parents, Wilther and Beatriz who brought me up with good feelings, habits and values that have helped me to move forward in the toughest of times.

And to Ingrid, Adrian and Misael; my dear brothers for being my support all through. To my beloved nephews, Fernandito and Thiaguito; for being a part of my life.

To my great love and an essential companion every day. In the light that God placed in my womb and gave me the opportunity to become a mother to my daughter, Lesly Yuleisi.

YALITZA YULEISI COBEÑA CORNEJO

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SUMMARY

THEME: Methodological strategy for the teaching of the basic vocabulary in the English language in the 8th year students of the generalized basic education at "Vasco Núñez de Balboa" Educational Unit, Santa Cecilia, Santo Domingo, 2016/2017 academic period.

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This investigation was carried out at "Vasco Núñez de Balboa" educational unit and which centered on the methodological strategy for the teaching and the basic vocabulary of the English language. The inductive, deductive, analytical, synthetic and field research methods were used in the course of this work including bibliographies; the sample size was made up of 35 students of the 8th year of basic education, the English language teacher and the rector of the institution; the techniques of interview and survey were applied with appropriate instruments as the questionnaires and the results were further tabulated and represented in the frequency tables by way of analyzing and interpreting the results gathered from same. The theoretical framework contains the information of the two variables such as the methodological strategy for the teaching and the basic vocabulary of the English language. A compilation of bibliographic sources such as books, magazines, internet, among others were consulted. In view of these results a guide with methodological strategies of education to improve the basic vocabulary of the English language is proposed to tackle the identified problem in the teaching/learning process which would in turn make the classes dynamic, participatory and active.

INTRODUCTION

Teachers usually emphasize that the profession attaches great importance to the body of knowledge and the contents of the area for which each is responsible which should be converted as an end and not as a means to education. The immediate consequence seen in the language classroom is students´ boredom with routine teacher presentations.

It means the student hates certain contents not only for their lack of motivation, but also for the teaching methods of the teacher. As is obvious, there is no easy solution or a clear cut alternative to the expository educational system, however, it may help to resolve the problem by changing the tutoring technique, which although not new, breaks the routine of expository education.

There are techniques known in research as troubleshooting, teaching inductive, reflective thinking, learning by teaching, discovery, etc. Of all the techniques outlined focus on this study and in the learning. The first thing that is needed is the delimitation of objectives that a teacher must possess as a vital base to deal with the techniques.

This research work aims to provide a significant contribution on the 8th year students of the generalized basic education at "Vasco Núñez de Balboa" educational unit to have a broad knowledge about the basic vocabulary and thus ensure a learning which will serve them in their following years of study, it is believed that this way, they will be better able to dominate English language thus enabling them to expand their knowledge to handle deficiencies that face the students.

The conduct of the investigation is aimed at allowing students have a continuous improvement in the process of learning English language as a school subject which will serve to collect and achieve compliance with the objective of this study. It was necessary to use the research techniques and methods as guidance instruments to handle the study of the identified problems existing at "Vasco Núñez de Balboa" educational unit, gathering

information through questionnaires administered on the 8th year students of basic education that happen to be the sample size of the investigation.

Finally, this research work is a significant contribution through the methodology of teaching that is already implemented through a workshop and contribution to the solution on the existing problems at "Vasco Núñez de Balboa" educational unit which allow improvements on the correct use of the basic vocabulary in the language in question.

The objectives of this work and scientific tasks are as follows:

General Objective: To determine the importance of the methodological strategy for the teaching of the basic vocabulary in English language in the 8th year students of the generalized basic education at "Vasco Núñez de Balboa" educational unit.

The scientific tasks: to know the methodological strategy for the teaching applied by the English language teachers, to characterizes the level of the learning of the basic vocabulary of the language that students possess, to identify the resources used by the teacher to teach of the basic vocabularies, to design a guide with methodological strategies for the teaching of the basic vocabulary of English lenguage.

The contents of this investigative work are summarized in the following chapters:

Chapter I: the theoretical framework with the information of the two variables which are the methodological strategy and the teaching of the basic vocabulary of English lenguage.

Chapter II: the results of the field research, with frequency tables, the interpretation and analysis of the results.

Chapter III: details the proposal that consists of a guide with methodological strategy for the teaching of the basic vocabulary of the English language.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. METHODOLOGICAL STRATEGY

A methodological strategy is a concrete way of teaching, a method that assumes a path and a concrete tool that we use to convey the contents, procedures and principles to students and that they comply with in the learning objectives proposed by the teacher. But what is behind the choice of a methodological strategy?

Choosing a way of teaching as compared to others is not done casually or randomly. On the contrary, this choice depends on various factors. One aspect that affects this is the previous experience of the teacher, experience that is taken note of in teaching others. This process is called modeling, because they have had 'role models' of teaching in that discipline or in another. (Alfaro Rocher, 2009, p. 23).

Another aspect that influences this choice are the own views about what are involved in teaching or learning. For example, if a teacher conceives that learning means listening to established concepts and that teaching involves transmitting, he/she shall adopt a more expository methodology than another teacher that conceives that students have previous knowledge (although naive) and that teaching means helping students to discover or be questioned by them.

A third aspect related to the above is usually a relationship between the methodology chosen by the teacher and his teaching objectives. It would not be the same methodology chosen by a teacher who wants the student to think, ask questions, pose problems as against a teacher who wants the student to learn and play the contents literarily.

A fourth aspect has to do with the students (age, interests, level of knowledge,..). For example a teacher who teaches at the child education

would select more open and participatory methodologies than those who teach at university or large groups that are more focused on the descriptive methodology. (Alfaro Rocher, 2009, p. 45).

Finally, depending on the content; if it has to do with practical or applied contents, then teachers may use a different methodology than when they impart a notional content.

All these aspects can be more or less implicit or automated by the teacher, who chooses a methodology without the necessity of taking into awareness the factors that guide his/her choice. (Antich de León, 2010, p. 35).

1.1.1. IMPORTANCE OF THE METHODOLOGICAL STRATEGY

To get a panoramic view of the teaching methodologies, we depart from the model of Hernandez (2007, p. 18). The author points out two dimension crusades to place the teaching methodologies. A dimension is the degree of objectivity of knowledge. Standing at the polo objective knowledge of academic type and formalized, while in the subjective are the experiences or personal conceptions.

Another dimension is the activity of the teacher or student. In this regard, the active poles are the methods characterized by greater protagonist role of the teacher and less of the student while at the other extreme would be the methods of lesser prominence of the teacher and greater protagonist stance of the student.

It is appropriate to better adapt to those methods that favor the cognitive activity of the student: i.e. the methods that are based on research, discovery and open practices.

This does not mean that we can use methodologies to offer knowledge, interactive to help stimulate thinking and for the acquisition of specific skills. (Astudillo, 2014, p. 45).

It has been demonstrated that students of high capacities have great intrinsic motivation in a task. This type of motivation is related to the experience of enjoyment, learning or competence.

Piaget (1962, p. 25) stated that games in children induced learning in the sense that learning produces enjoyment in them and they learn while enjoying. In general, performance breeds behaviors where it gets enjoyment, learning experience and competence. We develop intrinsic motivation through these.

It is necessary in education and in general to attempt to generate intrinsic motivation for school activities. Encourage students to be perpetrators of school activities and assuming these as their own can help a great deal (Ryan and Deci, 2010, p. 37).

Some classical researchers in the Psychology of Education indicate that the figure of the teacher and his way of teaching are key components in this process (Bruner, 1962; DeCharms, 1976; Deci, Scwartz, Sheinman and Ryan, 1981).

In this regard the teachers should encourage their students' feelings of competence and autonomy and to favor the acquisition of new skills in a pleasant context and satisfactorily favor the intrinsic motivation of school children in the task (Ryan and Deci, 2010, p. 18).

There are also different variables found to be predictors of performance in some areas, such as the sense of competence of the students, their abilities and expectations of success in the task. As well as the value that the student places on the activity and his/her decision to perform predicts the maintenance in the task (Wigfield and Eccles, 2010, p. 33).

1.1.2. METHODOLOGICAL STRATEGY FOR TEACHING ENGLISH LENGUAGE

There are several methodologies for teaching English as follows:

The descriptive methodology strategy: this is characterized by the exposure of the contents to student. The teacher plays a leadership role. The student on the other hand is usually passive and limited to receiving the contents that the teacher transmits. This knowledge is formalized and systematic. The sources of information that are used are indirect and does not come from the direct experiences of the subject.

The advantages of this method as compared to other methods, especially when used in large group are the following: The teacher can focus on learning about the aspects of the matter he/she considers relevant. Requires less time for the student to learn and provides developed and systematic information beforehand. Less demanding on the use and preparation of teaching materials and students and is often useful for higher levels of education.

An example of this method is the master lesson where contents are exposed in the form of "results" or "products", without the possibility of questioning or search on the part of the student. (Barbera, 2008, p. 45).

The interactive methodology strategy: This methodology consists in a 'transaction' between teacher and student through the debate or dialog to be deepened in a topic.

There may be more mechanized interactive methodologies where the teacher does the questioning and the student handles the answering and may involve more open interactions where the teacher encourages the participation and debate of the students. This method is also known as Socratic or communicative method (GARCIA, L., 1998, p. 56) and according to Hernández, P. (1997, p. 47) it is the most flexible, enriching and economic of all the methodologies.

Achieve a positive interaction requires certain qualities or criteria. For example, generating a climate of participation and maintaining a tone of respect for and appreciation of the teacher by the student and vice versa, the use of debates and work in small groups to organize the information, because in the participation and debate, a large amount of information that

needs to be systematized is produced while questions are also created to stimulate the thinking of the students. (Barbera, 2008, p. 45)

The methodology strategy of discovery: this is characterized by the use of a source of learning and the experience of the subject.

The student obtains the information actively and constructively. There are two types or variants of this method; the teaching approach and the type of subject.

- **The method of active discovery-reproductive**

In this method the teacher remains more passive and the student plays more active role in the learning, although it focuses a great deal on the reproduction of the contents.

Some activities that the teacher performs in this method are: submitting specific models or criteria to ensure that the students apply and practice on the basis of the issues raised.

- **The method of active discovery-productive**

Also in this method, the student has a more active role than the teacher, but further ensures the elaborative possibility of student. It is a type of method that enhances productive thinking that can help the student to learn and practice research techniques in reality, promotes greater possibility of transferring what they have learned to different situations.

The most common procedures are: the study of specific cases (study of a territory, etc.), the open practices in real life situations (stay in educational centers), the creative expression (elaboration of stories, paintings, sculptures, etc.), the work of development or research (use of new materials in the construction or the diet of older people in the Canary Islands or in a particular municipality). (Battle, 2009, p. 57)..

1.1.3. METHODOLOGICAL STRATEGY FOR THE SIGNIFICANT LEARNING

For the significant learning to be fully achieved, it is necessary for the student to be linked to the reasons for learning and this linkage is complex and difficult, since it must combine three very different fields amongst themselves but complementary and indispensable: the cognitive field, the affective field and the field of morality.

If there is a balance among the three areas of the development of the educational process we believe that there is a correct approach. Focusing only on one of the fields above and neglecting the others can be harmful. The student also drives the approach to learning and if it comes from a positive attitude toward learning it is good and develops cognitive relations, i.e. the student thinks and he/she develops a positive self-image of him/herself. (Echave-Sustaeta, 2012, p. 67).

When the focus is superficial, the student is restricted to considering what the teacher sends and are afraid of failure and stores same even though he/she does not understand, it is estimated here that the concept that the learner has of him/herself is low. Finally, if the student takes a strategic approach, it means that he/she is driven by the need for the achievement and seeks to maximize efforts for obtaining good grades and in competition with their peers.

In any case, it can be concluded by saying that any of the cases cited is editable by the intervention of the teacher and by the learning environment and it comes to be the solution for a student to be integrated in the tasks and that is being intrinsically motivated. (Echave-Sustaeta, 2012, p. 77).

The intellectual activities of the student can come to discover the knowledge, the teacher must provide a hierarchical structure organized in his mind; otherwise, it will not be a significant assimilation.

It is necessary to care for the organized nature of knowledge and the contents to be imparted because on it depends a relationship with advance organizers that allow structuring of the new contents and on the other hand, allowing significant assimilation if the contents are significant and functional.

This process is known as intellectual development and is the originator of the cognitive adaptation of the subject and, same way, produce new assimilations and a more evolved organization of knowledge, thus achieving a structural modification through the mechanisms of accommodation and taking into account that the organization is not static but dynamic. (Echave-Sustaeta, 2012, p. 75).

All of the foregoing is derived from the studies of cognitive psychology carried out from 1970 and that, in summary, seek to know the characteristics of the thinking of the student with which they arrive to the classrooms and detect their conceptual errors and their preconceptions.

It must be borne in mind that the mental representation of the reality has a hierarchical structure and, in addition, that the process of organizing the information enables the reconstruction and application of the contents.

The learner is provided with the ability and auto-regulatory motivation to develop the research process through interpreting and self-regulating its intervention to achieve a result that, if satisfactory, indicates the adequacy of their expectations and the resolution of their problems and, if negative, should cause the need to resolve the problem and select the required resources and new expectations to achieve this.

The student obtains learning by discovering the perception that has built something that is new for him (although not usually be for society, teacher, etc.), and this is a discovery involved in the reconstruction of new meaning and favors the development of the productive thinking. (Gréard, 2010, p. 56).

Teaching and learning not only consist of carrying materials to the classroom; it is very important to facilitate the learning process, in this case, English language. it is also essential to build the teaching process on the basis of the knowledge already existing in the mind of the student not to fall into the wrong concept by transmitting the new knowledge simply by repeating what the teacher says or teaches. (Gréard, 2010, p. 69).

1.2. LEARNING OF THE BASIC VOCABULARY OF ENGLISH LENGUAGE

The learning of the basic vocabulary is one of the basic programs of English which faces the students. As such, they should learn the new words and to read through a text since the greater part of the learning in schools is carried out through written texts and an adequate competence in reading opens the way to the area of English language.

Learning to basic vocabulary is the equivalent to learning how to use a tool that allows us to understand the world abroad, assimilate concepts and their relationships. The process of the basic vocabulary has been and continues to be today a challenge for research in the area of English and contributes to the act of decoding this extremely complex operation involving numerous cognitive processes and linguistic manipulations, from the visual perceptive of the letters to obtaining of the meaning taking into account both the data provided by the text as the competition, the motivation and the interest of the student. (Halbach, 2008, p. 34).

Carr and Levy (1990), Garnham Oakhill (1987) and Sánchez (1988, 1990, 1993), considered that the teaching of the basic vocabulary is the result of the interaction between the information that the reader has stored in his/her memory and that given by the text that is being read to be able to express themselves in this new language they learn.

Therefore, the interpretation is prone to failure if the student cannot store the information in the text, has no previous knowledge of the same, is not able to remove essential information or cannot connect the previous information with the new one that the written message (text) provides. (Halbach, 2008, p. 39).

Secondly, studies have tried to know if there are limitations in the basic vocabularies of English language of the children who have certain difficulties in the teaching, (Beck, Perfetti and McKeown, 1982; Just and Carpenter, 1987; Oakhill and Garnham, 1987; Chall, Jacobs and Baldwin, 1990; Cooper, 1990; Snow, Barnes, Chandler and Goodman, 1991; Defior et al. , 1996) to establish if the poverty of the basic vocabulary in English intervenes and how in a poor dominate of English language. As noted Defior (2010, p. 18), numerous investigations highlighted the role of the basic vocabularies in English in the teaching of this language. A child who does not know the meaning of certain words can hardly understand the content of a written message.

1.3. IMPORTANCE OF THE TEACHING OF THE BASIC VOCABULARY OF ENGLISH LANGUAGE

There is more to teaching a basic vocabulary than just knowing the words of a text. It is to establish a link with the text that involves the interpreter intellectually and emotionally.

It is to develop the power to determinate and fully feel a basic vocabulary, it is the capacity that one develops by exercising the ability to memorize the words; that is much more complex than simple literacy.

Learning a basic vocabulary in English language is only achieved by knowing how to interpret a text. There is no other way. Nowadays, students have a culture that is very alien to the paths that lead to the pleasures of learning a foreign language.

The basic vocabulary is an active and dynamic practice. Learning the basic vocabularies in English language means putting at stake the attention, concentration and, freeing the mind of other concerns and thereby, immerse oneself into a world of development in the language.

In one word, facilitate the development of the intellectual faculties, the emotions and the imagination. The sensitivity as well as the skill or skills is also educated and refined. (Lin, 2011, p. 27).

Many people feel fascinated to learn a new language and are excited about studying English; however, few do so for various reasons. English is considered to be the universal language and learning it has become necessary and even required for achieving a better professional future.

Reading is one of the principal means of learning a language, although there are other support resources such as videos and visual cards, reading is the most economical way to access a foreign language to provide us with an additional benefit, it allows the reader in an objective and effective manner to expand his/her vocabulary.

The teaching of the basic vocabulary in English language has great social, educational and practical importance, it is one of the most important skills but in most cases, a lack of motivation, strategies and techniques make it boring for the student and teacher. By reading you can know of the economic, scientific activities and the cultural development of a country and at the same time, it increases the vocabulary to understand that language in a practical way. (Lin, 2011, p. 31).

The reading of scientific publications - techniques carried out in a foreign language, allows a better use of time for obtaining information, hence the importance attributed to the English language for specific purposes and within this functions reading as one of the basic skills of a language.

The basic vocabulary in English language should be fun as in Spanish, but there are many barriers at the time of the reading comprehension, since the vocabularies that are used in the different levels of a text can become very complex.

The task of teaching requires that teachers have the appropriate training and teacher training so that their work and interaction with students would be beneficial on both sides. Many times the lack of motivation comes from the family sphere of the learner and this influences the low school performance, so parents should encourage and congratulate each achievement and progress of their children. (Lin, 2011, p. 44).

1.3.1. BASIC VOCABULARY OF THE ENGLISH LANGUAGE

Teachers and speech pathologists define the word vocabulary as the set of words that the child knows. The dictionary of the Royal Academy of the Spanish Language said that vocabulary is the set of words of a language.

The linguists used interchangeably the words language and idiom. For them, there isn't a big difference between these two terms. The dictionary of the Spanish Language defines the word as a language of a people or nation, or common to several. Thus also this dictionary defines the word language as a system of communication and own verbal expressions of a people or nation, or common to several. (Lomas, 2012, p. 45).

Educational Studies indicate that the basic vocabulary of the English language is strongly linked to the understanding of a read text, the intelligence and general ability. While the students learn to read, they must learn to decipher (say) printed words, but they must also have a base of vocabulary (knowledge of words) so that they can understand what are deciphered in the foreign language.

During the first years of life when babies begin to say their first words. You can watch the growth of their vocabulary base; hence, parents are advised to take advantage of this time to teach them basic words in English and to assist them in their future studies of English language. (Lomas, 2012, p. 48).

The Vocabulary Development of English language does not end when the student speaks. Learners learn many new words when they begin to read and attend the classes of a foreign language. The acquisition of basic vocabulary of the English language means that the retention and access to the words will be better if during the programming:

- Multiple connections are established with other words.
- The information is structured (establishing different types of relations).
- Involve several senses (sight, hearing, etc.) or formats of presentation of information (text, images).

It is of great importance to provide the student with information that will appeal to several of their senses and, moreover, not only to their cognitive abilities but also to their emotional capacity, since it has been demonstrated that emotions are a powerful activator of the memory, especially when it comes to learning English, that many students do not like the language and as such, motivation can awaken their interest in same.

Some words of the basic vocabulary of English language that begin with "s" are:

Preposition

About, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, by, during, except, for, from, in, in front of, inside, instead of, into, like, near, of, on, outside, over, since, through, to, toward / towards, under / underneath, until, with, within, without.

Abjetivos

Open, acid, sharp, bitter, high, tall, kind, wide, rough, low, short, cheap, bright, good, warm, hot, tired, tight, shut, clear, opposite, short, cruel, feeble, thin, delicate, smooth, right, awake, different, sweet, hard, steep, angry, ill, huge, wrong, special, narrow, great, strange, false, happy, physical, cold, strong, fat, thick, hollow, wet, important, left, young, long, slow, free,light, clean, full, bad, natural, necessary, normal, new, dark, parallel, sticky, small, heavy, spicy, flat, poor, possible, beautiful, ready, private, deep, quick, straight, sudden, loud, wise, healthy, dry, safe, serious, simple, solid, soft, dirty, late, early, stiff, foolish, quiet, sad, true, old, violent.

Question words

Who, where, when, why, what, which, how, how much, how many, how often, how far.

Verbs

Have, be, do, make, be able, can, say, tell, go, see, give, know (information) want, love arrive, come, reach, pass, to spend (time), to happen, owe, must, should, ought to, put, place, set, seem, appear, stay, remain, believe, speak, carry, bring, leave, abandon, to let, allow, follow, continue, find, encounter, call, name, come, think, leave, go out, return, go back, take, drink, know (people, places), live, feel, regret, treat, handle, watch, look at, count, relate, tell, begin, start, wait for, to hope, search for, look for, exist, enter, go in, come in, work, write, lose, produce, occur, happen, understand, request, ask for, receive, to welcome, greet, remember, remind, permit, allow, appear, show up, get, obtain, begin, start, commence, serve, take out, stick out, need, require, maintain, get, turn out (to be),read, fall, change, introduce, create, make, open, consider, hear, finish, end, convert, change, win, gain, earn, get, acquire, form, shape, fashion, make, bring, get, fetch, carry, divide, leave, die, achieve, attain, accomplish, suppose, understand, comprehend, get, obtain, achieve, attain, explain, ask, inquire, touch, play (an instrument), recognize, study, reach, catch up, be born, direct, run, use, utilize, pay, pay for, help, please, pleasing, play (a game or sport), listen, hear, fulfil, carry out, offer, discover, raise, lift, try, attempt. (Lomas, 2012, pág. 56).

1.3.2. ENGLISH AS A SECOND LANGUAGE

Learning English language in the country has aroused a great deal of interest, both for the teachers of this subject and for students and parents. A few years ago it was thought that teaching English to the students was a useless surcharge and was not indispensable.

It should therefore be to raise awareness of the positive assessment of the teaching and learning of a new language as in the future of the students who will have many opportunities of coexistence and also the need of communication with native speakers, to improve the opportunities, the quality of life, ensure coexistence and cultural exchange.

People learn to relate their thoughts with objects from the outside and therefore reaching a conclusion by this is of vital importance that teachers explore the already existing knowledge in the minds of their students and

then use these in the development of each of the activities they have planned for the learning of English as a second language. (Luchetti, 2014, p. 56).

For example, in an activity the teacher should ask students to create sentences with words that have been given to know of their abilities. It is then the opportunity for the student to put into practice what he/she has learned so far for the implementation of the assigned task and in learning English with basic words.

In addition to checking if the students have learned what they have been taught, the teacher has the freedom to evaluate and draw their own conclusions and if necessary in managing to obtain the desired results, the teacher should seek new ways for their students to efficiently capture what is taught within the class. (Luchetti, 2014, p. 59).

1.4. THE METHODOLOGICAL STRATEGY AND THE TEACHING OF THE BASIC VOCABULARY OF THE ENGLISH LANGUAGE

The teaching of English for Specific Purposes contributes to the increase of scientific vocabulary – technical to the students, as well as to the development of reading habits and interpretation in this language.

The courses in English for specific purposes should basically work for the reading of general information and search for specific information. This experimental practice intensifies the learning of a new language which promotes teamwork and especially improves the interpretation, expression and oral skills.

It should be understood that reading, especially in English, opens an angle of 360º of possibilities of interaction with the outside world, technology and the teaching since this is the most important universal language of the world and therefore has to be at the forefront of the society that requires people with a great scientific knowledge and great fluency in this foreign language. (Verdú, 2012, p. 58).

The new learning theories speak of that knowledge as being fixed in a better way in memory when this is not flat, i.e. when it includes forms, colors,

sounds, it is for this reason that technology today represents an inevitable means for the transmission of knowledge by immersing the student in a new world with more possibilities and facilities at the time of searching, submitting and systematizing information which is also what the learning of English provides.

Little by little, the traditional classroom will be replaced with rooms that contain technological instruments of tip as the new virtual whiteboards, and where the books and notebooks will be replaced by electronic notebooks that will be available to each student, particularly for the teaching of English, which requires dynamic tools and shows for students to improve the written interpretation. (Verdú, 2012, p. 66).

The learning in English is not an exception because there are already academies where the student learns sitting in front of a computer and listening, repeating and recording phonetic sounds, completing grammatical and vocabulary exercises, resolving virtual tasks. The trends for this new millennium are large and radical, changes in the teaching/learning process as it is now known.

Reading is one of the main aspects in the education of children and young people. If in principle, they do not understand what they read, then it will be almost impossible to comply with the following activities. Every person should have the habit of reading, either in English or in Spanish, because it is the only source of enriching and strengthening our knowledge. Through the development of this guide based on techniques to achieve to encourage reading and at the same time, improve the assimilation of the English language, we have been able to learn basic actions that any person can apply to the daily context. (Verdú, 2012, p. 75).

The Longman Dictionary of Language Teaching and Applied Linguistics, in its 1997 edition, defines methodology as a way of teaching that is based on principles and systematic procedures which in turn represent the conception of how the language is taught and learned and acquired little by little.

According to the Longman Dictionary (1997, p. 18), methodologies differ from each other in their conception of the nature of language and its programming, on the purposes and objectives of education, in the type of program that promotes the techniques and procedures recommended and the role assigned to it by the teacher, apprentices and instructional materials.

In the teaching of a foreign language, there is a difference between general and specific methodologies, traditional and contemporary; more so, not making valid these distinctions among other reasons make them vague and imprecise, literature has documented a number of methodologies that have been classified according to:

Logical categories (synthesis and analysis, induction, deduction); the appearance of the tongue which focuses its attention (grammar-lexical, phonetic, etc.); the skills that train (translation, oral, written, read); the linguistic base or psychological theory of learning which supports (aware, suggest, structure, etc.) and they are also known according to their inventors or most prominent figure (the method of Comenius, Gouin, Berlitz, Palmer, Lozano, Jorrín, etc.).

It would also be clearly necessary to distinguish between methodologies designed to teach the mother tongue (methodology hearing, alphabetically or phonic linguistics, of sentence, of the word, the sight, etc.) and those designed or used particularly to teach foreign or second languages (method of reading, Total Physical Response (TPR), audiovisual, etc.) that are sometimes confused.

The teaching methodologies are related to the interpretation of the written vocabulary of Basic English because the manner in which it is taught allows students to learn this language and if these are dynamic, active and participative, all those involved are going to have the interest in learning and the positive predisposition to do so. (Yáñez, 2010, p. 58).

CHAPTER II

2. DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

2.1. RESULTS OF THE QUESTIONNAIRES ADMINISTERED ON THE 8TH YEAR STUDENTS OF BASIC EDUCATION

How important is the methodological strategy used by the teacher in order you learn the English language?

Table N° 1

ORDER	Alternatives	F	%
A	Always	35	100
B	Sometimes	0	0
C	Rarely	0	0
D	Never	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

Going by the information gathered from the questionnaires administered on the 35 students that make up the sample size of this investigation as depicted in table 1 above, all students amounting to 100% responded that methodological strategy for their effective learning of English language is always important, none of the respondents claim that it sometimes, rarely or never does.

According to these results, it is appreciated that the methodologies strategy are always important for learning English since it is the response in its entirety by students surveyed, and this is because the form in which the language is taught has the potentials of motivating learners towards their own learning and development in the subject.

It should be noted that teaching/learning is the result of a process of decoding - interpretation, significance, recreation, reinterpretation...- of ideas, conditions and practices available in a culture, they become more or less visible and viable in a situational context of interaction and exchange of meanings.

How would you rate the methodological strategy of the teacher?

Table N° 2

ORDER	Alternatives	F	%
A	Good	26	74
B	Regular	9	26
C	Bad	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

Following the results obtained from the field research instruments applied on the sample size of the work as tabulated in table 2 above, 26 students equaling 74% of the respondents asserted that the methodological strategy of the teacher is good while 9 students amounting to 26% of same sample size declared that it is regular. None of the respondents said that the methodological strategy of the teacher is bad.

According to the percentages depicted, a majority of the students made it clear that the methodological strategy of the teacher is good but that there are some difficulties because they do not have the necessary resources for teaching English language as it should be.

The methodology applied in the teaching of English should be characterized by being motivational. The experience of the subject should help ensure that classes are more dynamic so that learners can get the information actively and constructively. There are two types or variants of this method; the teaching approach and the type of learning/knowledge the teacher intends to pass across to the students.

What methodological strategy does your English language teacher apply in class?

Table N° 3

ORDER	Alternatives	F	%
A	Traditional	11	33
B	Innovative	34	67
C	Dynamic	0	0
D	Participatory	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

With regards to the question above and following the results gathered from the questionnaires administered on the sample size as accordingly shown in table 3, all 35 students amounting to 100% of those sampled opined that the methodological strategy of the teacher is participatory. None of the students involved in the exercise considered that the methodology is traditional, innovative or dynamic.

Students in their entirety expressed that the methodological strategy of the teacher is participatory since it allows them to act in class and be able to comment on the issues concerned but that it requires more activities within the methodology applied.

In this methodological strategy, the teacher remains more passive and students play a more active role in the learning process, although it focuses a great deal on the reproduction of the contents. Some activities that the teacher performs in this method are; the use of specific models or criteria for the learners to apply and practice on the basis of the issues to be worked on in class.

What is your level of domain of the basic vocabulary of the English language?

Table N° 4

ORDER	ALTERNATIVES	F	%
A	High	4	11
B	Medium	31	89
C	Low	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

In accordance with the information obtained from the administered field research tools and as depicted in table 4 above, 31 of the students that corresponds to 89% of the sample size of this study responded that their level of domain of the basic vocabulary of the language in question is medium while 4 students amounting to 11% of same sample size asserted that theirs is high. None of the students indicated that their level of domain of the basic vocabulary of the English language is low.

According to these results, most of the students considered that their level of domain of the basic vocabulary of the English language is medium as they require great improvements in their knowledge acquisition of the language. This is because it makes the subject seem difficult to them which has the effect of demoralizing them.

The learning of English is a permanent change in the behavior and is the result of strengthened and continued practice. Whatever be the level of the student body, there are four things that the learners should do with the "new" language: embrace it, try to understand its meanings, understand its construction (the conjugations) and, constantly practice it. This way, they can attain or even exceed the desired level of proficiency in the use of the language.

What resources does your teacher use to teach the basic english vocabulary?

Table N° 5

ORDER	Alternatives	F	%
A	Audiovisual	0	0
B	Texts	6	17
C	Whiteboard	29	83
D	Others	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

As shown in table 5 above following findings from the questionnaires administered on the 8th year students of the aforementioned educational institution, 6 of them that make up 17% of the sample size of the study declared that the resources used by their teacher in the learning process are textbooks while 29 students that represent 83% of same size asserted that their teacher just uses the whiteboard. None of them opted for audiovisual or other resources.

According to the obtained results, majority of the students considered that the resource used for teaching them English is the whiteboard which goes to show that they require the provision of more didactic resources which unfortunately are not sufficient to achieve significant learning of English language and its basic vocabularies.

The teaching of the basic vocabularies of the English language and its teaching requires varied and innovative resources so that the mechanisms of verbal and non-verbal communication and representation can best be appreciated and attained since they constitute the basis of all social interactions.

Do the resources that your teacher use help in your learning of the basic vocabularies of English?

Table N° 6

ORDER	Alternatives	F	%
A	A lot	0	0
B	Little	35	100
C	No	0	0
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

Going by the results obtained from questionnaires administered on the sample size of the investigation and as clearly demonstrated in table 6 above, all 35 students that represent 100% of same sample size responded that the resources adopted and used by their teacher is of little help in the learning process.

Accordingly, the entire students manifested that the resources used by the teacher is practically of little help in the learning of the basic vocabularies of English language. This makes the acquisition of knowledge and the interest in learning the language even more difficult and far-fetched.

Teaching a language effectively requires the use of appropriate and innovative resources to motivate the students. This is because the students might learn the structuring of the language without knowing what they are saying; therefore, they require learning with resources that will help them be able to interpret what they have learnt.

Do you think that your English language teacher should improve the methodological strategy for the teaching?

Table N° 7

ORDER	Alternatives	F	%
A	A lot	1	3
B	A little	12	34
C	No	22	63
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

Following the results obtained from the questionnaires administered and as depicted in table 7 above, just 1 student that represents 3% of the sample size responded that the teacher should improve the methodological strategy a lot. On the other hand, 12 students that corresponds to 34% of same sample size asserted that same should be improved on a little while the remaining 22 students amounting to 63% of the survey size opined that they are contented with the methodological strategy for the teaching and hence, do not need any improvements.

The criteria of a majority of the students sampled is that the English language teacher should not improve the methodological strategy since they believe it is well implemented but that they require more resources so that the educational processes in the learning of the language can be more dynamic and participatory for all concerned.

The age of the learners is an important factor in the decision of the teacher with regards to how and what to teach in class. It has been observed that students of different ages have different needs, skills and cognitive abilities. It is expected that the boys and girls in the primary age assimilate a larger part of a foreign language through games while older students reasonably expect a greater use of abstract thoughts and of various materials to learn same and especially of the basic vocabulary of this language.

What would you suggest to your teacher with regards to good methodological strategy for the teaching?

Table N° 8

ORDER	Alternatives	F	%
A	Training	1	3
B	That there are more resources	25	71
C	To attend workshops on methodologies strategy	9	26
	TOTAL	35	100

Source: Students of the EU "Vasco Núñez de Balboa"
Author: Yalitza Yuleisi Cobeña Cornejo.

With regards to the question at stake and the results gathered from the application of the field research instruments that are subsequently represented in table 8 above, just 1 student representing 3% of the sample size suggested that the teacher should go for trainings with regards to good methodological strategy for the teaching. On the other hand, 25 of the students amounting to 71% of same sample size opted for the use and application of more teaching resources while 9 students that corresponds to 26% of the survey size asserted that the teacher needs to attend workshops on teaching methodologies.

Most of the students do agree that the teacher needs to improve the methodological strategy through the use of more didactic resources to achieve more dynamic, significant and programmed classes.

For students to have rewarding experiences in the teaching/learning of English language, innovative and technological resources that motivate them toward the dominance of the language is definitely indispensable, both inside and outside the classroom. The comments that are made about the adolescents are only generalizations and have to be specifically managed. A lot also depend on the individual differences of the learners and the motivation they demonstrate towards learning the language.

2.2. RESULTS OF THE INTERVIEW CONDUCTED ON THE ENGLISH LANGUAGE

Lic. Juan Carlos Rivadeneira

1. How do you apply the methodological strategy for the teaching in the learning of the basic vocabularies in English language on the students?

Methodological strategy for the teaching helps students understand the language better and be able to have effective practices also allows the classes are more dynamic, fun and participatory, to facilitate the learning of this language in the students.

Students learn through the following strategies methodologies: answering the assigned questions, even if they do not understand the words individually.

They often learn indirectly, that is to say that they take the information from all sides and also learn from things that surround them instead of focusing only on the theme that is being taught. Their learning is not only from the explanations that they receive in class but also from what they see and hear. This way, they have the chance of playing and interacting with the language.

2. How would you rate the methodological strategy for the teaching that you apply?

I rate it as good because I think it is one of the best alternatives for the teaching of the language and because it ensures concrete experience where students learn from their own experience.

Learners arrive the classrooms with degrees of experiences that allow the teachers use a wide range of activities with them. Also, students tend in general to be undisciplined and this affects not just their individual learning but that of the whole class. The teacher has to apply a methodology for instilling study habits that apart from constituting a teaching methodology would also help to make learning English language meaningful to the students.

3. What methodological strategy do you apply for the teaching of English?

The methodological strategy for the teaching that is applied is participatory. Apart from promoting concrete experiences, students have the opportunity of interacting amongst them and this helps them with their learning.

Students in the classroom generally receive the same type of exposure or stimuli, for learning English, this helps them to motivate and facilitate the mastery of English, so that cannot learn a language if the conditions are right, such as motivation.

4. What is the level of domain of the basic vocabularies of the English language of your students?

The level of domain of the basic vocabularies of my students in English language confortably be assumed or take to be intermediate.

The elements that must be present in a class help students learn more and better.

5. What resources do you use in teaching of the basic vocabularies of English to your students?

The resources that are used are the traditional blackboards or whiteboards as the case may be, textbooks and notebooks.

The activities and materials which often involve the students are games (depending on age and types), music, debates, image stimulants, stories and amusing anecdotes.

6. What resources would you require to improve the methodological strategy for the teaching?

I think that there should be more resources made available to us as language teachers and, thus, be able to improve on performance.

Students can study in a variety of ways and styles; by studying the evidences of the language and discover grammar by themselves, working in groups, the vocabularies in a text while the teacher explains the grammatical rules and their situational applications.

2.3. RESULTS OF THE INTERVIEW WITH THE RECTOR OF THE INSTITUTION

Lic. Gladis Toledo

1. Why is it important for teachers to apply methodological strategy for the teaching in the learning of the basic vocabularies in English language on the students?

The methodological strategy for the teaching is important because it allows teachers to design the form/method through which they are going to impart their knowledge and more so, when it comes to the subject of English language in which students have a lot of difficulties.

The student is an active person that is supposed to build his/her knowledge through interactions with others in various learning contexts coupled with what is learnt in an action that is socially constructed and accepted, hence, the methodology of learning is important.

2. How would you rate the methodological strategy for the teaching that the English language teacher applies?

The methodological strategy for the teaching of the English language teacher is good and I have always advocated the implementation of other educational resources to complement the job of the teacher in teaching this foreign language.

Teaching involves making decisions, catering for different demands and maintaining a certain level of uncertainty. Teaching is communication, exploration, expertise, etc., and all put together, the community learns.

3. What methodological strategy for the teaching does the English language teacher apply?

The methodological strategy for the teaching that the teacher applies is dynamic and participatory. However, there is no appropriate services that complement the learning of the basic vocabulary in students.

It is a challenge for the teacher to make the students learn how to generalize and apply the knowledge and skills of the language and ensure that their skills are significant. The teacher has to prepare the context for learning by offering different contents and connecting with different themes in English. The point is making the learning of English language significant and dynamic.

4. What is the level of domain of the basic vocabularies of English language of the students of the 8th year of basic education?

The students of the 8th year of basic education possess a basic level of the domain of the basic vocabulary of English language.

Students need to improve their level of interpretation of the written language especially in its basic vocabulary which will in turn help them develop fluency of speech and pronunciation in same.

5. What resources are used by the teacher in teaching of the basic vocabularies of English to the students?

The resources used by the teacher are the blackboard, texts and notebooks.

Some of the resources that can be use to decode their interest levels are questionnaires, open questions, inventory of interests, etc.

6. What resources would you suggest for improving the methodological strategy for the teaching of the English language teacher?

I would suggest that the teacher do some updating courses for knowledge so as to be able to reach the student with more effectiveness and efficiency.

The use of periodic reinforcements and evaluations are important aspects to work on in a bid to maintaining the desired students' motivation in the subject. The reinforcement is an important strategy in the process of learning

within and outside the classroom and in the acquisition of behaviors, attitudes or knowledge of the basic vocabularies of English language.

CHAPTER III

3. PROPOSAL

3.1. TITLE OF THE PROPOSAL

Guide with methodological strategy for the teaching of the basic vocabulary in English language.

3.2. INTRODUCTION

Currently, in the majority of the working fields, there is a growing demand for professionals with high proficiencies in English which implies greater commitment on the part of educational institutions and their actors to form citizens that would be competitive in this area.

It is important to emphasize that education in general is a complex task in every sense and, more specifically, teaching a language, as it must teach people to communicate in an efficient and effective manner due to the fact that communication is essential to achieve better interpersonal relationships as well as gain access to all kinds of knowledge and produce new knowledge. Therefore, if it is challenging to teach a mother tongue, it will practically be more challenge to teach a foreign language.

The teaching of a language other than the mother has several disadvantages, in some occasions, it is rejected either by the students or by the parents; on other occasions, there aren't necessary resources or materials for the teaching and learning of this new language. This is why its teaching/learning encounters a couple of situations or issues at the time to learning.

The purpose of this guide is to provide innovative teaching tools that allow and facilitate carrying out teaching and learning English through strategies, methods and techniques in the language. In response to the purpose of this guide, two main themes are addressed: the teaching methodology and the written interpretation of the basic vocabulary of the English language.

3.3. JUSTIFICATION

Learning English language has the focus of being an instrument of effective communication. From the first year of kindergarten (three years) to the point of completing secondary education; students learn English on a daily basis with an increase on the time spent each day as they advance in level.

The teaching methodology used in classrooms is there of immense importance and especially in the years of adolescence where students have apathy toward the learning of English and require active and participative methodology for building up interest in learning this language.

In addition, the proposal that is being made is necessary because in the upper basic education, students are introduced into the area of foreign languages whose main objective is the development of comprehension skills both orally and in written expressions.

At the end of the secondary education, students are deemed to have the competence of the management of this second language that allows them to go into future successful professional careers; hence, the need for effective and efficient methodological strategy for the teaching for a significant learning of the language.

To learn English, you must first be disciplined and then have clear objectives. Many times we repeat the same story in which hundreds of students do not understand almost anything concerning this language. However, there are many teaching methodologies that enable and facilitate the learning of a foreign language.

One of these and that is very important as it covers a large part of the basic knowledge of this language is to understand fully the vocabularies of English and what you intend to achieve with the guide that is being proposed.

To achieve this, you must first implement a close relationship between the teacher and the students. It is also of vital importance to use audiovisual materials for teaching/learning whatever language. These should be made

available because the human brain assimilates better when we see and hear than when there is only one of these two variants.

So the proposal is viable and feasible, because it has the resources and the necessary human talent to make its application a success and, in turn benefit the students, teachers and other educational actors with valuable tools to teach English and that can be adapted to other areas if so required.

3.4. OBJECTIVE

To develop a guide with methodological strategy to improve the teaching of the basic vocabulary of the English language in the students

3.5. DEVELOPMENT OF THE PROPOSAL

"VASCO NÚÑEZ DE BALBOA" EDUCATIONAL UNIT

SANTO DOMINGO

MY NAME

GUIDE 📘📄📖

METHODOLOGICAL

📝📄📖📚📑 TO IMPROVE THE

📖📑📄📚 📄📄📘 BASIC

VOCABULARY OF THE

ENGLISH LANGUAGE IN THE

STUDENTS

PRESENTATION

The process of the acquisition of knowledge, skills, values and attitudes is called learning and is made possible by study, education and experience. This process can be understood from different postures which imply that there are different theories related to the act of learning. The behavioristic psychology, for example, describes learning according to the changes that can be observed in the conduct of a subject for which this guidebook to several methodological activities for the teaching of English is proposed.

Human learning is defined as the relative change in the conduct of a person on the basis of the outcomes of experiences. This change is achieved after the establishment of an association between a stimulus and its corresponding response; hence, the proposal of this practical guide as an alternative with various activities for the teaching of English and that motivates them to collaborate with their own learning.

Before describing the different methods and methodological approaches used in the classroom, it would be useful to clarify the conceptual ambiguity of the term method – that comes from the Greek word méthodos: "path", "process"- referred to in the framework of the teaching of languages, both to a current methodology of linguistic analysis, as to a manual or textbook, among other existing contents as can be the reference to the procedure of learning, differentiating in this sense, the inductive method from the deductive method.

At this time, when the new subjects acquire the deserved recognition as a solid part of higher education, it is at this time point that methodological approaches that are more focused on the essence of the language can be propagated in this language that is no other thing that the oral language and its role as a means of communication between cultures.

Thus, several alternatives are proposed for the implementation of teaching methodologies that allow teachers to improve their daily activities in the classroom and in same way, form and prepare students to achieve a

dominance of the English language that will serve them to have more and better job opportunities in the future.

METHODOLOGICAL STRATEGY FOR THE TEACHING OF THE BASIC VOCABULARY OF THE ENGLISH LANGUAGE

METHODOLOGICAL STRATEGY No. 1

The methodology of "grammar and translation" ("GRAMMATIK-ÜBERSETZUNGS-methode')

OBJECTIVE: To know the words and grammatical rules of the target language, so that students can both understand sentences as well being able to construct them and, in this way, come to appreciate the culture and literature of the foreign language, acquiring at the same time, if possible, a deeper knowledge of their own language as well as developing their intellect and capacity of reasoning.

MATERIALS: office supplies.

DEVELOPMENT: This is the first known method in the history of the act of teaching of foreign languages and, as such, was the one that was used traditionally in the learning of the classical languages; hence, it became known also as the "traditional" method.

Theoretically, this methodology consists of the teaching of the second language by means of the first, because all the necessary information to build a sentence or understand a text is facilitated through explanations in the mother tongue of the pupil.

To differentiate the three essential steps for the learning of the language prior to the removal of a list of words;

1. The knowledge of the grammatical rules is necessary to unite and to relate those words in correct sentence formations, and

2. The exercises, basically of translation, both direct and reverse make the students conduct continuous practices and improving the pronunciations and interpretation of the vocabularies of English language.

It is exclusively a deductive method which is always part of the rule to reach the example. The base is in the written form of the language, mainly literary, guided by formal criteria and devotes attention virtually to aspects of pronunciation and intonation and excluding likewise, any glimmer of communicative aspect.

The language, through this method, "wird famous Dabei als ein "Gebäude" gesehen, das aus "Sprachbausteinen" systematisch gefügt und nach logischen Regeln aufgebaut ist". This metaphorical vision of language as a "building" systematically constructed with "bricks" according to some logical linguistic rules as summarized by this author who states that, with the method of "grammar and translation", "Sprachbeherrschung bedeutet Sprachwissen", i.e. the domain of the tongue means the knowledge of the same.

From a psychological point of view, this method is based on a concept of cognitive learning, i.e. in the training of the understanding, the implementation of rules and memorization which plays a decisive role in the teaching/learning process.

METHODOLOGICAL STRATEGY No. 2

The direct approach (traditionally "Direct Method")

OBJECTIVE: to strengthen the vocabulary of English through the continued usage of the same in the classroom.

MATERIALS: Cards with multiple drawings, tape, pencil, cardboard, broke, sheets paper boom TO4.

DEVELOPMENT: The origin of the "direct" method, traditionally known as "natural" or "inductive", dates back to times as old as those of the "traditional" method, since it emerged as a reaction to this.

Previously, its existence has been proved, although it was not considered as a conscious methodological procedure because we know that applied intuitively naturalist strategies in remote times for the learning of certain languages were made use of.

The method "live", therefore, is a continuation of this method of "natural" tradition and is born out of attempts to disassociate itself from the methodology used for the classical languages to develop a new procedure and more in keeping alive the spoken language. In this way, it begins to appear in the second half of the nineteenth century many theories and critics of the teaching of languages who advocated the elimination of grammar and translation and proposed a more "natural" method.

METHODOLOGICAL STRATEGY No. 3

THE "AUDIOLINGUAL" METHOD ("AUDIOLINGUALE methode')

OBJECTIVE: To develop the basic vocabulary of English through the application of a direct practice of the correct usage of English among students.

MATERIALS: office supplies and materials of the environment.

DEVELOPMENT: The "audiolingual" or "audio-oral" method is based on a series of new approaches for linguistic research and psychology of learning that took place during the 1930s and 1950s mainly in the United States of America.

It is clearly influenced by the structuralism linguists and the theory of description of the language of Bloomfield (1933), by which it can no longer be considered as the starting point for the analysis of the language the system of rules in a given language, as it was in Latin, for example, but that any language can bring together a set of characteristic structures and can be described from them. The basis of this method is the analysis of the spoken language and the procedures are descriptive and inductive (Neuner, 1989: 149).

METHODOLOGICAL STRATEGY No. 4

THE "INTERMEDIARY" METHOD ("VERMITTELNDE methode')

OBJECTIVE: To teach the English vocabulary with the exclusive use of language and on the basis of their grammatical bases.

MATERIALS: Cards with words, pencil, marker, tape, notebook, cardboard papers.

DEVELOPMENT: This method consists in an attempt to join mainstream objectives "modern" to methodological procedures linked to the reform movement of the twenties and the Concepcion of "audiolingual" which had been developed in other countries. The characteristics of this methodology "conciliatory" are, for example, the following:

• Active participation of the student.

• The class has to be provided primarily in the target language, except the clarifications of grammar and other issues of difficult understanding.

• Memorization of new words in a particular context.

• Inductive learning with regards to the grammar (is part of the example to reach the rule).

• Presentation of the grammar in a cyclical progression.

• Exercises for the oral use of the language, but also plenty of grammar and translations.

METHODOLOGICAL STRATEGY No. 5

THE "AUDIOVISUAL" METHOD ("AUDIOVISUELLE methode')

OBJECTIVE: To use audiovisual materials for the teaching of basic vocabularies in English language.

MATERIALS: audiovisuals.

DEVELOPMENT: Although the "audiovisual" method has the same origin as the "audiolingual" since both are based on the linguistic structuralism but are different in various significant aspects. The "audiovisual" was developed in France by the C.R.E.D.I.F. (Center de Recherche et d'Étude pour la diffusion du Français) in the mid-fifties and the salient features can be summed up in the following:
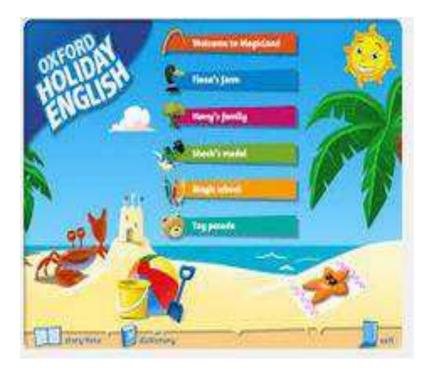
1. Emphasis on the visual elements. Presents basically the oral language with associated images.

2. The communicative situation must be understood in "global" or totality before the study of linguistic structures.

Strictly structured class:

1) general introduction in the form of the dialog,

2) presentation of individual aspects,

3) repetition of structures and,

4) practical application.

Type exercises "structural" (primarily to replace and complete structures).

The fact that on the one hand, this method annul in some way the creative potential and cognitive abilities of the pupil which translated into a receptive and reproductive behavior too and, on the other hand, the role of the teacher was so limited in the learning process which came to have practically the role of "audiovisual technician", were sufficient reasons for unleashing numerous

criticisms in Germany which prevented the introduction of this method in the classroom (Neuner, 1989: 150).

METHODOLOGICAL STRATEGY No. 6

THE "COMMUNICATIVE" METHOD OR APPROACH ("KOMMUNIKATIVE METHODE/ANSATZ")

OBJECTIVE: To promote the learning of the basic vocabularies of English language through dialogs among the students to practice the pronunciations.
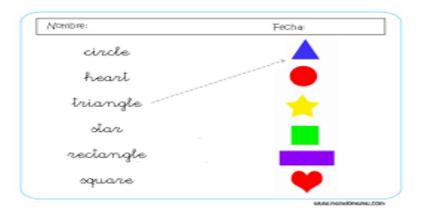
MATERIALS: Classroom, notebook, pen, pencils.

DEVELOPMENT: the obvious shortcomings of all the methodologies described above showed that each did not manage by itself the goal of the student to learn to communicate in all respects, so, the solution should be in a mixture of elements of all of them, a method that covers through activities, texts, dialogs and varied and motivating exercises through the performance of communication in all aspects.
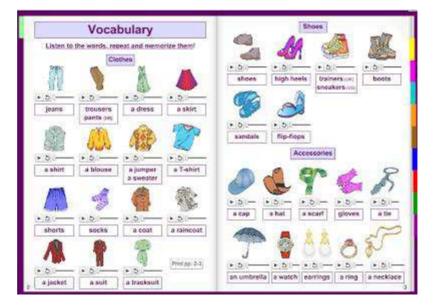
It is as well as it appears in the decade of the eighties of the last century what is now known as "communicative method or approach" whose characteristics are summarized by Sanchez Perez (1992: 408-409) in this way:

1. Exposes, as a point of departure, casts thematic, functional, grammatical and lexical.

2. Offers very diverse activities: interactive, motivating, based on the content and focused on the development of communicative functions, sometimes even playful, etc.

3. Tries to expose a natural form of language based on communication on a daily basis.

4. Just gives importance to the grammatical aspects, lexicons and phonology, than with the other methods that charge special prominence and in this case, in contrast, they are integrated in the communicative process.

In contrast to the previous methods, the "communicative" method achieves its objective by applying psychological and pedagogical principles in the

development of materials, managing to reach, in turn, a harmony of components required for the communicative process, namely type checker, phonological, morphological, lexical, syntactic, semantic, pragmatic and sociolinguistic tendencies that are exposed in a clear and easily perceptible way to the students, these ingredients are necessary to achieve motivation on the part of both the teacher as well as in the learning of students.

However, the teaching by means of a method that is exclusively communicative - based primarily on the oral expression - has received various criticisms for not taking into account the four skills that are necessary in communication and to defend that the communicative act takes place exclusively in the colloquial language without sufficiently considering aspects such as the social and cultural contexts, themes, partners, objectives, etc.

METHODOLOGICAL STRATEGY No. 7

THE "LEARNING THE LANGUAGE IN COMMUNITY" ("COMMUNITY LANGUAGE LEARNING") METHOD

OBJECTIVE: To promote the interest in learning the basic vocabularies of the English language to reach the dominance of this language.

MATERIALS: Classroom, notebook, pen, pencils.

DEVELOPMENT: This method was developed in the seventies by Charles A. Curran, Psychotherapist and professor of psychology at the American University of Loyola, in Michigan. It is based primarily on psychological counselling techniques adapted to learning. It is aimed at adults who learn in small groups among which creates a climate of trust and understanding.

Teachers are entrusted, inter alia, the task of depriving students the fears and insecurities through a less authoritarian and threatening position and giving them the target language as a means of communication, enabling them, if necessary, to use the language of the learners for the translation.

This is a learning based on group work, to encourage cooperation and not competition, as well as in fostering the personal initiative and the responsibility of the student for his/her own learning.

Among its main techniques are, according to Larsen-Freeman (1986), record conversations of students, transcribe them and use them to correct and improve your pronunciation, on the one hand, and enhancing the open reflection on the activities that are carried out in the classroom.

CONCLUSIONS

Having completed the analysis of the gathered information from the application of the field research instruments, the following conclusions were reached:

a. Methodological strategy for the teaching of the basic vocabulary in English in the 8th year students of the Generalized Basic Education at "Vasco Núñez de Balboa" educational unit is very important because the teacher's teaching method plays an important role and motivates students toward the learning of English and this makes them have a greater interest in acquiring the knowledge of this language and as a subject to be able to have a greater academic performance.

b. The methodological strategy that the English language teacher applies is participatory and dynamic because it ensures that all students participate in classes and carry out the assigned activities according.

c. The level of domain of the basic vocabularies of the English language that the students possess is medium, since they do not have the necessary resources for the learning of this subject and requires observed innovations in the methodological strategy for the teaching for students to get better motivated.

d. To design a guidebook with methodological strategy for the teaching of the basic vocabularies of the English language. It is intended that the guidebook can be used as a tool to assist and complement the teaching/learning process of English language in general in students that make up the sample size of this investigation in an active, dynamic and participatory manner.

RECOMMENDATIONS

Having completed the analysis of the gathered information from the application of the field research instruments, the following recommendations were put forward:

a. It is recommended that the language teacher should attend constant trainings in the course of his job to ensure better performance and, in this case, on methodological strategy for the teaching of the basic vocabularies of English language. This will in turn enable him/her have updated knowledge to make his/her classes interesting and motivating for the students under his/her care.

b. The teachers should vary their methodological strategy for the teaching so that there would not be tiredness or boredom in students, this way, they can make classes dynamic and participatory and oriented towards achieving significant learning of the language for the students who definitely need an effective assimilation and practical use of same broaden their career opportunities and access better job offers in the future.

c. Students should be motivated to improve the learning and domain of the basic vocabularies of the English language through the implementation of dynamic activities and games that permit them to learn in an enjoyable and interactive way and, thus achieve the desired language proficiency that is required to continue being successful in the educational process in second or foreign language courses.

d. It is recommended that the guidebook be apllied in educational institutions with pedagogical strategies for the teachings of the basic vocabularies of English to enable teachers ensure the establishment of variety and dynamism in their classes.

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Annexes

Annex N° 1: Tools for collecting information in the field

"ELOY ALFARO" Secular University of Manabí
El Carmen Extension
Career of Educational Sciences
English Major

Questionnaire directed at students of the 8ᵗʰ year of basic education at "Vasco Núñez de Balboa" Educational Unit.

Theme: Methodological strategy for the teaching of the basic vocabulary in the English language in the 8ᵗʰ year students of the Generalized Basic Education at "Vasco Núñez de Balboa" educational unit, Santa Cecilia, Santo Domingo, 2016/2017 academic period.

Objective: To determine the importance of the methodological strategy for the teaching of the basic vocabulary of English on the 8ᵗʰ year students at "Vasco Núñez de Balboa" Educational Unit.

1. **How important is the methodological strategy of the teacher for you to learn English language? (O.G.).**

    a. Always   ( )
    b. Sometimes   ( )
    c. Rarely
    d. Never   ( )

2. **How would you rate the methodological strategy of the teacher? (O.E.1).**

    b. Good   ( )
    c. Regular   ( )
    d. Bad   ( )

3. **What methodological strategy does your English language teacher apply in class? (O.E.1).**

    a. Traditional   ( )
    b. Innovative   ( )
    c. Dynamic   ( )
    d. Participatory   ( )

4. What is your level of domain of the basic vocabulary of the English language in the students? (O.E.2).

    a. High   ( )
    b. Middle   ( )
    c. Under   ( )

5. What resources does your teacher use in teaching of the basic vocabularies of English? (O.E.3).

    a. Audiovisual   ( )
    b. Texts   ( )
    c. Whiteboard   ( )
    d. Other

6. Do the resources that your teacher use help you in the learning of the basic vocabularies of English? (O.E.3).

    a. A lot   ( )
    b. A little   ( )
    c. No   ( )

7. Do you think that your English language teacher should improve the methodological strategy? (O.E.4).

  b. A lot   ( )
  c. A little   ( )
  d. No   ( )

8. What would you suggest to your teacher with regards to good methodological strategy for the teaching? (O.E.4).

    a. Training   ( )
    b. That there are more resources   ( )
    c. To attend workshops of teaching methodology   ( )

Thank you for your time.

Interview addressed to the English language teacher at "Vasco Núñez de Balboa" Educational Unit.

Theme: Methodological strategy for the teaching of the basic vocabulary in the English language in the 8th year students of the Generalized Basic Education at "Vasco Núñez de Balboa" educational unit, Santa Cecilia, Santo Domingo, 2016/2017 academic period.

Objective: To determine the importance of the methodological strategy for the teaching of the basic vocabulary of English on the 8th year students at "Vasco Núñez de Balboa" Educational Unit.

1. **How do you apply the methodological strategy for the teaching in the learning of the basic vocabularies in English language on the students? (O.G.).**

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2. **How would you rate the methodological strategy for the teaching that you apply? (O.E.1).**

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3. What methodological strategy for the teaching do you apply? (O.E.1).

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4. What is the level of the domain of the basic vocabularies of the English language of your students? (O.E.2).

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5. What resources do you use in teaching of the basic vocabularies of English to your students? (O.E.3).

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6. What resources would you require to improve the methodological strategy for the teaching? (O.E.4).

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Thank you for your time.

"ELOY ALFARO" Secular University of Manabí
El Carmen Extension
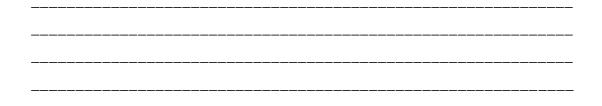**Career of Educational Sciences**
English Major

Interview conducted with the Rector of "Vasco Núñez de Balboa" Educational Unit.

Theme: Methodological strategy for the teaching of the basic vocabulary in the English language in the 8th year students of the Generalized Basic Education at "Vasco Núñez de Balboa" educational unit, Santa Cecilia, Santo Domingo, 2016/2017 academic period.
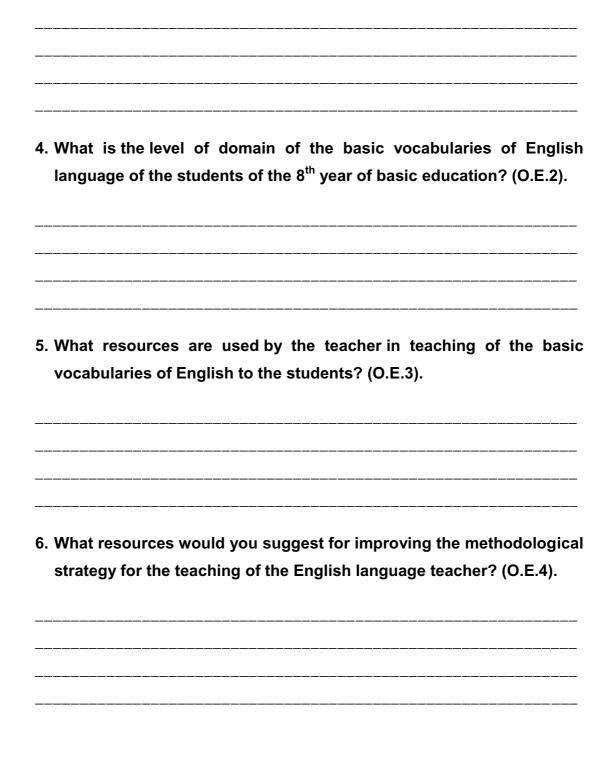
Objective: To determine the importance of the methodological strategy for the teaching of the basic vocabulary of English on the 8th year students at "Vasco Núñez de Balboa" Educational Unit.

1. **Why is it important for teachers to apply methodological strategy for the teaching in the learning of the basic vocabularies in English language on the students? (O.G.).**

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2. **How would you rate the methodological strategy for the teaching that the English language teacher applies? (O.E.1).**

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3. **What methodological strategy for the teaching does the English language teacher apply? (O.E.1).**

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4. **What is the level of domain of the basic vocabularies of English language of the students of the 8th year of basic education? (O.E.2).**

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5. **What resources are used by the teacher in teaching of the basic vocabularies of English to the students? (O.E.3).**

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6. **What resources would you suggest for improving the methodological strategy for the teaching of the English language teacher? (O.E.4).**

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Thank you for your time.

Annex N° 2: Photographic records

Administering the questionnaires on the 8th year students of basic education.

INTERVIEWING THE ENGLISH LANGUAGE TEACHER.