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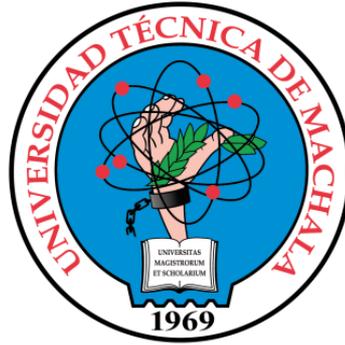
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
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FACTORS INFLUENCING IN THE LOW LEVEL OF ENGLISH ACTIVE
VOCABULARY IN THE STUDENTS OF THE TENTH YEAR OF BASIC
EDUCATION

TANDAZO JARAMILLO ALEJANDRA SCARLETT

MACHALA
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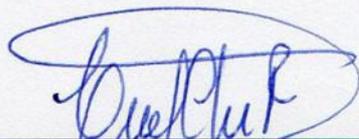
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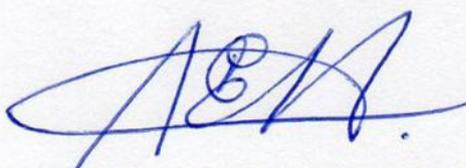
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DEDICATE

I dedicated this work and effort of these four years to my Grandmother **TEODOSIA FELICITA SEGURA VALLEJO** who when I was a child said me that I have to believe in me because all in this life is possible despite any adversity.

Alejandra Scarlett Tandazo Jaramillo

RESUMEN EJECUTIVO

El presente trabajo práctico complejo de titulación otorgado por parte de la Carrera de Ciencias de la Educación, Mención Inglés, perteneciente a la Universidad Técnica de Machala, expone una solución a la siguiente problemática planteada sobre los factores que inciden en el bajo nivel de aprendizaje del vocabulario inglés en los estudiantes del décimo año de educación básica del Colegio Técnico El Oro de la Ciudad de Machala situada en la provincia de El Oro, Ecuador, periodo lectivo 2015-2016.

Este documento es de muestra una resolución la cual fue realizada a base de una investigación y una serie de aplicación de conocimientos obtenidos, así mismo se sustenta a base de todo los cambios que se han ido efectuando dentro del Sistema Educativo establecido por la Ley Orgánica de Educación de la cual se tomó como referencia los Estándares de Aprendizaje que aspiran al mejoramiento continuo y sistemático en lo que respecta al área de Inglés, El Nuevo Reglamento y el programa de becas “Go Teacher” que fueron otorgadas por el gobierno ecuatoriano con el objetivo de que los profesores de inglés puedan mejorar su lingüística integral y sus conocimientos para enseñar este idioma.

Todos estos proyectos han sido planificados para el fortalecimiento de la enseñanza del idioma, sin embargo existen diferencias negativas que impiden el avance en los procesos de enseñanza-aprendizaje del mismo.

Dentro de este proyecto se detallarán cinco factores principales que permiten el desarrollo de este idioma y se determinará como estos influyen en el proceso de aprendizaje.

PALABRAS CLAVE: Vocabulario Activo, Enseñanza de Inglés, Maestro, Estudiante.

ABSTRACT

This practical work, degree awarded by the Ciencias de la Educación Career, Teaching English of The Universidad Técnica de Machala, presents a solution to the following issues raised about the factors that affect the low level of English vocabulary in the students of the tenth year of basic education of El Oro Technical Highschool from Machala located in the province of El Oro, Ecuador; the academic year 2015-2016.

This document presents a detailed resolution which was made of an investigation and a series of application of knowledge gained from experience, so it is sustained on the basis of all the changes that have been making in education system established by La Ley Orgánica de Educación in which reference was made learning standards that aspire to continuous and systematic improvement with regard to the area of English, the new regulation and the scholarship program "Go Teacher" were granted by the Ecuadorian government with the objective that teachers can improve their overall English language and knowledge to teach this language.

All these projects have been planned to strengthen language teaching, however, there are several differences that impede progress in the process of learning this language, which is subjected to the student does not attain an adequate level of English.

Within this project five main factors that allow the development of the language and determine how they influence the learning process thereof will be described. Moreover, it is important that learning a foreign language is easy and this will be balanced by practice.

KEY WORDS: Active Vocabulary, Teaching English, Teacher, Student.

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INTRODUCTION

The English language today is the main tool for the growth of different production activities worldwide. In Ecuador, according to the New Reform established by the Education Law imposed by the president Rafael Correa Delgado, different projects based on the strengthening of English as a foreign linguistic communication with the primary aim of the pupil reach a functional level raised using this terminology, however in that respect are several negative factors hindering the progress of reading in different educational institutions. One of the main reasons may be a lack of knowledge and professional experience of the precept, which produces a huge asymmetry in the teaching-learning process of students according to established standards by the Ministry of Ecuador. It should be stressed that to learn this language is necessary to tone up the four main skills such as Listening, Speaking, Writing, and interpreting.

Claudia (2014) [...]Listening, reading, writing and speaking are the four skills to be targeted in teaching a foreign language. Each of these skills requires a particular way of tackling it, a different approach of the material and of the class of students.[...] (pág. 2)

To successfully master this process of learning these skills mentioned above, it should be initiated prior learning vocabulary is why in this project the problems that must be corrected in a stratum of English will be instituted and the reasons and responses will be determined because many students fail to easily acquire knowledge of this language. Established above includes the following problematic question, What would unconsolidated factors that would touch on the lowered stage of active vocabulary in students of the tenth year basic education of El Oro High school, Machala, in the province of El Oro period 2015 -2016?; thus is able to set up the next topic for this project **FACTORS INFLUENCING IN THE LOW LEVEL OF ENGLISH ACTIVE VOCABULARY IN THE STUDENTS OF THE TENTH YEAR OF BASIC EDUCATION**, with the aim of creating a proper supply of active English vocabulary.

1. WHICH FACTORS INFLUENCING THE LOW LEVEL WOULD ACTIVE VOCABULARY STUDENTS TENTH YEAR OF BASIC EDUCATION?

To make learning the English language is important that students have an appropriate level according to standards established by the Ministry of Education of Ecuador; this will allow the educational process of the English language to be maintained in a systematic, evolutionary and productive order during the teaching-learning students to acquire a new language.

Established the above, there are several factors why young people or teenagers have difficulties when learning English as a second language.

Before performing an analysis of the factors that cause a low level of English vocabulary it is necessary to refer certain elements that contextualize educational standards for language teaching.

According to Sarıgöz (2012) [...]They will definitely need a good command of a foreign language during their education. It is the same for their future job experiences since no business activity remains local anymore. In this vein, a young learner should be equipped definitely with at least one international foreign language in order to be able to use personal capacity in life fully.[...] (pág. 2)

In most educational institutions, according to the new Malla Curricular established by the Ministry of Education, English will be taught as a subject of learning to the young eighth grade of elementary school in the third year of high school, so those will have the opportunity to be taught compulsorily three hours of class a week. All the same, there are negative factors influencing a huge imbalance and prevent a systematic and proper development of this language knowledge among them is the lack of data and knowledge that keeps the teacher to teach English which generates or countless conflicts for

teachers, the most troubling conflicts of this procedure is that there are some ways of communication or inquiry or analysis by experts to hash out this topic.

Despite the several modifications, projects, and designs used by the education system so far no standardized tests to pick out the advancement of skills or level of English proficiency students of different educational institutions to see whether there is a progress or apply a result that brought out evidence about learning this language.

1.1 Do students learn the English words correctly?

A piece of the teachers, how do we define master or learn some other words? Although this question is very simple to get a myriad of answers, the truth is that has been debated by experts for a long time and even today there is no agreement, for it is necessary to understand that to teach something new, first we must understand the principle of their formation, According to Cristina (2011) "[...]Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world.[...]" (pág. 1)

1.1.1 Factors influencing the low level of English active vocabulary

This learning process means that learning another language is accepted as the main point to study vocabulary, which will be necessary to more accurately develop skills of production and reproduction allowing interaction of students with expertise and ease when communicating, as noted Tosuncuoğlu (2015) “[...]Language consists of grammaticalised lexis, not lexicalized grammar.[...]” (pág. 5)

At that place, there are five conditional factors that influence the maturation of an equal stage of English vocabulary in the process of teaching and finding out the language, these are teaching, educating, methodological, curriculum and the educational setting.

With the avail of these five factors we achieve justify and understand the failure that exists in the lifetimes of active English vocabulary of students, for this reason, it is necessary to detail each of these points are really meaningful in the operation of obtaining and finding out this language.

1.1.2 Pedagogical Factor. The instructor or guidance plays a central role in a proper study in regard to the English speech, thanks to his academic background and his style of monitoring a class entails that the student is involved in the learning imparted.

The purpose of the English teacher is necessary for the methods of reading English, their teaching skills affect positively or negatively in the teaching-learning process.

There is a possibility that the best English program remains in nothingness because the teacher is not up to the educational provision. There are cases of teachers who have an excellent level of English but do not know how to teach it to their students, this creates an uncontrollable problem for the development of the study process of teenagers, therefore one of the important elements that must have and master the teacher is the language and ways of imparting it to others, in other cases there are teachers who have no degree in the specialty or competence of English and this creates a huge waste for education unable to have people with a suitable level because there are teachers who despite having the professional title of graduates of this branch are not interested in learning and advancement of knowledge of students.

1.1.3 Factor learner or student. The student or trainee is a determining factor because this is the learner and is part of all educational processes that take place within it.

Among all the actions that are designated in the process of teaching the learner should feel able to achieve the goals set by learning topics set by the instructor which will allow him to be part of different proficiency levels they are set to form individuals able to function in any social and productive environment.

As mentioned Hwang, Lawrence, Mo & Snow (2015) [...] Though various intervention studies have shown success in supporting students to learn academic words, only a handful have demonstrated effectiveness for language minority students in the middle grades (Carlo et al., 2004; Snow, Lawrence, & White, 2009). [...] (pág. 4)

This wants that the instructor will stimulate through active methods, teaching English vocabulary for this cause during this educational process is worthy that the instructor uses different active methodologies that create interest, motivation and enough self-esteem to operate in favor of scholarship.

In this manner, it is possible to read, adjust and use new inspiration, raw minds, fresh ways to incentivize this new social change and new generations to come in the future.

1.1.4 *Factor teaching methodology.* This is the beginning level for reaching the objectives depending on learning issues are brought into account.

As took KULEKCI (2015) [...] Vocabulary learning as well as comprehension, recognition and recall present a problem for the language learner. Present vocabulary teaching techniques seem inadequate to solve this problem. Previous research has shown that teaching strategies in order for the learner to cope with the difficulties in language learning are important (Oxford, 1986). [...] (pág. 3)

The educational applications, methodologies, strategies and practical procedures used in class is what generates learning to be efficient for students, so if the instructor does not properly utilize the methodologies that may not adequately teach their students, so they cannot spring up their productive and reproductive abilities or achieve an adequate group of English vocabulary students.

The role of different methodologies is often utilized to obtain an active and motivating classes, this will permit the student to interact or maintain a role with the teacher and peers at a time. Whether a methodological way seeks to create a linguistic context using the frequent employment of new words which can be put into practical vocabulary use to build up the four basic sciences that are necessary to keep a hundred percent linguistic environment active. As put it at the beginning of postmodernism, “[...]Administrators and teachers hoping to increase options for students should determine whether a program is based on educational practices and incorporate evaluation methods to make necessary changes to ensure program goals are achieved.[...]” (Diamantes & Curtis, 2015, p. 4)

The rise of new methodological forms that are currently occurring through technology develops a striking environment for young people and that we are at present in the era where people communicate through technology.

As mentioned SARIÇOBAN & ÖZTURAN (2013) [...]All these improvements have made us “digital natives”. Especially the youth generation is so interested in technology that they spend much of their time by using computers, mobile phones, PDAs and they like them. Under this circumstance, educators are in the pursuit of utilizing the cutting edge technology in an effective way.[...] (pág. 11)

The role of technology plays a key part in the learning of young people because through it, we can get their attention and prompts them to learn another language, for this reason, it is important to use progress of English vocabulary teachers get in to promote a platform for scholarly people to put into practice the words.

Yang & Wen-Chi (2015) [...]A vocabulary learning strategy (VLS) should be part of an overall instructional design assisting learners to discover meaning as well as memorize and internalize vocabulary. Abundant research shows that a constructivist

instructional design emphasizing student-centered active learning is superior to older lecture/memorization models (Bruning, Schraw, & Ronning, 1999).[...] (pág. 1)

The methodologies employed by teachers must be efficient to practice language learning, these processes applied during classes must be dynamic and promising where students can have fun learning vocabulary and then allows them to make an acting level to stay in the process of English instruction.

As remarked Monica-Ariana & Anamaria (2014) [...] Thus, language teachers and researchers started considering technology as an option for teaching more effectively. It seems that learners show a very little effort to deal with their problems about newly learned words when technology is involved (Meara, 1980).[...](pág. 5)

1.1.5 Curricular Factor. In Ecuador from the eighth grade of primary school to the third year of high school, students receive mandatory teaching, learning and language skills of the English nomenclature, with the purpose of learning about other cultures in order to afford greater visibility to the cognition of it.

The curricular factor is characterized by creating programs, curriculum, stimulating the construction of fields with enough spaces where teachers and students can link up and study a topic of mutual interest.

Thanks to the changes that have existed with the Maya Curricular by Ecuadorian educational system with regard to the field of English, I would throw out the following as; Fellows projects, in which the President of the Republic of Ecuador has given the opportunity for teachers of English to see dreams that previous governments were ever possible, such as travel to the United States to get an equal knowledge of language or conduct professional reference to matter. Other modifications in the Maya Curricular are learning standards; in which students take an appropriate knowledge according to

their academic training; E-learning is performed through a taxonomic, evolutionary and productive order the English terminology.

This example of training imposed by our president is in society to make a more beneficial solution in terms of reading the English language, reinserting the study of this language again to all schools in the mountains, coast, and the Amazon. These changes, generate a respectable result in the knowledge of English vocabulary, from primary to high school, developing skills, linguistic habits, skills which the student refines and increase generally vocabulary.

The Maya Curricular chronologically perfects the phases in which instructors and students can continue their instruction without any problem, when for various reasons the case of a sudden change of students who are not concerned in being researchers or subjected do not have economic or cognitive ability to introduce more complex layers of cognition, whose aim would be the qualification for intermediate-level occupations. The pay one second characterized by greater professional specialization and research training students

1.1.6 *Factor educational context.* The educational setting is part of the overall educational development of kids and young people because it admits them to produce more precise their job performance within the educational community.

In Ecuador, there are drawbacks when learning a new terminology for the simple reason that not all schools, colleges, or more entities have the resources as libraries in most educational institutions in the province of El Oro, laboratories, engineering science or adequate physical spaces for the correct function of the time allotted for each year. Then the teacher has tried to allow this state of affairs with the active support of extra-class activities to not induce a high shortage of knowledge of this topic.

How do we determine a successful educational setting? It is one fact that offers the resources and supplies needed for the student to feel motivated and attracted by the

lessons taught by the teacher, it is necessary that students feel comfortable and feel free to learn, English is a language that needs daily practice to increase our vocabulary through activities that will keep students interested and excited not only to learn in school but at home because through this call their attention and for the same discover the importance of learning another language is very promising for the future of them, the incentive to find other ways to learn not only for instruction in a language but several that may be developing with the frequent and persevering practice of wanting to increase their vocabulary can be of different shapes, the student will not only realize that can develop this skill but feel ready to put it into practice with native allowing them to experience another culture to a suitable level.

If an educational institution lacks all the resources necessary to prompt the student to be instructed in this language will exist monotony and disinterest in students, therefore be obtained as a result a huge lack of knowledge of this matter or in other words, would cause a depressed stratum of English.

CONCLUSION

Although the Ministry of Education changes is fixed within the provision of the educational system, there are cases that not all higher authorities respect their rights and responsibilities and working within their professional discipline. Yet they are not the only ones that alter this process but all who create and play a role in the educational field, for this reason, there are many differences by which a huge imbalance occurs during the work process.

English requires practice, persistence, and perseverance in order to obtain a high level, according to the learning standards posed by completed in order to maintain a systematic order of the study process. It is so essential that during the learning process the student is instructed by a guide who is fully fit when teaching a year.

It is important that the guide can drive a free and motivating environment for the development of language skills where students gain is also necessary to emphasize that the student reaches an active level of English vocabulary is necessary that this takes place in an educational context this trained with expert teachers in this area, with access to educational and technological methodological resources for students to acquire positive ideas to learn another language and thus play a role of active and enthusiastic in class study without any inconvenience, as long as respecting regulations and projects that are being made to reach a functional level language.

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