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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

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THESIS TITLE:

“STRATEGIES TO RETAIN THE NEW VOCABULARY IN THE STUDENTS OF
SEGUNDO DE BACHILLERATO OF UNIDAD INTERCULTURAL BILINGÜE
“MONS. LEONIDAS PROAÑO” IN THE TOWN TEPEYAC – COLTA, CHIMBORAZO
PROVINCE DURING THE ACADEMIC TERM 2015 – 2016”

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

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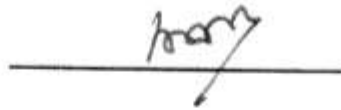
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COMMITTEE MEMBERS CERTIFICATE

“STRATEGIES TO RETAIN THE NEW VOCABULARY IN THE STUDENTS OF SEGUNDO DE BACHILLERATO OF UNIDAD INTERCULTURAL BILINGÜE “MONS. LEONIDAS PROAÑO” IN THE TOWN TEPEYAC – COLTA, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM 2015 – 2016”. Written for work English Teaching Bachelor’s degree. It has been approved by the following Committee members at Universidad Nacional de Chimborazo in the month of August 2015.

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COMMITTEE PRESIDENT

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CERTIFICADO DEL TUTOR

Al ser testigo presencial y corresponsable directa del desarrollo del presente trabajo de investigación: **“STRATEGIES TO RETAIN THE NEW VOCABULARY IN THE STUDENTS OF SEGUNDO DE BACHILLERATO OF UNIDAD INTERCULTURAL BILINGÜE “MONS. LEONIDAS PROAÑO” IN THE TOWN TEPEYAC – COLTA, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM 2015 – 2016”**, previo a la obtención del título de Licenciada en Ciencias de la Educación Especialidad Inglés.

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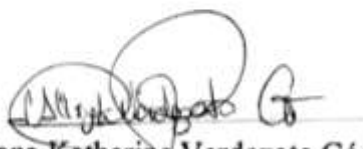
Atentamente,


Mg. Lucy Pazmiño
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AUTHORSHIP

Adriana Katherine Verdezoto Gómez, student of the Language Career, declare that I am the only one author of the research work named "STRATEGIES TO RETAIN THE NEW VOCABULARY IN THE STUDENTS OF SEGUNDO DE BACHILLERATO OF UNIDAD INTERCULTURAL BILINGÜE "MONS. LEONIDAS PROAÑO" IN THE TOWN TEPEYAC – COLTA, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM 2015 – 2016", the ideas, opinions and commentaries specified in this document are the responsibility of the author.

Riobamba, 06 de Febrero del 2017



Adriana Katherine Verdezoto Gómez
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DEDICATORY

With more deep respect and admiration today dedicate to my family, especially to my parents, who has been the principals initiators of my big dreams, giving me an unconditional support all the time. Give them my sincere gratefulness for being my sustenance, company and wishing me constantly the better thing, graces for every vivid moment. Only their love has succeeded in achieving my goals.

To my mother and my father, total gratitude.

Adriana Katherine Verdezoto Gómez

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To my teachers, who have inculcated the responsibility of this noble task, they have offered to me the necessary tools to exercise the teaching with the importance that this one has. In the same way to my School Principal Mgs. Monica Cadena, who has managed to lead me in the process and give me tranquility in the necessary moments and my Thesis tutor, Mg. Lucy Pazmiño by her time, dedication, knowledge, orientations, patience, and motivation have been fundamental for my work.

Adriana Katherine Verdezoto Gómez

GENERAL INDEX

COMMITTEE MEMBERS CERTIFICATE	II
CERTIFICADO DEL TUTOR	III
AUTHORSHIP	IV
DEDICATORY	V
ACKNOWLEDGEMENT	VI
INTRODUCTION.....	3
CHAPTER I	5
1.REFERENCE FRAMEWORK.....	5
1.1 THE PROBLEM OF RESEARCH.....	5
1.2 PROBLEM DEFINITION.....	5
1.3 PROBLEM FORMULATION	6
1.4 QUESTIONS GUIDELINES.....	6
1.5 OBJECTIVE.....	7
1.6 JUSTIFICATION.....	7
CHAPTER II.....	9
2. THEORETICAL FRAME.....	9
2.1 PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM	9
2.2 THEORETICAL FOUNDATION	10
2.2.5 THE VOCABULARY	14
2.2.6 PRESENTATION OF THE NEW VOCABULARY	14
2.2.7 ACQUISITION AND RETENTION OF THE VOCABULARY.....	15
2.3 DEFINITION OF BASIC TERMS	17
CHAPTER III	19
3.1 METHODOLOGICAL FRAME.....	19
3.2 DESIGN OF THE INVESTIGATION	20
3.3 TYPE OF INVESTIGATION	20
3.4 LEVEL OF RESEARCH.....	20
3.5 POPULATION AND SAMPLE	20
3.6 TECHNIQUES AND INSTRUMENTS FOR THE RECOLLECTION OF INFORMATION.....	21
3.7 TECHNIQUES FOR THE PROCESSING AND INTERPRETATION OF RESULTS. ..	21
CHAPTER IV.....	22

4. ANALYSIS AND INTERPRETATION	22
4.1 DESCRIPTION OF GUIDE OBSERVATION	22
4.2 GUIDE OBSERVATION ANALYSIS.....	23
CHAPTER V	28
5. CONCLUSIONS AND RECOMENDATION	28
5.1 CONCLUSIONS	28
5.2 RECOMMENDATION	28
BIBLIOGRAPY	29
6. ANEXES	30
6.1 GUIDE OBSERVATION	30
6.2 PHOTOS.....	31



RESUMEN

Este trabajo de investigación está enfocado en la enseñanza significativa con los estudiantes del Segundo de bachillerato de la Unidad Educativa Intercultural Bilingüe “Mons. Leonidas Proaño” con el objetivo claro de identificar las estrategias utilizadas por los docentes para retener el nuevo vocabulario de temas desarrollados en la clase de Inglés para lo cual se aplicó la guía de observación que permitió recopilar información que ayudó en el análisis e interpretación de los resultados, en la cual se fue describiendo las actividades que realizaron cada estudiante en el proceso de aprendizaje. A través de esta investigación se busca la innovación de nuevas estrategias para hacer del proceso de retención del vocabulario eficaz y fácil para que los estudiantes encuentren en estos una ayuda y la motivación necesaria para alcanzar resultados óptimos en base a los objetivos planteados y a los nuevos requerimientos educativos, para así, continuar con la innovación en el proceso enseñanza – aprendizaje.

ABSTRACT

This research work is focused in the Teaching for Meaning with the students of second high school Unidad Intercultural Bilingue "Mons. Leonidas Proaño" with the main objective to identify the strategies used by the teachers to retain new vocabulary of topics developed in English class for this the observation guide was applied and it allowed to compile information that it helps in the analysis and results interpretation in which there were described the activities that every student do in the learning process. Through this investigation it is looking to innovate strategies to do the retention vocabulary process effective and easily in order that the students find in these a help and the necessary motivation to reach ideal results on the basis of the raised aims and the new educational requirements, for this way, to continue with the innovation in the process education - learning.



Reviewed by: Larrea Maritza
Language Center Teacher



INTRODUCTION

To learn a language effectively, students need to know the new vocabulary. Having a repertoire of working strategies can help students become better and more independent. The vocabulary has an important place in the moment of learning the English language, the different strategies that are used can be a favorable tool, for that reason. Thus, in this project entitled “strategies to retain the new vocabulary in the students of segundo de bachillerato of Unidad Intercultural Bilingüe “Mons. Leonidas Proaño” in the town Tepeyac – Colta, Chimborazo province during the academic term 2015 – 2016”, find some strategies that facilitated this process to us.

This research was performed at Unidad Educativa Intercultural Bilingüe “Mons. Leonidas Proaño” in the second of high school in order to identify if the strategies of retention are done by teachers as part of their learning process.

The work has five chapters, which are detailed below: the first chapter is Reference Framework which contains; outlining of the problem, Formulation of the problem, the objectives that were achieved in the application of survey and observation guide, and Justification of the problem.

The second chapter is the Theoretical Framework which contains previous research to this one. The research is related through critical analysis of the problem. There is also the Theoretical foundation. It includes definitions of basic terms of this one and objective operationalization.

The third chapter refers to Methodological framework; it is formed by scientific method which is Inductive. Level of research is diagnostic and descriptive study. Techniques and instruments

of data collection which is Observation guide.

The fourth chapter is the analysis and description of observation guide. The observation guide help to describe how the teacher and students develop the strategies de retention of vocabulary.

In the fifth chapter are the conclusions and recommendations obtained of the results from application of the observation guide.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1 THE PROBLEM OF RESEARCH

Demotivation of the students to retain in a significant way the new vocabulary.

1.2 PROBLEM DEFINITION

For many people, the problem that hinders learning a new language is its extensive vocabulary and complicated to learn its words and variations. The strategies of retention can be an indispensable tool since they help the students to learn of easy and useful form the presented vocabulary. To learn to identify the strategy for every group of students we guarantee a better employment. It is important to take emphasis in this type of strategies look the innovation, creating the motivation in the students and supporting the interest for the language.

To do this we must know retention strategies; application processes and objectives. The strategies can involve different technologies as the game, the reading, exposition of problems, etc. We cannot leave of side all the updates that the strategies have had in the last times. With the advance of the technology there exist certain characteristics that have changed in the moment of the application.

The Unidad Educativa Intercultural Bilingüe “Mons. Leonidas Proaño”, located in the Tepeyac Gatazo community, parish Juan de Velasco, canton Colta, Chimborazo province, has a team of qualified professionals in the mission of providing comprehensive education and training individuals able to function in demanding society new millennium.

This educational, innovative institution of knowledge in the basic level and with the baccalaureate chords to the scientific and technological advance that they favor in the learning of the student, is employed with educational and productive projects at minor species.

The school have wide and suitable physical space, sports fields, library, laboratory of Chemistry and Biology, computers service and Internet service. Workshop of court and confection, school gardens and due suitable classrooms in order that the education - learning develops effectively.

The researcher explored the application of some strategies, materials, procedures, fulfillment of aims and the different activities, being witnesses of his strengths and positive aspects, In order to know the results of each strategy and the modifications to be able to apply them in different group of students

1.3 PROBLEM FORMULATION

Which are the Strategies to Retain the New Vocabulary in the students of Segundo de Bachillerato of Unidad Intercultural Bilingüe “Mons. Leonidas Proaño” in the town Tepeyac – Colta, Chimborazo province during the academic term 2015 – 2016?

1.4 QUESTIONS GUIDELINES

- What kind of strategies are used for new vocabulary retention?
- How does the teacher apply the strategies in the classroom?
- What are the benefits of applying strategies in the process of retaining new vocabulary?

1.5 OBJECTIVE

1.5.1 GENERAL OBJECTIVE

To identify the strategies which are used to retain the new vocabulary in the students of Segundo de Bachillerato of Unidad Intercultural Bilingüe “Mons. Leonidas Proaño” in the town Tepeyac – Colta, Chimborazo province during the academic term 2015 – 2016.

1.5.2 SPECIFIC OBJECTIVES

- To observe the strategies to retain new vocabulary used by the teacher.
- To describe the strategies used by the teacher and the benefits that reach to the learning of the vocabulary.
- To classify the strategies used by the teacher to achieve the retention in the students.

1.6 JUSTIFICATION

This investigation tries to identify the strategies used by the teachers to do the process of retention of the new effective and easy vocabulary in order that the students find in these a help inside the scope of everything and with satisfactory results, since teachers we must know the different technologies, employment, functionality and adaptability to the new educational requirements, for this way, continue with the innovation in the process education - the study.

This work allowed to know the strategies used in the process of retention of the new vocabulary related with recent technological advances to have adapted in certain strategies to new instruments both for the teacher and for the student.

Knowing these strategies can innovate teaching processes, achieving improved methods to break the barriers that both students and teachers arise, getting well, methodologies where students become involved as key players, being innovative entities, achieving the objectives.

In addition, as professionals, educators must have educational tools to facilitate the student, easier and useful teaching processes that have throughout their student life assimilation. Thus securing that vocabulary is remembered easily and spontaneously, leaving aside the repetitive memorization.

The principal beneficiaries of this project were the teachers, they could know the different types of strategies that were necessary in the processes of retention of vocabulary, also the students, who could learn and retain the new vocabulary with facility. This allowed that his interest to learn the English can be interesting and entertaining. Another indirect favored one they are the parents who saw in his children a major interest and the development of skills in the study of the English.

This research, personally, brings the experience of working in a rural area, where it has been able to observe the way they work and the application of certain methodologies, as well as the active participation of the teacher as a member of the community. It is able to integrate the differences between each student to achieve teamwork, helping to train people responsible, solidary, and innovative. Enriching personal and professional knowledge.

Finally we consider the project as feasible and done, as it has the necessary resources and information to develop the work further has the acceptance and support of the institution at which to conduct the study.

CHAPTER II

2. THEORETICAL FRAME

2.1 PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM

After having consulted and analyzed investigations in the library of that of the Facultad of Ciencias de la Educación, Humanas y Tecnológica de la Universidad Nacional de Chimborazo one could have verified that similar investigation exists as: **INCIDENCIA DE LA ENSEÑANZA DEL VOCABULARIO EN EL APRENDIZAJE DE LA EXPRESIÓN ORAL DEL IDIOMA INGLÉS** realized by the students Jarrín Granizo Paola Fernanda y Carrillo Allauca Blanca Marina, where discusses how teaching impacts on learning vocabulary of the English language speaking, considering the oral expression as a communication skill or ability. Referring to the vocabulary as an indispensable tool in the learning process.

Also, "**THE USE OF WORD SETS, SYNONYMS - ANTONYMS, DEFINITION AND ILLUSTRATIVE SENTENCES AS METHODOLOGICAL TECHNIQUES TO TEACH VOCABULARY OF ENGLISH LANGUAGE**" elaborate by the students Guamàn Barahona Johana and Morillo Manzano Irene del Rocío, this research aims to teach English Language Vocabulary using methodological techniques such as: set of words, synonyms and antonyms, prayers illustrative and definition; with the aims of helping students learn in a dynamic and significantly outpacing the translation technique which has been commonly used for teaching vocabulary.

2.2 THEORETICAL FOUNDATION

2.2.1 THE TEACHING OF THE ENGLISH LANGUAGE

Harmer (2007) mentions that the age of the people who want to learn a new language is an important factor in the teacher's decisions of how and what education. By each person depending his age have different needs, competitions and cognitive skills. The children and the girls in age of primary acquire great part of the foreign language across the game, for example, whereas for the adults belongs necessary to wait reasonably for the use of the abstract thought

2.2.2 LEARNING STRATEGIES

The identifying of the tools, strategies and methods form independent individuals and motivated to control his own learning process, to catch the requirements of the tasks and to answer consistently, strategies of studies to be planned for every situation and of this form that the reached achievements value correcting they themselves his mistakes.

Well and Shutter (1993), consider the following of the most well-known typical features of the learning strategies, indicate the following ones.

- The application of these is not considered automatic, but controlled. In this sense they need planning and control of the execution and they relate to the goal cognition.
- They need a selective use of the own resources and of the available capacities, that is to say, in order that a student should start a strategy must have alternative resources or others that he considers to be more suitable.

- All the strategies consist of much simpler elements, which are called “tactics of learning”, therefore the effective use of these strategies depends on these "tactics".(Fernandez Soares, 1998)

2.2.3 STRATEGIES OF RETENTION

Inside the strategies that they contribute to the acquisition of the vocabulary in English there are cognitive strategies related to the mnemonics, according to Vivanco (2001) there are rules or technologies that allow to remember vocabulary both in the L1 and in the L2 and to facilitate the retention in the memory.

The mnemonic rules of agreement with Montealegre (2003), can qualify in three categories according to the structure and functionality of the memory for it is based on Lieury's offer and classifies them in:

- Codes
- Indexes of recollection
- Plans of recollection

The category **codes** involves in the retention of information the group, with the intention of diminishing the number of elements to retaining. According to the establishment of the groups the words are studied in the first level and in a top level the images and phrases, since the grouping word allows better retention across the organization of the information of agreement an order of classification, hierarchy or category. Owed that the brain to register easier what is organized to what is des organized, besides retaining it in more time, remembers more rapid.

The second category of **mnemonic rules** refers to the index of recollection, which according to the combinations of information they allow to recover a structured set that is stored in the memory. In agreement to the different classes of existing indexes they correspond to the principal types of organization of the information in the memory that they can be: associative, phonetic, semantic and subjective indexes.

With regard to the third category, on the **plans of recollection**, it refers to the creation of relations between the elements to remembering when great quantity of information exists, these can qualify in plans based in: images, language, the logic and codes of number-letter.

The plans based on images consist of concrete and simultaneous information of general elements of which elaborates a representation organized of these. The use of images is a mnemonic strategy, which they favor the acquisition of vocabulary, across photographs or drawings that they represent to the words that are wanted to memorize and that also can be pertinent for verbal terms that express actions of the daily life.

2.2.4 TECHNIQUES FOR THE RETENTION

2.2.4.1 LISTS OF WORDS

The students can elaborate a glossary with the new words to facilitate his study. If these appear in a text, the students can underline or emphasize them before in order that they should see the context in which they take place them. As soon as the list is elaborated, the students can memorize and write them later it. This direct memorization can be advisable if, in addition, it fulfills the aims that already we have established before: the words in L2 have all the information (meaning, pronunciation and basic grammar), the above mentioned words appear in a context

that the students has seen before, the list of words is not excessively long, have relation between yes and there are included also words that the students knows before.

2.2.4.2 GRAPHS, PICTURES OR ILLUSTRATIVE DRAWINGS

The students can realize this type of activities with the new words, since this type of presentation helps to the retention and memorization, both for the force of the visual thing and for the relations that are established between the words.

2.2.4.3 EXERCISES OF SYNONYMOUS, OPPOSITE, SEMANTIC FIELDS, ETC.:

These exercises can be of connecting synonymous or opposite that appear in two columns, to write the synonymous one or objected of several words, to select between several words the one that does not share any feature jointly, to group a set of words in semantic fields or grammatical categories or to explain what type of relation they guard several words between yes.

2.2.4.4 EXERCISES BASED ON THE USE OF THE DICTIONARY

To look for the meaning of several words, to look for other information of the words that are studied (the pronunciation, grammatical category, examples of contexts, other meanings or meanings, etc.). This type of activities also is orientated to that the students learns to handle the dictionary as a tool that provides autonomy to him in the learning.

When the level of the students is raised they can use monolingual dictionaries this way to familiarize itself with his use. (Flores, 2009)

2.2.5 THE VOCABULARY

We can define the vocabulary as the set of words that form a part of a specific language, known by a person or another entity. If we go beyond, the vocabulary of a person can be defined as the set of words that are understood and / or used by this person. The wealth of the vocabulary of a person is considered to be popularly the reflection of the intelligence or level of education of this one.

The acquisition of vocabulary in English language is a complex process. The first distinction that we must do is between active and passive vocabulary. The passive or receptive vocabulary is that one that the speaker recognizes or understands in an oral or written message, but that it does not use of productive form.

2.2.6 PRESENTATION OF THE NEW VOCABULARY

Following P.UR's study (1996), these are the aspects to bear in mind at the moment of presenting a new word:

- **Form:** the pupil must learn the pronunciation and spelling of the new word.
- **Meaning:** the learning of the meaning goes in parallel with the learning of the pronunciation and spelling. It turns out to be suitable to present the words in groups related semantically. Also it is suitable to relate the new words that the pupil is going to learn with some of that already know before, facilitating the significant learning of our student body.
- **Grammar:** it is important that there are known the most elementary grammatical aspects of the new terminology. But this paragraph only is productive when our pupils it has a good level of the language; of another form, it might turn out to be useless and even counter-productive

- **Placement:** great part of the vocabulary presented to the pupils they are not isolated terms, but they appear in groups of words that are in the habit of being associated between yes and that they endure as an alone word: What's up? It does not matter, what about you? ... Etc. Therefore, it is positive to present these groups as an alone entry, this way the learning facilitates of our students.

2.2.7 ACQUISITION AND RETENTION OF THE VOCABULARY

To analyze the guidelines of the memory that are useful at the moment of acquiring new vocabulary.

- **Attention:** In order that the new words that the pupil is learning come to the long-term brain and, therefore, learn them of lasting form, it has to pay attention in order to learning. According to Davidoff, the degree of attention can change the type of processing: major all that is the concentration, major quantity of information we will be capable of processing and vice versa. Therefore, when the students is learning the new terminology, it is important that we it help to center his attention on the word and on what she carries. Since it aims At Berryman, the decoding and later codification of the word will be easier if we help the students to fix the attention in several dimensions. For example, if we sense beforehand to our students the word cow, we can facilitate the learning to him if we ask him on the form of the word (how many letters it has?, how many vowels?, does it appear in capital letters? ...) or on what it represents (is it an animal?, can you describe it?, to what other words can you relate it? ...).
- **Interest:** All that that is of our interest we assimilate it easier. Therefore, we can affirm that we learn better than us it is interested.

According to Baddeley, the interest or the motivation there determine the quantity of time invested in the study, which manages to concern in the quantity of acquired knowledge. The motivation in the classroom is one of the factors that determines the study, from if the student is interested, this played attention a commander and, this way, the degree of study increased. Of another part, if the student is bored, his attention will go down and the degree of study will be diminished. Bearing these analyses in mind, we look for the opportune forms to support the motivation and the interest of the student body. In order that they that could be responsible for his own study, they waking up of the profitability of his effort underlining the possible advantages, to propose the activities of diverse nature, to present a vocabulary related to the matters of interest for the students and framed in his context, etc.

- **Association:** This concept is intimately tied to the way of working of the memory. The association (of ideas, images or words) relates to the internal organization of the memory; it is to say, the long-term memory stores the information by means of nodules that relate to other concepts across links. This way, the organization and integration of the information in the shape of schemes and networks facilitates his retention and later recovery. Also there has been demonstrated that the codification of the verbal information in the shape of visual images reinforces the learning.

When we present to our student body new words, they will memorize better if before we have accustomed them to relating the words between yes, already be for similarity, for contrast or simply for the recollection that they us evoke. To help to a good memorization, we can ask to our student body to imagine visually the new words that we are treating and that describe this image. This technique can turn out to be very useful with concrete words, for abstract words it can turn out to be rather complex, since it is difficult to imagine visually

this type of words.

- **Repetition:** According to Ebbinghaus, the facility of reproducing recollections is directly proportional by force with that the same ones are recorded in our mind, doing his deeper fixation across the systematic repetition. If we apply this theory to the learning again vocabulary in English, we will say that on having used more time in the accomplishment of the learning, the fixation in the mind of the students will be major. Nevertheless, we can neither affirm nor advise that the mechanical repetition of words should guarantee the memorization or the learning. The role of the students must be an asset in this task. For it, an option is to ask the students to arrange the new words of agreement with his grammatical category, for his meaning, for the relation that it supports with other words, etc. Also it is important not to propose too many new words of once. It is advisable to divide and to distribute well the matter of learning and to insist regularly on her until there should be obtained the complete memorization of the new words.

2.3 DEFINITION OF BASIC TERMS

- **Acquisition:** to the process from which the human beings are incorporating the language to communicate.
- **Learning:** It is named a learning to the process of acquisition of knowledge, skills, values and attitudes, made possible by means of the study, the education or the experience.
- **Memory:** The memory is a faculty that allows the human being to retain and to remember past facts. The word also allows to name to the recollection that is done or to the notice that is given of something that already has happened, and to the exhibition of facts, information or motives that refer to a certain question.

- **Stimulus:** This word describes to the chemical, physical or mechanical factor that manages to generate in an organism a functional reaction. The term also allows to mention to the enthusiasm to develop a certain action or to work.
- **Multimedia:** it is a term that comes from the English language and that recounts that one that uses several means of a simultaneous way in the transmission of an information. A presentation multimedia, therefore, can include photographs, videos, sounds and text.
- **Mnemonics:** it is the intellectual process that consists of establishing an association or link to remember a thing. The mnemonic technologies are in the habit of taking root in linking the structures and the contents that want to be retained by certain physical emplacements that are ordained according to the convenience.

These definitions were taken from Oxford Dictionary published in 2010.

CHAPTER III

3.1 METHODOLOGICAL FRAME

MATRIX OF OBJECTIVES

OBJECTIVE	ACTIVITIES	RESOURCES	DATE
To observe the strategies to retain new vocabulary used by the teacher.	<ul style="list-style-type: none">- Read the bibliography- Search information on internet.- Observe teacher class.	Observation Guide	21 – 24 November
To describe the strategies used by the teacher and the benefits that reach to the learning of the vocabulary	<ul style="list-style-type: none">- Observe the teacher class- Identify the benefits about each strategies.- Search about to strategies	Observation Guide	28 November – 1 December
. To classify the strategies used by the teacher to achieve the retention in the students.	<ul style="list-style-type: none">- Observe the teacher class.- Read the data about the observation guide.- Analyze the strategies as procedures in the learning process.	Observation Guide	5 – 8 December

3.2 DESIGN OF THE INVESTIGATION

It was descriptive since it was analyzed and it was significant generalizations that reach to the knowledge. This was applied in interpreting the results in order to extract of the students of second high school of Unidad Intercultural Bilingüe “Mons. Leonidas Proaño”

3.3 TYPE OF INVESTIGATION

The qualitative method used was the ethnographic: because one saw every day the daily life and its relation to the strategies used in learning.

3.4 LEVEL OF RESEARCH

The raised project is exploratory, because establishes the bases that identify an investigation of this level, that is to say the fundamental aspects they were verified, in addition, of being of the inductive method, since we observe the activities especially, it is going to realize the record, and of his interpretation we obtained general conclusions.

3.5 POPULATION AND SAMPLE

It was decided to apply this investigation in the sector of Tepeyac belonging to the canton Colta for his diversity of environments and the warmth of his settlers. The Authorities of the Unidad Intercultural Bilingüe “Mons. Leonidas Proaño” appeared in agreement with the initiative to apply this topic of investigation since it favored the students, especially to the members of second high school integrated by 12 students. It was chosen for this group since they demonstrated interest for the language English, besides the different strategies used by the teacher for the comprehension of the new vocabulary.

3.6 TECHNIQUES AND INSTRUMENTS FOR THE RECOLLECTION OF INFORMATION

- **Technique:**

Observation: This investigation used the observation and was applied by the research to gather qualitative information.

- **Instrument:**

Observation Guide: It was applied to students of second of baccalaureate of the Educational Unit Mons. Leonidas Proaño, the same ones that was be before elaborated by all clarity and objectivity on the base of the indicators corresponding to the variables of study.

3.7 TECHNIQUES FOR THE PROCESSING AND INTERPRETATION OF RESULTS.

The project of investigation was developed between October and December, 2016. There was elaborated an observation guide of agreement to the topic of investigation with which one found different problems that the students had during the process of the retention of the new vocabulary of the English. In addition it allowed to obtain important information for the sustentation of this work.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1 DESCRIPTION OF GUIDE OBSERVATION

This research work was developed at the Unidad Intercultural Bilingüe “Mon. Leonidas Proaño” in second high school in academic period 2015 in order to describe how students retain the new vocabulary using the strategies of retention.

To start this research, it was read and collected a lot of information; the principal source to find information was the online materials, online thesis and books, library which was very useful that help to develop the project.

After, the information was used to design the observation guide, it was applied since November 21th to December 8th 2015 in the second high school, the students and the teacher cooperated successfully to perform, after this, the information was reviewed and analyzed, it helped to describe how students develop the retain the new vocabulary.

It was applied an Observation guide with six indicators, was observed during three weeks and was evidence how students retain the new vocabulary with the use of some strategies.

It was necessary to attend several classes for collecting information, observing the behavior of the students before the strategies used by the teacher. After this, the analysis and description of each indicator was elaborate taking into account the students and the teacher’s point of view.

4.2 GUIDE OBSERVATION ANALYSIS

- **The strategies that applies the teacher allows to develop the vocabulary of the student and to improve the knowledge in the language.**

With the use of the strategies of the scout for the details, the reading for the essence, the complete simple texts allowed the teacher to present the new vocabulary of the dynamic form, helping to obtain the interest of the students. There were born in mind the types of learning of every member to be able to promote the skills of each one and reinforcing his skills and personal group. It was realized using several technologies and tools as audios, scenes, creating works with that the students felt identified to develop the different activities. Nevertheless it did not motivate to the permanent retention since a reinforcement of the vocabulary did not exist and the respective works were not realized to motivate the use of the vocabulary of constant form.

The students reacted of attentive and participative form to the activities of every strategy. They presented his worries of an opportune way. The predisposition was not observed for the individual works, but for the group of works where some of them could rest some to others. They worked with exercises of intermediate level related to his environment, facilitating the comprehension of the new vocabulary

- **How the teacher introduces the pronunciation the new vocabulary**

Generally the teacher used the strategy choral drill where the student realized repetitions managing to improve the pronunciation and intonation. In addition the teacher used the role place and dialogs achieving that the students practices the language of a sure way for them, since they lead scenes to his choice and then they presented to his companions in order English

developed together the skills of the language; they prepared his presentations taking care of his gowns. The teacher use of techniques like: interpret the professions, personifying and developing the activities of each one, this helped to identify of clear form the new vocabulary. Nevertheless there were occasions where the students did not present an egalitarian participation, they repeated the previous vocabulary more times of them necessary, limiting his development. Of equal way, the teacher presented songs where the vocabulary was in use and it might, of a more innovative form, interfere in the development of the pronunciation, the students were active and participative agents.

The teacher proved to be opened to receiving suggestions to modify strategies of agreement to the needs of the students, with achieving an environment of confidence and enthusiasm reaching the raised aim. In certain group of students the reinforcement exists adapted to achieve the comprehension of the new vocabulary, they practiced with new texts of basic level, managing to clear his worries, and this way, advanced of egalitarian form the learning of the new vocabulary.

- **The teacher introduces the words across gestures, movements, images.**

For the introduction and presentation of the new vocabulary the teacher used the representation of certain objects done with different materials as fomiz, felt and cardboard of dynamic, interesting and innovative form. The teacher was controlling his space and environment, developing with great skill and fluency the interpretation of the new vocabulary, supporting with his movements the attention of the students. In addition, the illustrations that the teacher handles are colourings and showy, with what the students might be in contact. With the utilization of these materials, the corporal work that the teacher realized and the motivation of the use of these

resources the students could determine his own concepts.

The students demonstrated to be a part been interested in this type of activities, took part, questioned and analyzed every situation to be able to solve the tasks that appear, they are works where the pupils developed his interpersonal work. It is visible that the students were kept attentive to the movements and gestures that the teacher realized, they looked for the way of interpreting the situation obtaining his concepts, then to be able to compare them with those of his companions and without the unnecessary use of the use of a dictionary. Thus the retention extended and they are remembered in an easier way.

- **The teacher takes into consideration the stages of orientation, execution and control during the class.**

The teacher bore in mind and considered the moments, giving the instruments to the students in order that they could develop in the different circumstances. The orientation managed it with a feedback and an introduction with which it appears the new topic, his content, aim and activities. The previous topic was born in mind to achieve a sequence between the contents.

In the stage of execution the planned activities were realized, bore the resources and the facilities in mind to develop the works without problem. He executed in a tidy, didactic and entertaining way. The teacher bore in mind this stage, since in her, it explained and presented the new topic with his content, looked always for the way of creating a sequence with the previous topic achieving a permanent practice.

The control realized it during the development of the programmed activities, the teacher assumed the paper of monitor, leaving the freedom of work of all the students, where they demonstrated the learned during the class, the works of reinforcement were realized so much in group as individual, one sought to be employed in an egalitarian way at the development of the skills of the Englishman. The students in the stages before mentioned, demonstrated to be participative, collaborators and fans, in the moment of the orientation they resorted to the tools elaborated by them to remember previous topics. At the execution they sought to be employed of preference, in groups where roles are assigned to every member achieving an equitable work between his members, achieving that all the pupils reinforce the class. In the control the students use the different tools that it allows them to develop fluently and confidence the programmed activities, working in a tidy way, respecting the established times, obtaining hereby, a constant work reaching the raised aims.

- **The students uses in context the new vocabulary**

The vocabulary could be remembered and used without big problems on the part of the students, with great oral fluency. In skill of writing, the works it was realized by a bit more of difficulty, since the students continue writing the words as his pronunciation. The written works present more problems. It was necessary to reinforce the writing of the new vocabulary, with written works and readings. The student preferred the crosswords, riddles, plays on words, etc.

- **The learning of the vocabulary involves semantic, spelling and phonetic aspects**

The learning of the new vocabulary realized it involving all the aspects, taking advantage of the different types of learning of every students. The teacher worked in a joint and parallel way, the

planned topic developed in all the skills preparing the activities for each of her. During the monitoring one sought to reinforce the aspect that prevents that the students develop to achieve a retention of a joint way. One worked with different activities as, audios, readings, games and works in group where it was possible to create a direct support between companions.

The teacher used different strategies with which it sought to have the total attention in favor of the students involving all the aspects in the process of retention. These activities implied the utilization of his environment, as well as the use of different tools as the dictionary, interactive programs where the students could listen to the pronunciation of certain words the times that they considered to be necessary. They were in direct contact and total manipulation on the materials that the institution possesses.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATION

5.1 CONCLUSIONS

- The used strategies are changed and with certain adjustments to the needs and tools that the institution possesses. The students prove to be interested parties in the presented activities, achieving that they are kept attentive in the classes.
- The use of the strategies for the retention they are very useful, since the students are the principal actors, with it there is achieved a constant use of the new vocabulary and its long-term retention.
- The teacher modifies the different strategies to adapt them to the environment and the students can retain the new vocabulary with greater ease.

5.2 RECOMMENDATION

- It is necessary to recommend to the students that they carry out individual works, since with this the teacher will know in which skill it is necessary to make reinforcement.
- It is necessary to control the repetitive use of certain vocabulary and the egalitarian participation of the students in certain strategies. In addition to change in the workgroups.
- The student must realize tasks of complement in house in order that the learned vocabulary is retained in a permanent way.

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6. ANEXES

6.1 GUIDE OBSERVATION



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
ESCUELA DE IDIOMAS
OBSERVATION GUIDE FOR THE STUDENTS

OBJETIVE: To identify the strategies which are used to retain the new vocabulary.

N°	ITEMS	ALWAYS	SOMETIMES	NEVER
1	The strategies that applies the teacher allows to develop the vocabulary of the student and to improve the knowledge in the language.			
2	How the teacher introduces the pronunciation the new vocabulary			
3	The teacher introduce the words across gestures, movements, images			
4	The teacher takes into consideration the stages of orientation, execution and control during the class.			
5	The student uses in context the new vocabulary			
6	The learning of the vocabulary involves semantic, spelling and phonetic aspects			

6.2 PHOTOS

