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TEMA

COLLABORATIVE LEARNING AS A TEACHING AND LEARNING METHODOLOGY FOR IMPROVING VOCABULARY SKILLS IN CHILDREN FROM 7 TO 10 YEARS OLD AT A PRIVATE ENGLISH ACADEMY DURING THE SCHOOL YEAR 2017-2018

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RESUMEN:
THIS THESIS IS ABOUT THE INFLUENCE OF COLLABORATIVE LEARNING AS A TEACHING AND LEARNING METHODOLOGY FOR IMPROVING VOCABULARY SKILLS IN CHILDREN FROM 7 TO 10 YEARS OLD AT A PRIVATE ENGLISH ACADEMY DURING THE SCHOOL YEAR 2017-2018. IT AIMS TO EXAMINE THE INFLUENCE OF THE GROUP TECHNIQUES IN THE DEVELOPMENT OF ORAL EXPRESSION STUDENTS. SINCE TEACHERS DO NOT USE NEW TECHNIQUES TO MOTIVATE THE PUPILS DURING THE LEARNING OF THE FOREIGN

LANGUAGE, STUDENTS DO NOT DEVELOP ONE OF THE MOST IMPORTANT ENGLISH LANGUAGE SKILLS. THE INVESTIGATION WAS MADE BY MEANS OF A LITERATURE REVIEW, STATISTICAL ANALYSES, AND SURVEYS. THE TYPE OF PROJECT PROBLEM IS SOCIO - EDUCATIONAL, SUPPORTED BY FIELD RESEARCH, DESCRIPTIVE AND EXPLORATORY CHARACTER. THE PROPOSAL IS BASED ON THE COLLABORATIVE LEARNING WHICH IS A DIDACTIC TECHNIQUE THAT HELPS TO THE STUDENTS IN THEIR LEARNING PROCESS, THROUGH LITTLE TEAMWORK. THESE ACTIVITIES HELP THEM TO IMPROVE THEIR UNDERSTANDING ABOUT A TOPIC. THESE TOOLS CAN HELP STUDENTS TO LEARN IN AN EASIER AND ENTERTAINING WAY. THE PRESENT THESIS COULD GUIDE TEACHERS TO APPLY STRATEGIES TO DEVELOP COOPERATIVE LEARNING ENGAGING THEIR PUPILS TO INCREASE THEIR LEVEL OF VOCABULARY SKILLS BY ANALYZING PROBLEMS, EXPLAINING POSSIBLE SOLUTIONS AND SYNTHESIZING THEIR OPINIONS ACCORDING TO THEIR AGE AND LEVEL. COOPERATIVE LEARNING STRATEGIES STIMULATE THE PUPIL´S COGNITIVE, LINGUISTIC AND SOCIAL ABILITIES FOCUSED ON THE INTERDEPENDENCE, FACE TO FACE INTERACTION, INDIVIDUAL ACCOUNTABILITY AND SOCIAL SKILLS.

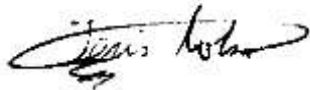| N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:	
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Este proyecto se ha ejecutado con el propósito de estudiar COLLABORATIVE LEARNING AS A TEACHING AND LEARNING METHODOLOGY FOR IMPROVING VOCABULARY SKILLS IN CHILDREN FROM 7 TO 10 YEARS OLD AT A PRIVATE ENGLISH ACADEMY DURING THE SCHOOL YEAR 2017-2018.

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor(a) del Proyecto de Investigación COLLABORATIVE LEARNING AS A TEACHING AND LEARNING METHODOLOGY FOR IMPROVING VOCABULARY SKILLS IN CHILDREN FROM 7 TO 10 YEARS OLD AT A PRIVATE ENGLISH ACADEMY DURING THE SCHOOL YEAR 2017-2018, nombrado(a) por el Consejo Directivo de la Facultad de Educación Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: *"COLLABORATIVE LEARNING AS A TEACHING AND LEARNING METHODOLOGY FOR IMPROVING VOCABULARY SKILLS IN CHILDREN FROM 7 TO 10 YEARS OLD AT A PRIVATE ENGLISH ACADEMY DURING THE SCHOOL YEAR 2017-2018"*, presentado por el estudiante **JESUS ABRAHAM MOLINA NUGRA** como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación

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27

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DEDICATION

This research project is dedicated to God and my family, who have supported me those days throughout the process. I will always appreciate all they have done for me.

"We learned for our parents, face any problems and do not give up!

CONTENT

LIST OF TABLES

LIST OF GRAPHS

INTRODUCTION

Nowadays the learning of a foreign language has become very common and basic in society; since it is linked to education and professional growth. It makes part of the curricular thread. The learning of a foreign language is very important because it will contribute to the student's professional life. This investigation proposes the development of the collaborative learning in order to achieve students, participation and challenge them. It implies the correct use of the didactic materials, and techniques which has become a basic and essential requirement for the teachers. English learning is easier when students have the opportunity to communicate with each other through dialogues, games and other interactive activities.

This school has an adequate infrastructure to develop educational work. However, the limitation of didactic resources is the biggest problem that affect to teachers and students in this public school since teachers don't apply ludic activities that help to increase the level of a foreign language in the English classes. There are some difficulties reflected in children in order to acquire the skills needed to be able to communicate in other languages. Pupils at different ages have diverse problems regarding the teaching-learning process; students are expected to sit back, listen, absorb, and recall. Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teachers and they play the role of instructors (in the form of lectures) and decision - maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information.

Applying collaborative strategies might eradicate the typical boring method used in classes by significant teaching method. This approach will be a helpful tool for teachers and it is going to change the point of view that students have about this subject.

CHAPTER I

1. STUDY APPROACH

1.1. Background of the problem

The present project is made with the purpose of develop the skills and increase fluent English vocabulary; however, the limitation of didactic resources is the biggest problem which affects teachers and students to increase the level of a foreign language in the English classes.

Teachers control the class and moves around it while students stay in their place without saying a word. The response of the students did not change, they did not have an active participation in their classes and there was lack of communication and interaction with the teacher and peers.

The over-use of TTT (teacher-talking-time) is often the product of the under-use of communicative techniques in the classroom. Many activities do not need to be teacher led – pair work or group work can be used instead. Some mechanical activities need to be done individually but can be checked in pairs. What is most important is that activities and interaction patterns need to be varied. The amount of time spent in T/class mode will depend on factors such as the students and how much they know, the stage of the lesson, the time of day and what is being taught, but a useful guideline is a limit of 30% of a lesson, and no more than 10 minutes at one time.

For this reason, the students show a lack of motivation and interest in the area of the English language, causing boredom in the students. It is also possible to observe that some of the students come from different institutions where they acquired a base in English; thus obtaining different types of levels in the classroom, which generates among them the formation of groups; luckily existing certain discrimination between their classmates simultaneously provoking fear at the moment of doing any oral activity.

1.2. Statement of the problem.

How does Collaborative learning methodology influence in improving vocabulary skills in children from 7 to 10 years old at a private English academy during the school year 2017-2018?

1.3. Objectives: Broad and Specific

1.3.1 Broad Objective

- To diagnose the effects of Collaborative learning methodology to enhance vocabulary skill in children from 7 to 10 years old at a private English academy

1.3.2 Specific objectives

- To define the influence of group techniques through a literature review, statistical analysis and surveys of teachers and students
- To determine the feasibility of the vocabulary production in students' cognitive development through a literature review, statistical analysis and surveys of teachers and students.
- To provide a positive interdependence among pupils by creating a pleasant educational environment.

1.4. Significance or justification of the study

This project of investigation has allowed the observation of the low development of students' oral expression and vocabulary production; Furthermore, it is very worrying at present; due to the fact that the students have some problems, such as demotivation, fear and shyness to speak in English. It means that they cannot express their emotions and ideas in the English classes.

This project is suitable in the educational area since it focuses on improving the teaching of foreign languages through development of vocabulary skills. Since, there are some difficulties that do not allow developing the skills in this language such as: listening, writing, speaking and

reading. Therefore, it is important to solve this type of needs, principally the speaking skill. Since the oral expression is the main skill of a language and it permits the communication in the society. It is necessary to know how to increase the vocabulary for can communicate better.

In addition, it contributes to the science and its main objective is to implement strategies used to improve the oral communication, which forms part of the four basic skills within the teaching-learning process of the English language. This project will help teachers to build up motivating and innovative ideas for their English classes. Students will also be able to analyze and create moral and cultural values through dialogues, brainstorming, games and others interactive activities.

These activities will be useful to improve the speaking skill in the English learning process. This guide will allow teachers have an updated material for their different daily activities in this area. This investigation will result in benefit of the students with low development of the basic oral expression of children from 7 to 10 years old in a Private English Academy, as well as its educational community who will have real motivating and dynamic classes.

This project will contribute to the formation of ethical and creative students to achieving a good performance in the speaking skill, by means of a better use of the didactic material; hereby it will develop emotional skills substantially improving the quality of education. The students will achieve a significant progress in the production of ideas. Thus, the students will speak in English in a natural and family way. Furthermore, the students will learn about the cultures from other countries.

In addition, it is important and necessary to teach English as a foreign language; because it is the most spoken language throughout the world. It is also considerate as a universal language. This language has allowed the communication between people of different countries. Therefore, it is necessary to have basic knowledge of words about it. For example, the pupils should know how to start and end a dialogue. It will help them during their academic life or in their social and professional development.

1.5. Scope and delimitations of the study

This study focuses on 18 students from children courses from 7 to 10 years old at a private English academy in Guayaquil city in Ecuador, during the school year 2017-2018 .This research attempts to apply the most suitable didactic strategies to improve the students' vocabulary skill production in the foreign language.

1.6. Research questions

- How does vocabulary skill help students to enhance English?
- What is the importance to make collaborative learning activities to develop vocabulary skills?
- What are the benefits of improving vocabulary skill?
- What are the reasons for failure of vocabulary production?
- Why can collaborative learning activities make students to produce the target language?
- How can teachers encourage students to produce the target language?
- Why do teachers want students to produce orally more than any other skill?
- Why is important for students to develop vocabulary skill?

1.7. Variables and Indicators

Variables	Dimensions	Indicators
Independent **Collaborative Learning** It is a method of teaching and learning in which student's team together to reach a goal.	Principles for constructing collaborative learning groups	Cooperation between students
		Positive Interdependence Face to Face promotional Intervention Personal responsibility and assessment Interpersonal and group skills
		The Guidance Distributed leadership Heterogeneous grouping Group autonomy
		Teaching techniques for a collaborative learning environment.
		The Challenges of Teaching English in using group work
		Strategies for Effective collaborative strategies to enhance vocabulary skill development
	Cooperative Learning Methods	Learning in teams of students. Teamwork-individual achievement Guided or structured cooperation.

Elaborated by: Jesus Molina

Variables	Dimensions	Indicators
Dependent **Vocabulary skills** A vocabulary is a set of familiar words that belongs to a person's language.	Vocabulary skill development	Developing Speaking skill through vocabulary activities
		Active and passive vocabulary
	Affective Factors in speaking skills using vocabulary skill development	Emotion Self-Esteem, Empathy, Anxiety, Attitude and Motivation
		Integrating effective listening and speaking activities into the classroom
		An increase of vocabulary knowledge.

Elaborated by: Jesus Molina

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature review

This project refers the importance of applying new methodology in order to teach English in children through collaborative learning process, it incorporates different teaching techniques in the educational system; to encourage students to learn English using their own learning procedures; on the other hand, collaborative learning implies in getting a better understanding when students what to acquire a new language, that is by working in groups and be oriented by the teacher. There are some issues related to this research project named as collaborative learning as a teaching learning methodology for improving vocabulary skills which have been relevant and helpful to this research project.

There is an article published in 2017 titled *What factors influence the English pronunciation of EFL learners,* and affirms that "using innovating teaching techniques encourage students to use the language appropriately" (Bower, M., Lee, M. J., & Dalgarno, B, 2017, p. 430).This research article is helped to find some methods in order to collect some data information and evaluate the process to acquire the knowledge in children and create some academic resources to improve the pronunciation in English speaking language acquisition.

Other researcher explained in his article about The Effectiveness of the Flipped Classroom Mode on the English speaking Course. This study examined the perception of small frequency differences in EFL students who have problems in speaking due to the lack of knowledge of pronunciation in different words or phrases (Zhang, The Effectiveness of the Flipped Classroom Mode on the English Pronunciation Course, 2016). This research document has some valuable theories which have helped to identify the cause and effect of learning the speaking ability and the relationship with the social and educative communicative approach.

Many theorists have been searching the problem in students who have difficulties to acquire the English language, and find a variety of methods (strategies) to improve English pronunciation, A research Project titled as "English for Specific Purposes (ESP) *Didactics: Content Knowledge and Communicative Abilities*, affirm: "All these strategies have been addressed to students to acquire a foreign language in order to communicate freely without any problem and develop their speaking skills" (Corría, R. N., Naranjo, E. S., Lozada, H. R., & Lezcano, J. S, 2016, p. 98).

The lack of acquiring new vocabulary is one of the main problems for many Ecuadorian students and thus students use simple words instead of finding synonyms or antonyms. Schools regularly do not teach English a range of vocabulary; on the other hand, teachers limits their knowledge according to the exactly words they find in student's book. Teachers must encourage students to use the vocabulary learned in class, and no matter if they have use the language incorrectly; so that teachers must write all the words they produce in class and write on the board in order to explain them later after class.

Another connected research was made by Salavarría at Universidad Pedagogical Nacional called a way to improve listening and speaking skills by using vocabulary skills in third graders at Liceo Francisco Franco School. This project promotes the uses of several activities to improve vocabulary skills towards practicing phonetics and pronunciation inside an English class. He states "An action research to solve teaching and learning problems and it is important to divide in four stages; that is: identifying the problem, gathering of data, analyzing the and finally, creating a plan" (Salavarría, L, 2013, p. 323). Finally the researcher concluded that ludic strategies are such as quite good pedagogical tools to develop synonyms and antonyms by implementing the audio visual techniques to enhance student's motivation.

Learning English vocabulary is relevant in which students have to develop from a basic level, however, the teaching process in many educational institutions does not provide good results in the acquisition of what is mentioned above due to lack of activities. According to the Ecuadorian

Educational Curriculum, all the institutions must be based on the international standards. In consequence, English will have the same importance as other subjects.

This research is based on the development of English vocabulary skills. The main objective is to increase the knowledge using a list of vocabulary through useful activities in order to enhance the teaching and learning process of English Language acquisition by using didactic strategies such as techniques and pedagogical resources, so students and teachers can get a good environment inside their classrooms.

Primary education is essential for children because it is the basis of their integral development as human beings. On the other hand, teachers must be continuously updated about their academic and pedagogic knowledge in order to obtain an integral education. For that reason, teachers must know all the new pedagogical tendencies, so they will be able to create new methods to diffuse the English language.

2.2. Theoretical foundations

2.2.1. Brief Concept of Collaborative Learning Method

Cooperative learning is a methodological strategy which consists on some activities a group of students must do in order to achieve common goals (Johnson D., Johnson R. & Holubec, p.437 , 2004). In cooperation, students carry out the activities to achieve results in beneficial not only individually but also for all the members of the group

According to Ferreiro & Calderón (2013), "The origin of cooperative learning goes back to the very history of man" (p. 34). The survival of a primitive man was due to the help between peers, among other factors, the key to their evolution was the cooperation. Ancient writings such as the Bible and the Talmud, book saint of the Jews, mention the collaboration between equals. The philosopher Roman Seneca stated that when you teach you learn twice, likewise, the rhetoric and educator Hispano-Roman Quintilian, in the first century, pointed out that Students benefit when they teach each other. Moreover, the philosopher, theologist and Czech

pedagogue, Comenius (1592-1670), showed his point of view about philosophy of Education and expressed that teacher learns when they teach, and the student teach while they learn.

During the 18th century, the English reformer of public education introduces the meaning of the word "team" through the pedagogy work, cited by (Lancaster, J., & Corston, W, 1998, p. 461) meanwhile the American pedagogy of pragmatism appeared in the eighteenth and nineteenth centuries, with the purpose of motivating students in the learning process by the cooperation between students. In the twentieth century, the American philosopher, pedagogue and psychologist John Dewey, with the active school, underlines the need for interacting between students by mutual help and cooperation.

2.2.2. Principles for constructing collaborative learning groups

Ferreiro & Calderón (2013), list certain fundamental principles for the development of cooperative learning; these are "the principal, heterogeneous group and group autonomy" (p. 221). These principles have the purpose to know and take into the educator who opts for the application of this strategy of teaching, as well as reflect on its scope, transcendence, and compliance:

a) **The guidance.**-Student and teacher are considered as apprentices and educators, the teachers learn when they teach and the students teach when they learn.

b) **Distributed leadership.**-Each student has the ability to understand, learn and develop leadership functions.

c) **Heterogeneous grouping.**-The effective team is composed by students from different genders, social origin, skill level and physical capacity.

d) **Group autonomy.**-The groups of students that solve their problems by themselves without the teacher's help; it becomes more autonomous and self-sufficient.

2.2.3. Basic collaborative components to have a good environmental classroom

In order to make authentically co-operative learning process, Greenwald, S., Kulik, A., Kunert, A., Frohlich, B., Cobb, S., & Snyder, A. (2017), consider some elements which point out the basic components of cooperative learning to practice English vocabulary in EF students. These are: "positive interdependence, face-to-face promotional intervention, personal responsibility and assessment, interpersonal and group skills, group processing" (p.65)

a) **Positive interdependence. -** It is the relationship students have with their classmates; the lack of this relationship make students may not reach the goals; this component allows them to coordinate their activities in order to perform a task. The members of a team have to be aware the benefits in beneficial of all the member and not for only a specific one.

b) **Face-to-face promotional intervention.** - It refers to social interaction and verbal exchange between all those things which belong to the group, which means the use of materials and activities. These items consist on a series of cognitive and interpersonal dynamics activities

c) **Personal responsibility and assessment. -** An advanced self-evaluation is required in order to assess students' performance by working individually or in group. This assessment has the purpose to know the student's academic performance and how to enhance their weaknesses by working in groups.

d) **Interpersonal and group skills.** - Students learn the skills for truly cooperation, they feel motivated to use them. This component promotes values and attitudes such as tolerance, honesty, sense of fairness and justice in relation to the others.

e) **Group processing. -** Participation in cooperative teams requires at any time of the work, the members of the group have time to think and discuss themselves about any topics of interests in relation to achieve the goals, they also practice interpersonal relationships and how to work effectively.

These elements are not only the characteristic of a good group work, but also they are considered as discipline which must be applied rigorously in order to norm the conditions and carry out to an effective cooperative action.

2.2.4. Teaching techniques for a collaborative learning environment.

There are some important teaching techniques as to have a cooperative learning environment:

a) The selection of materials and didactic objectives.

Cooperative learning requires the same curricular materials as individual methodology, but what it makes the difference is the form of its distribution which varies according to the activity to be carried out and the technique to be used (Yücel, Ü. A., & Usluel, Y. K, 2016, p. 87). The distribution could be a complete game to each member of the team, a single package to the whole group to favor positive interdependence, a sort of the materials given to each student, or individual and group resources at the same time.

In terms of establishing attitudinal objectives, referred to social practices, the teacher has the following options:

• Make a diagnosis to determine the problems that students present when working as a team and give them a social practice to solve them.
• Ask the members of the group what social practices can be used to work as a team and teach them one of those they suggest.
• Make a list of social practices that you want to transmit to your students.
• Draw up a diagram of how the groups can carry out the activity and maximize the learning of all.

b) Formed teams to facilitate English learning acquisition

There are not any limits of numbers in order to make a cooperative learning group or take part of members, it is usually from two to four members in each team, the amount of the students depends on the objectives of the class, students' experience in teamwork, techniques to be used, tasks to be carried out, materials and equipment to be used and the available time. The distribution of students to make groups can be chosen randomly by the teachers or just selecting them according to their level and knowledge.

The teacher decides whether the groups formed are selected homogeneously or heterogeneously. However, the heterogeneous groups allow learning to have different perspectives in how to solve problems, stimulate learning and cognitive development, and encourage students to interchange explanations and contribute their opinions to make analysis of the subject.

The duration of the groups is determined according to the activity regarding to develop English vocabulary skills there are three types of groups which are based or long term group, informal and formal group and conductive classroom environment (Díaz, F. y Hernández, G, 2015, p. 354).

- **Base or long-term group:**

The duration is at least during the school year, this group is generally formed heterogeneously; its members establish responsible and permanent relationships and their objective is to support and motivate each other.

- **Informal group:**

It remains only few minutes or a class period, this type of group is used in order to teach activities directly, it creates a good environment to learn and explore their cognitive learning in the class.

- **Formal group:**

It lasts a semester, a year, or the time which is required to do a task, a unit or a chapter. Students seek to achieve their common goals in relation to a particular learning task.

c) **Conducive Classroom Environment.**

A good classroom environment influences the students' behavior and teachers' performance, and it can become a factor which facilitates or interrupts teaching and learning process. To get a conducive and efficient learning classroom environment, some classroom arrangements and furniture are required. These arrangements change according to the number of students, the size

of the classroom, type of activities, content and teaching materials. A teacher needs to contemplate some guideline in order to have a good classroom environment:

- The members of the group sit together, look at themselves face to face and look at the teacher in front of the classroom.
- All students can approach the other classmates, the teacher and the materials.
- The teacher has an easy access to supervise the groups and monitoring disciplines and participations.
- The groups must be far enough away so they cannot interfere with each other.
- The possibility of changing the integration of the equipment in a quickly and silently way.

d) Team Role and Responsibilities

The teacher must consider the team role in their daily planning, so there is not any chance for students to refuse to participate or not knowing how to cope in the classroom. The team role and its responsibilities ensure the group to work as a team without difficulties and in a productive way, it produces a positive interdependence and guarantees the use of basic group techniques and also reduces a passive or dominant state.

According to their function, the roles to be set out by students are:

- Conformation of the group: voice tone supervisors, noise and turns.
- Scope of objectives and keeping an effective working relationship: Observer, counselor which are responsible to explain procedures, keep a record, offer support, clarify and encourage to participate.
- Making analysis about what they know and how to integrate what they have learned: proofreader, researcher, messenger, analyst and response generator.
- Thought development and reasoning mentor: a critical person who is in charge of looking for fundamentals theories, and who can also differentiate and extend ideas.

When the teachers explain the team role and its responsibilities, they also communicate the importance of each one and the consequences if one of them is missing, after that, the teacher

assigns the role each person has the responsibility to do. The rotation of roles is carried out with certain regularity so that all the students have the experience in doing different tasks.

2.2.5. Collaborative Learning Method

Díaz & Hernández G (2004), state that "Collaborative learning method is considered as one of the best resources available to the teacher in order to encourage students to perform their cognitive development through the use of teamwork" (p. 91). There are several methods available for cooperative learning which are mentioned below:

a) Team based learning

This method highlights the collective objectives and joint success which is achieved when the members of the group know the objectives. The task of learning in group work does not consist on doing something as a team but to learn something as a team. These techniques are known by team rewards, individual responsibility and equal conditions of success.

There are five methods of learning in teams based learning in which three are related to the English teaching language:

● **Teamwork-individual achievement:**

This technique is for heterogeneous groups, it consisted on four students, the teacher points out the activity and the students work until everyone masters the subject, the students are evaluated individually without helping each other. The teacher compares his results with their own previous performances; each team receives some pedagogical feedback in order to improve their individual performance. The teamwork is rewarded with the purpose to improve their academic performance. The main objective of these techniques is to motivate students to encourage and help each other to master the activities.

● **Cooperative Integrated reading and composition (CIRC)**

It is a technique applied to develop teaching reading and writing skills, it is applied in higher graders form basic education and secondary education, it can be adapted to in other levels and

subjects. This cooperative technique consists on the mutual assistance of couples who work in reading and writing projects. They carry out activities such as reading together, making predictions about the text, summarizing stories, writing stories or formulating questions and practicing spelling, interpretation and vocabulary. The sequence to follow in Cooperative Integrated reading and composition (CIRC) is: Teacher's instruction, team practice, evaluations in teams and final questionnaire. A student is not evaluated until his classmates determine if he is ready to handle the activities. Teams are rewarded based on the average performance of all members.

b) Puzzle

It is applied in heterogeneous teams consisted on four members, they are assigned to read some texts; each member of the team chooses randomly in order to be an expert in some part of the reading. First, all the experts from each teamwork join themselves in order to discuss their common themes and after that, they return to their teamwork to teach what they know. Finally, an evaluation is given to the students to know if they have already learnt the topics which are taught in class.

Students read different sections from their peers which allow experts to have unique information and the teams to value more the contribution of each one. The difficulty is that each section is written in a way that is understandable by the students. Existing materials cannot be used, preparing a unit means rewriting the themes to fit the puzzle form. Other differences are that the puzzle II takes less time, its readings are shorter and all students read everything. Original puzzle is one of the most flexible methods; modifications can be made in details of its execution that preserves the basic model.

c) Learning together

This technique highlights the importance of team building; that is, how they assess by themselves in order to increase their academic performance. Students work in heterogeneous groups composed by four or five members with activity sheets, each group delivers a single

work and receives rewards for its performance. It raises four general phases for teamwork: Selection of activity, decision making in relation to group size, allocation and provision of materials, conducting group work and supervision of groups.

d) Group research

Students work in small groups, between two and six members, using aspects such as cooperative questionnaires, group discussions, and the planning of cooperative projects. The groups choose the topics from the unit, they are divided into individual tasks, then they carry out the activities to prepare the group report, and finally they present their information to the whole class. It is a good technique for integrated study projects, analysis and synthesis of information to solve a multifaceted problem. Group research is carried out through six stages: the identification of the subject and the organization of the students, the planning of the activity, the research, the preparation of the final report, the presentation of the final report and the evaluation.

e) Complex education

It highlights the use of projects aimed at discovery. He cares about respect for all the abilities of the students. Complex teaching projects demand a wide variety of roles and skills; the teacher points out the purpose of each student to do something which is aimed through the success of the whole group. This technique is used particularly in bilingual education and in heterogeneous classes where there are groups of minority languages and where there is often material in English and Spanish.

f) Guided or structured cooperation

It allows to include experimental controls; it is directed to cognitive and meta-cognitive activities. It is basically used in reading comprehension tasks. Couples are formed, the teacher divides the text into sections and alternately both take the roles of apprentice-reciter and listener-examiner.

2.2.6. Teaching Methodology

Teaching Methodology compasses different strategies and useful activities applied in the classroom. (Szőke-Milinte Enikő, 2013) affirms that "methodology comprises the principles and methods used for the learning desired by the students" (p. 51). These strategies are determined in part on the subject to be taught and partly on the nature of the student. For the particular teaching method to be appropriate and efficient, it has to be related to the uniqueness of the student and the type of learning that is supposed to occur. The recommendations for the design and selection of teaching methods must take into account not only the nature of the subject, but also how the students learn. In today's school the tendency is that creativity is very much encouraged. It is a known fact that human advancement comes through reasoning. This reasoning and original thinking enhances creativity.

It is important to state that a didactic methodology supposes a concrete way of teaching, method implies a way and a concrete tool that we use to transmit the contents, Procedures and principles to the student body and that the learning objectives proposed by the teacher. But, what is there behind the choice of a teaching methodology? Choosing one way to teach versus another is not at randomly. On the contrary, this choice depends on several factors.

The previous teacher's experience, this consists on getting experience in observing how to teach students. This process is called modeling because they have had 'models' form other disciplines. Another aspect that influences are the own conceptions about the purpose to teach or learn. As an example it is mentioned the importance of students to have prior knowledge in order to discover or question themselves for them. This method carries on a significant learning process. A third aspect is the relationship between the methodology chosen by the teacher and his teaching objectives. There are sorts of methods in order to diffuse the knowledge in students as to think, ask questions, raise problems and reproduces the contents.

A fourth aspect has to do with the students (their age, interests, level of knowledge). For example, a teacher who teaches in children's education will choose more active and playful methodologies form those who teach at the university which are more focused on the expository methodology. Finally, it depends on the content, which methodology can be applied for practical or applied content and also for theoretical ones.

2.2.7. Learning Methodology

Nowadays, in many schools it is observed that the use of learning methodologies has brought light to learning, both for children and young people and adults. For decades' people have invented techniques, methods that are always mixed in these paths and used in several different experiences, and often with great success. At the same time, we see in our public schools' resistance to one of the main teachers to change, get out of the book of the same classes, using a thousand centuries ago in the same way. Especially if the teacher is already a certain age, his resistance to change is enormous, and the methodology of new learning is more difficult to teach in children and young people.

For our young people this is a great loss in this globalized world, where everything happens in a second, where information invades our homes every moment, filling our heads many times with unimportant things, while serious matters are discussed only superficially.

People perceive and acquire knowledge in different ways. In addition, they have preferences towards certain cognitive strategies that are the ones that will finally help them to give meaning to the new information. The concept of learning styles refers to those strategies preferred by students and that are related to ways of collecting, interpreting, organizing and thinking about new information. In other words, (Cody, 2012)"Cognitive, affective and physiological traits will determine the way in which students perceive, interact and respond to a learning environment", the "description of attitudes and behaviors which determine the preferred way of individual learnings" (p.123).

The learning style is ultimately how our mind processes information, how it is influenced by the perceptions of each individual, in order to achieve effective and meaningful learning. Therefore, it is necessary to plan activities tailored to the learning styles of the participants so that they are more receptive when they perceive that the objectives of the training program respond to their needs and expectations.

It is important to establish that learning styles are not stable, that is, they can undergo modifications over time. Indeed, as they progress in their learning process, students discover their best way of learning, depending on conditions such as circumstances, contexts or learning

times. Students learn more effectively when they are taught with their predominant learning styles. Consequently, it concludes that the facilitator can better guide each student's learning if they know how they learn. If the goal of the facilitator is to get the students to learn, then they should be helped to know and optimize their own learning styles.

2.2.8. Vocabulary

Vocabulary is the group of words that people collected during a long time of their life, that group depends on the different opportunities that each person in that case has for their development. Words are used in context within meaningful, written and oral texts and not as isolated words in vocabulary translation lists. Allen (2016) states:

> The amount of number of new words taught in class must be the largest amount
> number of vocabulary that children are expected to produce. In this way, their
> receptive and competence development improve faster than its productive competence,
> reflecting the natural process of linguistic development (p.58).

So it has a potential meaning in order to learn the English language, but nowadays, a low academic performance is faced on students which have been a great concern for the educational community due to the bad use of teaching resources and the defective methods, since there are many factors that influence students' cognitive development.

Tracey (2013) affirms "The richness of a person's vocabulary is generally considered as a reflection of intelligence or the level of his education" (p. 333). From Tracey's point of view, the vocabulary is a fundamental element within the social development. The human being has reflected his intelligence through the use of the language communicative. It has allowed him to improve his social and individual life, it is important to mention the importance of speaking the language well, especially the usage the vocabulary and its improvement are also relevant to develop English language acquisition as well as the improvement of their abilities. Increasing English vocabulary in children is very important to develop speaking skill abilities, since it constitutes one of the fundamental axes within the communication.

2.2.9. Importance of vocabulary

In English language like in all language there are some skills that they are necessary to develop for getting the total comprehension of it; grammar, listen, reading, speaking. Vocabulary is immersed in these four skills, because if the students do not know the meaning of the words, they cannot use them for expressing their ideas in writing or even in communicating in their really life.

The goal of vocabulary instruction is to help students to learn the meaning of many words so they can communicate effectively and achieve academically (Butler, S., Urrutia, K., Buenger, A., Gonzalez, N., Hunt, M., & Eisenhart, C, 2010, p. 341) It means the learning of vocabulary in the student´s life constitutes a main tool for understanding the language and provides people the necessary support to develop their abilities to develop communicative language.

Therefore, Students can get their own goals, because they can express their ideas, questions, doubts, etc. It means their level of communication rises when they can understand what people want to express. This situation helps students to develop in some learning areas where the English knowledge is indispensable. Once students increase their vocabulary, they achieve big success in their life.

2.2.10. Active and passive vocabulary

In every relation between people, their vocabulary grows and increases, but also it is truth that in a long of their lives they do not use all the words that they learn. So, it is common some words are more familiar in the use than others, when the person has to refer some ideas about a determinate topic or thing.

Increasing one's vocabulary is an important part of both learning languages, such as improving their own language skills in which children are already they adapt.

Collins English Dictionary (2013), defines the two fields in this way; passive vocabulary is "All the words that a person can understand; and active vocabulary is the total number of words a person uses in his or her own speech and writing" (p. 126). The acquisition of vocabulary (mother language and in the second language), is a very complex process. The first distinction

we must make is between passive vocabulary and active vocabulary. The first one, the vocabulary which children understand without help or with very little help, but they are not able to use autonomously. The second one is the vocabulary that children understand the words easily and without any problems, in addition, they are able to use when they need it and without needing help.

Therefore, Movellan (2015), affirms "the broadest vocabulary of a person is the passive vocabulary, if a person does not have a word "stored" in their passive vocabulary, it is Hardly impossible that words can become part of their active vocabulary"(p.214). Vocabulary is an essential aspect for the development of communicative competence in a foreign language. The lack of domain in this area has serious repercussions in communication because of the need to explore new techniques to introduce and consolidate the vocabulary in an effective way.

For this reason a methodological guide of vocabulary is feasible to apply in order to improve the English vocabulary. That is why; the study of vocabulary is divided into two different fields, the active vocabulary and the passive vocabulary.

Collins English Dictionary defines the word vocabulary: "Passive vocabulary is all the words that a person can understand and active vocabulary is the total number of words a person uses in his or her own speech and writing" (Collins, 2013, p. 437). It means, there are many words that person knows; however, not all of them are used in their daily routines; these belong to passive vocabulary group. On the other hand, the active vocabulary refers to all words someone knows and uses to communicate during the entire daily life

Learning vocabulary skill is very important in order to transmit any kind of communication, because if people do not have any words to express their ideas, nobody will be able to understand them although they have good knowledge about others skills. So, the vocabulary constitutes the key of communication in whatever language.

2.2.11. Types of vocabulary.

The vocabulary is divided into four types; Listen to vocabulary, read vocabulary, write vocabulary and speak vocabulary. Each type of vocabulary has a unique response of our students' lives, since each student can develop each type of vocabulary independently. In many

cases, children learn the vocabulary just listening first, secondly they speak, and finally, they read and write.

The total amount of words a person uses depend on their growing up, their process of learning and their own specific experiences in along of their lives.

2.2.12. Listening vocabulary

According to Karlsen, J. (2017), "Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning" (p. 56). This level of understanding is helped by the context of the word, the intonation. There is a visual contact with the speaker, by gestures and facial expressions. Listening is like reading, an interpretive form of vocabulary.

Listening vocabulary belongs to a passive vocabulary; when a person knows a word through the ability to listen, he cannot remember that, because he hears the new word, but it is difficult to know the meaning of the word. To sum up, the person in some cases does not know how to use the word learned.

2.2.13. Reading vocabulary

Coady, J., & Huckin, T (2013), state that:

> Reading vocabulary is a passive one. It consists on words understood by the readers when they are reading a piece of written text. They are able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding the spelling of a word and the exact meaning in its context (p. 212)

Reading vocabulary is as similar as listening vocabulary, it is also passive, the person knows the complexity of finding the meaning of each word as to use in other situations or contexts. This type of vocabulary is learned while people are reading; sometimes, good photographic memory helps an accumulated reading vocabulary.

2.2.14. Speaking vocabulary

According to Koban, C. (2018),

> Speaking is one of the types of vocabulary that demonstrates the knowledge of a person's words, it is a demonstration that can also be based on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation (p. 134)

Speaking vocabulary is acquiring when someone talks to each one. It is an active vocabulary because it refers to all the words that a person knows and uses in a long of his or her life. The gestures and facial expressions are very important for understanding the meaning of the speaking vocabulary´s words.

2.2.15. Writing vocabulary

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate (Coxhead, A., 2016, p. 431), the writer demonstrates the knowledge of a word in terms of its meaning and how to spell and use it correctly. Writing vocabulary is an active vocabulary because it is used frequently in order to communicate whatever thing.

2.2.16. The use of vocabulary as a teaching techniques

Vocabulary is very important to learn a new language. School community must use effective strategies to practice English language. So, all learners are able to identify and apply each new word in meaning and in context, so that they can keep in their mind and apply in their daily life.

For teach new words, the teacher must use motivational learning strategies in order to catch student's attention. When the techniques are good, the age of students does not matter. There are five techniques that we like teacher can use for teaching vocabulary:

a) Picture or illustration

Using visual resources help students to identify, recognize, memorize and remembering the new words they have learnt during their hour classes, maybe this form of learning is more practice than others; because it lets the students associate the new words with the objects they look in their own environments.

Voelmle, K (2015), states "Visual aids allow students to absorb the information through an additional sensory perception" (p.63), Teachers can show visual aids or targets words or cardboard for introducing a new vocabulary. We can find some forms of visual aids like flashcards, wall charts and board drawings. In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned.

b) Mime or gesture

Another way to teach vocabulary is the use of Gesture or Mime, in this case, teachers encourage students to use their own facial expressions in order to infer the meaning of the vocabulary. Gestures or mime is a good idea for teaching and learning vocabulary. Frauwirth, S. & Michalec, D (2018), state "Using the same gesture to say a particular word or phrase, it will help these students to catch the meaning and understand it. It is also common to associate gestures with words to help students remember vocabulary better" (p. 132).

It is easier to remember the new words if students associate the new vocabulary with something they use or have in their experiences, so if someone use a specific gesture for specific word, expression or phrase, the person get memorize it without problem.

c) Realia

The Realia term is used for talking about situations or things that exists in the real life. So, when we refer to 'realia' we talk about concrete objects that exist in the classroom, that students can see and using for building their knowledge.

Daves, P., & Fitzpatrik (2017), in their book the importance of learning vocabulary affirm:

> Realia allows students to see, feel, hear, and even smell the object being explored. If the real thing is not availed, the teacher must move down the continuum from

concrete, to a replica such as a model, to semi-concrete object such as an illustration (p. 157)

It means if teachers include the realia in their classes, they have a demonstrative and interactive class and for that activities students could remember the new vocabulary faster than when they only learn through with words on the board.

Some ways to use the realia exist for example, if you want to do an animal vocabulary class, you can use some animal toys for showing the name for each animal; after that, the teacher divides the classroom into groups of five students, they have to choose five animals, each students should make the sound and their classmates have to guess their names.

d) Context or situations

All of us live in a specific environment; in similar situation each words when you use has a specific "environment", his context. On the other hand, the clothes that you use depend of the place that you have to visit, in similar situation the meaning for some words depend of the situation. So, the 'Context or Situation' help to people to recognize the exactly meaning of the word, that you have to use for using a specific new word.

Some strategies to learn how to "guess" the meaning of the words depend of the situation exist. There are three ways of doing this. Firstly, learners should be explained the theory behind "guessing" in the other words, guess through incidental and intentional reading. Secondly, the proportion of unknown words to be guessed. Finally, what can be learned from the context, to part of the speech and its collocation. (Williams, K. T, 2015, p. 865).

The contextual strategy is very useful, because that strategy allows students to differentiate any words from the context or the place where the new word should be placed; in some cases the truth help to know which one is the correct meaning of the word in a context, you have to read almost the paragraph before of the new word for understanding the meaning.

e) Puzzle and games

The education should be for each student a way to enjoy his or her life, that is why teachers have to leave of traditional tutorial classes and they can use the games for teaching.

Games can be effective if teachers know the level of students they have in their classes. The game used in the classroom must be according to the age; on the other hand, it depends on the topic the teachers have in their planning. There are some games which is appropriate to everyone such as puzzle, draw a picture, 'stop the bus' ,the lost word, etc. these games stimulate the feeling to compete with their classmates and develop students' techniques for memorizing the vocabulary.

f) Picture handbook

Handbook is a usually term in English language to describe the existence of a work to include some exercises about certain topic for developing its knowledge.

(Cooper, H., Hedges, L. V., & Valentine, J. C, 2009), state the meaning of Handbook which is "A scholarly book on a specific subject, often consisting of separate essays or articles" (p. 77). So, the objective of a handbook is to develop the abilities in a specific area of study with different activities, these activities are depending of the subject or area in study.

A type of reference work, or other collection of instructions, that is intended to provide ready reference. A handbook is a discourse on a special subject. Nowadays it is often a simple but all-embracing treatment, containing concise information and being small enough to be held in the hand.

This definition means the handbook is looked like a help to know or to study something in a practical way; so, when people acquire a handbook, people hope the information of the handbook will be precise and concise information for raising their knowledge.

That is why, we considered the use of a handbook vocabulary is a big and extraordinary teaching support for students to increase their vocabulary in order to learn English like a practical language to communicate although the basic ideas in this common international language.

2.3. Conceptual Framework

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

COMMUNICATION: activity of information exchange between two or more participants by listening and speaking.

COMPETENCE: the ability to do something well, the quality or state of being competent

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

VOCABULARY SKILLS: used to discover the meanings and pronunciations of unknown words are called "word attack" skills. Word attack skills are the ways we use to reveal a word's meaning and pronunciation.

LANGUAGE ACQUISITION: refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

SKILLS: an ability to do an activity or job well, especially because you have practiced it.

STRESS: Intensity of utterance given to a speech sound, syllable, or word producing relative loudness

TEFL: Abbreviation for Teaching English as a Foreign Language; the teaching of English to people who are not native speakers of English, especially in a non-English-speaking country.

COLLABORATIVE LEARNING: A situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.

2.4. Legal Framework

Constitution of the Republic

Children and Adolescents

Art. 44. - The State, society and the family shall promote, as a priority, the integral development of children and adolescents, and will ensure the exercise of full of their rights; the principle of their best interests and their rights shall prevail over those of other people. The children and adolescents will have the right to their integral development, understood as a process of growth, maturation and deployment of its Intellect and its capacities, potentialities and aspirations, in an environment family, school, social and community of affectivity and security. This environment allows for the satisfaction of their social, affective-emotional and cultural, with the support of national and local intersectoral policies.

Art. 45. - Children and adolescents shall enjoy the common rights of the being human, in addition to the specific ones of its age. The State shall recognize and will ensure life, including care and protection from conception. The children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy family and community life; to participation Social; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority in their language and cultural contexts specific to their peoples and nationalities; and to receive information about their parents or absent relatives, unless it was detrimental to their well-being. The State shall guarantee its freedom of expression and association, the free operation of student councils and other associative forms.

Organic law of intercultural education, 2011

Art. 2 literal f. - It establishes the obligation of education from the level of education from the initial education level up to the baccalaureate level or its equivalent.

Art. 17 literal a. - To receive formal or informal education throughout their lives, to complement their skills and abilities. To exercise citizenship and the right to Good Living. Therefore, as the

quotation on the articles of the law shows, all the people have the right to education, which intellectual abilities that allow him to work in the world of work

Social planning and development

Objective 1, art. 1.13. - Promote in the education system formal education and in continuing education programs, transmission of content on the fight against corruption, the permanent practice of values and the crimes and penalties that constitute acts of corruption.

Education should be encouraged and transmitted through educational values. In order to meet the objective, it is necessary for teachers to use the resources necessary to attend to the moral development of learners. The teachers we must help to form people who are capable of directing their own life, based on values such as freedom, justice, solidarity, tolerance, respect, to act autonomously and to insert them positively in the society.

Objective 2. "Promoting equality, cohesion, inclusion and equity social and territorial diversity ", confronts the problems of poverty and inequality from a multidimensional perspective and the enormous wealth that in Ecuador represents the diversity in its varied expressions to achieve the equality in it."

Equal recognition of the rights of all individuals implies the consolidation of equality policies that prevent exclusion and promote social and political coexistence. The challenge is to move towards full equality in diversity, without exclusion, to achieve a dignified life, with access to health, education, social protection, specialized care and special protection.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Types of Research Description

Basic or pure research is aimed at gathering information to build a knowledge base which is added to existing prior information. Applied research, on the other hand, aims to solve a specific problem or approach.

It refers to a type of field research, because the phenomena were occurred at a Private English Academy, based on the use of new strategies to foster English vocabulary skill development by collaborative teaching techniques in the school community.

3.2. Methods and Techniques

Describing the real situation in social and educative environments is considered as descriptive research.

Direct and indirect observation is also based on experience and some empirical evidence that can be analyzed qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

Correlational. The purpose was to determine the relation between the independent and dependent variable in order to foster vocabulary skills through collaborative activities.

3.3. Research instruments

Surveys for the students and teachers

Surveys were given to students at the institution with the purpose to analyze the effort students made during English classes and the degree of motivation to speak and read in order to improve their English vocabulary skills by applying collaborative teaching techniques. Questions were

also directed to determine the teacher's strength and weaknesses in order to find solution and improve teachers' methodology.

The surveys that were conducted with the students completed their objective in giving the adequate data for the investigation about the struggles and the best possibilities to face the problems found in students from the School. Students answered to the best of their knowledge all the questions from the survey. Even though there was some difficulty for some of the students answering or understanding the questions, the students still managed to give their best answers as the questions were understood by them.

Sampling and the observation

It is allowed to know how students think about the use of vocabulary strategies to enhance the four skill language. It has been discovered the strengths and weaknesses in teachers who uses the technology resources such as virtual video, or online vocabulary exercises. All those techniques take an important role inside the research helping in an easy way to select a specific group of people to work. In this case the groups that have been chosen are teachers and students, as a result, both groups have the same interest to find active resources to reinforce English language acquisition and communicative production using vocabulary online activities. On the other hand, they are willing to improve their academic knowledge and acquisition, so it was easy to obtain the ranking of questions after the surveys.

The empirical report gave the right information when it dealt with the rapport among students and teacher. The manner the instructions were given and the amount of effort students put into dealing with the task at hand was also addressed. How effective pair work was with some students and how effective group work was with others gave the data needed to reach the proper conclusions. The way the English period class and the planning were conducted was sufficient enough to cover all the aims and objectives of the class.

The observation about the type of teachers' material was also evaluated and the response of the students also gave the investigation a clear view of how the class was differently conducted with the students.

The interviews gave the investigation the right advantage to distinguish the right questions to be asked to the teacher and to the Director of the school. The right setting for the interview to take place was also a premium need so the right and adequate mood could be set for the interviewee and brings out the most truthful answers from the source that was part of the interview.

3.4 Research Population and Samples

Population

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 1 director, 8 teachers, 18 students from children courses at a private English academy.

Sample

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean.

Due to the amount of population, it has taken all of them as non-probability sampling. All of them were observed and interviewed during the English Classes in order to investigate and determine the student speaking performance through the use of a variety listening activities applied by the teachers

3.5. RESEARCH INSTRUMENTS

The research instruments that were used in this project are:
Students, parents, and teachers' surveys
Class observations
Interviews
Bibliographical sources

Through students' surveys we will know the necessities of each student specifically to know how the use of technology will enhance the speaking skill during English classes. We will collect information in which it will help us to get results of our research.

The survey applied for teachers, had as a main goal to know how they feel during their English classes through the use of technological resources, the positives and cons, and the use of the speaking skill during the classes.

The survey applied for the parents, had a specific goal which is to know the satisfaction that each parent has when they notice the academic proficiency in a second language and to know if they agree with the high quality of teaching performance applied by teachers in order to reinforce speaking abilities in their children.

Class observation was taken into consideration, to check the class environment and how the classroom management is, and to perceive the use of a set of methodological resources and the engagement of students in the English learning process.

The principal objective of an interview is to find required data regarded the institution about the failures of some teachers to use traditional methodologies in their classes and offer a set of didactic strategies in order to encourage students to speak in class.

3.6. Data Analysis method

The information obtained from students, principals, and teachers 'surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The surveys' process was done in Microsoft Office 2010, using Excel and Word at the same time for the elaboration of statistical tables and graphs. The useful instruments during the research project were the surveys for students and teachers. Each survey is made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey was strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal.

Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection.
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis of results
- ❖ Preliminary conclusions

3.7 Results, Findings and Analysis

3.7.1. Survey for Students

1. Do you think that Learning English by playing improve your vocabulary?

Table 1. Learning English by playing to improve vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	13	74%
	Agree	5	26%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
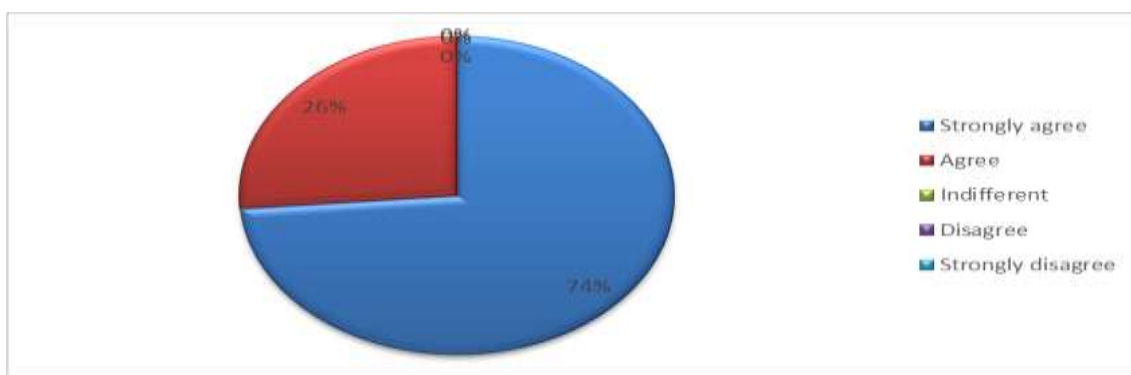
Graph 1. Learning English by playing to improve vocabulary skills
Source: Students' survey
By: Jesus Molina Nugra

This chart shows if students like to learn English by using ludic strategies to reinforce vocabulary production; the result was 74% of strongly agree. Therefore, a majority of students like to learn English in a dynamic way instead of a traditional class.

2. Do you think pedagogical virtual resources improve English vocabulary?

Table 2. The use of pedagogical virtual resources to increase English vocabulary

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
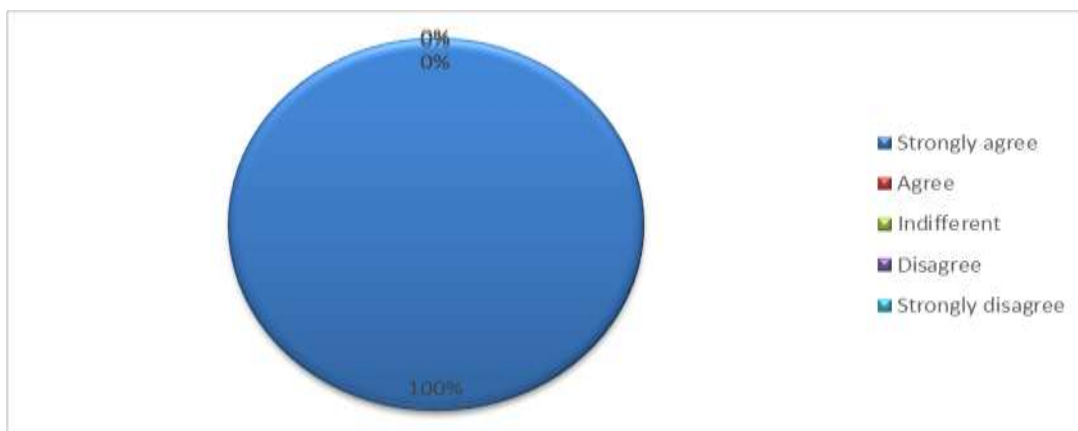
Graph 2. The use of pedagogical virtual resources to increase English vocabulary
Source: Students' survey
By: Jesus Molina Nugra

This graph shows the level of acceptance in using virtual resources to make the class more interactive and learn the vocabulary easier. The result indicated that all students say that are strongly agree to have some interactive activities to practice English.

38

3. Does English become fun and entertained when you work in group in class?

Table 3. Collaborative learning as a teaching technique

Code	Category	Frequency	Percentage
	Strongly agree	15	83%
	Agree	2	11%
Item	Indifferent	1	6%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
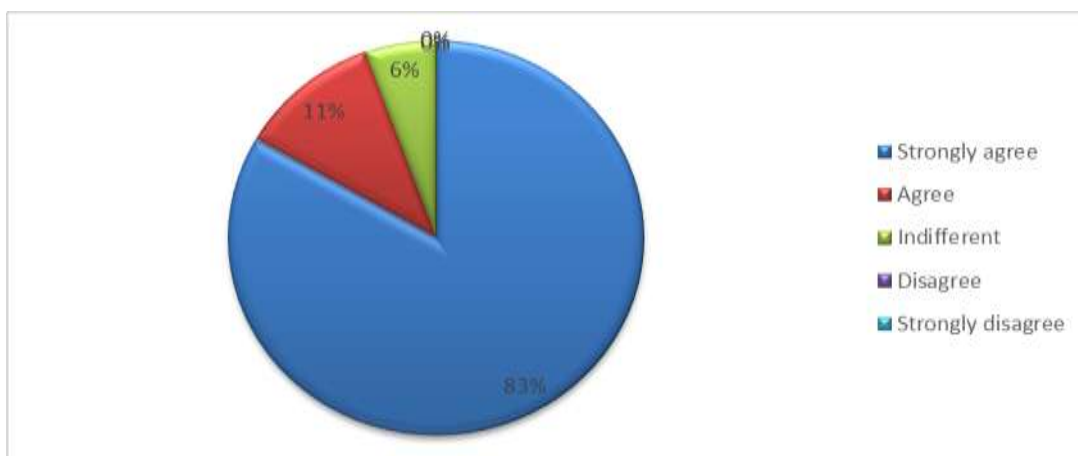
Graph 3. Collaborative learning as a teaching technique
Source: Students' survey
By: Jesus Molina Nugra

This chart shows that the majority of students express their agreement in having their class fun, so teachers must provide pedagogical strategies to encourage students to work and participate in class actively. On the other hand, a 6% of students state indifferently.

39

4. Do you consider important to speak English in class in order to practice new vocabulary?

Table 4. Speaking in class to practice English vocabulary

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	4	22%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
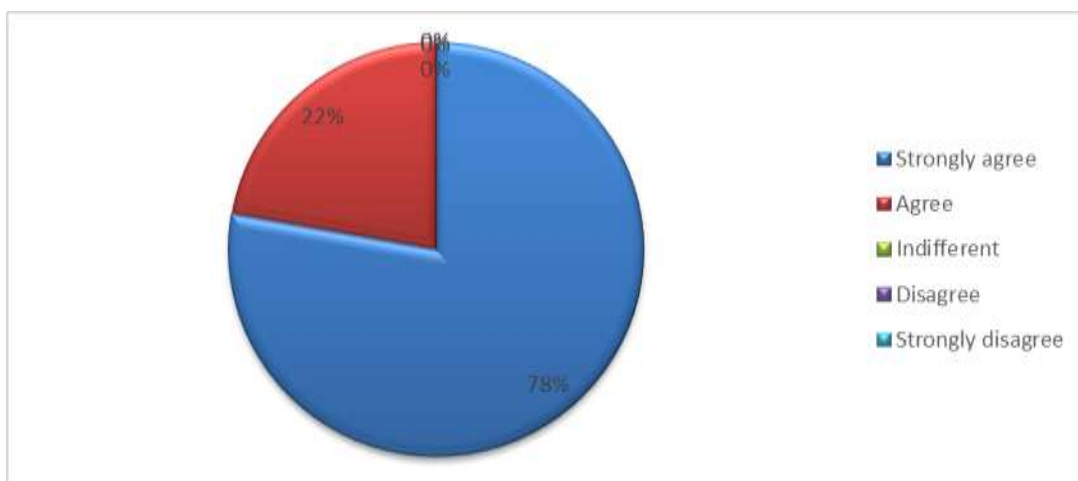
Graph 4. Speaking in class to practice English vocabulary
Source: Students' survey
By: Jesus Molina Nugra

There is a high percentage of agreement in practicing new vocabulary by working in groups. Applying collaborative teaching techniques, students will be able to reinforce their vocabulary by their own. Teachers must provide a lot of fun activities in order to enhance vocabulary and pronunciation.

5. Using funny techniques such as puzzles, guessing games, videos, role play or any visual aids promote students to learn English vocabulary easily?

Table 5. Techniques to enhance vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
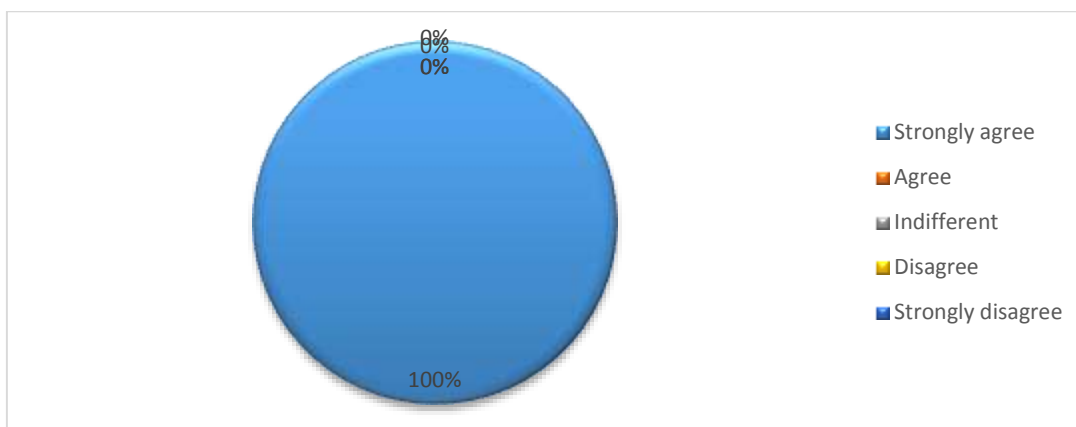
Graph 5. Techniques to enhance vocabulary skills
Source: Students' survey
By: Jesus Molina Nugra

Most of students agreed with the usage of different techniques from teacher for helping learners to develop vocabulary. It consists on applying pedagogical virtual or physical resources to make the class more interactive and learn the vocabulary easier.

6. Do you consider that learning English in a group is much more effective than on a one-to-one basis?

Table 6. Collaborative learning

Code	Category	Frequency	Percentage
	Strongly agree	17	94%
	Agree	1	6%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
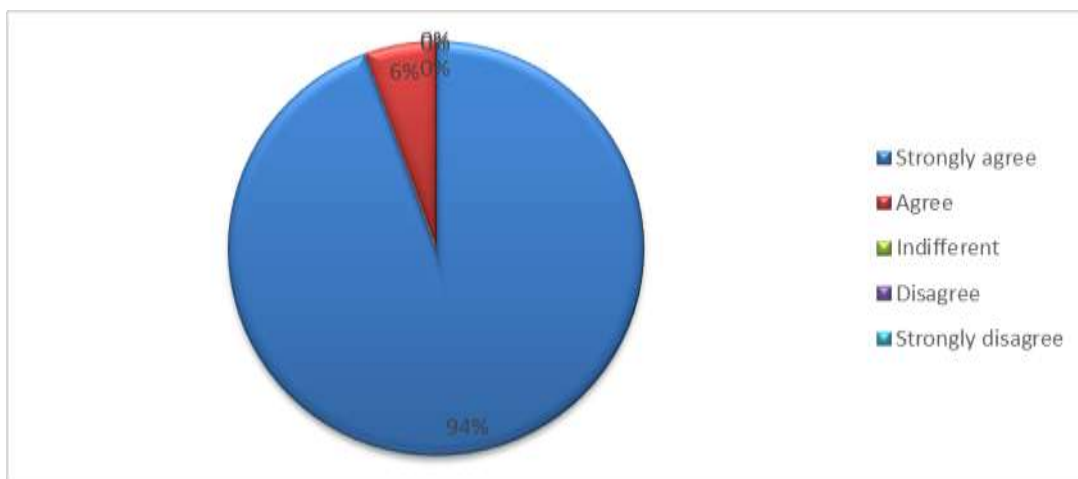
Graph 6. Collaborative learning
Source: Students' survey
By: Jesus Molina Nugra

As This pie chart shows the 94% of students are strongly agree about that working in groups is most effective for learning English that work one to one. However, the 6 % of students are agree with the use of groups for learning English in a meaningful way but that does not mean that they are totally in agreement.

7. Do you consider teachers must apply innovated activities to teach English vocabulary skills?

Table 7. Innovative activities to teach English

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	4	22%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
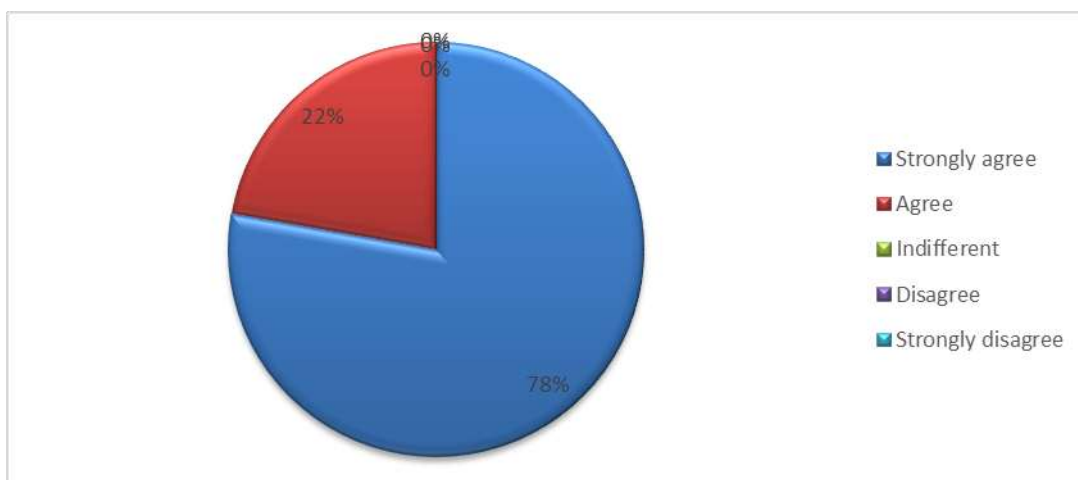
Graph 7. Innovative Activities to teach English
Source: Students' survey
By: Jesus Molina Nugra

A 78 percent of students strongly agree with the innovation in teacher's methods due to their ambiguous and traditional strategies they impart through students. Students are currently up to date, so teachers should receive training courses in order to handle this new tendency where they are in contact with the technology and internet.

8. Do you think that working in groups allow you to perform their abilities to learn English in the classroom?

Table 8. Group work as teaching technique

Code	Category	Frequency	Percentage
	Strongly agree	13	72%
	Agree	4	22%
Item	Indifferent	1	6%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
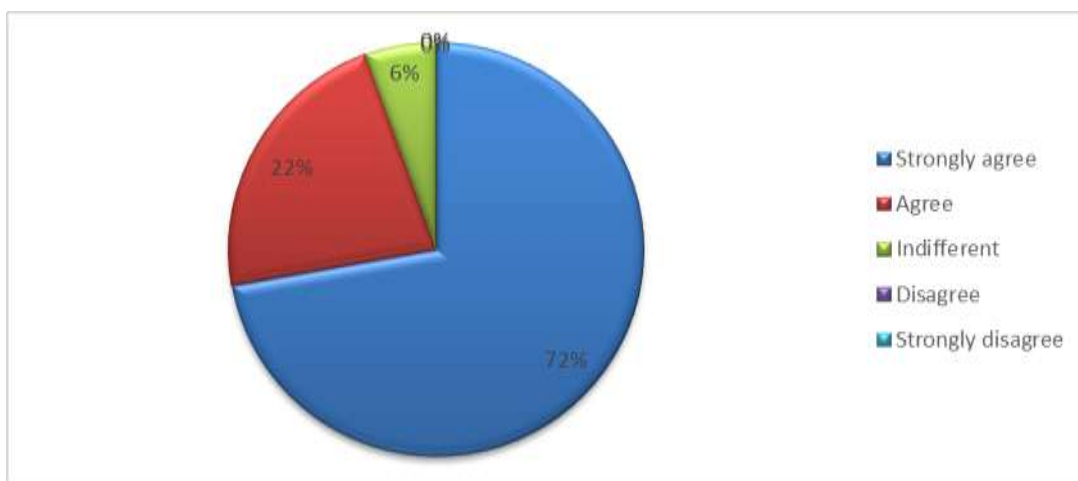
Graph 8. Group work as teaching technique
Source: Students' survey
By: Jesus Molina Nugra

The total amount of 18 students, 72 percent strongly agree with the English language acquisition. One of the best strategies is to make students find the meaning of the words by themselves, so they must be oriented by the teacher as a facilitator such as giving some cues in order to perform their class in a better way.

9. Do you consider teachers must create a good environment in order to feel the anxiety to learn new vocabulary in class?

Table 9. Classroom environment

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra
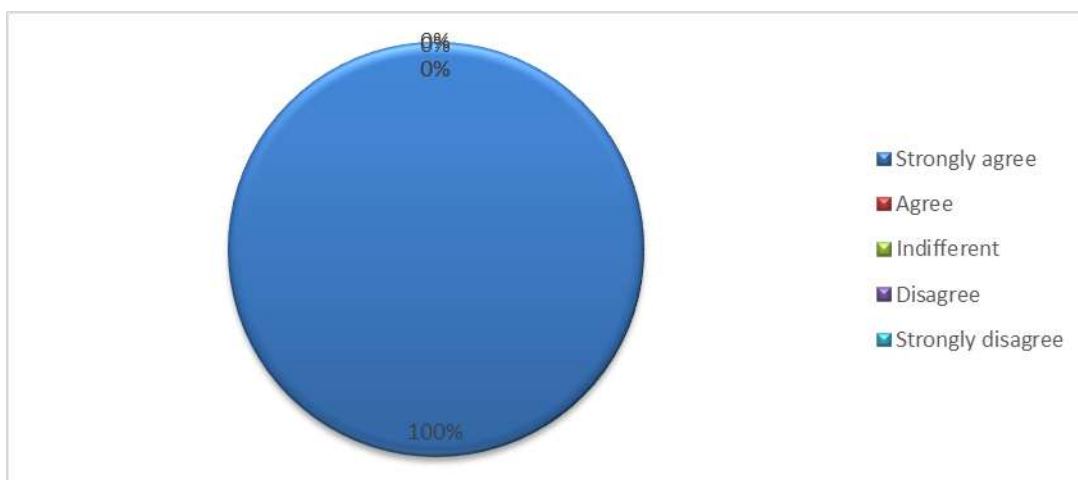
Graph 9. Classroom environment
Source: Students' survey
By: Jesus Molina Nugra

In the chart most of students are strongly agree with the innovation of teacher's methodology by creating a good teaching environment in the classroom through sticking flashcards, posters, bulletin boards, etc. This increases the vocabulary in students' mind and encourages them to learn English in a funny way.

10. Do you think that using cooperative learning fosters positive student attitudes towards learning?

Table 10. Collaborative learning to foster attitudes towards learning

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	2	11%
Item	Indifferent	2	11%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
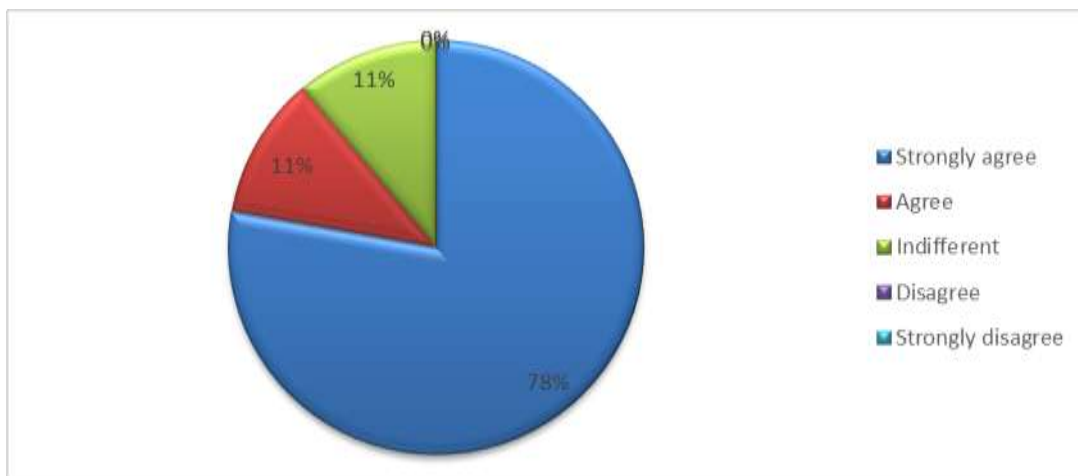
Graph 10. Collaborative learning to foster attitudes towards learning
Source: teachers' survey
By: Jesus Molina Nugra

According to the graph there is a 78 percent in students who strongly agree with working through collaborative learning, so that they can solve the problems by their own. An 11% are agree in that this learning process may change the attitude in teachers and students to make the class significant here students will be able to apply their knowledge in the real context. However, there is an 11 percent that are indifferent with this kind of learning methodology.

3.7.2. Survey for Teachers

11. Do teachers have to promote interactive programs to foster vocabulary skills?

Table 11. The use of interactive programs to foster vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	8	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
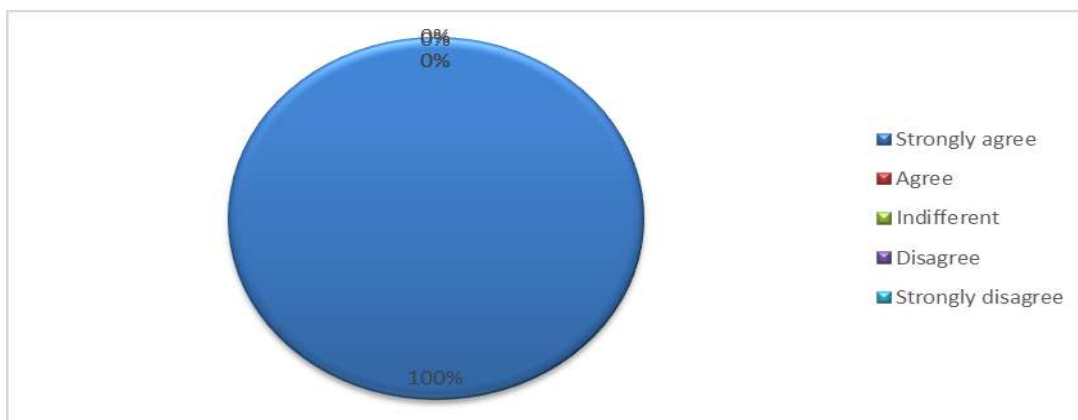
Graph 11. The use of interactive programs to foster vocabulary skills
Source: teachers' survey
By: Jesus Molina Nugra

This pie chart shows that most of the teachers are strongly agree with the use of interactive strategies to foster vocabulary skills in students. It consists on creating a good teaching environment in the classroom that is sticking flashcards, posters, bulletin boards, using technology, etc. This increases and constructs the vocabulary in students' mind. And encourage them to learn English in a funny way.

12. Do you think that Engaging in cooperative learning enhances students' social skills?

Table 12. Cooperative learning to enhance vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	8	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
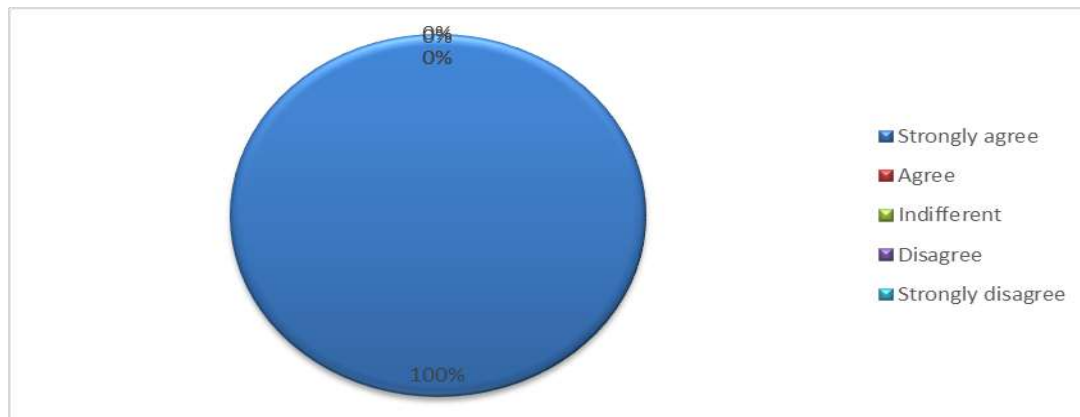
Graph 12. Cooperative learning to enhance vocabulary skills
Source: teachers' survey
By: Jesus Molina Nugra

The majority of teachers affirms the importance of involving students in class participation; group work increase their self-confidence to solve problem and are able to express their feeling. When they learn a foreign language by practicing in group they identify and compare new words and apply in their classroom environment.

13. Is The amount of collaborative learning training really important to be prepared and implement it in the classroom successfully?

Table 13. Collaborative learning training for a better teaching procedure

Code	Category	Frequency	Percentage
	Strongly agree	6	75%
	Agree	2	25%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
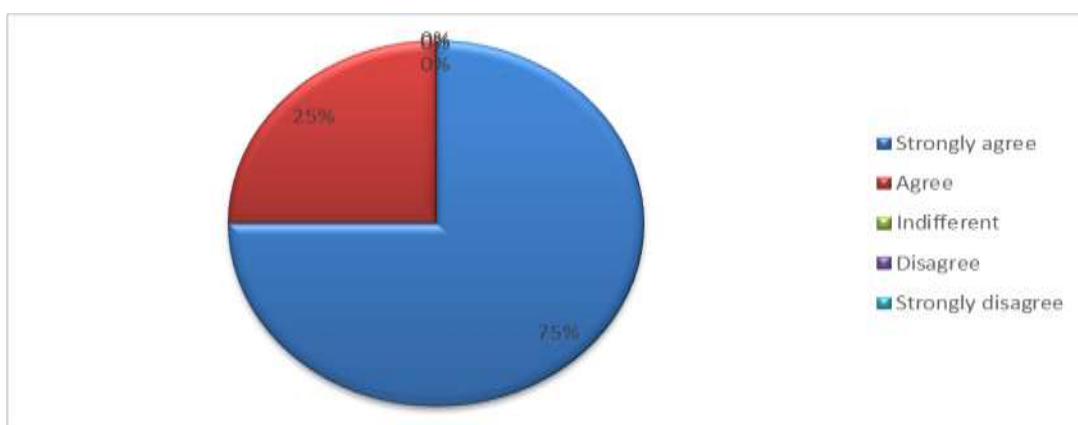
Graph 13. Collaborative learning training for a better teaching procedure
Source: teachers' survey
By: Jesus Molina Nugra

The chart shows that most of the teachers agree with the importance of receiving training courses in order to create a significant classroom. Teaching vocabulary by working in groups help students to feel self-confident and reliable; on the other hand, teachers will improve their teaching methodology.

14. Must Teachers speak only English in the classroom as to practice new vocabulary?

Table 14. Speaking English to enhance new vocabulary

Code	Category	Frequency	Percentage
	Strongly agree	6	75%
	Agree	2	25%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
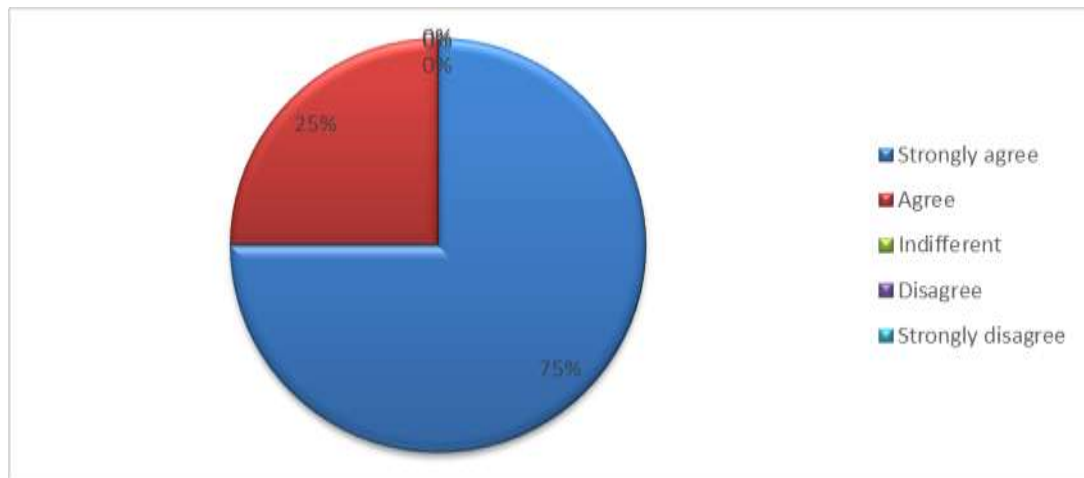
Graph 14. Speaking English to enhance new vocabulary
Source: teachers' survey
By: Jesus Molina Nugra

According to the pie chart the majority of teachers accepted the fact of speaking in English in class; however, it is observed that some of the teachers speak in both languages, and others who prefer to use their mother language. This causes a lack of vocabulary production in order to find new synonyms or meaning.

15. Do you think that using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to learn English easily?

Table 15. Methodological strategies to enhance vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	8	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
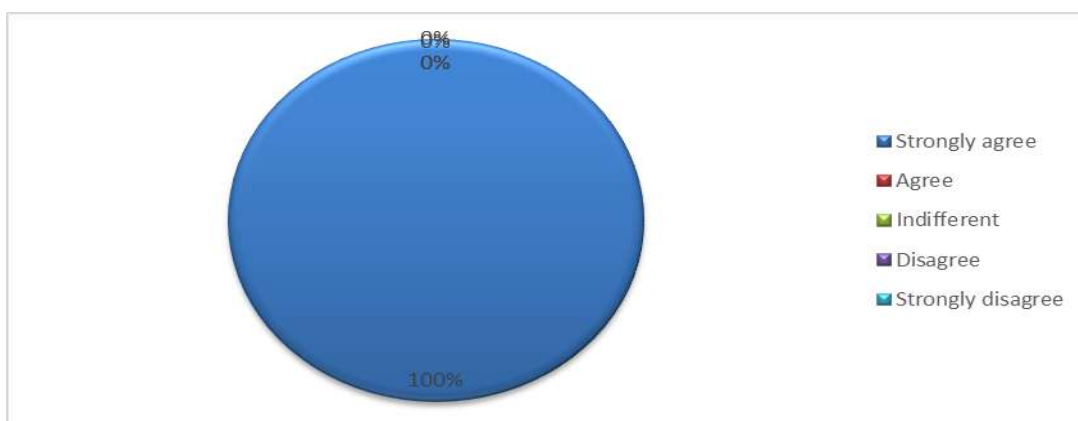
Graph 15. Methodological strategies to enhance vocabulary skills
Source: teachers' survey
By: Jesus Molina Nugra

The chart shows that most of the teachers strongly agree the need to improve their teaching techniques by using interactive pedagogical resources; this encourages students to learn the words easily and find other words which have the same meanings.

16. Do you agree peer interaction helps students obtain a deeper understanding of the material?

Table 16. Peer interaction to understand the meaning of the words

Code	Category	Frequency	Percentage
	Strongly agree	7	88%
	Agree	1	13%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
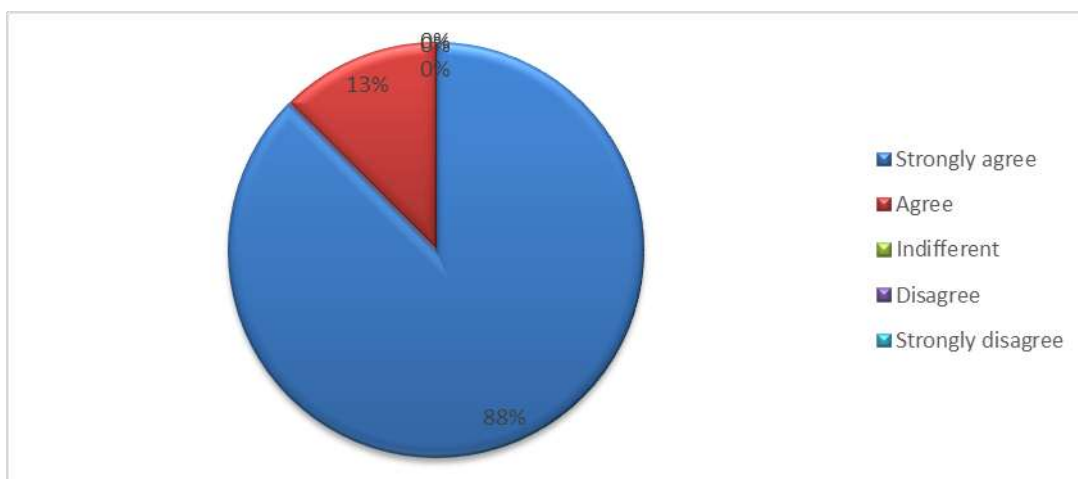
Graph 16. Peer interaction to understand the meaning of the words
Source: teachers' survey
By: Jesus Molina Nugra

This graph shows an 88 % of strongly agree and 13 % agree with working in pairs or groups in order to associate the content of the class clearly. The class turns into a more dynamic class, teachers only lead the students to do the activities while students organize their knowledge and find concepts by their own.

17. Do you consider teachers must apply innovated activities to teach English vocabulary skills?

Table 17. Teaching method for a classroom environment

Code	Category	Frequency	Percentage
	Strongly agree	8	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
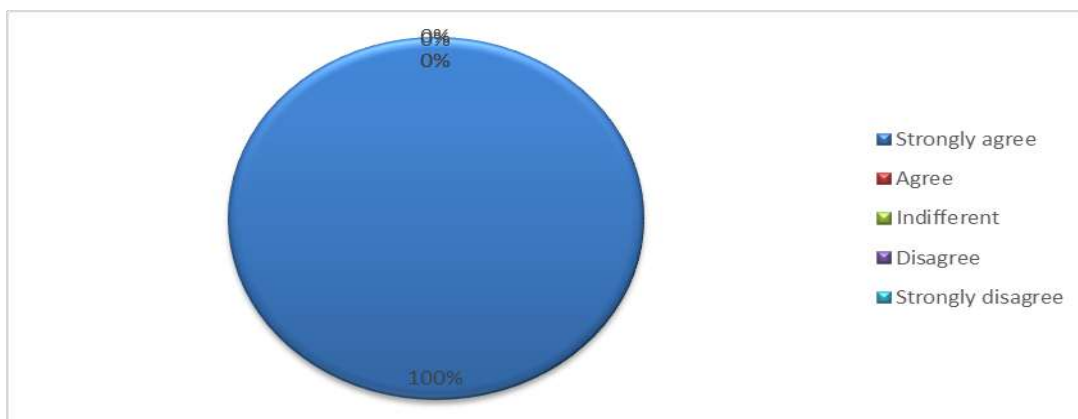
Graph 17. Teaching method for a classroom environment
Source: teachers' survey
By: Jesus Molina Nugra

There is a high percentage of agreement in which teachers must update their teaching method in order to create a good classroom environment; On the other hand, there is still evidence traditional methods applied in students in order to comprehend the English language. This kind of problem produces the need to research information in different ways and provoke the lack of interest and attention from students to the teachers.

18. Do you think that working in groups allow students to perform their abilities to learn English in the classroom?

Table 18. Group work as teaching technique
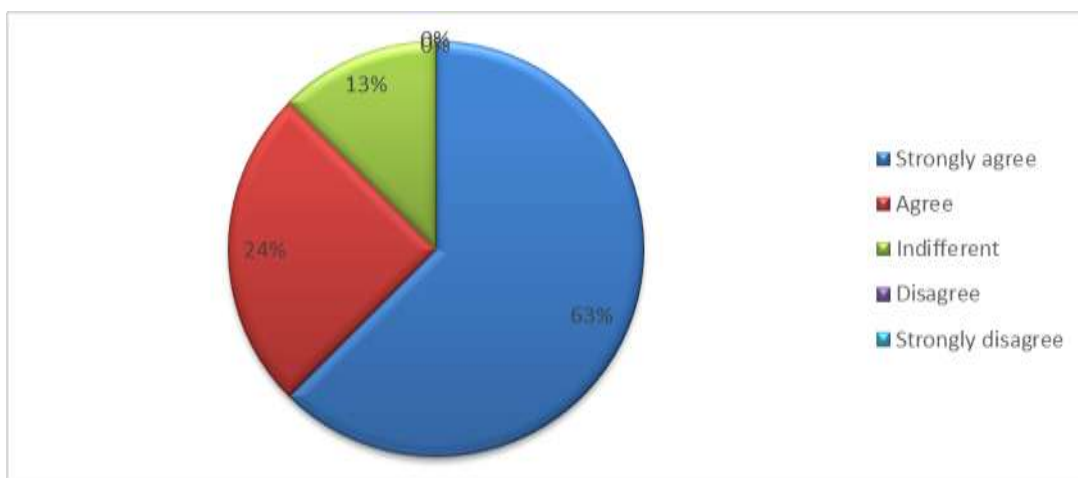
Code	Category	Frequency	Percentage
	Strongly agree	5	63%
	Agree	2	25%
Item	Indifferent	1	13%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: Students' survey
By: Jesus Molina Nugra

Graph 18. Group work as teaching technique
Source: teachers' survey
By: Jesus Molina Nugra

According to the pie chart the 63 percent of teachers strongly agree with the English language acquisition. One of the best strategies is to make students find the meaning of the words by themselves, so they must be oriented by the teacher as a facilitator such as giving some cues in order to perform their class in a better way. On the other hand, 13 % do not show interest in the topic.

19. Do you consider that the teachers must encourage their students by participating in the class actively?

Table 19. Active Class

Code	Category	Frequency	Percentage
	Strongly agree	8	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
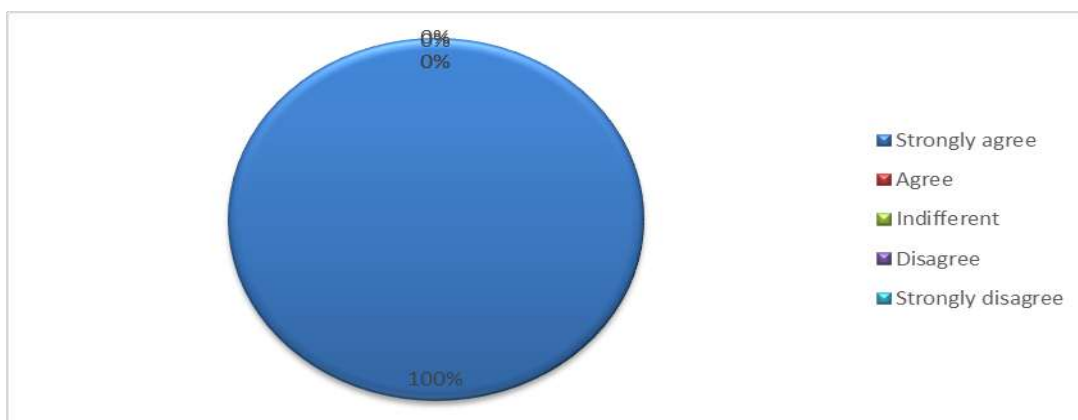
Graph 19. Active Class
Source: teachers' survey
By: Jesus Molina Nugra

Most of Teachers must be dynamic to encourage students to learn the English language and engage them for critical thinking to work; on the other hand, they must apply new strategies to make the class more comprehensible, so that students can participate entirely.

20. Do you think that using cooperative learning fosters positive student attitudes towards learning?

Table 20. Collaborative learning to foster attitudes towards learning

Code	Category	Frequency	Percentage
	Strongly agree	5	63%
	Agree	2	25%
Item	Indifferent	1	13%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**8**	**100,00%**

Source: teachers' survey
By: Jesus Molina Nugra
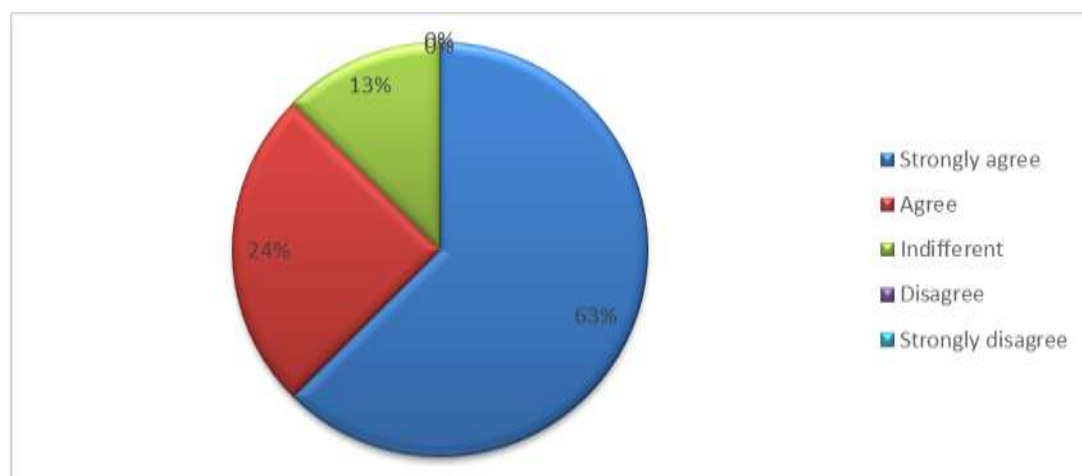
Graph 20. Collaborative learning to foster attitudes towards learning
Source: teachers' survey
By: Jesus Molina Nugra

There is a 63 percent in agreement about collaborative learning has a positive impact on student achievement, perceptions and their relationships with others such as social support; therefore, applying collaborative teaching techniques in students may help foster their cognitive approach and increase their level of English vocabulary.

3.7.3. Survey for parents

21. Do you think Learning English by playing improve children's vocabulary?

Table 21. Learning English by playing to improve vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Parents' survey
By: Jesus Molina Nugra
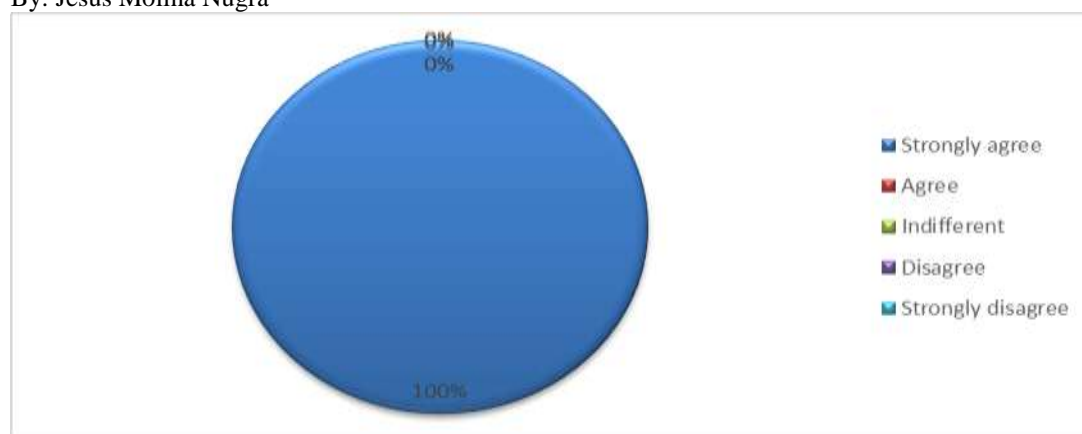
Graph 21. Learning English by playing to improve vocabulary skills
Source: parents' survey
By: Jesus Molina Nugra

This graph shows that most of the Parents accept that their children can learn English by using ludic strategies to reinforce vocabulary production, allowing students to learn English in a dynamic way instead of a traditional class.

22. Do you think pedagogical virtual teaching resources would improve English vocabulary of your children?

Table 22. The use of pedagogical virtual resources to increase English vocabulary

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: Parents' survey
By: Jesus Molina Nugra
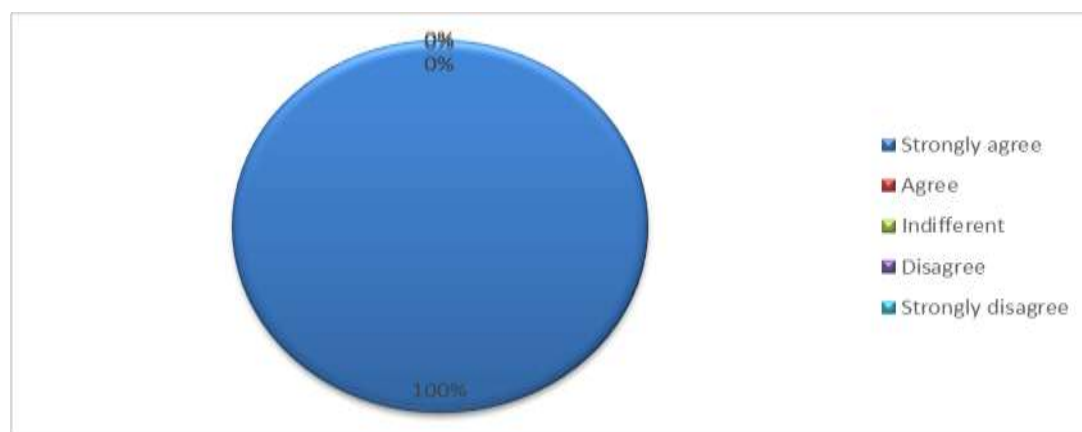
Graph 22. The use of pedagogical virtual resources to increase English vocabulary
Source: Parents' survey
By: Jesus Molina Nugra

This chart shows the level of acceptance in using virtual resources to make the class more interactive and learn the vocabulary easier. The result indicated that the majority of the parents say strongly agree that students must have some interactive activities to practice English and increase their vocabulary.

23. Do you think that Learning English become fun and entertained when students work in class in groups?

Table 23. Collaborative learning as a teaching technique

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	4	22%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
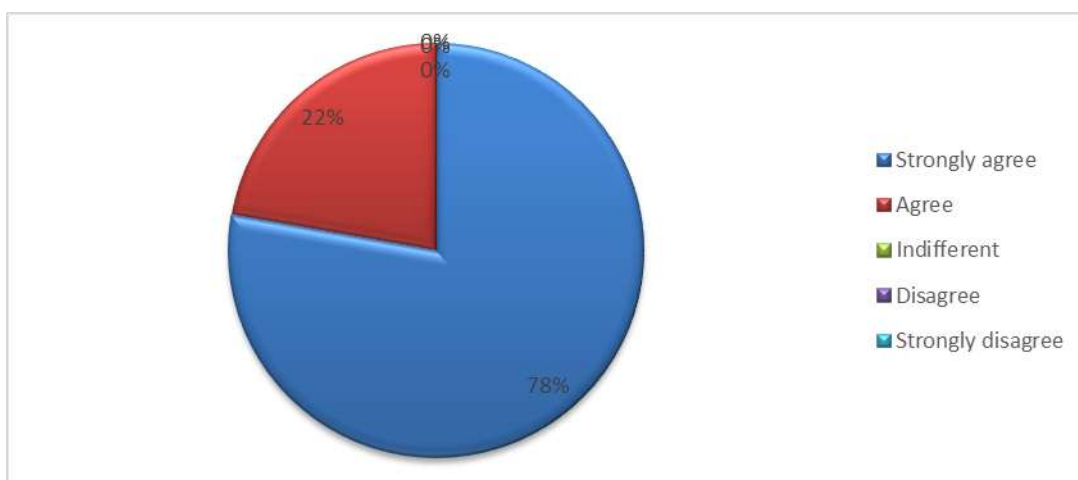
Graph 23. Collaborative learning as a teaching technique
Source: parents' survey
By: Jesus Molina Nugra

This chart shows a 78 percent of parents that express their strongly agreement in having their children class fun, so teachers must provide pedagogical strategies to encourage themselves to work and participate in class actively.

24. Do you consider important to speak English in class in order to practice new vocabulary?

Table 24. Speaking in class to practice English vocabulary

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	4	22%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
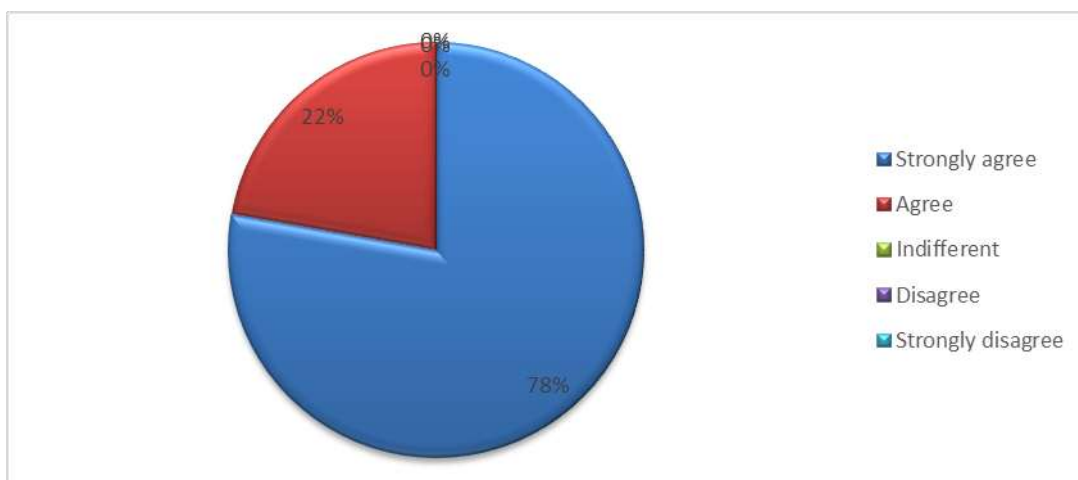
Graph 24. Speaking in class to practice English vocabulary
Source: parents' survey
By: Jesus Molina Nugra

There is a high percentage of agreement in practicing new vocabulary by working in groups. Applying collaborative teaching techniques students will be able to reinforce their vocabulary by their own. Therefore, teachers must provide a lot of fun activities in order to enhance vocabulary and pronunciation.

25. Do you consider that using funny techniques such as puzzles, guessing games, videos, role play or any visual aids promote students to learn English vocabulary easily?

Table 25. Methodological strategies to enhance vocabulary skills

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
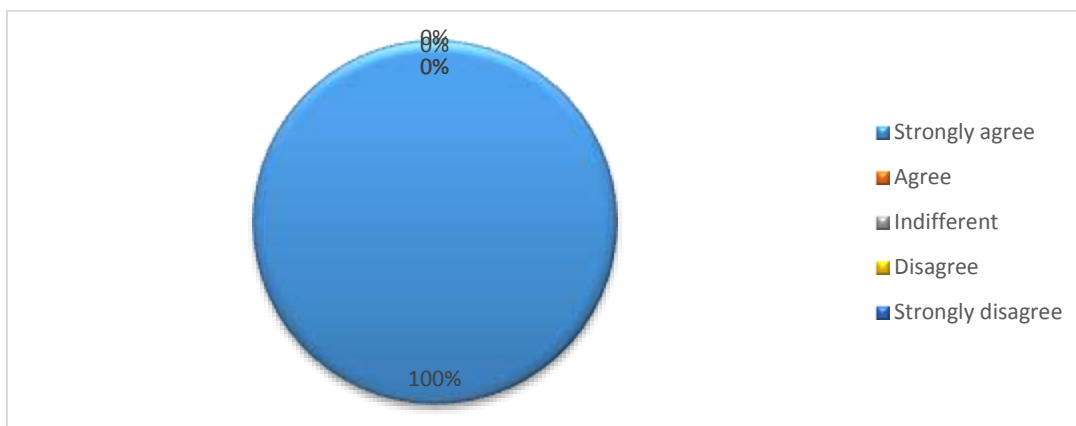
Graph 25. Methodological strategies to enhance vocabulary skills
Source: parents' survey
By: Jesus Molina Nugra

The graphs shows that most of the parents are also strongly agree with the innovation of teacher's methodology by using different tools. Pedagogical virtual resources would make the class more interactive and learn the vocabulary easier. These may help them to create activities to encourage students to learn English in a funny way.

26. Do you think that Learning English in a group is much more effective than on a one-to-one basis?

Table 26. Collaborative learning

Code	Category	Frequency	Percentage
	Strongly agree	14	74%
	Agree	4	26%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
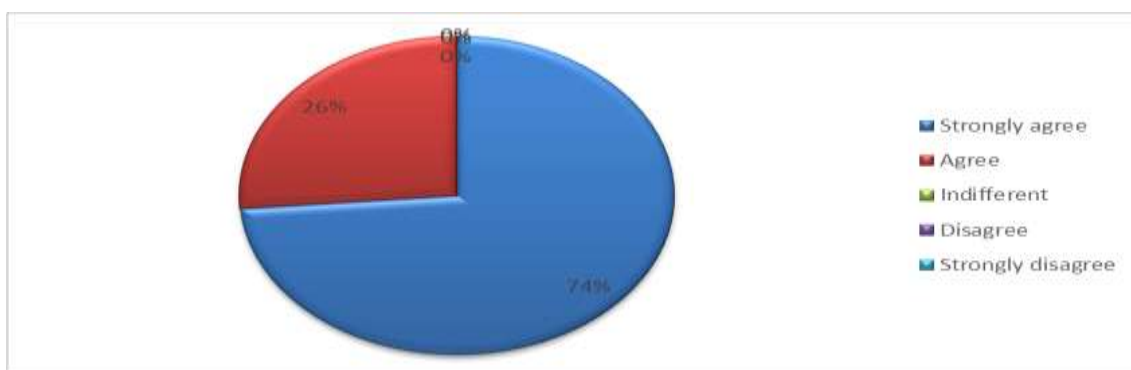
Graph 26. Collaborative learning
Source: parents' survey
By: Jesus Molina Nugra

According to the pie chart the majority of the Parents strongly agree with the interaction between their children with their classmates. Most of students learn English by joining in groups in a dynamic way instead of a traditional class. Using ludic strategies allow them to reinforce vocabulary production

27. Do you consider teachers must apply innovated activities to teach English vocabulary skills?

Table 27. Teaching method for a classroom environment

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	4	22%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
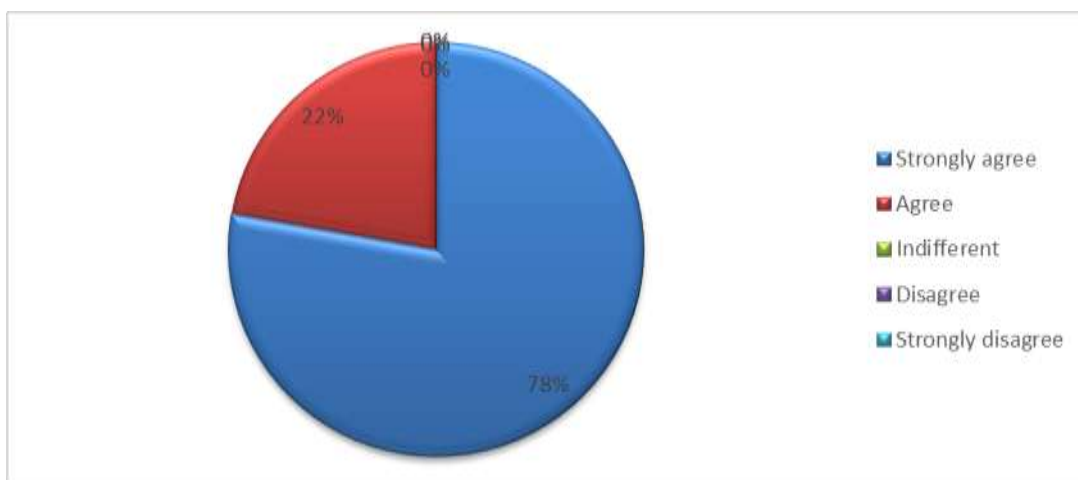
Graph 27. Teaching method for a classroom environment
Source: parents' survey
By: Jesus Molina Nugra

There is a high percentage in parents who strongly agree with the innovation in teacher's methods due to their ambiguous and traditional strategies they impart through students. Students are currently up to date, so teachers should receive training courses in order to handle this new tendency where they are in contact with the technology and internet.

28. Do you think that working in groups allow students to perform their abilities to learn English in the classroom?

Table 28. Group work as teaching technique

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
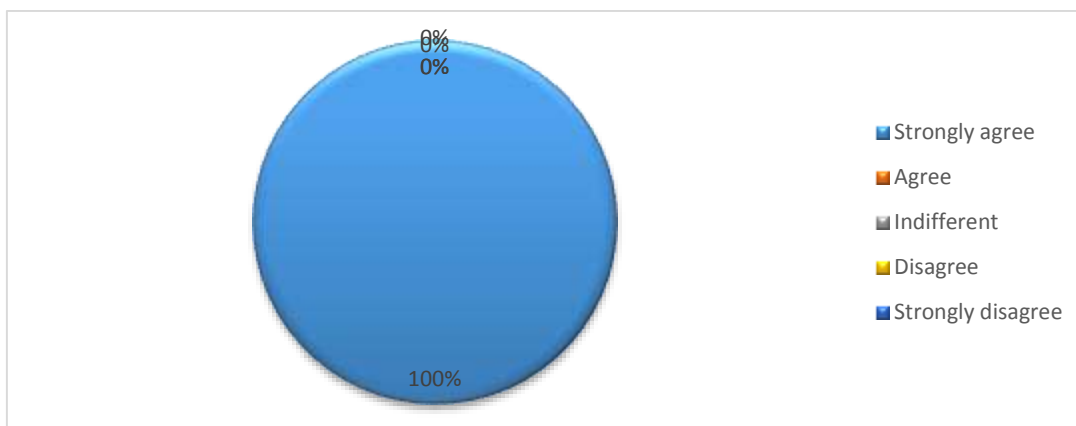
Graph 28. Group work as teaching technique
Source: parents' survey
By: Jesus Molina Nugra

All of the parents strongly agree with the English language acquisition. One of the best strategies is to make students find the meaning of the words by themselves, so students must be oriented by the teacher as a facilitator such as giving some cues in order to perform their class in a better way.

29. Do you consider teachers must create a good environment in order to feel the anxiety to learn new vocabulary in class?

Table 29. Innovating classroom environment

Code	Category	Frequency	Percentage
	Strongly agree	18	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
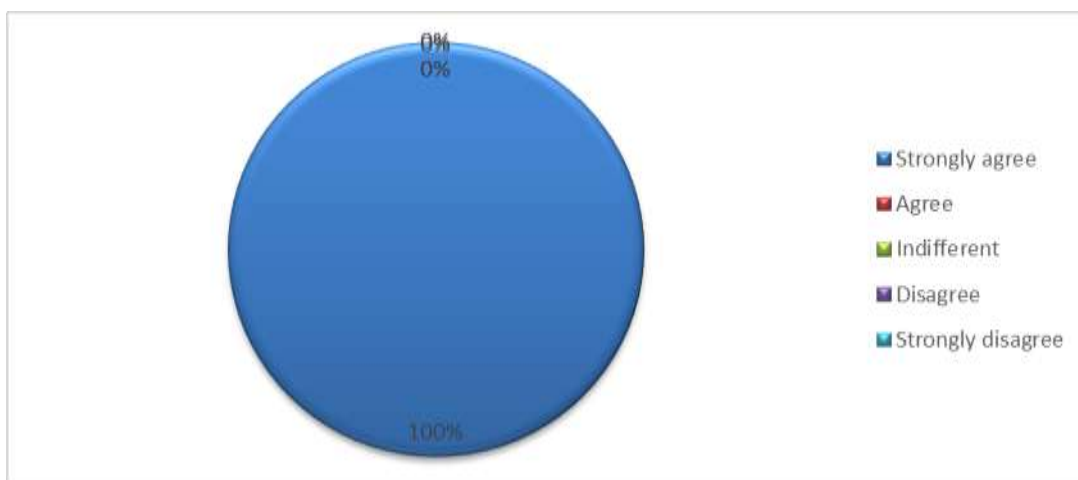
Graph 29. Innovating classroom environment
Source: parents' survey
By: Jesus Molina Nugra

The pie chart shows that most of the Parents strongly agree with the innovation of teacher's methodology. It consists on creating a good teaching environment in the classroom that is sticking flashcards, posters, bulletin boards, etc. This increases the vocabulary in students' mind and encourages them to learn English in a funny way.

30. Do you believe that using cooperative learning fosters positive student attitudes towards learning?

Table 30. Collaborative learning to foster attitudes towards learning

Code	Category	Frequency	Percentage
	Strongly agree	14	78%
	Agree	2	11%
Item	Indifferent	2	11%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**18**	**100,00%**

Source: parents' survey
By: Jesus Molina Nugra
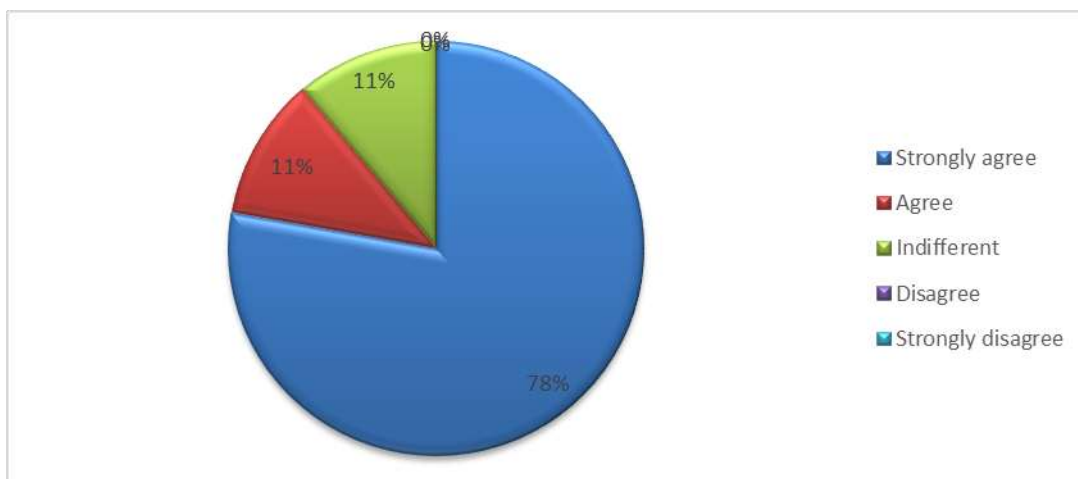
Graph 30. Collaborative learning to foster attitudes towards learning
Source: parents' survey
By: Jesus Molina Nugra

There is a 78 percent in parents who strongly agree with working through collaborative learning, so that they can solve the problems by their own. This learning process may change the attitude in teachers, and students to make the class significant.

3.7.4 Classroom observation guidance

Indicators	Excellent 1		Very good 2		Good 3		Regular 4		Deficient 5		Total	Percentage
	FQ	%	FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1. Demonstrate mastery of the important words from the vocabulary.	4	22%	2	11%	2	11%	3	17%	7	39%	18	100%
2. Apply the vocabulary appropriately according to the functional context	4	22%	3	17%	5	28%	4	22%	2	11%	18	100%
3. identify different meanings from the context and replace them using synonyms and antonyms	2	11%	2	11%	2	11%	6	33%	21	33%	18	100%
4. Understand vocabulary from texts applying collaborative teaching techniques	7	39%	8	44%	3	17%	0	0%	0	0%	18	100%

By: Jesus Molina Nugra

3.7.5   Observation guidance analysis

1. Demonstrate mastery of the important words from the vocabulary.

According to the results applied in students from the institute, 39% of the students cannot identify new words; this is because teachers do not have techniques to encourage students to understand the vocabulary meaning.

2. Apply the vocabulary appropriately according to the functional context

The 22 percent of students do not correctly develop activities for vocabulary comprehension. Students find it difficult to guess or infer the meaning of the words. It implies the need to improve through active methodological strategies by teachers.

3.   Identify different meanings from the context and replace them using synonyms and antonyms

Teachers provide students sorts of didactic strategies to learn new vocabulary. However, due to their native language, they find difficulties in translating or even when they have to replace their meaning using synonyms or antonyms they change the words using simple words which are not appropriately used in the context.

4. Understand vocabulary from texts applying collaborative teaching techniques

After doing collaborative exercise students could understand the class and they felt sure in their responses. It has found that collaborative teaching method is feasible for the institution in order to work in groups find their own meaning form the vocabulary.

Analysis interview given to the Director and teachers from the Institution

The criteria offered by the school principal interview show agreement about the correspondence between the assumed bases with the designed proposal, the coherence between its components with the validity of the proposal to achieve.

1. Do teachers apply active collaborative teaching techniques to improve students' vocabulary comprehension and academic performance?

In this statement the director MSc. Dennys Montaño, affirms that most of the teachers are not prepared to apply collaborative techniques in their class, since they are students with different levels of English; nevertheless, with training courses they might develop interactive activities perform this ability to teach in a heterogeneous group. The implementation of pedagogical resources encourages students to practice vocabulary with the help of parents and classmates.

2. Do you consider activities for increasing vocabulary comprehension should be playful and interactive within the educational academicals process?

According to the school principal, playful exercise in the cognitive children development is important to promote self-esteem in order to participate in class without having fear or shame. The director agreed that lack of interest in learning a new language is evident. Moreover, due to these problems, there are many parents do not help them in their houses. This hinders its development which is important for this educational entity. Actually, the school committee is taking immediate actions to improve communication with them and optimize the quality of educational performance in the students.

3. What actions would you propose to achieve parents' support in children to improve their level of English performance?

Teachers must be up-to-date in order to diffuse a meaningful learning, encourage students through discovering things and promote the participation of parents and relatives. At this time, students will be able to enhance their ability to learn the English language and develop their habits to read and increase their knowledge by using vocabulary skills.

4. Do you think it is important to use didactic material for reading comprehension?

According to the school principal response, the application of new methodological strategies for the development of vocabulary skills will promote the habit to study and improve

communication between the teacher, students and parents. This is manifested in a relevant way and immediate necessity for its progress and feasibility usage.

3.7.6. Preliminary Conclusion

The questionnaire from the survey has been taken with the purpose to help students with innovative strategies and techniques to improve vocabulary skills and assess the impact of applying collaborative teaching method to support the child's cognitive development. The creation of a didactic guide with a comprehensive development approach offers a system of tools to guide and raise awareness among students and their classmates, developing the ability to comprehend and use the vocabulary form different functional context and fostering in teachers material didactic for a comprehensive collaborative teaching-learning process.

Collaborative method influences the teaching and learning process; teachers must apply new methodological strategies to motivate students and guide parents to teach English vocabulary at home and fulfillment of their responsibilities. To promote them to create study habits, values and real qualities. The need to diagnose the results was assessed by classroom observation. This observation guide shows 39% of the students cannot identify new words; this is because teachers do not have techniques to encourage students to understand the vocabulary meaning.
The students showed interest when the teachers used interactive teaching methods in order to teach new vocabulary. Useful activities are necessary to get a good students' proficiency through collaborative teaching techniques due to its effectiveness in the English Language Acquisition. This objective was assessed in teachers' survey questions # 1, 2 and 3.

The didactic guide is a very useful instrument that allows student to work with help of parents and classmates by working individually or in groups. The skillful teaching methodological guidance is important to get significant academic results in students within the teaching-learning process. This objective was evaluated in parents' survey questions # 8 and 10 and teachers' survey questions number 3 and 6. Moreover, for literature review, this project was based on many researchers who supports with their theories in order to find the best way to teach English language using collaborative methodology.

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1. Title

Collaborative learning Method: A teacher's guidance for its application in the classroom

4.2. Justification

It is necessary to point out some of the conclusions that have been made from the research. Firstly, it has been proven throughout this research that collaborative method improves vocabulary skills and especially in students' academic proficiency. This project includes theoretical research and also experimental research as a resource to prove the feasibility of the project which is going to be used by teachers of the institution.

Secondly, through a survey, it has been proven that students do not have a repertoire of strategies that can be used to support their own learning process. The lack of knowledge about effectiveness of applying collaborative method to develop vocabulary skills has also been discovered through classroom observations and teachers' questionnaires.

There is a need in teachers at a private academy to have in hand a set of pedagogical resource in order to reinforce vocabulary skills. Teachers are always innovating their teaching procedure and resources. However, most of them provide obsolete resources which are repetitive and in some cases useless. This causes monotony and likewise demotivation in students. The creation of a guide with different types of teaching techniques can help teachers with their innovative process. Moreover, students need to have independency while studying. If teachers do not know the appropriate tools to help students, they will not be able to successfully accomplish their goal of being independent learners.

4.3. Objectives (Broad and Specific)

Broad

To Design a teacher's guide for the implementation of collaborative learning methodology in the classroom.

Specific

- To Develop 5 work units, covering all methodological aspects related to the Collaborative methodology.
- To facilitate teachers from the English area and the coordinator a copy of the guide for the application of collaborative teaching techniques to be adapted in classroom programs and lesson plans.
- To design a set of activities in order to reinforce vocabulary skills by using worksheets exercises.

4.4. Content Framework of the Proposal Project Plan

A selection of 5 Cooperative Learning techniques is presented as a teacher's guide to develop not only the vocabulary skills, but also the emotional and social ones. It also favors the inclusion of all students, regardless of their differences and specific needs. This teacher's guide includes a wide range of cooperative learning techniques, coming from different sources and authors. All of them have proven their effectiveness used in the right way and with the right goal. We develop each of the techniques paying attention to various aspects:

Authors: some researches were taken from different authors who have designed the technique to provide a better classroom performance. The second aspect is grouping; it indicates the size of the group that must be formed to develop the technique. It consists on working by grouping but not only individually: in most techniques there are moments for individual work and for other for grouping.

Goals: It points out the most relevant things, since depending on the approach; each technique can be used for very different purposes. Development; which consists on the ordered sequence of actions to be developed to perform the technique. Variation**:** In some techniques alternative ways are proposed for its realization. And finally Tips: At this point we gather practical questions, based on our experience, to achieve greater efficiency in the realization of the technique.

Cooperative learning techniques have the following characteristics:

- They are highly structured techniques, which clearly establish what students should do at all times.
- They are aimed at achieving specific, short-term goals.
- They set in motion very defined cognitive processes.
- They have short duration (they can be extended from a few minutes to a session).
- They require a relatively low level of cooperative skills, to the extent the work based on a highly structured dynamic.
- They are usually designed for small groupings (pairs, trios, quartets), so the level of interactions that students must handle is low.

All these characteristics make informal cooperative learning techniques an ideal way to start working as a team in the classroom. Likewise, they offer the possibility of articulating more complex work dynamics based on the combination of some of them.

When using informal cooperative techniques, it is convenient that the teacher takes into account some guidelines for action:

- Incorporate one technique each time and use it systematically for a certain time (one week, fifteen days), until we see that the students have internalized it. At that time, we introduce another one and combine it with the previous one.
- Describe with clarity and precision the task which has been proposed.
- Require couples / groups to produce a specific result.
- Evaluate this product formally or informally.

- Choose a few couples / groups at random to show their work to the class.
- Move around the class and control the development of the activity.

Most of these processes or tasks are usually carried out in our classrooms; although others are not so usual, they should be elaborated to build meaningful learning. These techniques have the purpose of:

- Activating previous knowledge
- Guiding towards content
- Presenting contents
- Promoting understanding of explanations
- Ensuring understanding of the proposed task
- Answering questions, problems and exercises
- Solving problem situations
- Generating ideas and ways to solve
- Using strategies to organize and elaborate the information
- Carrying out research projects or works
- Clarifying doubts and correct errors
- Organizing debates and controversies
- Synthesizing and recapitulate what has been learned
- Studying and review
- Reflecting on one's own learning
- Promoting the transfer and application of what has been learned.

4.5. The Proposed Project Plan

Collaborative learning Method: A teacher's guidance for its application in the classroom

Collaborative Teaching Technique #1

Technique	The bag of doubts
Description	Practice: 1. The students Read the text. (See exercise 1) Time: 5 min. 2. Each student writes his/her doubt individually in a piece of paper (a question, a word, a personal doubt, a clarification...remember that the doubt must be precise) Time: 5 min. 3. The group tries to clarify the doubt of any member (if there isn't any doubt about the subject, it's ok, they all have understood the main concepts or they are ready to continue with the lesson) Time: 7 min. 4. The teacher collects all the papers and puts them in the bag "DOUBTY" 5. The teacher takes out the papers one by one and raises the questions that weren't solved by the groups. The doubts can be solved by the teacher or by the students in other groups.
Age	8 to 14 years old
Objective	1. Answer questions exercises and problems. 2. Highlight the group and intergroup interaction 3. Organize the kind of work 4. Solve doubts through cooperative 5. Clarify doubts, make corrections, contrast answers
Observation	Teacher must pay attention in students who are less skillful to communicate in writing; they must be helped or supported by their friends, teammate or the teacher.

Exercise 1. Circle the vocabulary and put into the bag of doubts

Life Science Stories

Grasslands
Story by Andrew Frinkle

Earth has lots of grasslands. Grasslands usually have very few trees. Grasslands can have lots of animals. Many of them like to eat grass.

A savanna is a warm or tropical grassland area. The grasses can be very tall. This is good for animals to hide in. Many animals eat the grass, too. Animals like elephants, zebras, and lions might live in a savanna.
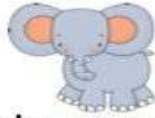
Temperate grasslands, like prairies and steppes, might seem like large grassy fields, but the grasses get much taller. The animals that live in a grassland must use the grass. They eat the grass, hide in the grass, and make their homes in the grass. Buffalo, wolves, owls, and bugs might live in a grassland.

Source: Retrieved   from https://wwww.HaveFunTeaching.com

Collaborative Teaching Technique #2

Technique	**Round Robin or Pencils in the Centre**
Description	Round Robin or Pencils in the Centre is very useful for knowledge building in which students interact with each other to review contents they have learned before. 1. In their teams, they take turns to read some questions of the exercise and answer them orally (See exercise 2). 2. In this time, it´s time to listen and speak, so they put their pencils in the middle of the table as you can see in Figure 1. They can´t write the answer in their worksheets. 3. Once they have finished talking and everyone knows what they have to do, it´s time to hold their pencils and start writing. Now, it´s time to write and they cannot talk to their classmates as you can observe in Figure 2.
Age	8 to 14 years old
Objective	1. Answer questions, exercises and problems. 2. Activate prior knowledge. 3. Ensure the processing of information. 4. Organize the work. 5. Reflect on the most effective way to perform a task. 6. Clarify doubts, make corrections, contrast answers
Observation	This technique works perfectly also with couples. It is especially suitable for working on content that students have learned Recently. In the case that a student has doubts in the individual part, he should ask again for "pencils center "to receive help and clarifications.

Figure 1. Students put the pencils at the centre and discuss the questions

Source: Retrieved from https://www.youtube.com/watch?v=FRvou5ghwy8

Figure 2. Students writing the answers

Source: Retrieved from https://miacmaestrosinnovadores.blogspot.com/2014/10/aprendizaje-cooperativo-estructura.html

Exercise 2. Read and talk to your team group. Then find the vocabulary and replace with your own words.

ip family

Name:_____

I Can Zip!

Mom, look! I can zip my jacket! First, I put it on. Next, I put my hands by my hips. Then, I hold my jacket at the tip. Last, I go up, up, up! Zip, zip, zip! See mom? I can zip my jacket!

☺ ☺ ☺

① What can the boy do?
_____
_____

② How does he start to zip his jacket?
_____
_____

③ Who is watching the boy zip his jacket?
_____
_____

© A Teachable Teacher 2015

Source: Retrieved from https://ateachableteacher.com

Collaborative Teaching Technique #3

Technique	Share readings
Description	1. The teacher explains the instructions to the students as you can see in Figure 3 and proposes to the students a short text and a list of questions that are answered. (See exercise 3). 2 Students form pairs. 3 Student A reads the first paragraph. 4 Student B summarizes the paragraph. 5 Both identify the question that is answered in the paragraph as you can observe in Figure 4. 6 Next, they agree on a response. 7 They relate the answer to previous knowledge. 8 Go to the next paragraph and repeat the process reversing the roles.
Age	8 to 14 years old
Objective	1. Promote the understanding of texts. 2. Present contents. 3. Answer questions, exercises and problems. 4. Ensure the processing of information. 5. Promote help and support among students.
Observation	Adapt the technique to the students' characteristics and needs and from the different levels. For example, primary school students can read sentences or phrases (up to a point), and the third cycle, a complete paragraph.

Figure 3. Teacher explaining instructions

Figure 4. Students asking and answering

Exercise 3. Reading Exercise for practicing vocabulary skills

Name: _____

Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see three little kids playing basketball.

The little kids are Ben, Sara, and Kate.

They will play at the park.

⭐ ⭐ ⭐

1. Check the picture that matches the story.

2. The little kids are:

1 _____

2 _____

3 _____

3. Where will they play?

_____

Teaching
Biilfizzcend

Source: Retrieved   from https://www.teachingbiilfizzcend.com

Collaborative Teaching Technique #4

Technique	Numbered Heads together
Description	1. STUDENTS COUNT OFF - In each group, students count off by the number of students in the group. If you have groups of six students, students count off 1-6. They do this in whatever order they choose. If there is a group with only five students in it, one student will have two numbers. 2. POSE A QUESTION/PROBLEM - The teacher gives students a reading comprehension activity. (See exercise 4) they have a specific amount of time to come to consensus on an answer. The amount of time allotted will depend on whether the question is one with a specific "right" answer or a more open-ended question. 3. STUDENTS PUT HEADS TOGETHER – The students put their heads together to make sure that everyone in the group has the answer or answers. 4. TEACHER CALLS A NUMBER – The teacher calls a number from 1-6. All the students with that number stand. One of the standing students is called upon to give their group's answer. Standing students with different answers can be called upon to explain their group's thinking.
Age	8 to 14 years old
Objective	1. Answer questions, exercises and problems. 2. Activate prior knowledge. 3. Ensure the processing of information by the entire class. 4. Recapitulate and synthesize. 5. Check the degree of understanding of the contents in a fast and agile way. 6. Clarify doubts, make corrections, and contrast answers.

Observation	
	This technique is especially suitable for carrying out oral questions given by the teacher. For example, in the middle of an exhibition, we ensure that all students have the opportunity to build their response and contrast it with that of their classmates.

Exercise 4. Read and complete the information. Then put your head together and check your partner answer.

Collaborative Teaching Technique #5

Technique	Structure problem solving
Description	1. Students are exposed to a problematic situation that puts on the table some of the aspects that are developed in the didactic unit. (See exercise 5) 2 Students, individually, devote a few minutes to find a possible solution like in Figure 5. 3 Then, in a small group, they find solutions and the search for a consensual response as you can see in Figure 6. 4 The teacher chooses at random a member of each group to explain or the solutions they have managed.
Age	8 to 14 years old
Objective	1. Answer questions, exercises and problems. 2. Activate prior knowledge. 3. Ensure the processing of information by the entire class. 4. Recapitulate and synthesize. 5. Check the degree of understanding of the contents in a fast and agile way. 6. Clarify doubts, make corrections, and contrast answers.
Observation	Choose a problem situation that has an obvious connection with the daily life of the characters of the activity.

Figure 5. Reading and sharing the clues

Source: Retrieved from https://www.youtube.com/watch?v=CLdSE7HWDik

Figure 6. Obtaining answers by discussing in groups

Source: Retrieved from https://www.youtube.com/watch?v=CLdSE7HWDik

Exercise 5. Read and find a possible solution to these situations.

Who lives there?

Read the descriptions and guess who lives in each floor. Now make up a story for numbers 4, 6 and 11.

A Stephen can see people's feet from his window. He studies at the university with the guy next door. Both spend many hours playing computer games. One of his professors also lives here.

B Carmen is from Madrid. Her best friend is a waitress. They often go dancing at night with the guitarist living above the front door. She's afraid of the man next door.

C Beth lives on the last floor. She shares her attic with a professor, Mrs. Ada. Her Chihuahua is always barking at night when it hears the music below. She is afraid of Luke.

D This Argentinian man is called Mateo. He spends a lot of hours studying to be a doctor. The parrot living below him is really annoying!

E Bruno is the only musician in the building. He is a cook assistant in a restaurant. There he works with his next door neighbour, Aimi.

F Lorna is Cuban. She loves her pet dog and listening to music. She lives above the other South-American neighbour. Two other women live on her floor.

G Kate is a Swiss Primary teacher. She has a cat but her neighbour below hates pets so she never visits her Japanese neighbour. She doesn't like the DJ living two floors below.

H Ruby is a nurse from Paris. She cooks really well so she often invites her neighbours to have lunch. She talks in French with her next door neighbour.

I Rick's flat hasn't got much light but he doesn't care. He's always in front of his computer screen. He's learning Spanish because he's mad about the girl living above.

Source: Retrieved from https://en.islcollective.com/

89

4.6. Validation of the proposed project plan

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

Collaborative Learning as a Teaching And Learning Methodology for Improving Vocabulary Skills in Children from 7 To 10 Years old at a Private English Academy During the School Year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

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Occupation:	teacher		Signature
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90

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Relevance	✔				
Originality	✔				
Language	✔				
Comprehension	✔				
Creativity	✔				

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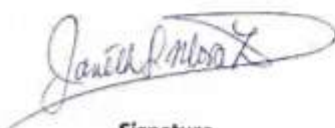
Signature

91

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Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	Janeth Mora Zapater	
Occupation:	English teacher	
Phone number	0990536501	Signature

92

4.7. Impact / Benefits of the proposed Plan

The elaboration of Collaborative Teaching and Learning Methodology for enlightening Vocabulary Skills has been designed for promoting teachers from the English area in order to develop vocabulary skills. The guide itself intends to inform the application of some strategies. Teachers will be benefitted from this guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. Moreover, the reaction of this guide could have a greater impact if it is applied in class.

The impact of the proposal is social; given that it will impact the educational community. Hence, it will influence two specific members: Firstly, the students, who will be affected directly, adapting the academic requirements in which Meaningful learning is essential; and secondly, the teachers' staff who will appreciate the importance of collaborative teaching methodology and able to use it as to have significant class environment.

This "Guide of collaborative teaching techniques" will strengthen the learning of the students at a Particular English Academy, contributing with its performance in vocabulary skills, so that students will improve its usage, accomplish the tasks punctually, feel reliable with their teachers and lose the fear of performing actions in front of their peers. The result is global and in favor of the students.

The direct beneficiaries of the proposal are the students; they will improve the ways to start the class and motivation will remain in them, they fell eager to progress, and the teacher presence will be a reason for enthusiasm to enjoy pleasant and entertaining classes.

Problems and Limitations

At the moment to implement the project at school the problems that it presents was the slow interest by the teachers. Since project started was easy to see the lack of students' motivation to speak and learn new vocabulary in an English Foreign Language. The bad use of technology makes students get bored with the classes, and they want to avoid the use of technology. And the limitations were not only technological; it was also the school community that had a wrong perspective about the use of technologies in classes and other techniques.

Conclusions

* Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to speak, and they tended to be shy and ashamed during the class.

* There is a lack of technological resources; therefore Teachers showed disinterest and used a traditional or classic pedagogy.

* Teachers and the educational community had a lack of collaborative techniques as result the students have a low proficiency in vocabulary.

* Students do not practice by interacting; due to they don't have much practice in vocabulary.

* The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the collaborative techniques due to its effectiveness in the English Language Acquisition.

Recommendations

Based on the finding and conclusions of the study the following recommendations are put forward.

* It is necessary to implement more interactive activities and technology resources inside the classrooms in order to improve the educational system. Smart classroom learning helps to increase the learning abilities.

* Teachers must assist workshops about the proper use of technology resources and how to enhance vocabulary skills applying useful activities in that way, they will give a successful class developing the students' skills.

* Teachers must change their methodological strategies in students' learning, becoming a mechanical class in an innovative class. Students feel motivated, and they can learn in a better way.

* The technology is important in the process of learning because there are a variety of web sites in which teachers can attach on the smart board, and they will create a dynamic class especially for kids because they get distracted easily. Websites bring benefits in the process of acquiring English as a foreign language.

* It is necessary that teachers elaborate a funny class where students feel secure and they can speak freely. Learners develop an individual instruction.

* Although students generally work together in small groups, there are times when all class exchange ideas are valuable. Experimentation, summarizing, comparing, observation and interpreting often involve the whole class. Teachers can use both small group and whole class approaches to teaching in a better way.

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APPENDIX

SURVEY TO STUDENTS

Objetive: To get information related to Collaborative learning as a teaching and learning methodology for improving vocabulary skills in children from 7 to 10 years old at a private English academy during the school year 2017-2018

Write an "x" in the box according to your opinion.

QUESTIONS	Strongly agree 1	agree 2	Indiferent 3	disagree 4	Strongly disagree 5
1.- Do you think that Learning English by playing in improve your vocabulary in class?					
2.- Do you consider important to speak English in class in order to practice new vocabulary?					
3.- Does English become fun and entertained when you work in group in class?					
4.- Do you consider important to speak English in class in order to practice new vocabulary?					
5.- Using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to learn English easily?					
6.- Do you consider that Learning English in a group is much more effective than on a one-to-one basis?					
7.- Do you consider teachers must apply innovated activities to teach English vocabulary skills?					
8.- Working in groups allow students to perform their abilities to learn english in the classroom?					
9.- Do you consider teachers must create a good environment in order to feel the anxiety to learn new vocabulary in class?					
10.- Do you think that using cooperative learning fosters positive student attitudes towards learning?					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO TEACHERS

Objetive: To get information related to Collaborative learning as a teaching and learning methodology for improving vocabulary skills in children from 7 to 10 years old at a private English academy during the school year 2017-2018

Write an "x" in the box according to your opinion.

QUESTIONS	Strongly agree 1	agree 2	Indiferent 3	disagree 4	Strongly disagree 5
1.- Do teachers have to promote interactive programs to foster vocabulary skills?					
2.- Do you think that engaging in cooperative learning enhances students' social skills?					
3.- Is The amount of cooperative learning training really important to be prepared and implement it in the classroom successfully?					
4.-Must Teachers speak only English in the classroom as to practice new vocabulary?					
5.- Do you think that using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to learn English easily?					
6.- Do you agree peer interaction helps students obtain a deeper understanding of the material?					
7.- Do you consider teachers must apply innovated activities to teach English vocabulary skills?					
8.- Do you think that working in groups allow you to perform their abilities to learn English in the classroom?					
9.- Do you consider that the teachers must encourage their students by participating in the class actively?					
10.- Do you think that using cooperative learning fosters positive student attitudes towards learning?					

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SURVEY TO PARENTS

Objetive: To get information related to Collaborative learning as a teaching and learning methodology for improving vocabulary skills in children from 7 to 10 years old at a private English academy during the school year 2017-2018

Write an "x" in the box according to your opinion.

QUESTIONS	Strongly agree 1	agree 2	Indiferent 3	disagree 4	Strongly disagree 5
1.- Do you think that Learning English by playing improve children's vocabulary in class?					
2.- Do you think that virtual teaching resources would improve the learning quality of your children?					
3.- Do yout think that Learning English becomes fun and entertained when students work in class in group?					
4.- Do you consider important to speak English in class in order to practice new vocabulary?					
5.- Do you consider that using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to learn English easily?					
6.- Do you think that Learning English in a group is much more effective than on a one-to-one basis?					
7.- Do you consider teachers must apply innovated activities to teach English vocabulary skills?					
8.- Do you think that working in groups allow students to perform their abilities to learn english in the classroom?					
9.- Do you consider teachers must create a good environment in order to feel the anxiety to learn new vocabulary in class?					
10. Do you believe that using cooperative learning fosters positive student attitudes towards learning.					

INTERVIEW FORMAT

Dear teacher:

> This interview is part of the research project titled as" Collaborative learning as a teaching and learning method for improving vocabulary skills in children from 7 to 10 years old at a private English academy during the period 2017-2018" in order to get a bachelor´s degree in English Language Teaching from "Universidad Laica Vicente Rocafuerte". Please respond the following questions with the most adequate answers.

QUESTIONS	NOTES
1. Do teachers apply active collaborative teaching techniques to improve students' vocabulary comprehension and academic performance?	
2. Do you consider activities for increasing vocabulary comprehension should be playful and interactive within the educational academicals process?	
3. What actions would you propose to achieve parents' support in children to improve their level of English performance?	
4. Do you think it is important to use didactic material for reading comprehension?	

Figure 7. Applying collaborative teaching methods

Figure 8. Students comparing answers