



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

THESIS TITLE

“THE USE OF WORD SETS, SYNONYMS - ANTONYMS , DEFINITION AND ILLUSTRATIVE SENTENCES AS METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF PRIMER AÑO DE BACHILLERATO PARALELO “F” AT UNIDAD EDUCATIVA FISCAL “CAPITAN EDMUNDO CHIRIBOGA DURING THE ACADEMIC YEAR 2014-2015”

Work presented as requirement to obtain the Degree of “Licenciada en Ciencias de la Educación, profesor de Inglés”

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COMMITTEE MEMBERS CERTIFICATE

“THE USE OF WORD SETS, SYNONYMS - ANTONYMS , DEFINITION AND ILLUSTRATIVE SENTENCES AS METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF PRIMER AÑO DE BACHILLERATO PARALELO “F” AT UNIDAD EDUCATIVA FISCAL“CAPITAN EDMUNDO CHIRIBOGA DURING THE ACADEMIC YEAR 2014-2015”, written work for English Teaching Bachelor’s degree. It has been approved by the following Committee members at Universidad Nacional de Chimborazo in the month of June 2015.

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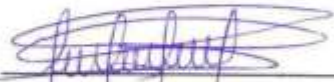
MsC. María Vallejo Peñafiel

TUTORA DE TESIS

AUTHORSHIP

We, Johana Elizabeth Guamán Barahona and Irene del Roció Morillo Manzano, students of the Language career, declare that we are the only one author of the research work named **"THE USE OF WORD SETS, SYNONYMS - ANTONYMS , DEFINITION AND ILLUSTRATIVE SENTENCES AS METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY OF ENGLISH LANGUAGE WITH THE STUDENTS OF PRIMER AÑO DE BACHILLERATO PARALELO "F" AT UNIDAD EDUCATIVA FISCAL"CAPITAN EDMUNDO CHIRIBOGA DURING THE ACADEMIC YEAR 2014-2015"**, the ideas, opinions and commends specified in this document are the responsibility of its authors.

Riobamba, June 1, 2015.



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DEDICATORY

- My research work I want to dedicate to God because he blesses my life and help me to achieve the proposed goals; to my parents and sisters since they have taken care of my welfare and education being an unconditional support in this hard challenge to finish my career successfully.

Guamán Barahona Johana Elizabeth

- This work I want to dedicate mainly to God who helped me every day of my life. To my mother, thank you for being my support during my academic education and throughout my life and for your patience, sacrifice and love during this time and especially for always being by my side in the most difficult moments. A heartfelt thanks to my daughter Mathison for her understanding, love and unconditional support, it is more than I expected and you are what motivates me to keep moving ahead in this time to achieve my goals.

Morillo Manzano Irene del Rocío

ACKNOWLEDGMENT

- This work is the result of effort and sacrifice; therefore we want to express the sincere acknowledgment to Master Maria Vallejo Peñafiel by his orientation and dedicated time in the research work. To all professors who helped us during the formation period at Universidad Nacional de Chimborazo guiding to a better future in the professional environment.

THANKS

Guamán Barahona Johana Elizabeth
Morillo Manzano Irene del Rocío

INDEX

	DEDICATORY	;	Error! Marcador no definido.		
	ACKNOWLEDGMENT	;	Error! Marcador no definido.		
	RESUMEN	;	Error! Marcador no definido.		
	SUMMARY	;	Error! Marcador no definido.		
	INTRODUCTION	;	Error! Marcador no definido.		
	CHAPTER I	;	Error! Marcador no definido.		
1.	REFERENTIAL FRAMEWORK	;	Error! Marcador no definido.		
	1.1.	PROBLEM STATEMENT	;	Error! Marcador no definido.	
	1.2.	FORMULATION OF THE PROBLEM	;	Error! Marcador no definido.	
	1.3.	OBJECTIVES	;	Error! Marcador no definido.	
		1.3.1.	GENERAL	;	Error! Marcador no definido.
		1.3.2.	ESPECÍFICS	;	Error! Marcador no definido.
	1.4.	JUSTIFICATION OF THE PROBLEM	;	Error! Marcador no definido.	
2.	THEORETICAL FRAMEWORK	;	Error! Marcador no definido.		
	2.1.	BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE	PROBLEM TO BE INVESTIGATED	;	Error! Marcador no definido.
	2.2.	THEORETICAL FOUNDATION	;	Error! Marcador no definido.	

- 2.2.1. Types of Methodological Techniques
;Error! Marcador no definido.
- 2.2.2. Teaching vocabulary
;Error! Marcador no definido.
- 2.2.2.1. Significance of Vocabulary
;Error! Marcador no definido.
- 2.2.2.2. Effective vocabulary instruction
;Error! Marcador no definido.
- 2.2.2.3. Types of Vocabulary
;Error! Marcador no definido.
- 2.2.2.4. Criteria for Selecting Vocabulary
;Error! Marcador no definido.
- 2.2.2.5. What needs to be taught
;Error! Marcador no definido.

2.3 DEFINITIONS OF BASIC TERMS
;Error! Marcador no definido.

2.4. HYPOTHESIS SYSTEM
;Error! Marcador no definido.

III

2.5. VARIABLES
;Error! Marcador no definido.

2.5.1. DEPENDENT
;Error! Marcador no definido.

2.5.2. INDEPENDENT
;Error! Marcador no definido.

2.6. OPERATIONALIZATION OF VARIABLES
;Error! Marcador no definido.

CHAPTER III
;Error! Marcador no definido.

3. METHODOLOGICAL FRAMEWORK
;Error! Marcador no definido.

3.1. SCIENTIFIC METHOD
;Error! Marcador no definido.

3.1.1. TYPE OF INVESTIGATION
;Error! Marcador no definido.

	3.1.2.	DESIGN OF THE INVESTIGATION	
			¡Error! Marcador no definido.
3.2.		POPULATION AND SAMPLE	
			¡Error! Marcador no definido.
		3.2.1.	POPULATION
			¡Error! Marcador no definido.
		3.2.2.	SAMPLE
			¡Error! Marcador no definido.
3.3.		TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION	
			¡Error! Marcador no definido.
3.4.		TECHNIQUES FOR PROCESS AND ANALYSIS OF RESULTS	
			¡Error! Marcador no definido.
			CHAPTER IV
			¡Error! Marcador no definido.
4.		ANALYSIS AND INTERPRETATION OF RESULTS	
			¡Error! Marcador no definido.
		4.1.	SURVEYS RESULTS (PRE)
			¡Error! Marcador no definido.
		4.2.	SURVEYS RESULTS (POST)
			¡Error! Marcador no definido.
4.3		HYPOTHESIS TESTING	
			¡Error! Marcador no definido.
			CHAPTER V
5.		CONCLUSIONS AND RECOMMENDATIONS	
			¡Error! Marcador no definido.
			5.1.
			CONCLUSIONS
			¡Error! Marcador no definido.
			5.2.
			RECOMMENDATIONS
			¡Error! Marcador no definido.
			BIBLIOGRAPHY
			¡Error! Marcador no definido.
			CHAPTER VI
6.		METHODOLOGICAL TECHNIQUES BROCHURE TO TEACH	
			¡Error! Marcador no definido.
			VOCABULARY
			INTRODUCTION
			¡Error! Marcador no definido.
6.1.		METHODOLOGICAL TECHNIQUES ACTIVITIES TO TEACH	
			¡Error! Marcador no definido.

VOCABULARY

6.2. INTERVIEW AND SURVEYS

¡Error! Marcador no definido.

6.3. PHOTOS

¡Error! Marcador no definido.

IV

INDEX OF TABLES

SURVEYS RESULTS (PRE)

¡Error! Marcador no definido.

1. Le gustaría aprender vocabulario a través de

¡Error! Marcador no definido.

TABLE N° 1

¡Error! Marcador no definido.

2. ¿Usted traduce las palabras para saber su significado?

¡Error! Marcador no definido.

TABLE N° 2

¡Error! Marcador no definido.

3. Usted interioriza el vocabulario

¡Error! Marcador no definido.

TABLE N° 3

¡Error! Marcador no definido.

4. ¿Usted aprende las palabras nuevas repitiendo?

¡Error! Marcador no definido.

TABLE N° 4

¡Error! Marcador no definido.

5. ¿Usted puede crear oraciones simples con las palabras aprendidas?

¡Error! Marcador no definido.

TABLE N° 5

¡Error! Marcador no definido.

6. ¿Usted interpreta el significado de las palabras a través de gestos,

movimiento, imágenes?

¡Error! Marcador no definido.

TABLE N° 6

¡Error! Marcador no definido.

7. ¿Con qué frecuencia usa el español en el aula de clase?

¡Error! Marcador no definido.

TABLE N° 7

¡Error! Marcador no definido.

SURVEYS RESULTS (POST)

¡Error! Marcador no definido.

1.- ¿Comprende usted el significado de las palabras a través de imágenes, gestos,

movimientos y cosas reales?

¡Error! Marcador no definido.

TABLE N° 8

¡Error! Marcador no definido.

2.- ¿Con qué frecuencia usted relaciona un grupo de palabras en un mapa mental?

¡Error! Marcador no definido.

TABLE N° 9

¡Error! Marcador no definido.

3.- ¿Los gestos y movimientos del cuerpo le ayudaron a la comprensión de lecturas

cortas en el aula de clase?

¡Error! Marcador no definido.

TABLE N°10

¡Error! Marcador no definido.

4.- ¿Con qué frecuencia elabora oraciones con el vocabulario aprendido en clase?

¡Error! Marcador no definido.

TABLE N°11

¡Error! Marcador no definido.

5.- ¿Con qué frecuencia usted utilizó sinónimos (igual significado) en el aprendizaje del vocabulario?

¡Error! Marcador no definido.

TABLE N°12

¡Error! Marcador no definido.

6.- ¿Podría remplazar los sinónimos por antónimos en un párrafo?

¡Error! Marcador no definido.

TABLE N°13

¡Error! Marcador no definido.

7.- ¿Sería capaz de deletrear las palabras nuevas correctamente?

¡Error! Marcador no definido.

TABLE N°14

¡Error! Marcador no definido.

8.- ¿Usted define las palabras claramente?

¡Error! Marcador no definido.

TABLE N°15

¡Error! Marcador no definido.

9.- ¿Con qué frecuencia el vocabulario aprendido lo utiliza en diferentes oraciones?

¡Error! Marcador no definido.

TABLE N°16

¡Error! Marcador no definido.

10.- ¿Su profesora realiza ejercicios de repetición con el vocabulario nuevo?

¡Error! Marcador no definido.

TABLE N°17

¡Error! Marcador no definido.

4.3 HYPOTHESIS TESTING

¡Error! Marcador no definido.

TABLE N° 18

¡Error! Marcador no definido.

VI

INDEX OF GRAPHICS

CHAPTER IV

¡Error! Marcador no definido.

SURVEYS RESULTS (PRE)

¡Error! Marcador no definido.

1. Le gustaría aprender vocabulario a través de

¡Error! Marcador no definido.

GRAPHIC N° 1

¡Error! Marcador no definido.

2. ¿Usted traduce las palabras para saber su significado?

¡Error! Marcador no definido.

GRAPHIC N° 2

¡Error! Marcador no definido.

3. Usted interioriza el vocabulario

¡Error! Marcador no definido.

GRAPHIC N° 3

¡Error! Marcador no definido.

4. ¿Usted aprende las palabras nuevas repitiendo?

¡Error! Marcador no definido.

GRAPHIC N° 4

¡Error! Marcador no definido.

5. ¿Usted puede crear oraciones simples con las palabras aprendidas?

¡Error! Marcador no definido.

GRAPHIC N° 5

¡Error! Marcador no definido.

6. ¿Usted interpreta el significado de las palabras a través de gestos, movimientos, imágenes?

¡Error! Marcador no definido.

GRAPHIC N° 6

¡Error! Marcador no definido.

7. ¿Con qué frecuencia usa el español en el aula de clase?

¡Error! Marcador no definido.

GRAPHIC N° 7

¡Error! Marcador no definido.

SURVEYS RESULTS (POST)

¡Error! Marcador no definido.

1.- ¿Comprende usted el significado de las palabras a través de imágenes, gestos, movimientos y cosas reales?

¡Error! Marcador no definido.

GRAPHIC N°8

¡Error! Marcador no definido.

VII

2.- ¿Con qué frecuencia usted relaciona un grupo de palabras en un mapa mental?

¡Error! Marcador no definido.

GRAPHIC N°9

¡Error! Marcador no definido.

3.- ¿Los gestos y movimientos del cuerpo le ayudaron a la comprensión de lecturas cortas en el aula de clase?

¡Error! Marcador no definido.

GRAPHIC N°10

¡Error! Marcador no definido.

4.- ¿Con qué frecuencia elabora oraciones con el vocabulario aprendido en clase?

¡Error! Marcador no definido.

GRAPHIC N°11

¡Error! Marcador no definido.

5.- ¿Con qué frecuencia usted utilizó sinónimos (igual significado) en el aprendizaje del vocabulario?

¡Error! Marcador no definido.

GRAPHIC N°12

¡Error! Marcador no definido.

6.- ¿Podría remplazar los sinónimos por antónimos en un párrafo?

¡Error! Marcador no definido.

GRAPHIC N°13

¡Error! Marcador no definido.

7.- ¿Sería capaz de deletrear las palabras nuevas correctamente?

¡Error! Marcador no definido.

GRAPHIC N°14

¡Error! Marcador no definido.

8.- ¿Usted define las palabras claramente?

¡Error! Marcador no definido.

GRAPHIC N°15

¡Error! Marcador no definido.

9.- ¿Con qué frecuencia el vocabulario aprendido lo utiliza en diferentes oraciones?

¡Error! Marcador no definido.

GRAPHIC N°16

¡Error! Marcador no definido.

10.- ¿Su profesora realiza ejercicios de repetición con el vocabulario nuevo?

¡Error! Marcador no definido.

GRAPHIC N°17

¡Error! Marcador no definido.

4.3 HYPOTHESIS TESTING

¡Error! Marcador no definido.

GRAPHIC N° 18

42

VIII

RESUMEN

Este trabajo de Investigación propone enseñar Vocabulario del Idioma Inglés utilizando Técnicas Metodológicas tales como: Conjunto de Palabras, Sinónimos y Antónimos, Oraciones Ilustrativas y Definición; con el objetivo de ayudar a los estudiantes a aprender de una manera dinámica y significativa dejando atrás la técnica de Traducción la cual ha

sido comúnmente utilizada para la enseñanza de vocabulario. Misma que implica la memorización de palabras en corto tiempo. Se inicia el proceso de enseñanza- aprendizaje en la Unidad Educativa “Capitán Edmundo Chiriboga” con la realización de encuestas a los estudiantes y así diagnosticar el nivel de los estudiantes en el uso del vocabulario. Se aplicó las técnicas metodológicas establecidas en el Primer año de Bachillerato paralelo “F” trabajando con actividades propicias y dinámicas para lograr la participación y el interés de los estudiantes en el aprendizaje. Luego del uso de dichas técnicas, se constató los resultados positivos a través de un cuestionario realizado al final del proceso y se evidencio que los estudiantes aprendieron fácilmente las palabras nuevas y las ponen en práctica en la clase. A medida que se lea esta investigación, se encontrará algunas actividades relacionadas con las técnicas aplicadas en este proyecto; las cuales están orientadas para enseñar nuevo vocabulario de una manera fácil y activa. Se pudo verificar que los estudiantes interactuaron entre si usando el Idioma.

SUMMARY

This research work proposes to teach English Language Vocabulary using Methodological techniques such as: word sets, synonyms and antonyms, illustrative sentences and definition; with the aim of helping students to learn in a dynamic and meaningful way, do not using the translation technique which has been used for teaching vocabulary commonly. This technique involves memorization of words in a short time. It is done surveys to students for diagnosing the students' level in the use of vocabulary at Unidad Educativa "Capitán Edmundo Chiriboga". It is applied the established Methodological techniques in Primer año de Bachillerato parallel "F" working with appropriate and dynamic activities to achieve the students' participation and interest in the learning. After using such techniques, positive results were found through a questionnaire at the end of the process and it is evidenced that students learn new words easily and put them into practice in the classroom. As this research is read, you will find some activities related to techniques applied; which are oriented to teach new vocabulary in an easy and active way. It could verify that students interacted with each other using the language.

Hauakacante

Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

This research was performed at Unidad Educativa “Capitán Edmundo Chiriboga” in Primer año de Bachillerato parallel “F” to teach vocabulary applying useful and dynamic methodological techniques such as: word sets, synonyms and antonyms, illustrative sentences and definition of English language. Using these techniques has been possible that students learn new words meaningfully. Students participate and work actively developing the established activities in the classroom.

The work has five chapters which are detailed below: the first chapter refers to the research problem, which presents the causes and effects through critical analysis of the problem. It also contains the research justification and objectives that were achieved in the application of techniques.

The second chapter is the Theoretical Framework which contains previous research to this one. The research are related to both variables: Dependent “Vocabulary teaching” and Independent “Word sets, Synonyms - Antonyms, Definition and Illustrative sentences Methodological Techniques”. There is also the Theoretical foundation, which are concepts regarding to both variables of the research. It includes definitions of basic terms of this one.

The third chapter refers to Methodological framework, which is formed by scientific method, techniques and instruments of data collection, and also it has techniques for processing and analyzing the results.

The fourth chapter is the Analysis and Interpretation of results. The questionnaires are tabulated and it are presented graphically making an analysis and interpretation of them. All this process is presented to verify the hypothesis.

In the fifth chapter is the conclusion and recommendation obtained of the results and the sixth chapter adds documents such as: Methodological techniques brochure, which used to teach vocabulary in the class, also it has surveys and an interview, also it contain photographs evidence in this work.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. PROBLEM STATEMENT

The Unidad Educativa Fiscal “Cap. Edmundo Chiriboga G” is located in Chimborazo Province, city of Riobamba. This Institution has ten buildings, two of them are used as Administrative Offices and the others are used as students’ classrooms. Also it has recreational areas such as: coliseum, swimming pool, stadium, and courtyards. This Unidad Educativa is linked to the Bachillerato Internacional, which is a pedagogical - educational program managed by Ministerio de Educación to improve the Ecuadorian Education. The main interest is to support with scholarships to the best students, thus they can continue the learning process in others recognized institutions of the world.

English is considered as an international language. English is like a window to the world because by English students can learn about the world and can get more information from the world. If Students want to be knowledgeable people, English is important to be learned because knowledge never is limited. (Khristianawati, 2012).

English is a language spoken around the world, for this reason it helps for a personal and social development. English language is used for business, traveling, and studying abroad. It must be taught with the purpose that students have a clear and fluent communication and it will allow them to develop in social and professional environment.

Probably, the Translation technique has been the most used to teach vocabulary in last years and it permits students memorize vocabulary in short time. It is possible to teach English language vocabulary without using Spanish, therefore; it is necessary to apply other useful and dynamic Methodological techniques such as: word sets, synonyms - antonyms, definition and illustrative sentences to increase the students` vocabulary which will allow

them understand all activities given by the teacher and then, students will have a fluent communication with others.

Vocabulary is the main element to acquire a new language. Also, it is considered as an important part of any language to link the four macro-skills: listening, speaking, reading, and writing; without vocabulary it is impossible to recognize and understand the words in reading and listening, also students might not produce the language in speech and written way.

Enlargement of vocabulary has always been and continues to be an important goal in literacy and learning. (Development, National Institute of Child Health and Human, 2004, pág. 44). Educators have long recognized the importance of vocabulary development. In the early 20th century, Dewey stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. (Dewey J., 1910, pág. 44). At times, interest in vocabulary has been high and intense, and at other times low and neglected, alternating back and forth over time. (Blachowicz B., 2008, pág. 44).

Possibly, teachers have neglected the use of other methodological techniques to teach vocabulary of English language according to students' level. It can cause lack of interest in students for learning new vocabulary and they might feel frustrated because they are not active part in the teaching-learning process. Therefore; Teachers bear in mind some criteria for selecting vocabulary to teach at very educational level. These are: needs of the individuals and the group, interest of the individuals and the group, classroom language, complexity, frequency, aim of the course or lesson. (Torres M., 2010, pág. 13).

1.2. FORMULATION OF THE PROBLEM.

How do the use of Word sets, Synonyms- Antonyms, Definition and Illustrative sentences influence in the vocabulary teaching of English language with the students of primer año de Bachillerato paralelo “F” at Unidad Educativa Fiscal “Capitan Edmundo Chiriboga” during the academic year 2014-2015?

1.3. OBJECTIVES

1.3.1. GENERAL

To describe the use of Word sets, Synonyms - Antonyms, Definition and Illustrative sentences as Methodological Techniques to teach vocabulary of English language with the students of Primer año de Bachillerato Paralelo “F” at Unidad Educativa Fiscal “Capitan Edmundo Chiriboga” during the academic year 2014-2015.

1.3.2. ESPECÍFICS

- To diagnose the students` level regarding to the vocabulary.
- To apply word sets, synonyms- antonyms, definition, and illustrative sentences Methodological techniques to teach vocabulary.
- To evaluate the results obtained regarding to the vocabulary taught.

1.4.JUSTIFICATION OF THE PROBLEM

This problem begins from the interest to apply others methodological techniques to achieve students increase meaningful vocabulary of English language, considering that it is useful to understand and practice the language inside and outside to the classroom.

The main reason of this research is to increase and teach vocabulary of English language for supporting to Education`s improvement in the city of Riobamba focusing in students` level and interest and provide an appropriate teaching. In addition, it is intended to use dynamic techniques in the teaching-learning process which help students to be motivated for practicing the English, developing the four skills: listening, speaking, reading and writing.

Direct beneficiaries are Students of Primer año de Bachillerato paralelo “F, since they will acquire new vocabulary of English language through practice into the classroom; indirect beneficiaries are English teachers, students’ parents because they are linked in educational process supporting them in different ways such as: academically, economically, etc. Also are indirect beneficiaries people who are developing the research, they are contributing and supporting with knowledge acquired previously to teach vocabulary to students using other techniques.

This research work is feasible, because, there is a lot of information at Universidad Nacional de Chimborazo library. The library provides us a lot of books related to English language for obtaining information regarding to research work. It is necessary to mention that we have unconditional support of the thesis tutor at Universidad Nacional de Chimborazo.

Also, it has the support of Headmaster and English teachers at Unidad Educativa Fiscal “Capitan Edmundo Chiriboga” to carry out this research. In addition, there is the interest required to develop the research.

This research is the result of English language learning process at Universidad Nacional Chimborazo by four years adding some experiences acquired as English teachers in others institutions such as: Execution and Observation practices, Entailment with society. There is enough knowledge to apply it and show that these techniques are very useful to practice and increase students’ vocabulary.

According to all mentioned, it is proposed to teach vocabulary to students practicing methodological techniques such as: Word sets, Synonyms- Antonyms, Definition and Illustrative sentences focus on development of four skills: listening, speaking, reading and writing. The main purpose is that students learn meaningful vocabulary and are able to apply it in the future.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED.

It is reviewed the library`s files at Universidad Nacional de Chimborazo and it is verified that there are researches related to this one; considering words of the first Variable such as: techniques and methodological strategies. These works will be the scientific theoretical foundation to develop the research.

“INFLUENCIAS DEL MANEJO DE TÉCNICAS ACTIVAS EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS” (Allauca A., 2011). This research work demonstrates that Active techniques help directly in the learning process of speaking skill; the students have necessary tools to a correct verbal linguistic development and interaction between them and the teacher. Using this kind of techniques students work together and of a coordinated way obtaining confidence. Also the Active techniques help to practice the four skills: listening, speaking, reading and writing.

“LAS ESTRATEGIAS METODOLÓGICAS EN LA ENSEÑANZA DE LA DESTREZA DEL WRITING” (Padilla N. & Montero F.,2012). It responds to a common problem in Ecuadorian Education. The limited written production in students occur because new Methodological strategies are not applied or those used are not suitable to improve this process. The Methodology used was, field research into the classroom through the application of surveys to English teachers to obtain relevant information about the importance of writing process in second language acquisition. The conclusions were that English teachers use the traditional method “Grammar Translation” to teach grammar, which consists in memorizing vocabulary and grammar rules by repeating writing exercises.

“DE QUÉ MANERA INFLUYEN LAS TÉCNICAS DE MOTIVACIÓN DE LOS DOCENTES EN EL APRENDIZAJE DEL IDIOMA INGLÉS” (Plua C. & Damian D., 2013). To improve the problem in this investigation, they applied surveys to students and English`s teacher from Thomas Oleas high school to know if the teacher applies any motivation technique to learn a second language in a funny way. As a result Motivation in the classroom plays an important and essential role in the teaching process because it allows students to be willing to assimilate a different new knowledge to that teachers do daily inside the classroom. Also it has found International researches related with the second Variable: Teaching Vocabulary.

“USING PICTURES IN TEACHING VOCABULARY”(Joklová K., 2009).

Vocabulary teaching is today a hot topic for many teachers; they have realized that without the cornerstone of a well-functioning mental lexicon, no student can possibly engage in meaningful active communication. And active communication in English is what counts in today`s globalized world. Pictures represent an indispensable tool for vocabulary teaching, especially (but not by far only) when teaching children. The goal is to show how pictures can be employed in lessons as well as to reach conclusions on why they work and in what way exactly they help retaining the memorized words.

“EFFECTIVE VOCABULARY TEACHING STRATEGIES FOR THE ENGLISH FOR ACADEMIC PURPOSES ESL CLASSROOM” (Mukoroli J., 2011). Vocabulary learning is an important and indispensable part of any language learning process. The author of this thesis focuses on effective vocabulary teaching strategies in the English for Academic purposes ESL classroom. Drawing on findings obtained from observing three English for Academic Purposes ESL classrooms across the U.S.A, several current databases and his personal experience as a teacher and learner, the author discusses various effective vocabulary teaching strategies in the English for Academic Purposes classroom which could greatly assist English language learners in their journey of language acquisition and therefore expedite the language learning process.

2.2. THEORETICAL FOUNDATION

Commonly, there are several techniques concerning the teaching of Vocabulary. However, there are a few things that have to be remembered by the most English teachers if they want to present a new vocabulary or the lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then; it needs to be learnt, practiced, and revised to prevent students from forgetting. (Sanusi E., 2009).

Methodological Techniques are considered as one of the most important to teach vocabulary and express the meaning of any word, call on students' attention and they will have an active participation in class and develop activities in a correct way.

2.2.1. Types of Methodological Techniques

Word sets

Word sets are groups of related words, such as: living room: dining room, kitchen, bedroom, bathroom (parts of the house). Learners may use a Mind Map or a visual network to store and learn them easily. (Torres M., 2010, pág. 15).

How to apply word sets technique in the classroom: Teachers can use for teaching vocabulary Mind Maps and Visual Network.

Mind Maps: They are a powerful graphic that can be applied to all aspects of life where improved learning and clearer thinking will enhance performance and effectiveness. It is a non-linear way of organizing information and allows capture of the natural flow of ideas.

The main benefits of using Mind Maps are the following:

The process of creating a mind maps is more interesting and entertaining than a standard chart or table.

Their visual quality permits users to highlight and review key points easily and more quickly than with standard sets of notes or related words. They facilitate recall, because the association of ideas mirrors the way the brain works; and they help groups make sense out of things and help establish priorities. (Ramalingam B., 2006).

Visual Networks: they are visual graphs or images in which students can identify the related words through visualization.

Synonyms - Antonyms

Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers. They could be or, commas, dashes, and colons. (Sanusi E., 2009).

Antonyms are words that have the opposite meaning of the unknown word in a given sentence.(Sanusi E., 2009).

They are items that mean the same or nearly the same of the unknown word and words that have an opposite meaning of it. (Torres M., 2010, pág. 15).

Synonyms: Beautiful = Pretty Intelligent = Smart

Antonyms: Happy = sad Male = female

To teach vocabulary using the synonym- antonym technique it is necessary use flash cards, graphs, worksheets, pictures.

Definition

It is the description of the words using an explanation or definition in English. This kind of linguistic approach is not suitable for beginner`s classes because they do not have enough knowledge of vocabulary to understand the definition. (Torres M., 2010, pág. 15).

Soil: soil is the substance on the land surface of the earth in which plants grow.

Coach: it is a bus, but one that makes long distance journeys.

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.(Kumar N., 2009).

Illustrative Sentences

It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the new vocabulary word is illustrated. This definitely provides the best way of showing of word, because in this way its usage as well as its meaning can be demonstrated”.(Torres M., 2010, pág. 16). Examples:

Lazy:

He is very lazy. He gets up late and then he does nothing all day.

It is enough just to say “my brother is lazy”. It doesn`t show what lazy means. We need to add: “**He gets up late and then he does nothing all day**” to show the meaning of the word.

Traffic:

There are many car, busses, taxis and motor- bikes in the city center. **The traffic is heavy in the city.**

An illustrative sentence is an example that clarifies the usage of a particular sense of a lexeme. It will help to: clarify the meaning of a lexeme, use a word in the correct grammatical context, and gain insight into the culture and literary style of the language. (SIL International., 2004).

2.2.2. Teaching vocabulary

Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.(Stahl S., 2005).

Vocabulary may be defined as the words we must know to communicate effectively: words in speaking (**expressive vocabulary**) and words in listening (**receptive vocabulary**). Neuman S. &Dwyer J. (2009).

Vocabulary is an essential element in learning a foreign or second language, without it the learners can not convey what they want. It can not be taught or learned in complete isolation from the rest of the linguistic components such as: grammar, phonetics, phonology, notions, and functions. (Torres M., 2010, pág. 13).

Vocabulary learning is a lifelong and natural phenomenon or a continuous process of acquiring new words in comprehensible and substantial contexts. Also Vocabulary learning is a central goal of teaching for teachers in all subjects at early grades of schools. (Harmon J. &Wood K., 2009).

2.2.2.1. Significance of Vocabulary

Vocabulary is main aspect of language learning. “The heart of language comprehension and use is the lexicon”. Due to the fact that English is international language and the language of modern science a person’s knowledge hinges on the size of English vocabulary. The success of an individual in second language is dominated by obtained vocabulary. It builds up one’s control over the second language and this gives one confidence. Dearth of stock of words or inability to recall the correct words makes one incompetent, be it oral or written. The established facts about the vocabulary are that: Vocabulary size has been directly linked to reading comprehension; an extensive vocabulary aids expressions and communication; linguistic vocabulary is synonymous with thinking vocabulary; and a person may be judged by others based on obtained vocabulary. (Hunt A. & Beglar D., 2005)

Vocabulary knowledge is the knowledge of a word that implies its definition as well as its fitness into the world. Hence words are imperative nuts and bolts of social needs. Human life relies on the use of words. Words are necessary for self-expression. With the help of words man can gather considerable treasure of knowledge. (Stahl S., 2005).

Vocabulary is lexical element which involves four basic teaching-learning skills: speaking, listening, reading and writing. Vocabulary building is headed for language learning. Students’ interest and teachers’ motivation plays vital role in vocabulary building. Reading vocabulary includes all the words a person is able to know while reading any text. Listening vocabulary is vocabulary that an individual is able to understand while listening to speech. Writing vocabulary encompasses the words a person makes use of in writing while speaking vocabulary consists of words which an individual uses in speech. (Herrel, 2004).

2.2.2.2. Effective vocabulary instruction

It should include the following three components:

Definitional and contextual information about a word: to know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions and shows how words are used in various contexts can generate a full and flexible knowledge of word meanings.

Multiple exposures to a word in different contexts: a word that is encountered once has about a 10 percent chance of being learned from context. When students see a word repeatedly, they gather more and more information about it until they get an idea of what it means.

Encouragement of students' active participation in their word learning: students remember words better when they relate new meanings to knowledge they already have. Group discussion of word meanings also helps students learn new vocabulary by having to actively participate in their own learning. (ESOL Program Services., 2007).

2.2.2.3. Types of Vocabulary

They are four types of vocabulary: listening, speaking, reading and writing.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.(Judy K., 2007).

Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely

deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.(Judy K., 2007). It refers to all the words an individual can recognize when listening to speech.(Herrel A., 2004).

Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.(Judy K., 2007).

This refers to all the words an individual can use in speech.(Herrel A., 2004).

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you can not “grow” your vocabulary.(Judy K., 2007).

This refers to all the words an individual can recognize when reading a text. (Herrel A., 2004).

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.(Judy K., 2007). This includes all the words an individual can employ in writing. (Herrel A., 2004).

2.2.2.4. Criteria for Selecting Vocabulary

These are the criteria a teacher has to bear in mind for selecting vocabulary to teach at every educational level,

- **Needs of the individuals and the group:** It should be appropriate to students` levels and students `needs depending on their own backgrounds.
- **Interest of the individuals and the group:** There are words that are more related to our students` interests than others. This is a major source of motivation to learn vocabulary.
- **Classroom language:** Words, expressions, grammatical terminology and instructions the students require to be active in the classroom.
- **Complexity:** The need to learn the concrete words first and the abstract words later.
- **Frequency:** The most frequently and most commonly used words.
- **Aim of the course or lesson:** Those words which are necessary to understand the content of the lesson.(Torres M., 2010, pág. 13).

2.2.2.5. What needs to be taught

Teacher should teach for students to get a good lexicon to help them initiate and sustain a conversation. The suggestion deals with the following points:

Meaning: its dictionary meaning and the aspects of meaning such as: denotation. Connotation (if it is neutral /positive word or it has a negative image), appropriateness, as well as meaning relationships (for example: synonyms, antonyms, lexical sets).

Form: what part of the grammar it is: a verb, a noun, an adjective, etc.

Pronunciation and spelling: as often there is not a relationship between how a word is pronounced and written; it is necessary for the learner to learn how to pronounce the words and how to write them. Put special emphasis on those words that can cause pronunciation problems and highlight their stress.

Collocations: the ways that words occur together. For example to ask a question: “raise your hand” not “lift your hand”.

Word formation: what the affixes and suffixes may indicate about the meaning. (Torres M., 2010, pág. 14).

2.3 . DEFINITIONS OF BASIC TERMS.

Method: it is a description of the way that information or a behavior is carried forward or consolidated during the instructional process.

Methodology: it is a system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline.

Technique: it is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategy.

Skills: it is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills.

Memorization: it is the process of committing something to memory. The act of memorization is often a deliberate mental process undertaken in order to store in memory for later recall items such as experiences, names, appointments, addresses, telephone numbers, lists, stories, poems, pictures, maps, diagrams, facts, music or other visual, auditory, or tactical information.

Language: it is the human ability to acquire and use complex systems of communication. Language is used to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

2.4. HYPOTHESIS SYSTEM

The use of Word sets, Synonyms - Antonyms, Definition and Illustrative sentences as Methodological Techniques increase the vocabulary of English language in the students of primer año de Bachillerato paralelo “F” at Unidad Educativa Fiscal “Capitan Edmundo Chiriboga.” during the academic year 2014-2015.

2.5. VARIABLES

2.5.1. DEPENDENT

Vocabulary teaching

2.5.2 INDEPENDENT

Word sets, Synonyms - Antonyms, Definition and Illustrative sentences Methodological Techniques.

2.6. OPERATIONALIZATION OF VARIABLES

DEPENDENT VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENT
Vocabulary teaching	Vocabulary teaching is an important process in language learning, it involves vocabulary selection, word knowledge, and Methodological techniques for giving a correct vocabulary instruction.	<p>Receptive vocabulary</p> <p>Expressive vocabulary</p>	<p>Comprehension</p> <p>Production: Sentences Paragraphs</p>	<p>Techniques: Interview Survey</p> <p>Instruments: Interview form Questionnaire</p>

INDEPENDENT VARIABLE	CONCEPT	CATEGORY	INDICATORS	TÉCHNIQUES AND INSTRUMENT
Methodological techniques	These are different ways used to teach and increase students` vocabulary in English language.	Word sets Synonyms - antonyms Definition Illustrative sentences	Group of lexemes Similar semantic Semantic opposition Phrases Statements Linguistic context	Techniques: Interview Survey Instruments: Interview form Questionnaire

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1.SCIENTIFIC METHOD

To develop this research, it was used the Deductive - Inductive Methods since there was a general datum that is; probably, English teachers use Translation technique to teach vocabulary. It helped to obtain a particular result or conclusion as consequence from the use and employment of established techniques such as: Word sets, Synonyms- Antonyms, Definition and Illustrative sentences with students of a course.

3.1.1. TYPE OF INVESTIGATION

The research is Correlational because it was studied to determine the extent of relationship between two variables to obtain conclusions and consequences.

3.1.2. DESIGN OF THE INVESTIGATION:

The work is considered like a field investigation because the information has been obtained from live sources such as: students, teacher of the institution and dead sources like books, documents and web pages.

3.1.3. TYPE OF STUDY:

The research was applied inside to the classroom using other methodological techniques to obtain results regarding to the vocabulary taught.

3.2. POPULATION AND SAMPLE

3.2.1. POPULATION

There was a population of 37 students and one teacher.

3.2.2. SAMPLE

The area of study that covered up the present work was a small population, therefore; the researchers worked with all involved people in the process.

3.3. TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

In the research it was used the following techniques:

Interview: it was used to obtain information in a direct way from another person that has relevant information to the research. We used it with English teacher of Primer año de Bachillerato Paralelo “F” for proving the use of methodological techniques to teach vocabulary.

Survey: it is a written format in an interrogatory way to obtain information about both variables that were researched. It was applied with students of Primer año de Bachillerato Paralelo “F” to obtain information from interest of each one related to the research. The questions were related to both variables.

Instruments: they are resources or basic elements to collect information about research. The instruments were Interview form and Questionnaire. The interview form and Questionnaire were applied at Unidad Educativa “Capitan Edmundo Chiriboga” to get relevant information about the importance of teaching vocabulary using other methodological techniques of the English language.

3.4. TECHNIQUES FOR PROCESS AND ANALYSIS OF RESULTS

For informational compilation it is needed the students and teacher’s collaboration at Unidad Educativa “Capitan Edmundo Chiriboga”, the interview and surveys were applied and then, the results were tabulated and classified.

To do the research it was applied methodological techniques into the classroom, the hypothesis was tested to get conclusions.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS SURVEYS RESULTS (PRE)

1. Le gustaría aprender vocabulario a través de:

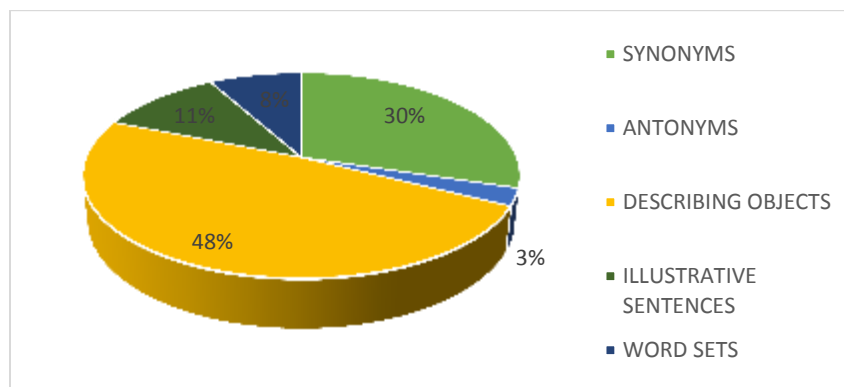
TABLE N° 1

VARIABLE	FRECUENCY	PERCENTAGE
SYNONYMS	11	30%
ANTONYMS	1	3%
DESCRIBING THE OBJECT	18	48%
ILLUSTRATIVE SENTENCES	4	11%
WORD SETS	3	8%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 1



SOURCE: Table N° 1

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to analysis process, the 30% of students always like to learn vocabulary with synonyms, the 3% of students sometimes like to learn using antonyms, the 48% of students want to learn describing the objects and the 11% of them like to learn applying the word sets technique.

Interpretation

Most students like to learn vocabulary describing the object, some of them like to learn using synonyms and few of them prefer to learn vocabulary applying illustrative sentences, eight of them like to learn using word sets.

2. ¿Usted traduce las palabras para saber su significado?

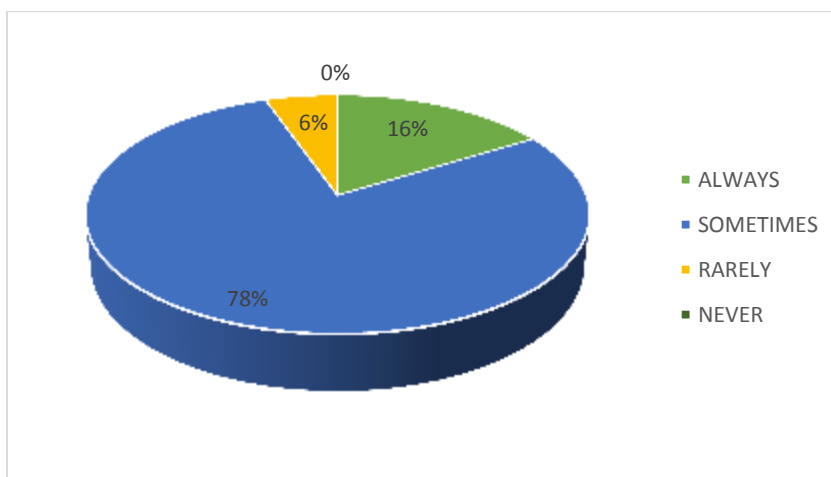
TABLE N° 2

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	6	16%
SOMETIMES	29	78%
RARELY	2	6%
NEVER	0	0%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 2



SOURCE: Table N° 2

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

Regarding to the survey applied, the 16% of students always translate the word for knowing the meaning, the 78% sometimes translate the words, and 6% of students rarely translate the vocabulary.

Interpretation

Most students sometimes translate the words for knowing the words meaning, some of them always use the translation technique and few of them rarely translate the words.

3. Usted interioriza el vocabulario:

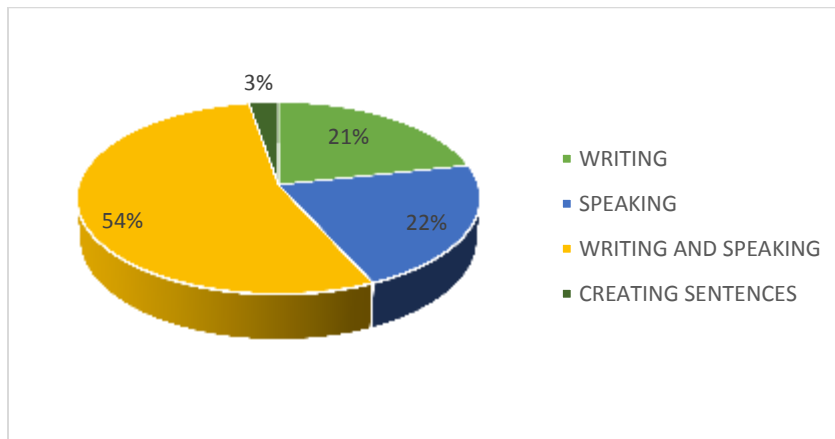
TABLE N° 3

VARIABLE	FRECUENCY	PERCENTAGE
WRITING	8	21%
SPEAKING	8	22%
WRITING AND SPEAKING	20	54%
CREATING SENTENCES	1	3%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 3



SOURCE: Table N° 3

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the results, the 21% of students internalize the vocabulary of a written way, the 22% of them internalize speaking the English language, the 54% of students write and speak for internalizing the words and the 3% of them internalize the vocabulary creating sentences.

Interpretation

Most students write and speak to internalize the vocabulary learned, some of them speak the words, few of them write the vocabulary, and one internalize the vocabulary creating sentences.

4. ¿Usted aprende las palabras nuevas repitiendo?

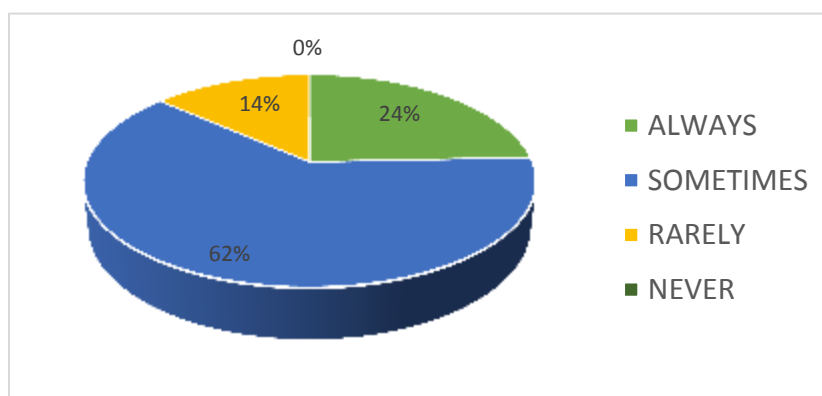
TABLE N° 4

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	9	24%
SOMETIMES	23	62%
RARELY	5	14%
NEVER	0	0%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 4



SOURCE: Table N° 4

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

Regarding to analysis process, the 24% of students always learn new words by repetition, the 62% of them learn vocabulary repeating and the 14% of students rarely learn repeating the words.

Interpretation

Most of students sometimes learn vocabulary by repetition, some of them always learn repeating the words and few of them rarely learn repeating the vocabulary.

5. ¿Usted puede crear oraciones simples con las palabras aprendidas?

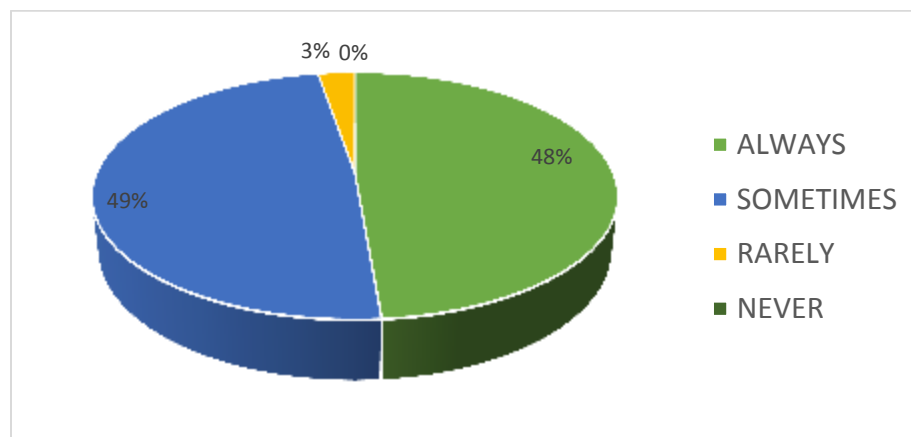
TABLE N° 5

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	18	48%
SOMETIMES	18	49%
RARELY	1	3%
NEVER	0	0%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 5



SOURCE: Table N° 5

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

After apply the surveys, the 48% of students can always create simple sentences with vocabulary learnt, the 49% of them can sometimes create sentences and the 3% of students can rarely create sentences with the words.

Interpretation

Most students can sometimes create simple sentences, some of them can always do sentences with the vocabulary learned and few of them can rarely create the sentences with the new words.

6. ¿Usted interpreta el significado de las palabras a través de gestos, movimientos, imágenes?

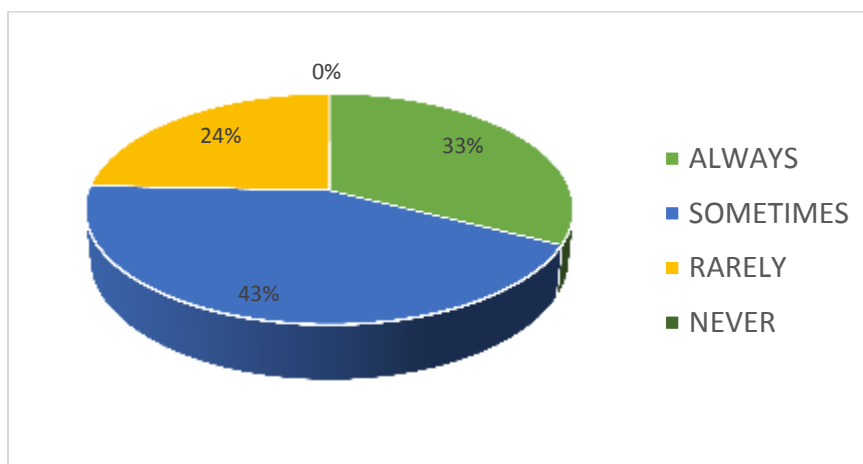
TABLE N° 6

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	12	33%
SOMETIMES	16	43%
RARELY	9	24%
NEVER	0	0%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 6



SOURCE: Table N° 6

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 33% of students always interpret the words meaning through gestures, movements and images, the 43% of them sometimes know the meaning through gestures, movements and images, the 24% of students interpret the meanings trough them.

Interpretation

Most students sometimes interpret the words meanings through gestures, movements and images, some of them always interpret the meaning through them, and few of them rarely interpret the vocabulary meaning trough gestures, movements and images.

7. ¿Con qué frecuencia usa el español en el aula de clase?

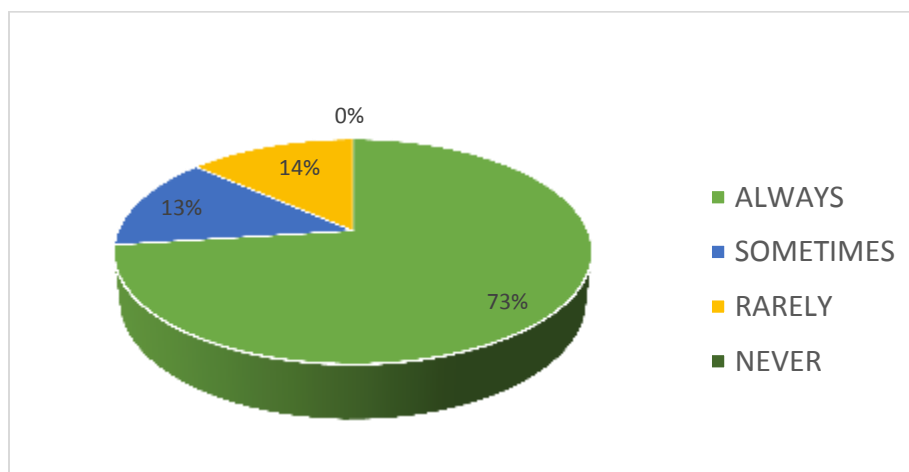
TABLE N° 7

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	27	73%
SOMETIMES	5	13%
RARELY	5	14%
NEVER	0	0%
TOTAL	37	100%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N°7



SOURCE: Table N° 7

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

In this parameter, the 73% of students always use the Spanish language in the classroom, the 13% of them sometimes use Spanish and the 14% of students rarely use Spanish in English class.

Interpretation

Most students always use Spanish in the classroom, some of them rarely use the native language in the English class and few of them sometimes use Spanish to learn English in the classroom.

SURVEYS RESULTS (POST)

1.- ¿Comprende usted el significado de las palabras a través de imágenes, gestos, movimientos y cosas reales?

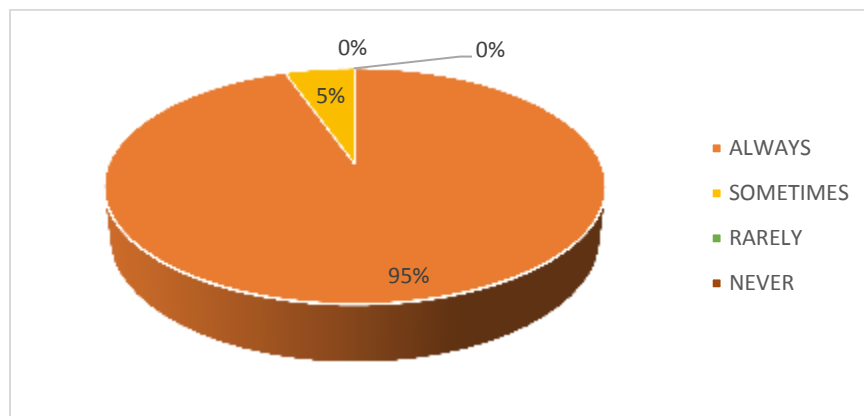
TABLE N° 8

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	35	95%
SOMETIMES	2	5%
RARELY	0	0%
NEVER	0	0%
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 8



SOURCE: Table N° 8

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to analysis process, the 95% of students always understand the words through imagines, gestures, movements and realia, the 5% sometimes and 0% rarely and never.

Interpretation

Most students can always understand the words through imagines, gestures, movements and realia like a funny way to learn vocabulary. Some of them sometimes understand the vocabulary through them.

2.- ¿Con qué frecuencia usted relaciona un grupo de palabras en un mapa mental?

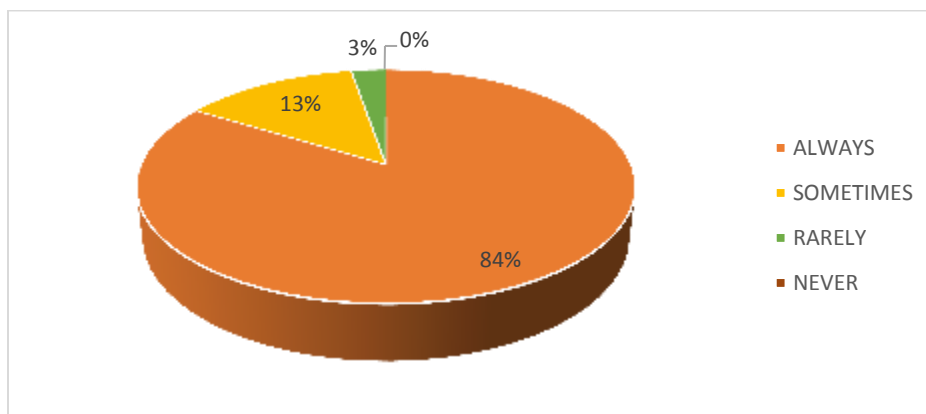
TABLE N° 9

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	24	84%
SOMETIMES	12	13%
RARELY	1	3%
NEVER	0	0%
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 9



SOURCE: Table N° 9

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

In this parameter, the 84% of students always relate word sets in a mind map, the 13% of the students sometimes, the 3% rarely and 0% of them never.

Interpretation

Most students always relate a word set in a mind map and they can use these words in sentences create by themselves, some of them use the words learnt in sentences, few of them relate a word in a mind map.

3.- ¿Los gestos y movimientos del cuerpo le ayudaron a la comprensión de lecturas cortas en el aula de clase?

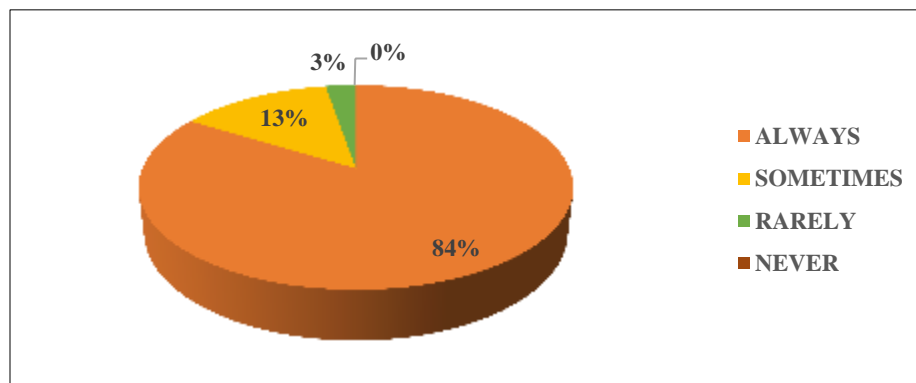
TABLE N° 10

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	31	84
SOMETIMES	5	13
RARELY	1	3
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 10



SOURCE: Table N° 10

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

The results in this analysis, gestures and body movements helped to the students to understand short readings in class to 84% of the students always, 13% of them sometimes, the 3% rarely and 0% of the students never.

Interpretation

Most students always understand short readings using gestures and body movements and create other stories with their own words, some of them sometimes understand short readings through them, and few of them rarely understand the short readings through gestures, movements and images.

4.- ¿Con qué frecuencia elabora oraciones con el vocabulario aprendido en clase?

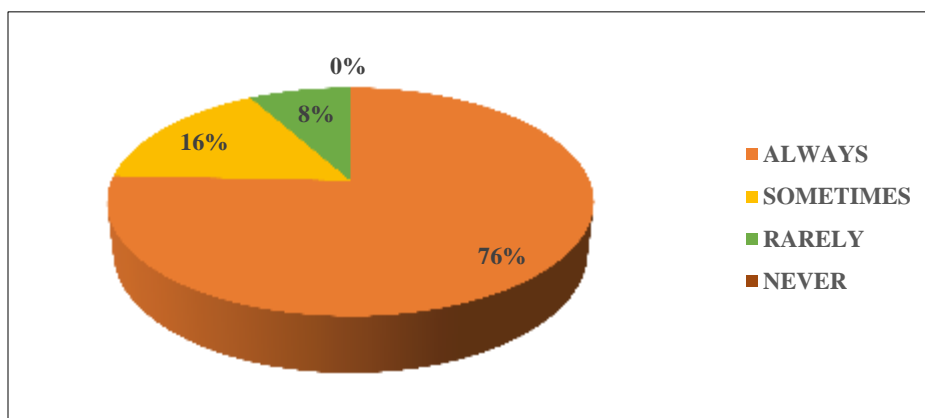
TABLE N° 11

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	28	76
SOMETIMES	6	16
RARELY	3	8
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 11



SOURCE: Table N° 11

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

Regarding to analysis process, the 76% of students always create sentences with vocabulary learnt in class, the 16% of students sometimes, the 8% of them rarely and 0% of the students never.

Interpretation

Most of students always create new sentences with vocabulary learnt and use in class, some of them sometimes create new sentences with vocabulary learnt, and few of them rarely create new sentences with vocabulary learnt and use in class.

5.- ¿Con qué frecuencia usted utilizó sinónimos (igual significado) en el aprendizaje del vocabulario?

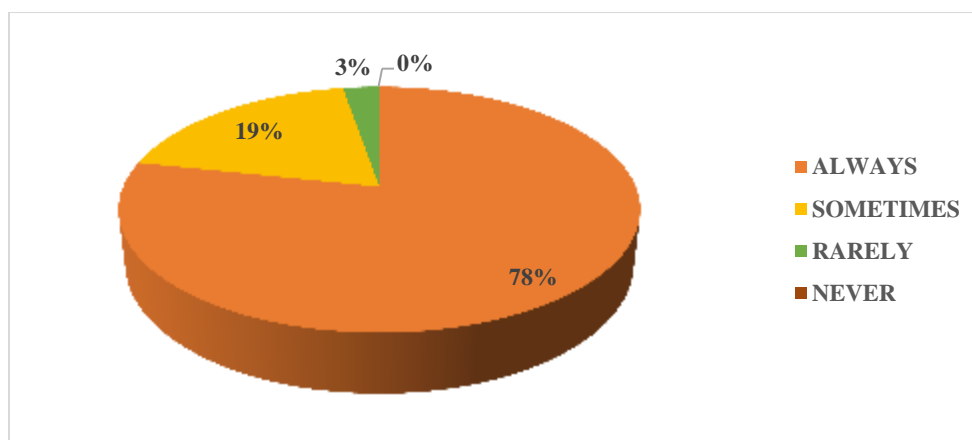
TABLE N° 12

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	29	78
SOMETIMES	7	19
RARELY	1	3
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 12



SOURCE: Table N° 12

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

After apply the surveys, the 78% of students always used synonyms in the learning vocabulary, the 19% of them sometimes, and the 3% the students said rarely.

Interpretation

Most students always can use synonyms when they create sentence, and replace the words in the same, some of them sometimes use synonyms and create sentences with the new words, and few of them rarely use synonyms and create sentences with the new words.

6.- ¿Podría remplazar los sinónimos por antónimos en un párrafo?

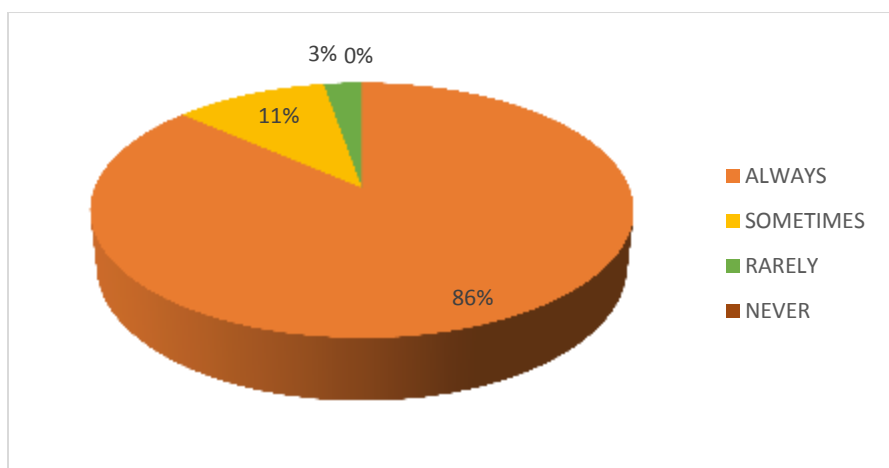
TABLE N° 13

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	32	86
SOMETIMES	4	11
RARELY	1	3
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 13



SOURCE: Table N° 14

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 86% of students always can replace synonyms by antonyms in a paragraph, the 11% of the students sometimes, the 3% of them said rarely and never.

Interpretation

Most students always can replace synonyms by antonyms in a paragraph and they can create a paragraph with new words, some of them sometimes replace synonyms by antonyms in a paragraph and they can create a paragraph with new words, and few of them rarely replace synonyms by antonyms in a paragraph.

7.- ¿Sería capaz de deletrear las palabras nuevas correctamente?

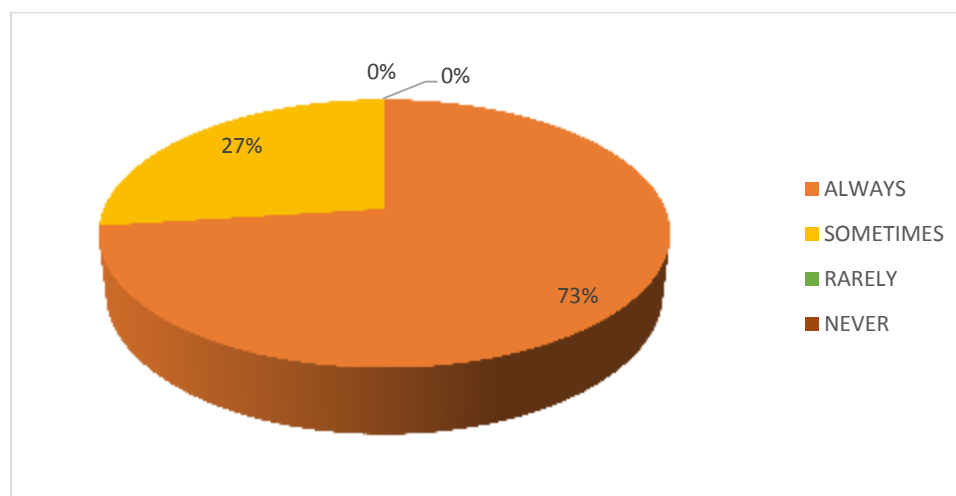
TABLE N° 14

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	27	73
SOMETIMES	10	27
RARELY	0	0
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 14



SOURCE: Table N° 14

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 73% of students always can spell new words correctly, the 27% of the students sometimes, the 0% of them said rarely and never.

Interpretation

Most students always can spell new words correctly, and they can create a paragraph with new words, some of them sometimes spell new words correctly, and few of them rarely spell new words correctly, and they can create a paragraph with new words,.

8.- ¿Usted define las palabras claramente?

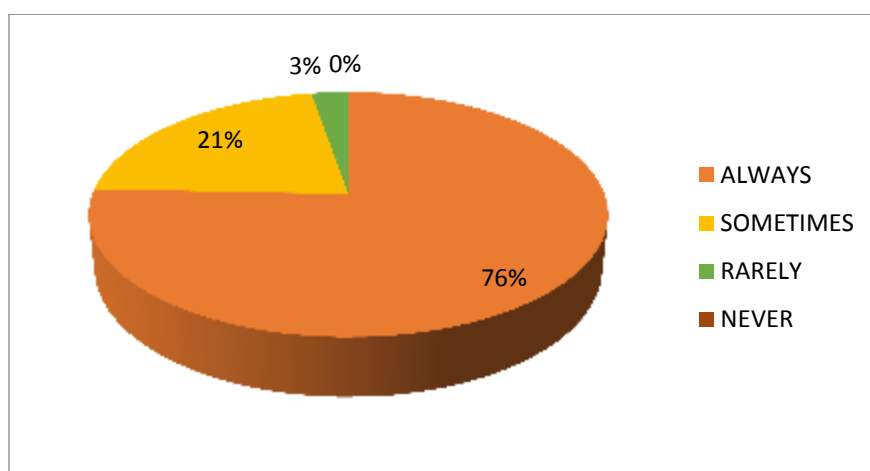
TABLE N° 15

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	28	76
SOMETIMES	8	21
RARELY	1	3
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 15



SOURCE: Table N° 15

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 76% of students always can define new words clearly, the 21% of the students sometimes, the 3% of them said rarely and 0% said never.

Interpretation

Most students always can define the new word in a short reading and use in the new paragraph, some of them sometimes define the new word in a short reading and use in the new paragraph, and few of them rarely define the new word in a short reading.

9.- ¿Con qué frecuencia el vocabulario aprendido lo utiliza en diferentes oraciones?

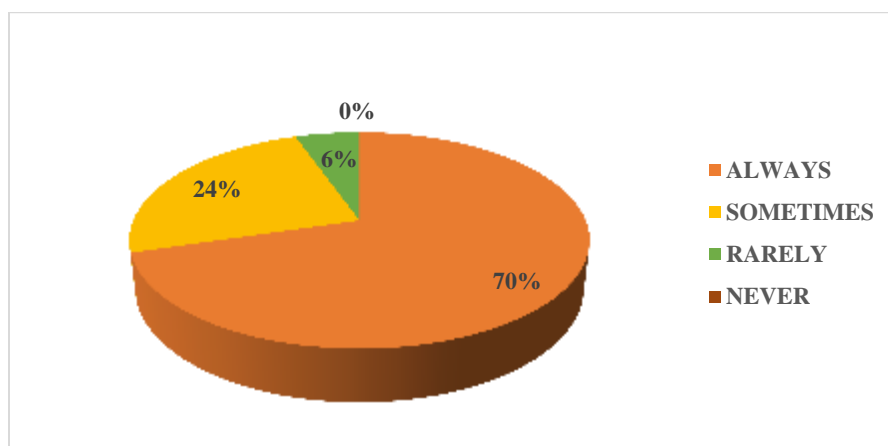
TABLE N° 16

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	26	70
SOMETIMES	9	24
RARELY	2	6
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N° 16



SOURCE: Table N° 16

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 70% of students always use the learnt vocabulary creating different sentences, the 24% of the students sometimes, the 6% of them said rarely and 0% said never.

Interpretation

Most students always use the learnt vocabulary creating new sentences and they can do a paragraph with these words, some of them sometimes use the learnt vocabulary creating new sentences, and few of them rarely can use the learnt vocabulary.

10.- ¿Su profesora realiza ejercicios de repetición con el vocabulario nuevo?

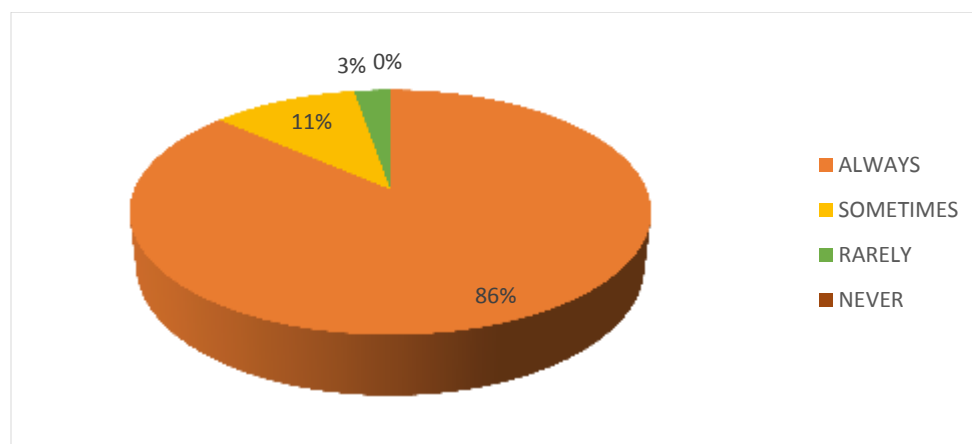
TABLE N°17

VARIABLE	FREQUENCY	PERCENTAGE
ALWAYS	32	86
SOMETIMES	4	11
RARELY	1	3
NEVER	0	0
TOTAL	37	100

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”

ELABORATED BY: Guamán Johana and Morillo Irene

GRAPHIC N°17



SOURCE: Table N° 17

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to the analysis, the 86% of students always work with their teacher doing repetitions of new vocabulary, 11% of them sometimes doing this exercise, the 3% of the students said rarely and 0% said never.

Interpretation

Most students always work with their teacher doing repetitions of new vocabulary, some of them sometimes doing repetitions of new vocabulary, and few of them rarely work with their teacher doing repetitions of new vocabulary.

4.3 HYPOTHESIS TESTING

The hypothesis at the beginning was: The use of Word sets, Synonyms - Antonyms, Definition and Illustrative sentences as Methodological Techniques increase the vocabulary of English language in the students of primer año de Bachillerato paralelo “F” at Unidad Educativa Fiscal “Capitan Edmundo Chiriboga.” during the academic year 2014-2015.

For testing the hypothesis in this research we have taken the next questions related to Methodological Techniques and Vocabulary Teaching.

STATICAL GRAPH

TABLE N° 18

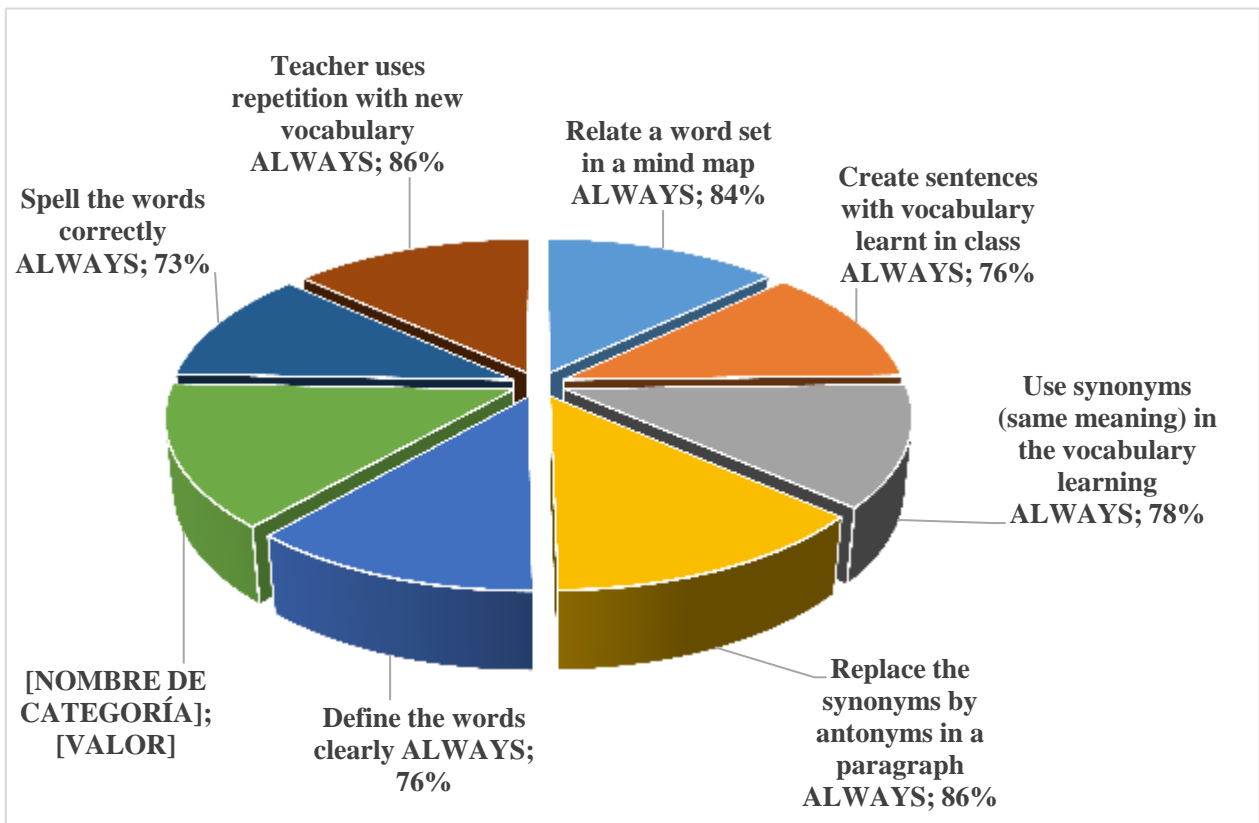
STATEMENTS OF METHODOLOGICAL TECHNIQUES	TOTAL OF STUDENTS	RESPONDENTS	VARIABLE	PERCENTAGE
Relate a word set in a mind map	37	31	ALWAYS	84%
Create sentences with vocabulary learnt in class	37	28	ALWAYS	76%
Use synonyms (same meaning) in the vocabulary learning	37	29	ALWAYS	78%
Replace the synonyms by antonyms in a paragraph	37	32	ALWAYS	86%
Define the words clearly	37	28	ALWAYS	76%
STATEMENTS OF VOCABULARY	TOTAL OF	RESPONDENTS	VARIABLE	PERCENTAGE

TEACHING	STUDENTS			
Understand the words meaning through images, gestures, movements and real things	37	35	ALWAYS	92%
Spell the words correctly	37	27	ALWAYS	73%
Teacher uses repetition with new vocabulary	37	32	ALWAYS	86%

SOURCE: Survey directed to students at Unidad Educativa “Capitan Edmundo Chiriboga”
ELABORATED BY: Guamán Johana and Morillo Irene

After to analyze the result chart regarding to methodological techniques application we can say students increase vocabulary of meaningful and dynamic way. They are active and interact between them, the new vocabulary is learnt by repetition and spelling. The words meaning are showed by gestures, movements and realia. It was taken some questions related to methodological techniques and vocabulary teaching to obtain the results.

GRAPHIC N° 18



SOURCE: Table N° 18

ELABORATED BY: Guamán Johana and Morillo Irene

Analysis

According to analysis process, the 84% of students always relate a words set in a mind map, the 76% of students always create sentences with vocabulary learnt in class, the 78% of them always use synonyms (same meaning) in the vocabulary learning, the 86% always replace the synonyms by antonyms in a paragraph, the 76% of students always define the words clearly. The 92% of them always understand the words meaning through images, gestures, movements and real things. The 73% of students always spell the words correctly, the 86% teacher always uses the repetition with new vocabulary.

Interpretation

Most students in this study always relate a words set in a mind map, create sentences with vocabulary learnt in class, use synonyms (same meaning) in the vocabulary learning, replace the synonyms by antonyms in a paragraph, define the words clearly, understand the words meaning through images, gestures, movements and real things, spell the words correctly, and teacher always uses the repetition with new vocabulary.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. CONCLUSIONS

According to the research, the application of methodological techniques such as : Word sets, Synonyms- antonyms, Definition and Illustrative sentences was very helpful since students learnt vocabulary of dynamic ways, they interacted actively creating paragraphs in their own words.

The brochure of Methodological techniques was used in a proper way as a methodological contribution in the teaching- learning process for achieving students learn new vocabulary of English language meaningfully.

The activities of Methodological techniques were focused in listening, speaking, reading and writing to increase vocabulary and encourage to students to use the words inside and outside to the classroom. These activities were chosen according to students` level and age to provide a meaningful teaching.

5.2.RECOMENDATIONS

It is necessary to recommend to teachers the use of dynamic and active techniques to teach vocabulary since these will help them to achieve student`s interest and they will feel motivated to learn the English language.

Use teaching resources that capture the students` attention in the learning process and do not use the translation technique to learn new vocabulary.

Apply the brochure every year and adapting it to the students` level and age as a support in vocabulary teaching, which served as a guide for the class and provide interaction between students.

Use activities regarding to skills in which students are able to listen, speak, read and write so they can practice and use the language correctly.

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**METHODOLOGICAL TECHNIQUES BROCHURE TO
TEACH VOCABULARY**

ENGLISH LANGUAGE



**AUTHORS: GUAMÁN JOHANA
MORILLO IRENE**

2014-2015

BROCHURE INDEX

INTRODUCTION

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6.1. METHODOLOGICAL TECHNIQUES ACTIVITIES TO TEACH

VOCABULARY

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METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY

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WORD SETS TECHNIQUE

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ACTIVITY ONE: Words related

¡Error! Marcador no definido.

ACTIVITY TWO: Human body parts

¡Error! Marcador no definido.

ACTIVITY THREE: Verbs

¡Error! Marcador no definido.

SYNONYMS-ANTONYMS TECHNIQUE

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ACTIVITY ONE

¡Error! Marcador no definido.

ACTIVITY TWO

¡Error! Marcador no definido.

ACTIVITY THREE

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DEFINITION TECHNIQUE

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ACTIVITY ONE

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ACTIVITY TWO

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ACTIVITY THREE

¡Error! Marcador no definido.

ILLUSTRATIVE SENTENCE TECHNIQUE

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ACTIVITY ONE

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ACTIVITY TWO

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ACTIVITY THREE

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INTRODUCTION

This Methodological Techniques brochure is designed with the objective to teach vocabulary using dynamic and active techniques such as: Word sets, Synonyms-Antonyms, Definition, and Illustrative sentences to get students' interest in the learning English language vocabulary. It is necessary to apply them in the classroom to create interaction and participation in the learning-teaching process and achieve students get a meaningful learning.

It contains four Techniques, each one has three activities to develop in class, like an example to use in the teaching process. The activities has three stages: Pre, while and Post Teaching. They were made according to students 'level and age, and these activities have images, pictures to show the words meaning without to use the Translation technique in the vocabulary teaching. The brochure activities is focused in listening, speaking, reading and writing for practicing the vocabulary learnt inside and outside to the classroom.

It is our need to teach vocabulary using dynamic ways because students feel comfortable and interested to learn new vocabulary through gestures, movements. You will find funny activities for applying in the English vocabulary teaching and do not continue using traditional techniques in the educational process.

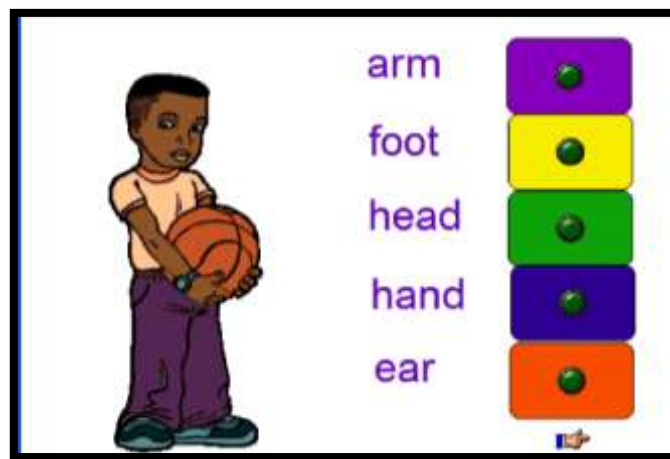
CHAPTER VI

6.1. METHODOLOGICAL TECHNIQUES ACTIVITIES TO TEACH VOCABULARY

METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY

- **Objective:** To apply word sets, synonyms- antonyms, definition, and illustrative sentences Methodological techniques to teach vocabulary of English language.

There are some methodological techniques to teach vocabulary so, we are going to focus in four of them such as: Word sets, Synonyms- Antonyms, Definition and Illustrative sentences. These were used in an active and dynamic way for teaching English vocabulary. Students showed interest for learning new vocabulary; the activities were focused in listening, speaking, reading and writing and students interacted in the learning- teaching process to use the new vocabulary inside to the classroom.



Source: <http://pollsdb.com/dgs>

1. WORD SETS TECHNIQUE

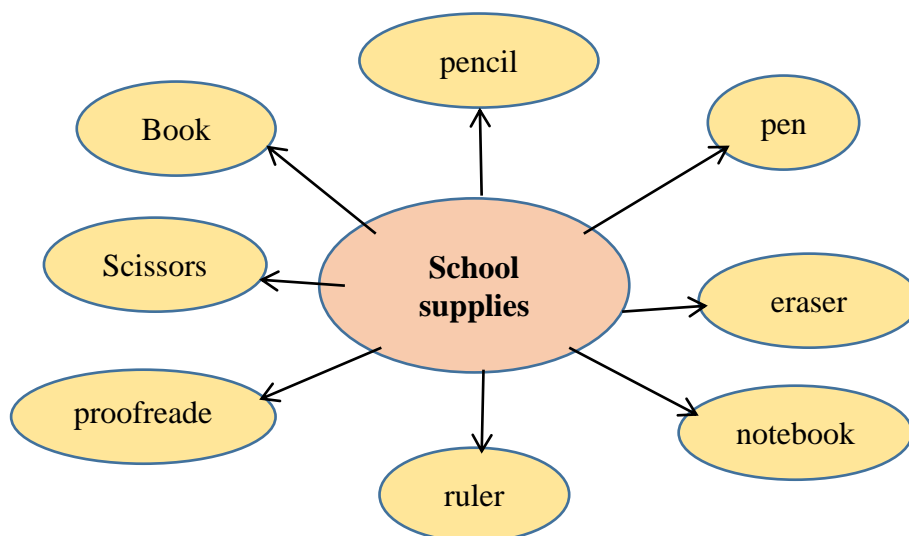
They are groups of related words, such as: living room: dining room, kitchen, bedroom, bathroom (parts of the house). Learners may use a Mind Map or a visual network to store and learn them easily. (Torres M., 2010, pág. 15).

- Before starting the activity teacher will give a short explanation about Word sets technique.

ACTIVITY ONE: Words related

Pre- teaching:

- Introduce the topic giving examples about groups of words. Teacher will use real things to give meanings and students are able to recognize some objects. For example: **School supplies**



Source: Johana Guamán, IreneMorillo

While- teaching

- Students will choose words related to **Clothing** and they will locate the words in a Mind map.
- Teacher will say the pronunciation of each Word and show meanings using pictures.

Highschool



Source:

<http://pollsdb.com/62w>

sweater



<http://pollsdb.com/0na>

bag



<http://pollsdb.com/shorten.aspx>

dress



Source:

<http://pollsdb.com/ojn>

dog



<http://pollsdb.com/t0n>

cap



<http://pollsdb.com/p8d>

dictionary



Source:

<http://pollsdb.com/bgf>

skirt



<http://pollsdb.com/mi1>

computer



<http://pollsdb.com/nev>

pants



Source:

<http://pollsdb.com/s5m>

socks



<http://pollsdb.com/86e>

t- shirt



<http://pollsdb.com/owg>

Blouse



Source:

cat



shoes



<http://pollsdb.com/oxd>

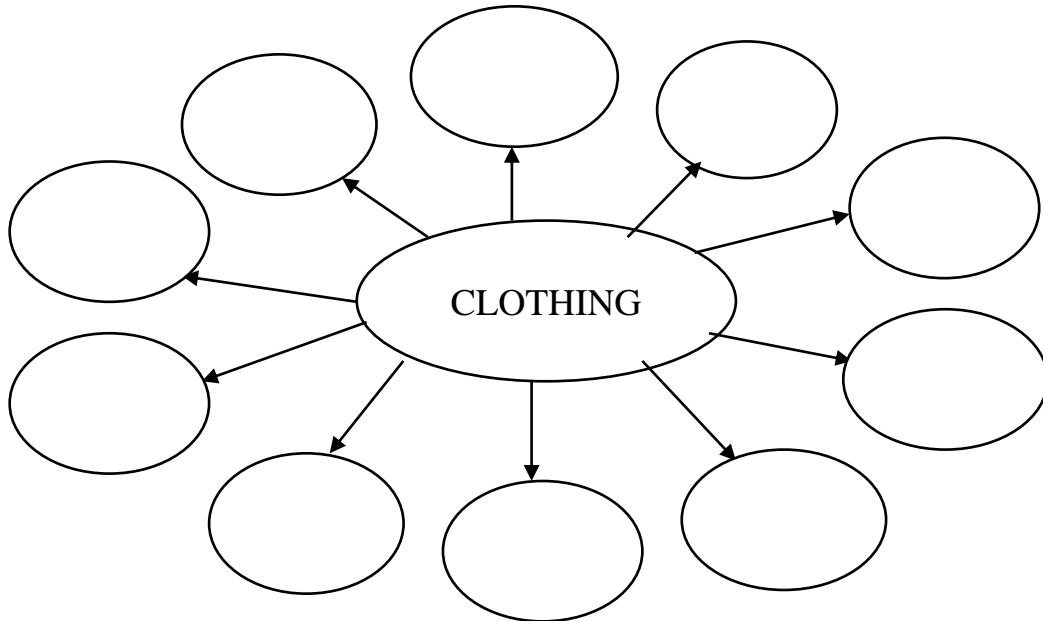
<http://pollsdb.com/6je>

<http://pollsdb.com/iaj>

coat



Source: <http://pollsdb.com/cjh>



Source: Johana Guamán, IreneMorillo

Post-teaching

- Teacher will review the task and students will write short sentences using the words above.

.....
.....
.....
.....

ACTIVITY TWO: Human body parts

Pre- teaching

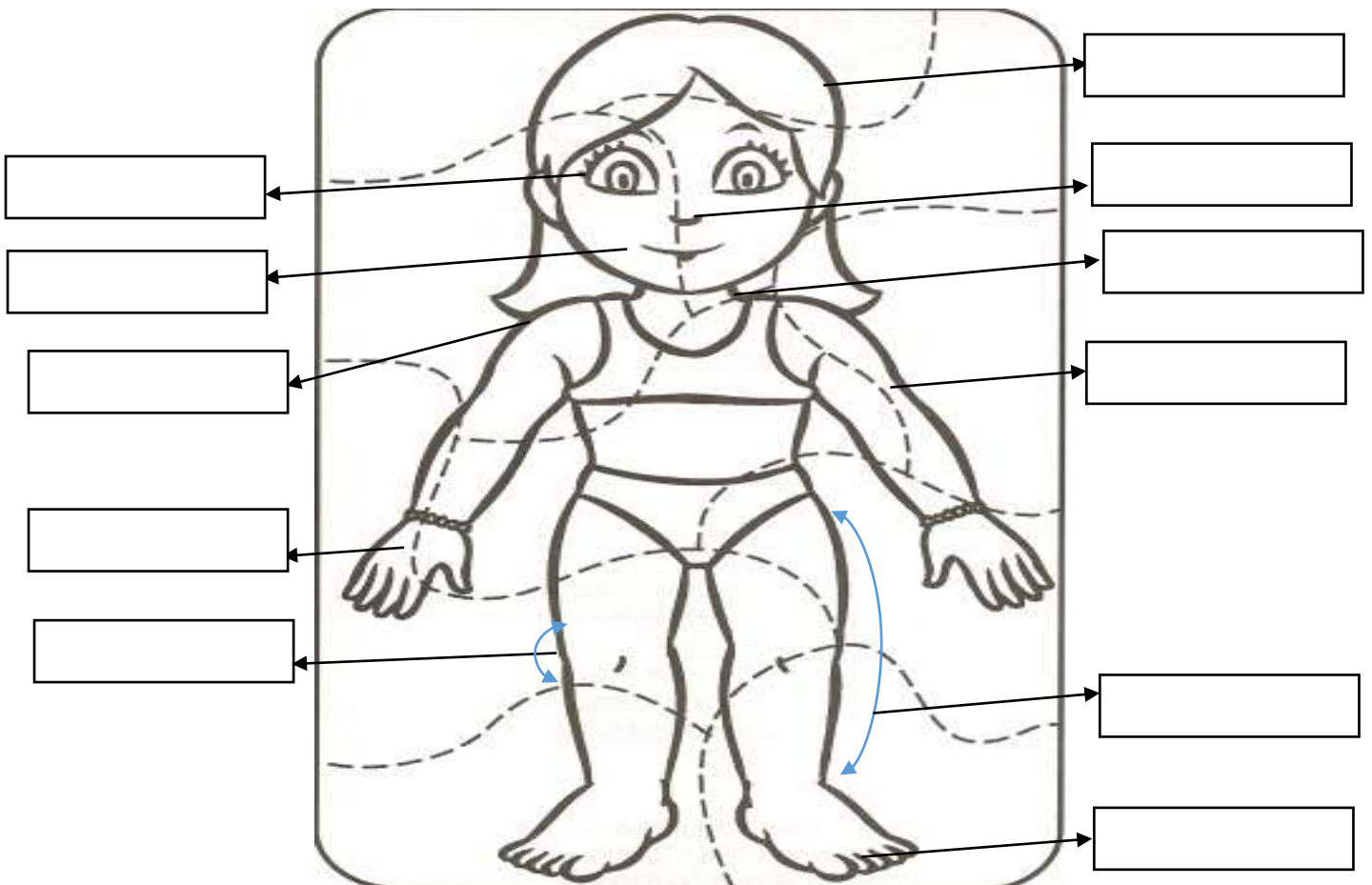
- Teacher will present a short Reading about human parts body and students will listen carefully.
- The reading will have the next words: head, mouth, eyes, nose, neck, arm, hand, shoulders, leg, knee, and feet.

Body parts

This is an interesting reading. I touch my **head** every day in the morning. For expressing some ideas I use my **mouth** and I watch tv with my **eyes** at night. My **nose** is very essential to respire. When I sleep my **neck** is in a correct position. I have two **shoulders** in my body. I use my right **hand** to write in the university. We use our **arms** to catch things. In some cases I have a little dolour in my **knees**. Every people need the **legs** for walking every day and finally; my **feet** are very small but I feel very well and comfortable.

While- teaching

- Teacher will read again using gestures, movements and human body; students will fill in gaps the body parts according to what they listen and look.



Source:<http://www.pintarcolorear.org/>

Post-teaching

- Teacher will review the task and students will remember the body parts touching their bodies.

ACTIVITY THREE: Verbs**Pre- teaching**

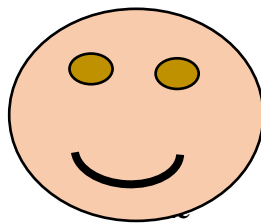
- Teacher will present some verbs using gestures, movements and body. For example:

Swim, write, read, walk, sing, drive, and eat.

- Students will discover the meaning of each one looking and listening to the teacher.

While- teaching

- Teacher will indicate the verbs' pronunciation and students will practice in the classroom.
- Teacher will act to express some verbs; students will look to the teacher and they will draw and write what look or what teacher shows regarding to movements.



Source: Johana Guamán, IreneMorillo

Post-teaching

- Teacher will review the task and students will say sentences using the verbs above.

2. SYNONYMS-ANTONYMS TECHNIQUE

Synonyms are words that mean the same.

Beautiful	Pretty
Intelligent	Smart

Antonyms are words with opposite meaning

Happy	sad
Male	female

(Torres M., 2010, pág. 15).

ACTIVITY ONE

Pre- teaching

- Teacher will present a short explanation about synonyms.
- Teacher will present clear examples about the topic using gestures, movements.

The words big and large are **synonyms**.

<u>Honest</u>	<u>sincere</u>
<u>Outgoing</u>	<u>friendly</u>
<u>Intelligent</u>	<u>Smart</u>

While- teaching

- Students will rewrite the story by replacing each underlined word with a synonym from list. They will write neatly and be sure all words are spelled correctly.
- Teacher will explain the words using examples, gestures and will show the pronunciation of each word.

Sleepy rest dad optimistic sad talk smart attractive honest

My **father** was so **tired** after work, he took a **nap** on the couch. He is a **positive** man for doing something but he feels **unhappy** when my brothers don't arrive to visit

him. One of them is Ernesto, he **speaks** English as a native speaker. He is a very **intelligent person**. Other of them is Carlos. He is very handsome and **sincere** man.

My _____ was so _____ after work, he took a _____ on the couch. He is a _____ man for doing something but he feels _____ when my brothers don't arrive to visit him. One of them is Ernesto, he _____ English as a native speaker. He is a very _____ person. Other of them is Carlos. He is very _____ and _____ man.

Post-teaching

- Teacher will review the task and students will read the paragraph clearly.

ACTIVITY TWO

Pre- teaching

- Teacher will present a short explanation about antonyms.
- Teacher will present clear examples about the topic using gestures, movements.

The words open and close are **antonyms**

<u>Young</u>	<u>old</u>
<u>Happy</u>	<u>sad</u>
<u>White</u>	<u>black</u>

While- teaching

- Students will write the antonym of underlined word next to the sentence.

My mother is 35 years old. She is very **young**. _____

The weather is **warm** in Riobamba. _____

Some workers have **good** profits. _____

There are **rich** people in Ecuador country. _____

I very **sad** because my parents live in other country. _____

Some cars travel very **fast** at the street. _____

Post-teaching

- Teacher will review the task performed by students and they will read the sentences with the words in the blanks.

ACTIVITY THREE

Pre- teaching

- Teacher will present some examples using the words below using her/his body for explaining if the words are synonyms or antonyms.

While- teaching

- Students will tell whether each pair of words are synonyms or antonyms.
- Teacher will guide the task answering questions of students.

- agree, disagree _____
- cold, freezing _____
- easy, difficult _____
- argue, squabble _____
- guess, estimate _____
- bottom, top _____
- tired, energetic _____
- huge, gigantic _____
- windy, calm _____
- noisy, quiet _____
- unhappy, sad _____

Post-teaching

- Teacher will review the task and students will write short sentences using ten words of them.

3. DEFINITION TECHNIQUE

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.(Kumar N., 2009).

ACTIVITY ONE

Pre- teaching:

- Show students copies of the pictures of words you want to teach. Briefly go over the chart, identifying the types of context clues and discussing the example for each one.



Source: <http://pollsdb.com/0hq>



<http://pollsdb.com/t3y>



Source: <http://pollsdb.com/f55>



<http://pollsdb.com/1nr>

While- teaching

- Teacher explains and gives the meaning or definition each picture and students describe the same, and ask students: how is this word used? Make some example sentences:

jump



cry



Source: <http://pollsdb.com/jwt>

<http://pollsdb.com/rgd>

Post-teaching

- Teacher will review the task and students will write short sentences using the words above.

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.....
.....
.....
.....

ACTIVITY TWO

Pre- teaching:

- Take two toys, cars/planes to represent the meaning.



Source: <http://pollsdb.com/utq>

While- teaching

- Teacher creates a short story describing an event, students can guess the word. Ask students to create a story with new word.

Post-teaching

- Teacher will review the task and students will write short sentences using the words above.

.....
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.....
.....
.....

ACTIVITY THREE

Pre- teaching:

- Write in the board the word you want to teach, gives the meaning or definition.

Example: **PUDDLE**

While- teaching

- Teacher creates a puddle by pouring a bottle of water into the floor, students can describe the action. Teacher writes a sentence with the new word. Ask students do other sentences.



Source: <http://pollsdb.com/20s>

Post-teaching

- Teacher will review the task and students will write new examples according to the topic.

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.....
.....

4. ILLUSTRATIVE SENTENCE TECHNIQUE

It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the new vocabulary word is illustrated. (Torres M., 2010, pág.16).

ACTIVITY ONE

Pre- teaching:

- You can show a funny picture that express "exhilaration". It can really help understanding. And it is definitely much more interesting that way.



Source: <http://pollsdb.com/qtg>

While-teaching

- Ask students: how is this word used? Make some example sentences:
 - "After winning the lottery she felt an incredible exhilaration."
 - "Climbing that mountain was really hard, but in the end we all felt exhilaration."
 - "The bride and groom left the church in exhilaration."

Post-teaching

- Have the students make up sentences of their own.

ACTIVITY TWO

Pre- teaching:

- Teacher will write on the board sentences with the word that she/he wants to teach.

Example: **hate**

My sister **hates** onions, but she likes bread. She eats carrots, lettuce and other vegetables, and she refuses to eat onions. She **hates** them.

While-teaching

- Students will read the sentences to identify the new word. They will work in groups of five people.

Post-teaching

- Students will work in the same group and they will create more examples to express the definition of any word.

ACTIVITY THREE

Pre- teaching:

- ✓ Teacher will show a picture related to the word that will teach in the classroom and he/she will write the sentence on the board.



Source: <http://pollsdb.com/cko>

Example: **traffic**

There are many cars, busses, taxis and motor-bikes in the center city; the traffic is heavy in the city.

While-teaching

Students will read the sentence and they will identify the word that teacher is teaching through picture.

Post-teaching

Students will make up other sentences of their own and they will read aloud.

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6.2. INTERVIEW AND SURVEYS

UNIVERSIDAD NACIONAL DE CHIMBORAZO



ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA “CAPITAN EDMUNDO CHIRIBOGA”. (Pre)

OBJETIVO:

Diagnosticar el nivel del vocabulario aprendido en el Idioma Inglés.

INSTRUCCIÓN:

Lea detenidamente y responda las preguntas.

1.- ¿Le gustaría aprender vocabulario a través de?:

- Sinónimos ()
- Antónimos ()
- Describiendo el objeto ()
- Oraciones ilustrativas ()
- Conjunto de palabras ()

2.- ¿Usted traduce las palabras para saber su significado?

- Siempre ()
- Algunas veces ()
- Rara vez ()
- Nunca ()

3.- ¿Usted interioriza el vocabulario?

- Escribiendo ()
- Hablando ()
- Escribiendo y hablando ()
- Creando oraciones ()

4.- ¿Usted aprende palabras nuevas repitiendo?

Siempre ()
Algunas veces ()
Rara vez ()
Nunca ()

5.- ¿Usted puede crear oraciones simples con las palabras aprendidas?

Siempre ()
Algunas veces ()
Rara vez ()
Nunca ()

6.- ¿Usted interpreta el significado de las palabras a través de gestos, movimientos, imágenes?

Siempre ()
Algunas veces ()
Rara vez ()
Nunca ()

7.- ¿Con qué frecuencia usa el español en el aula de clase?

Siempre ()
Algunas veces ()
Rara vez ()
Nunca ()

Firma del estudiante. _____

UNIVERSIDAD NACIONAL DE CHIMBORAZO



ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA “CAPITAN EDMUNDO CHIRIBOGA”. (Post)

OBJETIVO:

Diagnosticar el nivel del vocabulario aprendido en el Idioma Inglés; mediante el uso de técnicas metodológicas.

INSTRUCCIÓN:

Lea detenidamente y responda las preguntas.

1.- ¿Comprende usted el significado de las palabras a través de imágenes, gestos, movimientos, y cosas reales?

- Siempre ()
- Algunas veces ()
- Rara vez ()
- Nunca ()

2.- ¿Con qué frecuencia usted relaciona un grupo de palabras en un mapa mental?

- Siempre ()
- Algunas veces ()
- Rara vez ()
- Nunca ()

3.- ¿Los gestos, movimientos del cuerpo le ayudaron a la comprensión de lecturas cortas en el aula de clase?

- Siempre ()
- Algunas veces ()

Rara vez ()

Nunca ()

4.- ¿Con qué frecuencia elabora oraciones con el vocabulario aprendido en clase?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

5.- ¿Con qué frecuencia usted utilizo sinónimos (igual significado) en el aprendizaje del vocabulario?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

6.- ¿Podría remplazar los sinónimos por antónimos en un párrafo?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

7.- ¿Sería capaz de deletrear las palabras nuevas correctamente?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

8.- ¿Usted define las palabras claramente?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

9.- ¿Con qué frecuencia el vocabulario aprendido lo utiliza en diferentes oraciones?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

10.- ¿Su profesora realiza ejercicios de repetición con el vocabulario nuevo?

Siempre ()

Algunas veces ()

Rara vez ()

Nunca ()

Firma del estudiante. _____

6.3. PHOTOS







