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CAREER IN LANGUAGES–ENGLISH MAJOR
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INVESTIGATION WORK

**PRIOR TO OBTAINING THE BACHELOR OF CAREER IN
LANGUAGES: ENGLISH MAJOR**

THEME

ELABORATION OF A DIDACTIC GUIDE FOR THE TEACHING –
LEARNING OF BASIC VOCABULARY IN ENGLISH LANGUAGE IN THE
STUDENT OF 10TH YEAR OF BASIC EDUCATION PARALLEL “B” AT
“TACIO CASTILLO DIAZ” EDUCATIONAL UNIT, 2016 / 2017 ACADEMIC
PERIOD.

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TUTOR CERTIFICATION

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It has been carefully monitored and reviewed in this research work on: **ELABORATION OF A DIDACTIC GUIDE FOR THE TEACHING – LEARNING OF BASIC VOCABULARY IN ENGLISH LANGUAGE IN THE STUDENT OF 10TH YEAR OF BASIC EDUCATION PARALLEL “B” AT “TACIO CASTILLO DIAZ” EDUCATIONAL UNIT, 2016 / 2017 ACADEMIC PERIOD.** It is ready for presentation and suitable for defense.

The opinions and concepts related to this Work of Titulation are fruit of the work, perseverance and originality of its author: **LUIS RODOLFO SOLÓRZANO SALDARRIAGA**, being its exclusive responsibility.

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AUTHORITY DECLARATION

I, **LUIS RODOLFO SOLÓRZANO SALDARRIAGA**, declare that the responsibility of the opinions, research, results, conclusions and recommendations presented in this Titulation Work is exclusive of his author, which was obtained through of a bibliographical review and the application of the field research.

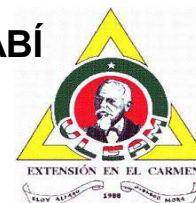
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APPROVAL OF TITULATION WORK

The members of the Examining Tribunal approve the research report on **ELABORATION OF A DIDACTIC GUIDE FOR THE TEACHING – LEARNING OF BASIC VOCABULARY IN ENGLISH LANGUAGE IN THE STUDENT OF 10TH YEAR OF BASIC EDUCATION PARALLEL “B” AT “TACIO CASTILLO DIAZ” EDUCATIONAL UNIT, 2016 / 2017 ACADEMIC PERIOD**, by his author **LUIS RODOLFO SOLÓRZANO SALDARRIAGA**, graduated from the Career in Languages, English Major.

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DEDICATION

"Learning another language not only reveals how other societies think, their experiences and values and how they express themselves, think and feel; it also provides a cultural mirror through which to see our own society more clearly."

Edward Lee Gorsuch, director of the University of Alaska.

Luis Solórzano

GRATEFULNESS

First, I would like to thank my project tutor, Mr. Okafor Christopher Chukwugozie, who thanks his advice and great support in carrying out my work, I have been able to successfully complete and present it to the society to be applied.

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To all my friends and classmates who together we live days, months, and these five years sharing knowledge, learning day by day to be better to overcome and take our knowledge to another level which will serve to share it to future generations.

Luis Rodolfo Solórzano Saldarriaga

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SUMMARY

The present research was carried out in the "Tacio Castillo Díaz" Educational Unit, in the tenth year of basic general education, parallel "B", to know how the elaboration of a didactic guide helps in teaching the basic vocabulary of English language. The study was done in an explorative and descriptive way in which a quantitative method was used to obtain the data that helped us to clarify the problem and thus give a better support to the educational society in the facilitation of a product to be able to learn English. To do this, the survey and interview of the students, English teacher and rector of the institution, is carried out to know their opinions on the subject investigated; Being the sample 38 students of tenth year parallel "B", an English teacher and the Rector; To which instruments and data were applied and tabulated, interpreted, analyzed, and represented in the frequency tables. The theoretical framework consists of the theory comprising of the two variables that are didactic guide and the basic vocabulary of the English language. The hypothesis that was formulated in this investigative work, with the elaboration of a didactic guide will improve the teaching – learning of basic vocabulary in English language in the student of 10th year of basic education parallel "b" at "Tacio Castillo Diaz" educational unit, 2016 / 2017 academic period, the same that after the results is accepted, since when teachers use a didactic guide for teaching - learning basic vocabulary English language, as this helps them to be dynamic and have participative classes oriented towards meaningful learning. Likewise, the proposal is based on the search for the improvement of the basic vocabulary of English with a didactic manual to guide the teaching of this language and therefore improve their academic performance in this foreign language.

INTRODUCTION

In a globalized world full of barriers in which the human being is immersed, it makes the possible to achieve goals and keep moving forward to survive, English language being is considered today as a universal language for communication allowing nations to open their way in tourism or business and in some countries is adopted as a second language to learn, it can be mentioned that English language is present in almost all parts of the planet.

José Sanjuán Iglesias (2011, page 26), "the importance of English today is making it stop being considered as an alternative and complement to training, and become a training requirement on a personal level to achieve a complete development in many fields of life, professional, academic or even personal. "

Stern and Weinrib (2008, p.20), "mention that any time in a person's life is adequate for learning a language, since no age has been considered optimal for learning second language.

Considering English language as a foreign language being the most used in all educational areas, commercial, or for daily living, internationally a big number of people who have dominate a second language at either basic levels or advanced make themselves an entity with greater possibilities to improve their quality of life.

Learning a new language form part of the new demands that exist today, having basic knowledge of the English language vocabulary allows the student community to be full of abilities, learning a basic vocabulary of the English language in the Student society implies the creation and use of new implements, technology or didactic, so that students can successfully achieve clear and precise learning by improving their skills and abilities as well as their educational, personal and professional development, which will serve to themselves for their own benefit.

Currently, new techniques are being implemented to improve the teaching-learning process of students, considering English as a foreign language and their demand for a globalized world that needs professionals with academic excellence and the management of a second language in the Which the purpose of this research project is to contribute with the elaboration of a didactic guide that will be oriented to improve and enrich the knowledge in a fun way during the teaching-learning process of basic vocabulary of the English language.

Teachers in the daily life inside the classrooms have a great opportunity to improve their school environments by using these new and modern methods since a didactic guide not only allows them to improve their pedagogical area but also to increase the interest of the students that are learning.

On the other hand the students having this type of material in their hands, facilitates an educational development, increasing their knowledge and improving their skills and abilities when defending in their class hours, starting from the paradigm that not all students have the same Learning skills will always help this kind of material.

The main objective of this research project is to give the educational community a didactic guide following the paradigm of learning English language in children and adolescents in educational institutions that will be oriented to improve and enrich knowledge in a fun way during the teaching-learning process of a basic vocabulary in English language.

The research will be directed to the improvement and progress of the teaching – learning of basic vocabulary in English language in the student of 10th year of basic education parallel “B” at “Tacio Castillo Diaz” educational unit, 2016 / 2017 academic period in El Carmen - Manabí.

The general objective of the research is to establish the incidence of the didactic guide for the teaching of basic vocabulary of the English language in the student of 10th year of basic education parallel “B” at “Tacio Castillo Diaz” educational unit, 2016 / 2017 academic period.

The scientific tasks of the research are: To determine the level of knowledge of English vocabulary in students. Analyze the methodological strategy to improve the process of teaching English language and learning using a didactic guide. Design a teaching manual to improve student learning.

The research hypothesis is: the development of a didactic guide will improve the teaching – learning of basic vocabulary in English language in the student of 10th year of basic education parallel “B” at “Tacio Castillo Diaz” educational unit, 2016 / 2017 academic period.

The content of the investigative work the following chapters:

Chapter I, has the theoretical framework with the two variables as the didactic guide and the teaching - learning of the basic vocabulary of the English language.

Chapter II, is the results of field research, with frequency tables and their respective analysis, interpretation and personal commentary, in addition to the verification of the hypothesis.

Chapter III, contains the proposal that consists of a didactic manual for the teaching of the basic vocabulary of the English language.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. DIDACTIC GUIDE

The didactic guides are useful and effective material at the time of teaching, it is a fast and fun method that supports the teaching-learning process, today and ever more thanks to the technology development and use of the same can be done a more entertaining class in this form that students are interested in learning.

The main objective of the didactic guide is to facilitate students' cognitive learning through a faster and more effective way of learning, the didactic guide as much as for the students and teachers not only provides a fast learning system, if not also allow the teacher to order and improve their classes and environment in this, So this is not boring and monotonous.

For Piaget, cognitive development was a progressive reorganization of the mental processes that result from biological maturation and environmental experience. Consequently, we believe that children build an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. (BASANTA, 2011, p.18).

It is possible to define a didactic guide as a material with full methods, techniques and strategies that guide the learning development, no matter in the subject or subject being the main thing of this to achieve meaningful learning for the entity that uses it to their own benefit.

According to an investigation by the Uruguay Republic University (2013, page 17), they define the didactic guide as a material that guides the study and learning of a subject to favor the freelance students learning process, and motivating students to use it, this learning tool not only replaces an educational material developed by the teacher, it also facilitates the development of student skills and abilities.

1.1.1. IMPORTANCE OF A DIDACTIC GUIDE

For teachers, the preparation of the teaching guide is a real exercise in planning and reflection, in order to relate the learning objectives to the competences that are intended to be developed with the subject, through the training activities and using evaluation as a follow-up element And control of learning.

These planning deals with aspects such as the adequate distribution of the student's workload, the temporary organization of training activities, including evaluation tests, teaching materials and contents, deadlines for submitting papers and reports, the evaluation methodology and all that the student needs to know to overcome a subject. (García, 2010, p. 4).

The importance of the didactic guides is because it becomes a methodological resource that mediates the pedagogical interaction between the teacher and the student.

Presenting the characteristics and structure of any guide, a selection of the most frequent, the resources involved in the making of them and some models that can be used in different learning situations, both inside and outside the classroom.

Thinking that the teacher, having this base will create their guides according to the needs of their students, their context and the educational moment that lives. (TERESA, 2007, page 23).

1.1.2. STRATEGIES AND METHODOLOGIES OF A DIDACTIC GUIDE

Learning a second language and in this case English is conditioned by contexts and form of interacting learning with the latter by a variety of models and ways of learning, some of them are: behaviorist methods, oral approach, with Audio-lingual approach, natural integral and the most real that is determined by the directly communicative products of the language from the empowerment and development of the four skills of knowledge. (MEARA, 2010, p.29).

Behaviorist method that still in the modern and globalized society continues in force in the educational field and providing results to those who make this model to follow, which has been in charge of establishing and defining the teaching of a second language as repetitive and mechanical.

Hernández Osmany (2010, p. 22) "Behaviorism, by reducing all psychic phenomena a process of stimulus-reaction and denying the role of consciousness, lead to a mechanistic machine, whose objectives are raised only in the form of development of Habits and skills, without the formulation of cognitive goals.

1.1.3. KIND OF DIDACTIC GUIDES

The guides in the teaching-learning process are one more tool for the student's use that as their name indicates they support, lead, show a path, guide, channel, tutor, train, etc. As we see many synonyms, in each synonymous we see a different hue. Each word is similar, but the goal is different.

There are different types of guides and therefore they respond to different objectives, which the teacher should have very clear when choosing this medium; For example there are:

- Motivation Guides
- Learning Guides
- Testing Guides
- Synthesis Guides
- Application Guides
- Study Guides
- Reading Guides
- Guides of Observation: of visit, of the spectator, etc.

- Reinforcement Guides.
- Leveling Guides.
- Anticipation Guides.
- Replacement guides, etc. (HINDMARSH, 2014, page 34).

Motivational Guide

A unit of new content or difficult to assimilate has been started. They aim to make the learner interested in some new topic that he does not know. The teacher serves to investigate the interests of the students.

Anticipation Guides

Its aim is to despise the imagination of the learner, to create expectations of what to learn and activate previous knowledge. For example in a letter in the title asking what thematic believes the book has. Or if you are going to see new content in Mathematics, ask what the learner knows about this.

Learning Guides

They are done at the moment they are working on content or skills. The learner through the guide is acquiring new knowledge and skills and the teacher uses as a good complement of the class.

Testing Guides

They have as main function to verify the achievement of certain contents or abilities. The teacher serves to ratify and reorient your work plan and educate to prove yourself learned. Generally they are mixed, that is to say they contain items of development, of application and of dominion of contents. (HINDMARSH, 2014, p.35).

Application Guides

The closest utility is to qualify a difficult content that needs to be contextualized. It fulfills a function of activating the student's potential,

working empirically and also, to assimilate to their reality what worked in the class. The teacher provides help in terms of motivation, student knowledge and effective learning.

Synthesis Guidelines

The goal is to assimilate the whole and discriminate the most important. Very useful son for the student to finish a complex content and also to finish a unit, since it manages to understand it in its totality, as a mental outline for the student, since any content has beginning, development and conclusion. Click here to enlarge the image.

Study Guides

They aim to prepare a test, exam, etc. They are usually done before any evaluation or completion of a unit. The student is served to review the contents and the teacher to fix the learning in their students. It is also used to supplement the notes and for the students who need more time in the work of a unit.

Reading Guides

The aim is to guide the reading of a text in the book, using a reading comprehension technique. It can be done through the questions at the explicit or inferential level, so that the student will respond as he or she is reading through a synoptic table of reading, where reading title, author, nationality, Literary genre, type of narrator, narrative style, characters, environments, motifs and plot.

The student facilitates the understanding and analysis of texts and the teacher helps them to develop techniques in their students. (HINDMARSH, 2014, page 36).

Tour Guides

Its purpose is to direct a visit to the most important, since the student when leaving the classroom tends to disperse when there are many stimuli. They

are used when attending a museum, company, etc. Within these exist the spectator that is very similar to the one of reading; But film-oriented The teacher helps you focus the student's attention.

Observation Guides

The objective is observation, generally, to describe facts or phenomena. It is widely used as part of the scientific method. By educating the aid in their visual discrimination and the teacher the ease that their students have an observation model.

Booster Guides

They aim to support students with special or slower educational needs. The contents are worked with multiple activities. The student is served to follow the pace of the class and the teacher to match the level of the course as a requirement.

Leveling Guides

Its goal is to unify the knowledge and skills of students who are behind in the course. The student serves to understand the contents, especially those that are input behaviors for others. The teacher helps you to have a common base with your students. (HINDMARSH, 2014, page 38).

ELABORATION OF A DIDACTID GUIDE

As there are multiple didactic guides and all have different objectives it is necessary to know some basic requirements that must be taken into account when making a guide.

1. Objective
2. Structure
3. Student Level
4. Contextualization

5. Duration

6. Evaluation (APPLE, 2011, page 45).

Objective:

It is necessary to focus very well and concretely what is intended. For example, if you want to improve individual learning, you will do a reinforcement and application guide; If you want to help students achieve autonomy, you must produce self-study guides, if you are going to attend a museum, prepare a tour guide, etc.

In the guide must be written the objective, so that the student is clear what is expected of him. In addition, the teacher must verbalize this purpose several times in order to better conduct development and instruct students. (APPLE, 2011, page 46).

Structure:

A guide as to form, should be well designed to stimulate the student's visual memory and concentration space so it is suggested that they should have: for the data of the learner, name of the guide and its purpose, type of assessment, instructions Clear and precise, little information and well highlighted, with spaces for the student to respond. Also it must have reagents or diverse items that favor to have the student in alert.

It is proposed that the teacher, when making a guide, should keep in mind the following steps:

- Decide the type of guide that is used.
- Specify in which subsector
- Determine at what level it will apply which is inserted.
- Select the Fundamental Objective in - Establish in what context of the unit.

In the edition for the student the following format is advised:

- Name of Guide

- Subsector and Level - Indicate the purpose of the guide.

Student Level:

It is important that the guide be in line with the conditions of the learner, that is to say when it is in its learning and adapted to its reality.

For example if you want to apply surgery with multiplications and you have not reached the step of the application and also, it indicates examples with vocabulary decontextualized; The learner will be confused and finally instead of advancing in achievements back off. (APPLE, 2011, page 47).

Contextualization:

On some occasions, when using the activities of the texts of study students do not understand well or are discouraged. It is because they find the examples or situations very far from their reality. It will be difficult to motivate a student when they talk about the cold of central or Antarctica.

That is why, if the guides are made, by the teachers who know the reality of their students, they should name local or regional or even particular situations of the course.

It is incredible what reinforces the motivation and commitment of the student to develop it. This is not to say, that on some occasions it is also positive that the student knows other realities, since they allow him to have benchmarks to compare and elements that will help him to form his critical level. Remember that the balance in the stimuli is forming the critical thinking of the students. (APPLE, 2011, page 49).

Duration:

An individual guide should take about 25 minutes to read and execute; since experience tells us that beyond this time, the student is deconcentrated and loses interest.

In the case of group guides is different since the interaction is regulating the levels of concentration. There are even guides that can have stages of progress and develop in more than one class.

Evaluation:

Within the teaching-learning process, evaluating is probing the situation to move forward; therefore it is vital that the student, together with his / her teacher, check and verify their achievements or analyze their mistakes, in order to reaffirm what has been learned, and also to self-assess their self-esteem.

A guide can also mean a weighting in the qualification of some unit. Another important aspect of the evaluation is that the teacher facilitates the knowledge of the students, see how they learn to learn, observe the interrelationships, etc. (APPLE, 2011, p.50).

RESOURCES TO MAKE TEACHING GUIDE

When planning activities and aiming to build a guide, it is important to take into account the reality with which it is counted and from that reality to make them.

It must be pragmatic, because sometimes a mental guide or written plan is a beautiful guide; Nevertheless when wanting to take it to the practice gives account, that was very ambitious and does not have all the elements.

Nowadays there are many resources besides personal creation. You must rely on these resources as there were people who thought and created materials for use with students.

The important thing is to cite the source and contextualize it. It will save time and effort in making this decision. It should be noted that a guide can be carried out with a minimum of resources, or even adapt the existing to the realities, for example activities of study texts, teacher guides, etc .; But it is necessary that you consider them in advance, so as not to frustrate the projects.

The basic resources to be considered - before the preparation of the instrument and even in the planning at the beginning of the year or when reprogramming some contents is: the time, the material and the reproduction of this one. (ARAMAYO, 2014, page 37).

WEATHER:

As in the preparation of an evaluation instrument, the guide requires a time in its elaboration that must be considered in the planning.

The positive thing is that after the time invested in the creation, it is recovered in the class since the teacher will have a less protagonist role, since it must focus its attention on the supervision of the work of the student. Supervision understood in the broad sense of advice.

In short, the teacher collaborates in building "scaffolding" for the student to build.

MATERIALS:

It is essential that the teacher is practical and use the elements within his reach in the preparation of the guide:

- Student texts
- Teacher's Guides
- Texts from the Teacher's Library
- Daily
- Journals

For students to develop it is important that they use these same elements eg texts, atlases, reference books, dictionaries, etc. It is vital that in order to encourage the rigorous work of the student to validate what is available, especially at the level of texts that are present in the library; you will feel that the guide is contextualized to your reality. (ARAMAYO, 2014, page 38).

1.1.4. REPRODUCTION OF MATERIAL

Many times we produce a precious material, motivating, etc. And we find that we cannot reproduce it or on the contrary, it simply does not make guides because they do not have how to multiply them.

The ingenuity should be used and also ask for help to the community, an activity to benefit, some campaign of collection of newspapers, bottles, etc. With the proxies to buy material or machinery or a "said" that we can make in our homes.

If the school aims to work with guides and this is part of a project, financing can be achieved through SMEs. It should be noted that the reproduction depends on the type of guide that is applied, since in some it can be individual, in others group, in others use the guide as a model and respond in the notebook, so that it can be reused, etc. (ARAMAYO, 2014, page 39).

1.2. HISTORICAL REVIEW OF THE ENGLISH LANGUAGE

The history of English can be described from the arrival of three Germanic tribes to the British Isles in the years 500 A.C. The Anglos, the Saxons and the Jutes crossed the North Sea from what is now known as Denmark and northern Germany. The Anglos received that name due to their land of origin Engle or Angels. They called their own language English, word that derived in English or English.

Before the arrival of the Germanic tribes, the inhabitants of Great Britain spoke a language of Celtic origin. These people were forced to move to Wales, Cornwall and Scotland, reason why the Celta was displaced quickly. (BOGDAN, 2012, p 34).

A group immigrated to the coast of French Brittany, where their descendants, still in our days, speak the Breton language, of Celtic origin. The oldest written sample of the English language is an Anglo-Saxon inscription dating between 450 and 480 BC. During the following centuries, and as the Germanic tribes spread throughout the country, four dialects developed:

- Northumbrian in Northumbria, north of the Humber River
- They mercian in the kingdom of Mercia, in the central part of the present England.
- West Saxon in the kingdom of Wessex, in the southwestern part.
- Kentish in Kent, in the far southeast.

During the 700s and 800s, the culture and language of Northumbria dominated Britain. The invasions of the Vikings in the 900s put an end to this domination, and also brought the destruction of Mercia. Only Wessex remained as an independent kingdom.

By the tenth century, the dialect of the West Saxons became the official language of Great Britain. There are samples of Old English that date back to this period and are written mostly using the Runic alphabet, which originated in the Scandinavian languages. (BOGDAN, 2012, p.37).

The Latin alphabet was brought by Christian missionaries from Ireland and is still the English writing system today. The Old English vocabulary consisted of a mixture of Anglo-Saxon words borrowed from the Scandinavian (Danish and Norwegian) and Latin languages.

Thus, Latin introduced words such as street, kitchen, cheese, wine, angel, bishop, among others. The Vikings, meanwhile, added Norwegian words such as sky, egg, skin, window, husband, skill, odd, get, To give, to take, to call. (BOGDAN, 2012, page 38).

1.2.1. BASIC VOCABULARY OF THE ENGLISH LANGUAGE

To know which words are used most frequently you can listen or read a lot and list the words that are used, showing the words that are used more often and those that are used less. This was notably made by Michael West (2013, page 18) who examined newspapers and books to list his frequency tables. More recently Hindmarsh (2010, p.26) produced a list that is still used for a

survey and designed material to show which words should be known and at what level.

Perhaps the greatest revolution in vocabulary and design research has been given to the computer to find out how often and how words are used.

The Massive Cobuild Computer Based Corpus of the University of Birmingham has not only been used for the design of a dictionary for beginners, but also as a resource for a vocabulary management book. Many other universities and research projects are computer-based and it is now even possible for teachers and students to buy programs.

Should you teach some words that are necessary for the practice of structures and not teach others?

What incidentally occur reading the texts Is there any way you can encourage students to actually learn a word?

In this way, one can consider the studies carried out with the authors' experiences with the students of the basic level, based also on report cards, analysis of area meetings, which served as a diagnostic to detect that there are general difficulties given in the following aspects:

Apathy of students in learning new words.

Insufficiencies in the application of techniques to solve the needs of students. (CAMERON, 2013, page 60).

Deficiencies in the application, construction and interpretation of scientific knowledge for the solution of communication problems interpreted as a limited command of the English language.

Very little use of vocabulary.

Limited use of personal information topics.

Vocabulary limited to specific situations.

Frequent use of incorrect words.

The daily conversation and limited discussions in the classroom due to inappropriate use of vocabulary.

Inappropriate use of words and refrains due to this problem.

Frequently word search.

The use of vocabulary is close to that of the mother tongue, but there are no synonyms and antonyms as well as idiomatic phrases.

While transferring young people from their passive role of receivers to active performers and creators is not easy, it is also true that much of today's technology, such as multimedia materials, videos, DVD, CD-ROMs and didactic electronic games, in addition to existing graphic organizers for teaching vocabulary can become a true ally of the teacher. (CAMERON, 2013, p.65).

Given the evolution of computer media and the increasing access to computers for children and young people, it is important to abandon elitist criteria about the borders of language.

Different languages coexist (comic books, series and television advertising, Internet surfing, popular songs, shows of musical groups and fashion shows, telenovelas with talks from different Latin American countries) and these are intertwined, sometimes amalgamated and generate diverse forms of language.

The teaching-learning process of foreign languages has been enriched by different psychopedagogical theories, among which reference is made to those that serve as a basis for teaching and learning the vocabulary. Significant learning theory, Jerome Bruner's instructional theory, and Vygotsky's socio-historical cultural focus. (CAMERON, 2013, page 70).

Based on the above, that is to say, the different strategies related to teaching-learning vocabulary of a foreign language are elaborated. For the

design of the same the steps of preparation, orientation, execution and control are taken into consideration.

Including essential phases like, the combination of the word with writing and pronunciation and work on the knowledge of the word, which includes the word that is combined with it, the word that is not combined with it, restrictions of use, The formality or not of the word, whether its use is rather written or oral, similarity with other words, ranges of meanings of the words, and whether it is a word often used or not.

For decades the presence of vocabulary in the field of teaching-learning of a non-maternal language has been relegated to the background. In fact, almost all the methods used throughout the history of language teaching have given it a limitation. (C.B. ZIMMERMAN, 2011, p.18).

Previously, the inclusion of vocabulary in the academic curriculum used to be subordinated to the incorporation of other linguistic elements considered of greater relevance for the objectives pursued in the learning, that is to say, the vocabulary used to present itself in the form that better complemented the introduction of the grammar (O'DELL 2007, page 30).

Thus, while the teaching of grammatical aspects was conceived as a discipline that originated "generative processes" in the language vocabulary was treated as "bricks" ie, fixed units of meanings (PEREZ, 2011, p27). The underlying conception considered that the most important thing should be grammar teaching and, when communicated, apprentices would assimilate the necessary vocabulary according to the needs created for each communicative situation.

1.2.2. ENGLISH LEARNING

According to research results, it is said that it takes between five and fifteen meetings or more to learn an average word. "This statement is one of the biggest problems teachers face when it comes to introducing vocabulary, since the lack of consistency To this aspect makes that most of them fall in the curve of forgetfulness.

Pimsleur (2007, p.25) states: "It is easier to forget than to remember a word, because our brain is designed to forget and not to remember."

In addition, some assertions of linguists such as Wilkins (2012, p. 111) should be considered, who put forward "without grammar it can not be agreed, without words nothing can be agreed upon". Widdowsen, referring to vocabulary teaching, put it: "the more the subject is considered, the more reasonable it seems to assume that the lexicon is where to start, the syntax needs to be put at the service of words and not Otherwise "

The study of English in basic education assigns a privileged place to the lexicon, since as part of the general approach of its teaching it contemplates the lexicon as "linguistic subcomponent". This component refers to the vocabulary, its variety, the property with which it is used, the degree of generalization or specification of the words according to the contexts and purposes of the communication.

The development of vocabulary is related to the conceptual component, with the exercise of memory, accuracy and conciseness; consequently, if this is limited, the lexicon is directly affected. (CAMERON, 2013, page 77).

Following the same line of pedagogical action, López Morales (2014, p.39) considers it fundamental to plan the incorporation of the lexicon, so that in each of the grades, in addition to including new vocabulary, the one presented above is reinforced.

Thus, the incorporation of vocabulary presents a horizontal pyramid structure; all the words that are presented in the first unit will continue to be reinforced throughout all the units. The above, with the purpose that the learner not only understands it but incorporates it in its lexical competence.

Consequently, language teaching should consider lexical learning in parallel with the acquisition of contact with reality and with the rest of the topics to be studied, since discourse, lexicon and meaning are linguistic subcomponents More related to the cognitive processes and, therefore, to the logical operations.

Participatory techniques, as part of a widely used methodology, are considered as instruments that lead to an active intervention of teachers and students in the teaching-learning process. In this work, some examples of different activities that serve as a supplement to the teaching-educational work in the teaching of the English language, where their use makes possible a greater participation of the students in the acquisition of new knowledge, through the analysis and the reflection of Topics related to your level of interests. (CAMERON, 2013, page 80).

For the realization of the historical analysis tendencial of the teaching-learning process of the vocabulary of the students of the average level

They take into account the following indicators:

- Treatment of vocabulary teaching methods in English.
- Communication approach.
- Focus on the objectives.
- Role of the teacher.
- Role of the student (CAMERON, 2013, page 81).

1.2.3. TEACHING METHODS - ENGLISH BASIC VOCABULARY LEARNING

From a few years to this part the age of the teaching of English as a foreign language is extended and it tends to its total implantation. (PÉREZ Esteve, 2009, page 77). Hence, many doubts arise as to how to propose teaching at this level, it is necessary to establish a starting point that will gradually develop and grow, giving shape to the development of history until the end, which is directly related to the Beginning, forming an infinite circle in which everything that happens has relation.

The events that occur in the classroom are the result or product of something, we can see what happens in the classroom, it is directly observable but behind it there is much more, there is learning, experience,

research, etc .; Hence we must examine all the influences to find out why things are like this.

In this sense the techniques are key in the development of learning in a stage, as is the basic Education in which they are practically the only resource, so their choice will be decisive in the success or failure of the whole process; As Ashworth and Wakefield (2014, p. 34) state.

This stage of basic education has different characteristics and needs that must be addressed in a very special way, as highlighted by Mayor Sánchez (2009, p. 138), "The first years are decisive, as has been frequently emphasized, Today it is recognized the importance of the basic years to improve the understanding and production of language "; This stage is key to the future in all the knowledge that the child acquires and, even more so when it is something so strange for him and so far from his daily life, as it is the foreign language.

It is important for the future that these children correctly start learning a foreign language not only because of their knowledge of the language as such but also because of their personal training.

Tragante and Muñoz (2010, p.86) states that, "... the effects on attitudinal aspects of these experiences are not limited to a positive motivation of the child within the educational, but may have a greater impact: Development of favorable attitudes toward language use, a perception of language as "not difficult" and a greater confidence in personal linguistic potential, an increase in interest in languages in general, and feelings of empathy towards people of Other countries and their cultures. "

The Active Methods have been classified from the material obtained through a series of non-participant observations made by the researchers along which a series of notes were taken, as a journal, describing the situations investigated. With this tool an exhaustive analysis was made to try to describe all those techniques and resources that teachers use in their everyday teaching dynamics in the classroom. Before describing the results

of the research it may be interesting to present, for an overview, a general table showing them in their entirety.

This implies that the techniques used by the teachers are the same even though there is no coordination or even relationship between them. All of this indicates that there are general guidelines applicable to this stage that should mark the line of work of teachers at this level. (CAMERON, 2013, page 84).

The object of this study turns out to be the mimicry, which is used to facilitate the understanding of the terms. This technique is used equally in all levels and accompanies other dynamics such as stories, rhymes or songs. It is mostly used by teachers because of the age of the children, but their continued use allows them to gradually use it and also become part of their activities.

In addition, the mime is very motivating, the students find it very familiar, since it is part of their life from a very early age, facilitates self-confidence, helps them to interrelate, attends to diversity, and allows them to personalize the language and Reflected in a given context.

The second most commonly used is the pictograms, because as in the previous case, they facilitate the understanding by clarifying the meaning of words that are understood thanks to the represented picture, thus avoiding the translation.

The visual support is very important since nowadays the learning from the past to be auditory to be fundamentally visual and even more at this stage, since it has to be all seen, touched and almost smelled.

It is normal that these two tactics of teaching performance are the most recurrent in the dynamics of teaching staff because they accompany or complement many of the most recurring techniques at these levels multiplying their presence in the classroom. (CAMERON, 2013, p.90).

Oral repetitive activities are the basis for memorization, both at this stage and in higher courses; the only way for children to learn vocabulary and

expressions is by repeating it in many different ways and on numerous occasions. The repetition mentioned above is also key in learning a language at all levels, but even more so in the basic stages, where all learning depends directly on the teacher, since the students are not autonomous.

As Dickinson (2007, 83) put it, "and although these characteristics are not yet present at this stage, it is already a good time to begin this philosophy of teaching that will allow them to be free in their learning and at the same time much More responsible for it. "

The psychologist Ebbinghaus (1850-1967) showed that the ease of reproducing memories is directly proportional to the force with which they are imprinted in our mind and that its application is deepened through systematic repetition.

If we apply this law to the learning of the foreign language means that, to a greater immersion of time of repetition of the act of learning, greater fixation of the same will occur in the student's mind.

This is the only way to memorize the vocabulary and, of course, the most used one when teaching a foreign language.

Hence the next technique most used is represented by activities involving oral repetition that these teachers normally work using pictograms as the use of the image and visual aids is fundamental at this stage.

This allows the student to work on vocabulary, to memorize it by repeating it numerous times, and to introduce new vocabulary without any difficulty, since the children, when they see the drawings, immediately recognize the meaning of the word and repeat it without the need for an explanation. (CAMERON, 2013, p. 93).

This association facilitates and defines how memory works. For Jiménez Catalán (2008, page 808), it is a question of "... helping them to personalize their learning, establishing a link between the memory of learning and their mnemonic support".

However, it should be noted that not all words lend themselves equally to visualization: in general, concrete words are easier to memorize through visual images than abstract words.

The advantage is that the vocabulary that children work is concrete in most cases and the few abstract references that are studied have to do with the expression of emotions that in some way are also easily representable; For example, to express joy or sadness smile or sad faces are used as well as to express the concepts I like or do not like.

Specialist teachers are aware of the importance of repetition as a learning strategy at these ages and, in this sense, their activities are very varied and very dynamic although with very repetitive content. (CAMERON, 2013, page 97).

The fourth place is occupied by stories, a technique that is one of the most used at this stage and also in foreign language classes. According to Zaro and Salaberry (2013, page 2), "Sometimes the child's desire to tell a story that is known is the best proof of how much he enjoys it." Everyone, no matter the age, we enjoy with a story, because it opens our mind to an infinite world of possibilities.

Depending on the storytelling mode, we can differentiate different sub-techniques. These teachers use three different ways of telling stories in the classroom. The first is to read a classic story of a book vertically and at the same time combine this reading with gesture and vocal techniques.

A second possibility is used to tell the stories based on explanatory drawings painted on the blackboard that represent characters or key objects in the story and help to clarify the action that develops the plot of the story. The third is to tell the story based solely on corporal and vocal expression, with the help of dramatization, that is, using both manual and facial gestures, body movements and sounds, different voices, noises, Onomatopoeias, etc.

Students imitate the gestures that teachers point out, which, from the researcher's point of view, makes it easier for students to enter the story and

pay the utmost attention. It is important to note that, according to Bandura's theory of social learning (2009, page 56), most of the learning is preferably done by imitation and observation.

Hence, easily memorize the key words that appear in the text. It is easy to see at recess how little children use words learned in other contexts. Especially they use them to insult themselves with the word donkey, to greet hello, to influence the behavior of their comrades sit down, to say good bye. (CAMERON, 2013, p.20).

USEFUL PHRASES IN THE ENGLISH LANGUAGE

GREETINGS

¡Hola!. ¿Cómo estás?	Hello!. How are you?
Muy bien, gracias	Very well, thank you
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good night
Le presento a...	Let me introduce you to...
Encantado de conocerle	Nice to meet you
Hasta mañana	See you tomorrow
Hasta la vista	See you later
Hola	Hi

TO THE TELEPHONE

¿Puedo dejar un mensaje?	Can I leave a message?
¿Puedo tomar un mensaje?	Can I take a message?
¿Con quién hablo, por favor?	Who's speaking, please?
No cuelgue, por favor	Hold the line, please

¿Puede hablar más alto por favor?	Can you speak up, please?
¿Puede hablar más despacio por favor, please?	Can you speak slowly, please?

IN THE HOTEL

Tengo una reserva a nombre de...	I have booked a room for...
Deseo una habitación con una cama	I'd like a single bedroom
¿Cuánto cuesta la habitación?	How much is the room?
Por favor, suba mi equipaje	Please, have my luggage sent up
Nos vamos el día...	We are leaving on the...
¿Puede hacerme la factura?	Could you make out my bill?

IN THE RESTAURANT

Camarero, déjeme la carta por favor	Waiter, could I have the menu, please?
¿Dónde podemos sentarnos?	Where can we sit?
¿Qué vino me aconseja?	Which wine do you recommend?
Camarero, traiga la cuenta	Waiter, could I have the bill please?

ADDRESS

Disculpe, ¿está lejos la calle principal?	Excuse me, is the main street far from here?
¿Qué autobús he de tomar para ir a...?	What bus must I take to get to...?
¿Qué distancia aproximada hay?	About how far is it?
¿Dónde está la parada del autobús / del metro?	Where is the bus stop / underground entrance?
¿Dónde está el hotel / museo / comisaría de policía...?	Where is the hotel, museum, police station...?
Dónde hay una farmacia?	Where is there a chemist's?
¿Conoce usted la ciudad?	Do you know the town?

COMMUNICATING

¿Habla usted español?	Do you speak Spanish?
Hablo un poco de inglés	I speak some English
No le entiendo	I don't understand
¿Puede escribírmelo?	Could you write it down?
¿Qué has dicho?	What did you say?
Por favor, hable más despacio	Speak slowly, please
¿Qué significa...?	What does it mean?
¿Cómo se escribe... ?	How do you write... ?
¿Cómo se pronuncia ?	How do you pronounce it?
Soy extranjero	I am a foreigner
¿Puede darme... ?	Can you give me... ?
¿Puede enseñarme... ?	Can you show me... ?
¿Puede decirme... ?	Can you tell me... ?
¿Puede ayudarme, por favor?	Can you help me, please... ?
Por favor, tráigame...	Please, bring me...

(CANAGARAJAH, 2009, págs. 34-37).

1.3. DIDACTIC GUIDE AND TEACHING LEARNING OF BASIC VOCABULARY OF ENGLISH LANGUAGE.

The Didactic Guide being an instrument with technical orientation for the student, includes the necessary information for the correct handling of the different subjects that make up the English course, including learning activities and independent study of the contents, aims to deepen the

knowledge Of the Ecuadorian norms of English teaching, to guarantee an efficient development in the administrative and accounting areas in the business field by the future professionals. It is said that the appropriate age for learning a second language is during childhood, since the new speaker will learn the second language in a natural and simple environment. (CANAGARAJAH, 2009, page 41).

Children will not translate from one language to another. This article focuses on the challenges faced by the master teacher in teaching children and use different resources in order to motivate the student to express themselves in the target language.

The article presents the methods, strategies and resources that teachers have to take into account for the development of a program that can be applied in class. It is important to mention that language is a communicative action, and this level of new language learning is a time to enjoy, talk and listen at this age in which the child is learning, since it is conceived as appropriate; So the teacher also plays an important role in creating together with the student the right environment, resources, tools and all the necessary strategies.

Children use strategies in language learning in a natural environment. Among these strategies are imitation, repetition, telegraphic speech and incorporation. The earliest attempts to produce speech are attempts to imitate words that employ others. To the extent that they incorporate meaning, children continue to use these words and often repeat them. (CANAGARAJAH, 2009, page 43).

Then the children begin to combine words learned in this way, proving creativity in the production of telegraphic speech. Students are enthusiastic, curious, interested in learning a language. Children enjoy language with pleasure by mastering the articulatory system and using unfamiliar words, often as if experiencing their experiences. Every new word, every different sound is a new curiosity to them and they will repeat it a thousand times until learning it. (CANAGARAJAH, 2009, page 52).

To this can be made a general reference to some theories on the learning of language of the child: Language is a social fact that, as such, develops through interactions within a community. According to Lev Vygotsky, a 20th century Soviet psychologist, language acquisition involves not only the child's exposure to words, but also an interdependent process of growth between thought and language. Vygotsky's influential theory of the "zone of proximal development" states that teachers should take into account the future learning potential of the child before attempting to expand their knowledge.

The learning of words, in a higher stage, involves two processes. In the first the child associates the units within contexts that become familiar to him, that is to say there would be an active emission. The second process involves individualization of semantic units from listening contexts; That is to say, this process is realized by the assimilation of statements proposed by the adults. Experience shows that children, starting from a certain age, also learn words by asking adults the name of things.

The simplest and most direct way to develop language is to provide opportunities for you to speak and speak freely. Thus, all activities and experiences that provide new meanings or reinforce with different nuances those already acquired will serve this objective. New experiences will carry new meanings and new words. (CANAGARAJAH, 2009, pp. 54-55).

CHAPTER II

2. DIAGNOSTIC OR FIELD STUDY

2.1. RESULTS OF THE QUESTIONNAIRE ON THE STUDENT OF 10TH YEAR OF BASIC EDUCATION PARALLEL “B” AT “TACIO CASTILLO DIAZ” EDUCATIONAL UNIT, 2016 / 2017 ACADEMIC PERIOD.

Table N° 1

Is English important to you?

Order	ALTERNATIVES	F	%
a	Yes	20	53
b	No	18	47
TOTAL		38	100

Students, when asked about the importance of English, respond 47% that it is not important to learn English; for 53%, it is not important to learn English.

According to these results most students consider that if it is important to learn English, as this helps them to have more opportunities in life.

The importance and international recognition achieved in recent years by education and learning of English have made it the best alternative to respond to the challenges of training and permanent professionalization, in addition to the growing demand of society To educational institutions, motivating them to a constant evaluation and improvement of methods, techniques and educational materials, to arrive with a quality educational response, especially when it comes to English, which is considered as the universal language and opens many opportunities in The field of work.

Table N° 2

How about learning the basic vocabulary of English?

ORDER	ALTERNATIVES	F	%
a	Bored	10	26
b	Difficult	15	39
c	Easy	10	26
d	Interesting	3	9
TOTAL		38	100

The students' appreciation of basic English vocabulary is that 9% consider it interesting; 26% say that English is boring; 26% report that English is easy; And 39% consider it a difficult language to learn.

Most students report that English is a difficult language to learn and that complicates them, because they do not have the resources to learn how to do it; since, the teachers do not innovate and this makes it even more difficult to carry out a good educational process in the subject of foreign language.

In foreign language classes, they are especially relevant: collaboration in the construction of knowledge; Interaction with texts; The management of communicative environments. In the particular case of learning the English language, this implies an extremely important openness to the world of knowledge, social relations with people from other countries, cultural production, and the innumerable approaches that involve the virtualization of the physical world and the creation of True virtual worlds.

Visits to virtual communities, walks through cities without leaving the house, daily use of dictionaries and encyclopedias updated instantly are just some of the activities that can be done to undertake learning English.

Table N° 3

Consider that you are very good to learn English?

ORDER	ALTERNATIVES	F	%
a	Very Good	8	22
b	Good	13	34
c	Regular	10	26
d	I find it hard to learn	7	18
TOTAL		38	100

Students with regard to learning basic English vocabulary, 18% consider that they learn English; 22% say that learning English is very good; 26% of a knowledge that learning English is regular; 34% express that learning English is good.

As seen in the results of students in a higher percentage of the consideration that learning English is good because it allows students to learn from another culture by means of language and with language learning Open to a different world With the English language.

It is important to emphasize that the approach of the sequences in the mother tongue with the progressive displacement towards the English is a novel approach in the country that tries to give account of the different realities of formation and access to the English language of the teaching staff.

From the theoretical point of view, the use of the mother tongue at the target level for the study of English as an object language is extremely beneficial, since it reduces levels of frustration and gender at the same time a shared threshold of knowledge of the Procedures and explanatory resources, which are progressively enunciated in the target language as progress is made in its incorporation. Since then, the teacher will know when to reformulate the initial level slogans in English if the group of students can as a whole.

Table N° 4

In your opinion, what is more important to learn in the English class?

ORDER	ALTERNATIVES	F	%
a	Speak	5	13
b	Read	10	26
c	Write	8	22
d	Listen	15	39
e	Grammar	0	0
f	Vocabulary	0	0
TOTAL		38	100

Students are asked about important aspects of English language learning, 13% of which responds by learning to speak English; 22% consider it important to learn to write in English; 26% say that it is important to learn to read in English; 39% state that it is important to learn to listen in English; None of the students surveyed stated that it is grammar or vocabulary that is important when learning English.

The results show that most students consider that the important thing about learning English is listening, since this allows them to develop other foreign language skills and facilitates their acquisition of foreign language knowledge, and they are tuning their ears to learn To write, speak and read in English.

The teaching of English in educational institutions was conceptualized within research as a set of projects of various coverage and scope; Made up of multiple elements (contents, objectives, educational materials); Where various aspects converge (economic, linguistic, etc.); Capturing the complexity of such a set, it was originally intended to employ a mixed approach. However it remained in a qualitative orientation approach.

Table N° 5

Do you take English classes seriously?

ORDER	ALTERNATIVES	F	%
a	Yes	18	47
b	No	20	52
TOTAL		38	100

Students ask about the seriousness with which they take English classes; 47% respond that if they take English classes seriously; 52% say they do not take English classes seriously.

From these answers it is seen that most students are taking English classes seriously, and this is because teachers do not try to motivate students by letting them know how important it is to learn English in order to have more opportunities in life professional.

The teaching of English as a second language has been much questioned lately. The use of inappropriate methodologies provokes the student's demotivation and, consequently, the loss of interest in the acquisition of this knowledge. It is a matter of concern to all educational agents; Parents, teachers and students. Not surprisingly, there are numerous investigations related to this topic.

Table N° 6

Is there a motivation on the part of your teachers about English speaking?

ORDER	ALTERNATIVES	F	%
a	Yes	15	39
b	No	23	61
TOTAL		38	100

To the question of whether the teacher motivates them to learn English, students in a 39% state that teachers motivate them to learn English; 61% believe that the teacher does not motivate them to learn English. The students, according to the results mostly show that the teacher does not motivate him to learn English, since the classes are traditional and do not have the adequate resources so that they can give motivating and interesting English classes for them.

The traditional process of teaching English presents important gaps, however, there are several methodologies that favor or ensure a satisfactory result. In this work two aspects will be addressed: the different methodologies and some examples of activities that complement the learning of English in a more meaningful and dynamic way.

Likewise, in order to get students to focus on the contents necessary to understand, learn or approve the subject of Foreign Language, significant content must be introduced. If this premise has been correctly selected and adapted, it will be providing the student with the necessary tools to successfully achieve the objectives proposed in the subject. This obviously requires a previous organization by the teacher and a practical precocity in the use of the foreign language.

Table N° 7

Do you consider that your English teacher is fully qualified to teach you this language?

ORDER	ALTERNATIVES	F	%
a	Yes	15	39
b	No	23	61
TOTAL		38	100

Students to the question that if teachers are trained to teach English, 39% consider that the teacher if they are qualified to teach English; 61% say the teacher is not prepared to teach English.

The answers given by the students indicate that the majority consider that the teacher is not qualified to give English, since it is complicated because it does not have the tools and resources to develop dynamic, active and participative classes.

English is difficult to learn since the methodology used in the past and in some cases, today, did not attribute any activity contextualizing possible real situations. It was difficult to have a conversation with a person whose mother tongue in this case was English. But the thing has changed and there is a lot of research on methodology in teaching a foreign language that shows success in acquiring a language with alternative methods.

In spite of the amount of information available, obsolete techniques are still used that do not lead to the fulfillment of the objectives set out in the official documents, as far as the foreign language is concerned.

Table N° 8

Do you find that the hours of English you have in the week are sufficient?

ORDER	ALTERNATIVES	F	%
a	Yes	28	74
b	No	10	26
TOTAL		38	100

Wanting to know the opinion of the students on whether the weekly hours of foreign language are sufficient to learn this language, 26% consider that the weekly hours are not enough to learn English; 74% consider whether weekly hours are sufficient to learn English.

From the results presented in the table, the majority of students consider that the weekly hours that exist in the curriculum for the teaching of the foreign language are sufficient, what is required is greater didactic resources and strategies to teach English And that in this way their teaching is more practical and dynamic.

Starting from this premise, it is very interesting to know the different ways of teaching (methodology, didactic strategies, modeling of play activities, classroom management ...) according to the established criteria. That is why the weekly hours of English in the curriculum are sufficient, but it is necessary to innovate to advance more and more, and to adapt to the new needs of students and society in general.

In the hands of teachers is to change this situation and prevent students receive the same education that has been for years, does not depend on anyone else. And this will help students become interested in learning English and adopting it as a second language and giving them opportunities.

Table N° 9

What are the reasons why you think that you do not take English seriously at school?

ORDER	ALTERNATIVES	F	%
a	Little interest	5	13
b	Bad teaching	6	16
c	Little organization	10	26
d	Bad methodology	8	21
e	Little motivation when learning	9	24
	TOTAL	38	100

It is necessary to know the reasons why they do not take the teaching of English seriously the students, so they are asked this question and 13% respond that it is because of the little interest they have towards this subject; 16% believe it is because of poor teaching; 21% say it's because of poor methodology; 24% makes known that given the lack of motivation to learn; And, 26% is by the little organization.

According to these results, the majority of students report that the reason why English is not taken seriously is because of the lack of organization that exists to give classes, and in addition, one does not have all the resources for learning of this language is interesting for students.

The English language acts as a vehicle of communication among other languages, since it is considered as the universal language. If one delves into what English language is and how it is learned, one cannot forget that in recent years the cultural factor has had great relevance in communicative processes. So much so that this theme has been incorporated into language teaching programs to facilitate the understanding of these and to have knowledge of different cultures, promoting respect.

Table N° 10

Do you think that speaking English will open doors for you in the labor market?

ORDER	ALTERNATIVES	F	%
a	Yes	24	50
b	No	24	50
TOTAL		38	100

When consulting the students, if English opens doors in the labor market, 50% consider that English opens doors in the labor market; 50% say that English does not open the doors of the labor market.

According to the answers given the students in equal percentages consider that if and does not open the doors in the labor market, since they say that depends on where you are thinking about entering work and it takes a lot more to be able to enter a work.

The way of teaching a language, which is based on systematized principles and procedures which in turn represent the conception of how a language is taught and learned, is clearly defined in the foreign language. In addition, the methods differ in their conception of the nature of language and its learning, in the purposes and objectives of teaching and in the techniques, procedures and role assigned to the teacher, when entering an English class.

There is an essential factor in education that is spoken a lot lately and is at least controversial in learning English in particular; And is the contribution of the Fathers in the educational process. At the moment it is spoken that a great part of the students are overprotected and that the professor's role is affected by the little credibility that is given to him and the little confidence that inspires in the familiar area, what makes difficult the learning of the foreign language And other subjects in general.

2.2. RESULTS OF THE INTERVIEW APPLIED TO THE TEACHER OF ENGLISH

LIC. YURI CHUMO.

1. What is your assessment of a didactic guide for teaching-learning Basic English vocabulary?

The existence of a didactic guide for the teaching of the basic vocabulary of the English language is very important, since it would have the guidelines that teachers need to be able to teach English better, which is a subject that students see tedious and boring.

The Didactic Guide is the educational material that stops being an auxiliary, to become a valuable tool of motivation and support; A key piece for the development of the distance learning process, because it promotes autonomous learning by bringing the study material to the student (conventional text and other sources of information), through various didactic resources (explanations, examples, comments, diagrams and Other actions similar to that done by the teacher in class).

2. What is the level of mastery of the Basic English language vocabulary of 10th grade students, how do you determine it?

Students have a low command of the basic vocabulary of the English language, since they do not like it in the majority and this makes it difficult for them to learn, and what they do is to fulfill what is necessary to pass the subject.

The teacher must analyze all the objectives and contents to be taught in a session and then plan a sequence of activities according to them. That is the right order, not the reverse. Relevant is also the order of activities.

The easiest activities should be at the beginning of the unit or session. This will motivate the student. The same happens with those activities that require receptive and productive skills and those that demand precision and fluidity.

It must precede the first in both cases. It is convenient to study grammatical rules before using them.

3. What teaching strategies do you use in teaching English?

What is used the guidelines established by the Ministry of Education for the teaching of foreign language, and also does not have the optimal resources so that more optimal processes can be given when teaching English.

With strategies in class, do not forget sociological societal factors; the faculty is a group whose objective is common, the integral formation of the student, and will fulfill it better if there are conditions of complicity and cooperative help.

4. What teaching resources exist in the institution for teaching English?

In the institution there are no adequate resources for teaching English, so we work with what are said to be books sent by the ministry of education and sporadic jobs in the computer lab, and with certain materials that can be elaborated with resources of the environment.

It is necessary to support the teacher of less experience or aptitudes in some concrete facet, especially with the implementation of optimal resources for his class. When a team is cohesive everything is more bearable, meaningful and useful.

5. How could the learning of English be improved in students?

It is required that educational institutions install English labs and provide the necessary resources so that students can have more dynamic and participative classes, arousing interest in learning English. Learning English requires the resources and preparation of teachers to be meaningful.

2.3. RESULTS OF THE INTERVIEW APPLIED TO THE RECTOR

LIC. JIM MERO OÑA.

1. What is your assessment of a didactic guide for teaching-learning Basic English vocabulary?

It would be very interesting that teachers of English have a guide that allows them to teach in a more appropriate way, since this way they could have alternatives for the classes to be dynamic.

The didactic guide fulfills several functions, ranging from suggestions to approach the basic text of English, to accompany the student at a distance in his individual study at home learning this language.

2. What is the level of mastery of the Basic English language vocabulary of 10th grade students, how do you determine it?

The level of proficiency of the Basic English language vocabulary in tenth-grade students is low, as they have no interest in learning and are reflected in the results of the grades at the end of the partial and the quimestre.

It is necessary that the students really like and are interested in the English language, do not study it just because they need it, but because it is the language that is spoken all over the world and because they enjoy studying it, it is important that they are aware that Needs discipline and perseverance in daily study and practice, motivation is very important as well, so they should try to listen to music and watch movies in English, to arouse their curiosity and thus emerge motivation towards learning this language, being clear of That this language can open the door to greater and better opportunities in the labor field, as part of a globalized world that is becoming more competitive.

3. What didactic strategies did the teacher use in teaching English?

The English teacher uses a traditional teaching, with the books the blackboard and other minor materials that she has in the classroom, since the necessary resources do not exist so that she can do a better teaching of English.

Teachers as a strategy may use each lesson to practice writing and pronunciation of each word with students, but when writing a word, repeat their pronunciation aloud at the same time as writing it.

4. What teaching resources exist in the institution for teaching English?

In the institution there are no didactic resources for teaching English, you have the books you send to students and the teacher who uses the computer lab and tape recorder and infocus from time to time in the classroom, is what exists and what Which supports their teaching, but ultimately is not meaningful to get students interested in learning English and improve their performance.

It is clear that students have difficulty learning English, and this is sometimes determined by their lack of interest and motivation to learn a foreign language, hence it is important to take into account the main factors that influence learning English.

5. How could the learning of English be improved in students?

In order to improve the learning of English in students, it is necessary to implement didactic resources and that English teachers are trained periodically in techniques for teaching this language.

When English teachers are trained, they start the activities with clarity, they pass from one to another in an active way and they minimize the loss of time between one and the other.

2.4. HYPOTHESIS VERIFICATION

The hypothesis of the research is accepted and is: With the development of a didactic guide will improve the teaching - learning basic vocabulary of the English language in the student of 10th year of basic education parallel "B" at "Tacio Castillo Diaz" educational unit, 2016 / 2017 academic period. Since, a didactic guide is very useful for teachers and becomes a very valuable tool when teaching English, because gives them the alternative to teachers to apply new strategies to be able to teach English and achieve in students a meaningful learning of the Foreign Language. There is a broad set of resources and strategies to guide the development of didactic guide, to bring information to the student and to facilitate the understanding and learning of English.

It is in this social and educational context within which the interest arises to systematize and show the different aspects of teaching English for students in educational institutions. An arduous task, but filled with great satisfaction, in which the teacher will be able to work with people who still have many of the mechanisms they have used to learn their mother tongue, which is a huge advantage if they know how to use the appropriate didactic resources.

CHAPTER III

3. PROPOSAL

3.1. TITLE OF THE PROPOSAL

Didactic guide with activities to improve the learning of the basic vocabulary of the English language in students.

3.2. INTRODUCTION

This guide shows a set of proposals for teachers who teach English or for those who have already worked with students from this school stage to find a set of ideas, activities, tips, methodological principles and resources to face their role of Always taking into account that any effort made in this context will be rewarded by the enormous capacity of acquisition and learning innate that the students of these ages possess.

The didactic guide facilitates the teaching of English with the use of the activities proposed in the same, since they are participative, active and motivating, making the students give a greater interest in the learning of the basic vocabulary of the English language.

It is necessary that students really like and are interested in the English language, so that it achieves meaningful learning of its basic vocabulary; So the guide proposes activities that help students have a taste for learning this language, and not study it just because it needs it, but because it is the language that is spoken around the world and because you enjoy studying it.

It is important that the student is aware of the need for discipline and perseverance in daily study and practice, motivation is very necessary too, so try to listen to music and watch movies in English, so that your curiosity arouses and thus motivation.

For this reason the didactic guide that is proposed facilitates the work of the teacher and the learning of the students. The didactic guide is the

educational material that stops being an auxiliary, to become a valuable tool of motivation and support; A key element for the development of the basic vocabulary of the English language, because it promotes autonomous learning by bringing the study material to the student through different didactic resources (explanations, examples, comments, schemas and others).

The proposed didactic guide fulfills several functions, ranging from suggestions to address the basic vocabulary of the English language, to accompany the student at a distance in his study in solitude. There are four areas in which the different functions can be grouped together: it arouses interest in the subject and maintains attention during the process of self-study motivates and accompanies the student through a guided didactic conversation.

3.3. JUSTIFICATION

The proposal formulated that consists of didactic guide with activities for the teaching of the basic vocabulary of English is important because in general, it contains a same structure, the resources and strategies of learning that are included in each of them are specific and will be in function The subject of English that is what you want to learn and the kindness and limitations you have to do it.

Likewise, the proposal is necessary because it provides teachers with a tool so that they can develop processes of teaching the basic English vocabulary, in an innovative and participative way, oriented toward the fulfillment of the main objective that the students have a meaningful learning Of the English language in a general way and not only the basic vocabulary, that if it is co-invested in the base of departure so that the students have a greater dominion of this language.

The proposal that is made is of social relevance, because it is in this social and educational context within which there arises the interest to systematize and show the various aspects of teaching English for the students in the

college age. An arduous task, but filled with great satisfaction, in which the teacher will be able to work with people who still have many of the mechanisms they have used to learn their mother tongue, which is a huge advantage if they know how to use the appropriate didactic resources.

The preparation of this guide is feasible and feasible, because it has the support of people knowledgeable about the subject of teaching for teaching basic English vocabulary and collaboration of the educational actors of the institution to give it the same And thus contribute to meaningful learning of English in students; It also has adequate resources for its development and implementation.

It benefits from the proposal to the teachers, students and educational actors in general who are involved with the teaching of English, because it is put to their consideration a valuable teaching material for the development of active, active and dynamic English classes for Students learn with motivation the basic vocabulary of the English language.

3.4. OBJECTIVES

3.4.1. GENERAL OBJECTIVE

To elaborate a didactic guide with activities for the teaching of the basic vocabulary of the English language, that allows the teachers to develop classes participatory and dynamic.

3.4.2. SPECIFIC OBJECTIVES

Improve English classes with the use of activities that arouse interest in students by learning this language.

Apply innovative activities in the teaching of Basic English vocabulary that allows students to learn meaningfully.

To develop a motivating teaching practice towards the learning of the basic vocabulary of the English language in the students.

3.5. PROPOSAL DEVELOPMENT



PRESENTATION

This didactic guide is an approximation to those more theoretical and practical aspects of the acquisition of a second language, which affect the decision making that the teacher carries out with a group of students within the classroom environment.

It is necessary to begin by briefly contextualizing education and foreign languages in order to move towards the most outstanding characteristics (motor, linguistic and social affective) that students present during this stage.

Subsequently, the main steps in learning the first language or mother tongue will be quoted with the intention of being able to compare it with the most relevant aspects in the acquisition of a second language. In addition to this descriptive approach, the most influential theory regarding the acquisition of second languages with the use of activities framed in the learning of the basic vocabulary of the English language, which is the most specific one to be achieved, will be exposed.

When the English teacher, enters a classroom is invaded a whole series of questions, doubts and uncertainties that happen, first, to know and manage the specificity of the students with whom he will work. Therefore, it becomes necessary to know how the students are and to what extent they can be reached in terms of learning capacities; That is what the next section is about.

Due to the need for students to have a greater interest in learning English, activities that facilitate the teaching of English and which can be a motivating experience for students wanting and participating in their English learning are detailed in this guide.

It would be directed to the same towards the awareness of the importance that has to learn English that in the present moments is a language that allows them to have more opportunities in the labor field and of equal form within the society in general.

LEARNING A SECOND LANGUAGE

The steps that a person follows in the process of acquiring the mother tongue are repeated in a systematic and natural way, but what happens in acquiring a second or third language. To solve this question, it is necessary to carry out an analysis of the four basic components of a language domain (phonological, morphological, semantic and syntactic).

In those individuals who are trying to acquire a second language, it is observed that from the phonological point of view, the infant has a greater capacity to perceive sounds than to produce them correctly, in the same way as a native child. In addition, it tends to simplify the pronunciation of some sounds, especially those that do not exist in their own language.

In the nursery class the implications are concrete, the English teacher's speech should be slow and marked by numerous pauses, full of emphasis and intonation curves. The objective of the teacher is to draw students' attention to the most significant elements of the information provided, since, in this way, the understanding of the message is facilitated.

As far as morphology is concerned, the first thing one learns from the English language is the marker of the progressive form-ing and, subsequently, the -s of the plurals and the genitive.

As for the use of the past, irregular forms are acquired earlier than regular ones. While an element as significant as the third person singular marker of the present is forgotten to more advanced stages because, basically, this element causes in the child little interest in communication.

As for semantics, the child who acquires new vocabulary in a foreign language tends to "overgeneralize", that is, he uses the same term to refer to different concepts, although in reality it is the lack of vocabulary that causes this. The set of words that is used is simple and reduced and the nouns of its closest context predominate, the verbs of general character and the adjectives related to the size and the colors.

As far as syntax is concerned, the child begins by taking his first steps by referring to the present time so that, over time and practice, construct more developed and correct syntactic structures in which he refers to the past.

The reason for this evolution is understood from the moment in which the child focuses more on the discursive and communication aspects of the language than on the strictly grammatical ones.

The learning of negative and interrogative sentences goes through several stages, from the most basic placement of the components to the correct realization of these structures.

The acquisition of a foreign language is a slow process that attends to a set of mechanisms that take place in the mental and mental evolution of every person. These have been analyzed throughout history to, through different theories or hypotheses; try to establish how and why we are able to learn other languages.

Among the different theories that try to explain the acquisition of a second language, it is worth mentioning the monitor model of S. Krashen, which, due to its implications at this stage, deserves further analysis.

S. Krashen's model is based on five hypotheses that support the whole process of acquiring a second language.

The first hypothesis, the acquisition-learning hypothesis, indicates that there are two ways in which a second language can be mastered: acquisition and learning.

Acquisition takes place unconsciously when the person communicates by focusing on the meaning of what he says, rather than on form. Learning occurs when you consciously study a second language, that is, when you focus on grammatical rules.

INFLUENCE FACTORS IN LEARNING OF A SECOND LANGUAGE

Along with natural evolution and the existence of different theories that try to explain through which mechanisms another language is learned, there are a set of determinants that influence to a greater or lesser extent in the learning of a second language. These factors are intelligence, fitness, personality, motivation and age.

Traditionally, intelligence has been measured by the ability to solve different types of evidence. At present, it is considered that the human being has different intelligences that are developed in different ways according to the theory of multiple intelligences.

From the beginning, the teacher should promote among his students different activities that favor the development of different intelligences.

Of all people it is known that there are people who have a special aptitude to learn a language; "Having a good ear", having a good general understanding and solving the tests intuitively are some of the clues that will allow the teacher to recognize these people, although this difference in students of children is almost invaluable.

Personality factors are important in the acquisition of conversation skills; Being extroverted or introverted influences when learning a foreign language.

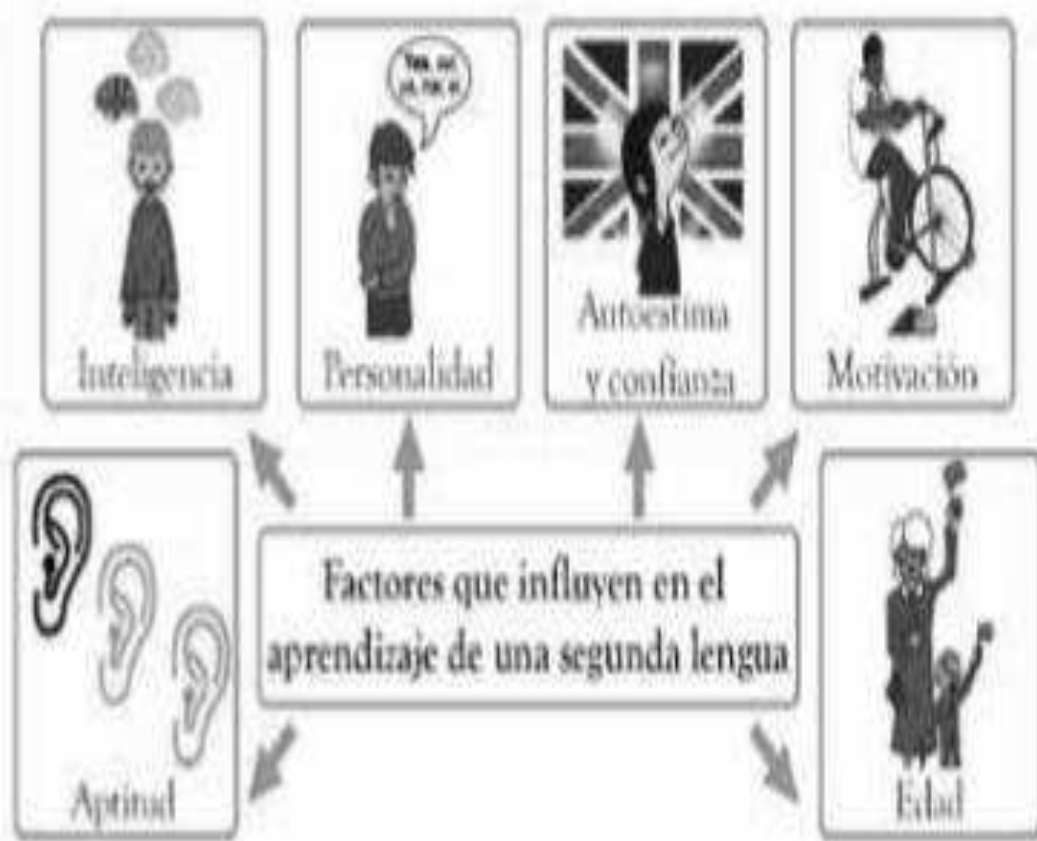
In the children's classroom, with people who are still forming their personality, it is vital that the teacher contribute through different activities the degree of self-esteem and confidence necessary for everyone to participate in the language progress.

Motivation is one of the factors that has more weight when it comes to learning another language. Positive attitude and motivation are directly related to success in learning foreign languages. A student with a high degree of motivation will be able to reach the goals more quickly and more if the classroom has a lot of stimuli. In this sense, the teacher has to know and

master all kinds of techniques that serve to increase the motivation of their students.

As for age, it is believed that there is a period in the cognitive development of people in which the brain is predisposed to acquire one or more languages. After that period, which covers the first years of life, learning would not be something innate, but based on different skills and abilities that can be developed.

The child's education retains many of the mechanisms he has used to learn his first language and therefore demonstrates a greater ability to learn in a totally natural way. Remember that you do not have resources that you have not yet been able to develop due to your age, such as reflection on grammatical components.



ACTIVITY N° 1

THE FOUR SKILLS OF ENGLISH

Objective:

Accelerate the acquisition of vocabulary in English as a foreign language through a series of activities focused on oral and written expression as well as listening comprehension; Students will express points of view, ideas and feelings through language.

Materials:

Visuals that support at all times the vocabulary and the subject that is being treated.

Keywords of the grammatical theme: Did / Did not

Sheets with questions and information required to be obtained from students

Audio of the song to present: "Starting over" by John Lennon

Duration:

- It is designed to be held in a 2hr class.

Process:

- The teacher shows a series of visuals to the students and asks what comes to their mind when they observe them.



- Visuals and teacher guidance will cause the student to report the word LOVE. Once written on the board the students will start brainstorming about it.



Language functions

a) What comes to your mind when you observe these images?

I think about...

b) LOVE

c) "What is love for you?"

Love is...

Material: visuals, hand outs

- The teacher presents a series of words (the new vocabulary that will be included in the song through body language, gestures).
- After the presentation students will connect the vocabulary word with a series of visuals that will be around the room. The teacher will have the words printed and the students will look for the image that best represents that word.
- Once students have become familiar with the new vocabulary, the teacher will introduce the grammatical point (simple past) using information from the students; ie the teacher will help students to reactivate their prior knowledge about the simple past. And by means of a small oral history and with vocabulary similar to the one of the song. The presentation will be inductive and the keywords Did / Did not be used. It is not a presentation but a reinforcement activity since the grammatical theme must have been presented previously.

Vocabulay

- ask a person out
- Hold a person's hand
- Kiss
- flirt
- date
- hug
- call a person up
- WHY WORDS ARE WRITTEN WITH CAPITAL AND OTHERS WITH TINY?

Language behavior

- My first date was
- I went to ...
- I didn't
- I spoke about...
- I didn't pay ...

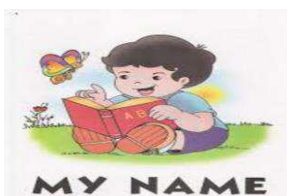
Material

- Once the interaction is over, students will be asked to write the story of their first date in a gossipy way with an ending that will make others laugh in class. In this story will use both the vocabulary presented in the brainstorm as the new vocabulary and grammatical structure.
- Once your story is over, the students will be organized into groups of 4 and there they will read to others their writings.

My first date

- -What was your first date like?
- -What did you do?
- -Where did you go?
- -With whom did you go?
- -When was it?
- Did you kiss the person?
- Who paid the tickets?
- Did you enjoy it?
- Where was the second date?
- When did you kiss him/HER?

- The teacher will present a song related to the subject. Students will correct all structures that are present in the past, that is, students will change the verbs in affirmative sentences and use the negative auxiliary and the structure of the simple past where it corresponds.
- Afterwards, students will complete the song with the missing words, when listening to the audio.
- Students, motivated by the teacher, will share the words they captured and wrote in the blanks when they heard the song.
- Finally, the teacher will motivate the students to sing while following the lyrics of the previously completed and corrected song, in order to practice pronunciation.



ACTIVITY N° 2

MIME

Objective:

Promote the English with the practice of words through mimes, so that they can improve their pronunciation.

Materials:

Pens, pens, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

Give each student an English verb that he or she knows.

You are asked to act in front of the class.

The other students guess what the verb is.

This is an interactive game that allows all students to participate, as well as make them think about what they are doing. An award can be given to each student who correctly guesses the verb. This activity is perfect for a class with lots of energy.



ACTIVITY N° 3

RUN AND WRITE

Objective:

Learn English in a dynamic and fun way, to improve English writing.

Materials:

Pens, pens, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

Divide students into two teams and have them line up on each side of the classroom.

Ask them to think words of a certain category, such as body parts or articles found in a house.

When at the signal, a member of each team must run to the board and write a word of the category before returning to their place and delivering the chalk or marker.

Then the next person runs and does the same. The round ends when everyone has had one or two turns. The team with the most unique words wins.



ACTIVITY N° 4

THE TELEPHONE

Objective:

To promote the communication in English with the students for a significant learning of the same one in this language.

Materials:

Pens, pens, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

Divide students into groups of four or five.

Have each group assign a listener, who will go out into the hallway and receive a sentence or sentence in English. When you return, each team is made to line up with the listener in front.

Then he must whisper the phrase in the ear of the companion who follows him in the row, which will retransmit the sentence. Ask the person at the end of the row to say the sentence out loud to see how different it is from their original version.



ACTIVITY N° 5

SEAT OF THE ACCUSED

Objective:

Improve English communication with students for meaningful language learning in English.

Materials:

Pens, pens, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

Divide the class into small groups and have each choose a leader. He will be sitting so that he cannot see the blackboard and the teacher must write 10 words in English.

The other team members have one minute to observe the list and try to have the leader say the indicated words.

They can only use words in English to make their leader guess.

Each team takes its turn and the winner will be the one with the most guessed words.



ACTIVITY N° 6

SCRABBLE TO LEARN ENGLISH

Objective:

Learn English vocabulary and spelling in an active and participative way for an English proficiency.

Materials:

Pens, pencils, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

This activity is a challenge to your vocabulary and spelling. Scrabble is a game where people score points by placing pieces with letters on the board to form words.

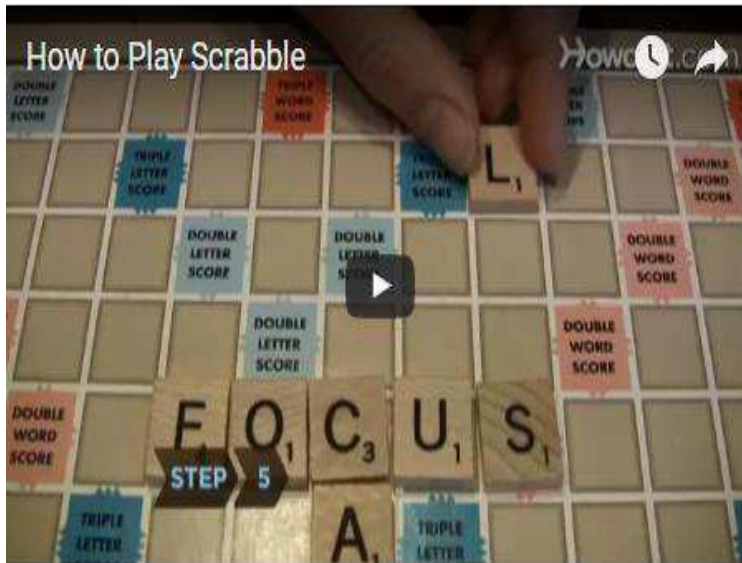
Each player has seven pieces per turn. Letters that are less common in English, such as x, z and k, are worth more points than the most common letters (such as e, a, and i).

You can form new words by adding letters to words that are already on the board, which is a great way to practice prefixes and suffixes, such as -ing and un-.

Scrabble is very popular all over the world and is available in different languages. You can join Scrabble clubs and the Scrabble World Championship which takes place every two years since 1991.

In addition to the traditional version of the board, you can also find the digital version to play online, which you can find on Facebook as an application for your smartphone.

Now you can play Scrabble from anywhere, so you can have fun and improve your English wherever you go.



ACTIVITY N° 7

CROSSWORDS

Objective:

Increase the English words with the use of crossword as a tool to write and learn new words.

Materials:

Pens, pencils, markers, cardboard, ruler, pencil, rubber, and so on that are required for the activity.

Duration:

Two hours

Process:

In any daily strip newspaper you can find a crossword puzzle. You can also find complete books of crossword puzzles, online crossword puzzles, crossword puzzles and crosswords to download and print.

A crossword puzzle is something like this: a grid with black and white squares.

It is a puzzle where you have to fill all the white boxes with letters that form words or phrases, from left to right or top to bottom.

They give you a clue to every word or phrase in the grid, whether "horizontal" or "vertical".

You can also know how many words are in each word or phrase by counting the white boxes.

Crossword puzzles are a great way to improve your vocabulary in English. This in turn gives you new ways to express what you already know.



CONCLUSIONS

A. The didactic guide focuses on the teaching of basic vocabulary of the English language in the teaching – learning of basic vocabulary in English language in the student of 10th year of basic education parallel “B” at “Tacio Castillo Diaz” educational unit, 2016 / 2017 academic period.

B. The level of knowledge of Basic English vocabulary in students is low, as they have no interest in learning and likewise feel apathetic towards the subject, which directly affects their academic performance.

C. Teachers are not employing methodological strategies to improve the teaching - learning process of the English language, nor do they use any didactic guide to make teaching English more motivating and interesting.

D. A didactic guide is proposed to improve students' learning of Basic English vocabulary.

And. The elaboration of a didactic guide improves the teaching - learning of basic vocabulary of the English language in the student of 10th year of basic education parallel “B” at “Tacio Castillo Diaz” educational unit, 2016 / 2017 academic period

RECOMMENDATIONS

The following is recommended:

A. Teachers should look for alternatives to teach the basic vocabulary of the English language, as a teaching guide that suggests strategies for the teaching of this subject is of greater interest for students.

B. Students should improve their performance and learning in English, using activities and resources that motivate them and allow them to have an interest in learning this subject.

C. Teachers should use methodological strategies to improve the teaching - learning process of the English language, especially considering that there is a wide range of strategies that facilitate the teaching of English.

D. Teachers are encouraged to use the didactic guide with activities to improve the learning of Basic English vocabulary in students.

And. The institution's authorities must conduct training workshops so that English teachers can be better prepared to teach this language.

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ANNEXS

Annex N ° 1: Information collection tools

LAICA “ELOY ALFARO” UNIVERSITY FROM MANABÍ EL CARMEN EXTENSION



SURVEY TO STUDENTS

Mark with an X the answer that satisfies you. (You can check several options)

1. Is English important to you? But because?

Learning English seems boring _____ difficult _____ Easy _____

Interesting _____

2. Consider that you are very good to learn English?

3. In your opinion, what is more important to learn in the English class?

List them from 1 to 6 with 1 being the most important and 6 being the least important. Speaking _____

4. Do you take English classes seriously?

Yes _____. Do not _____

Why?:

5. Is there a motivation on the part of your teachers about English speaking?

Yes _____. Do not _____

Why?:

6. Do you consider that your English teacher is fully qualified to teach you this language?

Yes _____. Do not_____

Why?:

7. Do you find that the hours of English you have in the week are sufficient?

Yes _____. Do not_____

Why?:

8. What are the reasons why you think that you do not take English seriously at school?

. Little interest_____

. Bad teaching_____

. Little organization_____

. Bad methodology_____

. Little motivation to learn_____

10. Do you think that speaking English will open doors for you in the labor market?

. Yes _____. Do not_____

Why?
