MAYOR DE SAN ANDRES UNIVERSITY
HUMANITIES AND EDUCATIONAL SCIENCES SCHOOL

LINGUISTICS AND LANGUAGES DEPARTMENT

TEACHING ENGLISH THROUGH CONTEXTUALIZED MATERIAL IN ORDER TO INCREASE VOCABULARY TO CHILDREN AT "MARISCAL DE AYACUCHO" PRIVATE SCHOOL FROM EL ALTO

Guided Work presented to obtain the "Licenciatura Degree"

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LA PAZ – BOLIVIA

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ABSTRACT

The following guided work answers the importance of **"TEACHING ENGLISH THROUGH CONTEXTUALIZED MATERIAL IN ORDER TO INCREASE VOCABULARY IN CHILDREN".** It aims at showing the way to implement and apply new vocabulary in children from 9 to 10 years old, taking into account the socio-cultural context, students' needs and the different communicative situations the language in used.

This work has an Action Research design; it was applied to 5th and 4th primary students from Mariscal de Ayacucho Private School from Alto, focusing in two groups the first was called experimental and the second control, in order to get information about the achievements from both groups expressed. Besides that it refers to the limitations and the success of the method applied, according to the results obtained in the Post Test.

Nevertheless, during the research´s development Ausubel and Piaget theories were important and helpful, because this research was based essentially in the interaction of three important areas of linguistics (Sociolinguistics, psycholinguistics and Applied Linguistics). These sciences gave a significant idea in the elaboration of contextualized materials, as the authors mentioned before mention some variables such as: context, English proficiency, place, attitude and syllabus were important to achieve the objectives set.

Finally, during the guided work´s development the results obtained were satisfactory, because during the application it was verified that the students fulfilled the goals set, they had assimilated the topics proposed successfully. So, we can conclude that the results expressed that it was essential to have innovative tools that allow them to increase vocabulary; with the objective of teachers should take into account the students´ educative development and strategies to create authentic and real material to be implemented and applied in the foreign language teaching.

TEACHING ENGLISH THROUGH CONTEXTUALIZED MATERIAL IN ORDER TO INCREASE VOCABULARY TO CHILDREN AT "MARISCAL DE AYACUCHO" PRIVATE SCHOOL FROM EL ALTO

INTRODUCTION

Mayor de San Andres University as a superior educational institution has the mission of getting professionals from different human areas; therefore, it promotes researching, in order to contribute society through scientific and social interaction. Precisely, to improve the pedagogical development of a foreign language teaching, we propose real language interaction to relate practice and theory when applying and acquiring the English language inside the classroom.

Besides that, we consider important that the education given now should go beyond the basic learning at schools, it is necessary that children apart from their native language will be able to improve and acquire another foreign language (English), which is the one spoken all around the world. Nowadays, Learning English has become a necessity, it is considered important in order to succeed and get better job and life´s opportunities. Furthermore, it is significant to develop the basic knowledge in order to get intellectual development. To sum up, English language is the universal communicative tool all around the world and it is essential to learn it taking into account all the communicative aspects it can bring.

Hence, one of the children needs is to get one or more foreign languages which permit them develop and perform the language in a better way, in order to be communicated in a competitive context like school. In primary level, English is oriented to make students have and get the basic tools to communicate and express themselves in a basic level, also it facilitates the development of the abilities, attitudes and values they can adopt while learning process taking into account the cognitive and the procedural facts.

Nowadays in our country, the government had emphasized in a foreign language teaching so that the students will have more job opportunities and access to the latest technology. It is important to involve pupils in the teaching context in order to have a significant learning. For this reason, this Guided Work proposes to increase student's vocabulary in English language, through contextualized materials as a significant learning, that is why, this project makes to increase students vocabulary in order to get a greater communicative competence.

Therefore, this guided work is based on vocabulary acquisition; vocabulary is one of main components in learning English. In primary school vocabulary is the first step to learn English, because lexis and lexicon, the students will get lots of difficulties in the comprehension of topics.

CHAPTER I

DIAGNOSTIC SECTION

1. INSTITUTION´S IDENTITY

The present guided work has been developed at "Mariscal de Ayacucho" Private School, it was founded on September 21ˢᵗ 1992, the owner of this institution is Mr. Angelino Alanoca; who was identified with his town needs in order to open an educational institution to the population from El Alto city. Moreover, parents are also considered as participants at school, because they think that learning English is important for their children`s future, so the school tries to improve the academic formation, implementing English in order to support students´ needs.

1.1. EL ALTO CITY

This guided work is developed in a private school from El Alto city. It was founded on March 6th 1985. To talk about the city, it is very difficult without mentioning and thinking about people´s strength, people who work every day in order to improve their living styles and to turn this city into the national industry center. Between 1950´s and 1980´s La Paz city grew to the limit of its geographical capacity, which was named "Valle de Chuquiago" and it began to spread through the city boundaries, now known as "Ceja de El Alto" located to 4100 meters over the sea level. In 1992 Carlos Mesa, in his book "Historia de Bolivia" explains the geographical development which was quickly and fast.

In 1985, the parliament´s initiative with Luis Vasquez Villamor accompanied by a group of parliamentarians, and supported by the congress´ President Julio Garret, proposed and approved in both legislative cameras the creation of a new independent city different than La Paz, that new city would be named El Alto (Gobierno Municipal de El Alto 2001). Most of the habitants in the city are country side emigrants such as: Los Andes, Omasuyos, Pacajes, Ingavi, Caranavi, and some of them speak only a native language which is Aymara and as a second language they speak Spanish. This makes them have miscommunication with other people and teacher at school. Few of them have an academic degree, most people have

finished primary school and some of them are illiterate, those reasons create difficulties in supporting their children with academically support.

Nowadays, according to "GMEA law 2011… El Alto city has its own mayor, hospitals, churches, public and private schools and colleges. It has all a city needs, one of the first and ancient neighborhood is Jose Ballivian, it is organized by a neighborhood president and the citizens who develop informal activities, transportation, professionals, public and private employees, eventual jobs such as craftsmenship, masonry and the ones who do not have a job"

Besides that, in our own experience as students and then as teachers, we consider important to mention that most families develop trade informal activities, while their children stay at home with no supervision as a result of it children show and express academic difficulties.

1.2. INSTITUTION INFRAESTRUCTURE

Academic institution "Mariscal de Ayacucho" Private School is located at Ballivian neighborhood; it has initial, primary and secondary educational levels, the schedule work is developed on mornings. The principal's name of "Mariscal de Ayacucho" Private School is René Alanoca Condori.

The school has all the necessary technologic and academic equipment according to the students´ needs, besides it has fourteen classrooms: there are thirteen classrooms for classes and the last one is the computer room. Furthermore there are two extra offices for the principal and secretary.

School infrastructure, its design, quality and day to day management is significant in enabling The government school system to deliver improved education outcomes. Investment in school Infrastructure has the potential to improve education outcomes through improving the student Outcomes achieved.

1.3. INSTITUTION'S OBJECTIVES (school)

These are ''Mariscal de Ayacucho'' Private School objectives based on educational laws and articles given for Education authorities.

1.3.1. GENERAL OBJECTIVE

- To improve the educational activity for academic progress through practical classes in order to develop skills and judgments in students according to their abilities and age.

1.3.2. SPECIFIC OBJECTIVES

- To apply programs and curricula according to the new institutional project.

- To strengthen the linguistic abilities to communicate and express fluently in English language in common situations, besides reading and writing correctly.

- To innovate strategies towards language teaching - learning process.

- To integrate the use of technologic applications and to implement the technician specialization in web page design, graphic design and computing program.

- To motivate the artistic and physical activities with the students.

- To promote research activities through the curricular support.

1.3.3. MISION

"Mariscal de Ayacucho" Private School is an integral, private, non-profitable and autonomous academic institution dedicated to develop the integral education (physical, social and psychological aspects); it contributes to the students´ balanced development of personality and elicits to include them into their way of living.

This institution offers educational services in different levels such as: Initial, Primary and Secondary, planning to make students obtain a technical degree according to the latest educational reform laws. It satisfies the educational needs from different social background families, especially for children and teenagers.

1.3.4. VISION

This is a solid educational institution with initial, primary, secondary and technical education levels. Its prestigious was obtained by the academic services and the engagement showed with the population, having taught lots of generations for a long time.

We aim at forming students to become future leaders, guided by the school´s principals, teachers and family, enrolled in different areas and groups which facilitate the elaboration and application of the PSP (Proyecto Socio Productivo), which bases are the following:

- ➢ To apply the curricula according to the 070 law (Avelino Siñani – Elizardo Perez)
- ➢ To innovate teaching strategies in the educational process.
- ➢ To implement and strength linguistics abilities expressed by the students´ performance in English and Aymara, taking into account the reality, and socio-cultural context.

1.3.5. ORGANIZATION CHART

School organization shows the next characteristics.

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                    PRINCIPAL OF THE SCHOOL
                  Engineer  GladysAlanocaCondori


                            MANAGER
                       Teacher René Alanoca


        Disciplinary comitee                 Pedagogical comitee

   Teacher Orlando Callisaya Bautista        Teacher  Yola Valencia


                            TEACHERS


   KINDERGARDEN            PRIMARY GRADE          SECONDARY GRADE
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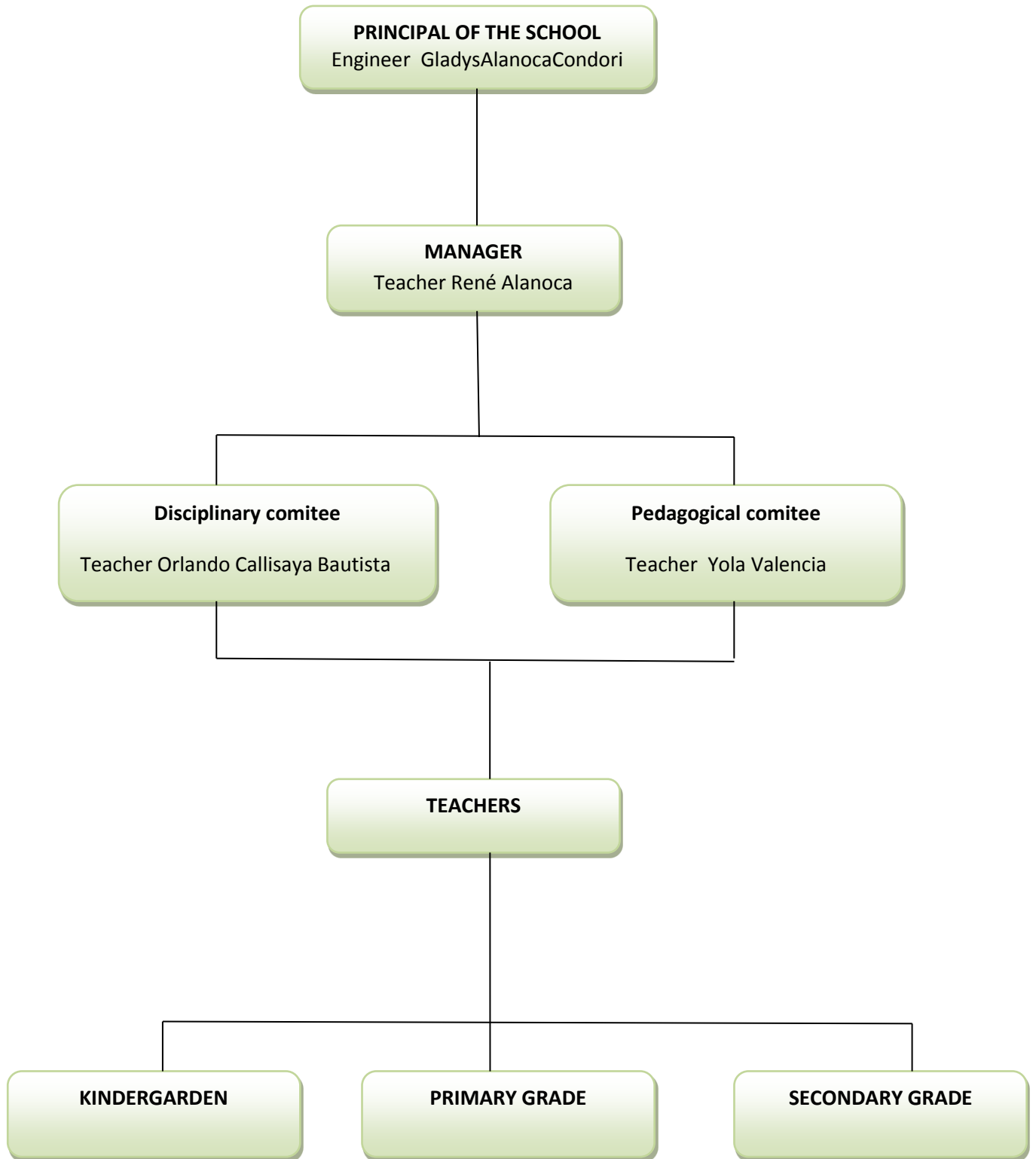
1.4. STUDENTS' CHARACTERISTICS WHO ATTEND AT MARISCAL DE AYACUCHO PRIVATE SCHOOL.

1.4.1. SITUATION

Most of the children who attend to "Mariscal de Ayacucho" Private School come from families who live in Ballivian neighborhood, a little percentage comes from La Ceja, Villa Ingenio, Villa Tunari, Huayna Potosi neighborhoods and others.

1.4.2. LANGUAGE

Children`s mother tongue is Spanish; however some children`s parents speak Spanish and Aymara.

1.4.3. RELIGION

Their religion is catholic; however, there are some families that are Mormon, Jehova`s witnesses or Jewish.

1.4.4. ECONOMY

The economic incomes of families come from agriculture, business transportation, and part time jobs such as: carpentry, plumber, cleaning (houses), washing (clothes) or stores (fair).

1.5. SWOT ANALYSIS FOR "MARISCAL DE AYACUCHO" PRIVATE SCHOOL

In order to determine easily the "Mariscal de Ayacucho" Private School needs, it is necessary to carry out a SWOT analysis.

Strengths	✓ They have a comfortable building in order to pass classes. ✓ The students have the support of their parents to fulfill their educational works. ✓ Positive attitude towards acquiring a second language. ✓ The children show us to have abilities, interest to learn a foreign language such as English.
Weaknesses	✓ Few students. ✓ Not periodical attendance of students. ✓ The schedule, some children can not arrive on time. ✓ They have a lot of homework from school. They can't practice at home.

Opportunities	- Motivate another student to study a foreign language. - The students can do a presentation at school. - Invite other students from other schools. - They enlarge the classes inviting children near the school. - Give material each student. - Parents support. - We had classes from 2:30 to 5: 40
Threats	- Other activities from the school for the students. - Final tests from school, they have to study. - Parents prefer to study at home those days. - At the end of the class children have doubts, so the time is an important factor for a good learning. - Children might drop out school due to boring class.

According to the factors developed previously, we can consider, the students´ environment in learning process of a foreign language is relevant for them and their parents which is why they decided to support their children; however there is a risk about the task and final examination from school. The Guided Work intention is not to give them homework; so that during the activities planned all the tasks might be given and performed during the class sessions.

1.6. INSTITUTION'S NEEDS

"Mariscal de Ayacucho" Private School offers English classes from initial, primary and secondary levels, developing different topics during the courses. The Educational Institution recognizes the learning English importance as a Foreign Language taking into account the norms given by the Educational Ministry. Teaching English technique at school was not an educational innovation because the teachers did not participate in seminars so that, they did not teach with the new pedagogic paradigm. Therefore, the applied methodology was not in agreement with the new pedagogic focuses, because the learning process is performed in the traditional way.

In the curricular development, we applied a methodological innovation with the objective of increasing the students' vocabulary taking into account the students' needs. This course was focused on teaching English with contextualized materials and handouts, in order to improve the students´ abilities and knowledge through English as a Foreign Language, applying contextualized teaching method in the fifth grade. The purpose was to make students use and apply new English vocabulary and to practice the four skills needed to have a proficient learner.

According to a survey made to some students at school, we noticed that the students can not associate quickly the vocabulary learned in classes, so we realized activities, games and all the material related to their environment in order to improve their vocabulary. Also we reinforced the new words through exercises from a book.

CHAPTER II

LITERATURE REVIEW

2. THEORIES

This chapter describes the theories revised and concerned with the factors that interfere in language learning process and acquisition of human beings and how they learn a foreign Language. Finally, we give a description of some relevant methods related with English teaching as a foreign language, which supported our work.

The following section provides a summary of several relevant learning theories.

2.1. EDUCATION

The formal education in every country has a main objective, which is to provide tools so systematized that enable men and women to raise their quality of life. Formal education is the one usually taught at school or institution that uses men and women who are professionally prepared.

According to Ausubel, David said; In its narrow sense the meaning of the word " education" comes from the Latin "educare" (lead, guide) and "educere" (output, extract, giving light), is a process which is organized, developed and systematized the educational institution for the comprehensive education of students. The purpose of education is not the man strives or to make comfortable in his atmosphere in which to live, but to live well prepared and useful in it".

Education encompasses teaching and learning specific skills, and also something less tangible but more profound; the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation (see socialization). Education means "to draw out", facilitating realization of self-potential and latent relating to teaching and learning, and draws on many

disciplines such as psychology, philosophy, computer science, linguistic, neuroscience, sociology and so on.

2.1.1. PRIMARY EDUCATION

Primary or elementary education consists on the first years of formal education, structured education. In general, primary education implies six to eleven years of schooling starting at the age of six, although this can vary according to the country´s educational policies regulated by the Educational Ministry. Globally, around 70% of primary –age children are enrolled in primary education, and this proportion is rising. Under the education for all programs driven by UNESCO, most countries have committed to achieving universal enrolment in primary education by 2015; in many countries it is compulsory for children to receive primary education.

The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Now according to the new educational reform "Avelino Siñani – Elizardo Perez" Law (#070), the educational system had been divided and classified into: kindergarten (2 years), primary school (6 years) and secondary school (6 years).Besides that, it is important to mention that this new educational system is composed by six courses for primary and six courses for secondary, primary schools in this country is subdivided into infant schools and junior schools. Education systems are established to provide education and training, in most cases for children and young. A curriculum defines what students should know, understand and be able to do as the result of education.

Based on Philips (1993) "the education in primary are extremely important in children's intellectual, physical, emotional and social development" it means that primary education is essential in order to develop and create learning habits, according to the students´ abilities and needs. That knowledge will be important to make creative and intellectually competent students, taking into account the skills and context they are involved in which help them to develop their critical and analytical thinking.

2.2. CONTEXTUALIZATION IN EDUCATIONAL ENVIRONMENT

Contextualization has been defined in numerous ways. Here, we follow the definition proposed:

According to Perkins (1997) "The individual should never be studied from out, but inside his context, because it will always be part of him". Contextualizing refers to know and to interpret the reality of the environment in which is immerse and the influence that it has in the people, it facilitates the creation of strategies that put in action and to give answer to the necessities of the pupils.

Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. This theory said that social interaction plays a fundamental role in the development of cognition.

Vygotsky believed everything is learned on two levels:

First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

(Vygotsky, 1978, p.57)

Mazzeo and Alssid (2003) said: A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student.

Contextualizing refers to know and to interpret the environment reality in which is been immerse and the influence that it has in people, which facilitates the creation of strategies that put in action, they give answer to the students' necessities.

Educational environment becomes necessary from an educational model in which we can identify and recognize the context characteristics in which students develop their educational learning, because when we want to determine the strengths, weaknesses and opportunities that are very important, it will allow him to act using as main tool the pedagogic reflection, giving an intervention socio- educative as a result.

2.2.1. CONTEXTUALIZED ENGLISH LANGUAGE TEACHING

The social circumstances and context are varied and important, because they mix the individual characteristics of learning to promote reasoning in students. To choose the context is understood as: what makes the activity real. The students will realize and see the learning language process as set of activities which affect the environment and society.

Knowledge; it consists on set of conceptual structures which have to be built by the students in their learning process. But, in other side, as the teaching – learning process is a social activity where different interactions (teachers – students and students – students), the teacher must guide the learning process in order to persuade the connections available during the process.

2.2.2. ADAPTING METHODOLOGY AND MATERIALS IN DIFFERENT CONTEXTS

Since the 1960s, the cultural component has become a key topic of discussion and concern in the language teaching, as a result of the development of the sciences such as Sociology and Anthropology, and the prominent position acquired by the communicative approach.
Many theories have been posed during the last two decades in relation to the concept of the culture and to the role it plays in the classroom.

Until the Second World War, the cultural component was an integrated component of a language course, and it consisted of general knowledge about the country and the people who spoke that language. It was a merely descriptive knowledge of relevant information about the

country (Geography, Institutions, History, etc.) very often referred to as "civilization" (Stern: 1992)

Culture was now seen as social behavior: the relationship between language and culture was also reinforced by the understanding that language makes sense in its (cultural) context and that communication refers to the negotiation of meaning. Culture, therefore, is seen as an integral part of the communicative process rather than as information.

However, exactly how to go about teaching this cultural component of communication remains problematic. It is true that the enthusiasm for teaching "culture" created many difficulties such as the use of stereotypes and ethnocentrism. Omaggio (1986:361-362) tries to explain why some courses in the USA do not include the study of culture:

- It requires time and thus teaching culture is regarded by teachers as a waste of time. It is decided then that once learners have acquired the basic grammatical and lexical features of the second or foreign language, they will study the culture.

- Many teachers are scared of teaching culture because they do not know enough about it.

- Some teachers do not have a clear idea of what cultural aspects to teach: even textbooks are not a great help for them in this sense.

2.2.3. MATERIAL'S DEFINITION (in classes)

In the process of teaching and learning material selection support it is paramount; it motivates student and allows focus his attention so they can fix and retain knowledge.

According to Parcerisa (1999: 168), class material "is a printed, technical guided instrument for the participant, who includes all necessary information for the proper use and management, as well as the complex integration of the learning activities". Teaching materials represents an

appropriate contribution to the development of activities related to the educational process, hence determining their relevance to the curriculum management is a fundamental aspect considered to promote the contribution of material and not to hinder the processes.

Material will be effective if there is an active mental participation of the students by the attention, interest and adequate perception.

It is an instrumental device that contains educational messages, so teachers have to carry out the process of teaching and learning.

It could also be defined as all those channels in which educational messages are communicated. It is the set of resources used by teachers to the school´s structure to enable the teaching process.

Supporting materials: The set of objects, devices designed to make education more profitable and to get better learning performance. Supporting materials have different objectives, which allow us to have different classifications. All are aimed at increasing motivation, interest, attention, understanding and work performance, they primarily impress: the hearing, sight, touch.

2.2.4. USE AND DURABILITY

There are many classifications of materials of a kind:

➢ Permanent Materials: they are the teachers use every day: Blackboard, chalk, notebooks, rulers, among others.

➢ Information Materials: maps, books, dictionaries, magazines, newspapers, CDs, films, boxes affairs, Internet, and others.

➢ Visual or audiovisual Materials: diagrams, summary tables, drawings, posters, prints, samples generally discs, recorders, projectors, etc.

➢ Experimental Material: many achievements used and applied for the implementation of the general objectives of experiments materials. For example in this guided work we developed a contextualized book in order to improve students` vocabulary.

2.2.5. CONTEXTUALIZED MATERIALS IN TEACHING ENGLISH PROCESS

Usually in teaching English class textbook as working material used in class are great as tutorial guides, however, the real world presents various sceneries and functions of language. Therefore, it is important to provide our students with contextualized materials.

Materials play a highly significant role in teaching English language. The quality of the (oral and written) material to which students are exposed has great influence on their production (of English Syllabus 2009). But the materials are paramount in English class, few teachers who are currently developing educational materials for teaching their classes and almost null using contextualized materials, most tend to follow a textbook as the only guidance and support, which causes the classes to become monotonous, uninteresting and insignificant.

Therefore, contextualized materials are ideal for this kind of work so we proposed, it is essential to engage students in tasks that reflect the real world to be successful in the social practice of language.

2.2.6. CONTEXTUALIZED MATERIALS AND TEACHERS

According to Alvarez (2007), there are two basic elements for successful development in language acquisition, whether they are native, official or foreign languages.

First, adapting the content and methods to the characteristics (personal items, cultural background, social and economic situation, interests and needs) of target group.

Second, the use of contextualized material as much as possible, because in that way the language learning (which is) always be consistent with the context in which it is used.

2.2.7. CONTEXTUALIZED MATERIALS IMPORTANCE

Ferit Kilickaya (2004) thinks; the use of contextualized materials in teaching a foreign language is a topic that many teachers have been discussing in recent years and he notices that reliable voices were heard insisting that English presented in the classroom must be contextualized .

Most teachers across the world agree that the contextualized materials benefit the process of learning a foreign language, but it differs in how they should be introduced and used in the classroom.

2.2.8. IMPORTANT CHARACTERISTICS TO CONSIDER IN ELABORATION'S MATERIALS

First, they summarize how different aspects of the leaners might affect planning: We consider the learner's:

AGE: This will particularly affect topics chosen and types of learning activity, such as the suitability of games or role plays.

INTERESTS: as with age, this may help in the specification of topics and learning activities.

LEVEL OF PROFICIENCY IN ENGLISH: teachers will wish to know this even where their classes are based on a mixed proficiency principle, rather than streamed according to level.

APTITUDE: this can most usefully be thought of as a specific talent, in this case for language learning, as something that learners might show themselves to be good at, perhaps in contrast to other subjects in the curriculum (…)

MOTHER TONGUE: this may affect, for instance, the treatment of errors or the selection of syllabus items (…)

ACADEMIC AND EDUCATIONAL LEVEL: which help to determine intellectual content, breadth of topic choice, or depth to which material may be studied.

ATTITUDES TO LEARNING: to teachers, to the institution, to the target language itself and to its speakers. This is directly related to

MOTIVATION: at least insofar as it can be anticipated. (…)

REASONS FOR LEARNING: if it is possible to state them. With school age pupils this may be less significant than with many adult learners, where it is often possible to carry our quite a detailed analysis of needs.

PREFERRED LEARNING STYLES: which will help in the evaluation of the suitability of different methods, for instance whether problem solving activities could be used, or whether pupils are more used to 'rote learning'.

2.3. CULTURAL COMPONENT IN THE LANGUAGE TEACHING

Refers to Williams (1983: 87); Education in different countries reflects **culturally specific traditions** of teaching and learning that may condition the form and content of language teaching and learning. This can influence the role and status of the teacher, and consequently, it can also influence the dynamics of classroom.

In most western cultures students are encouraged to express opinion and disagreement, to display knowledge and verbal skills. Teaching activities and procedures in such contemporary methods as Community Language Learning (Counseling Learning), Communicative Language Teaching and the silent Way derive from specific Western Styles of classroom dynamics and may not be well accepted cultural settings. In some societies, teachers are expected to be distant from students. Similarly the use of mime and other activities may involve both teachers and learners in non-traditional roles. In different cultures a certain style of learning might be fostered, like memorization in some Asian cultures. In cultures such as the Arab or the Japanese, a passive nonverbal mode is considered more normal.

While researching how Communicative Language Teaching methodology was modified by teachers to suit local conditions in Vietnam, **Kramsch&Sullivan**(1996) found that:

"Rather than the traditional concept of communicative learning associated with pair and group work, or teacher as facilitator and communicator in real-life situations, we were conformed to aspects of a different classroom culture: the notion of classroom-as-family, teacher-as-mentor, and language learning as-play. Kramsch and Sullivan found that Vietnamese teachers and learners adapted materials to fit in to traditional Vietnamese roles of teachers and learners, modifying the way in which tasks were handled in the classroom".

Such issues as task type also need to be carefully considered in different cultures Complexity (of task) may be culturally variable. What is familiar mode of reasoning in one culture may not be familiar at all another (Widdowson 1990)

2.3.1. ADAPTING TEACHER / LEARNER ROLES

Obviously, in the light of the above, the role of the teacher/learner needs to be sensitive to cultural expectations and norms.

A humanistic, group therapy approach to pedagogy may be highly effective in places which favor person-oriented education, but impossible to implement in places where different educational ideology calls for a very different kind of interactional engagement in class, one based on clear positional definition established by tradition. Again it is tempting to believe that if a particular concept of interaction has an especially appealing ideological ring to it, then it must need to be transactionally effective; that setting pupils free of their traditionally ascribed roles, for example, will as a corollary make them better learners. (Widdowson 1990:187).

2.3.2. CONTRASTIVE ANALYSIS INFLUENCE

Although many of the aspects of the Audio-lingual Method might seem similar to British Oral Approach, both traditions developed independently; the Audio-lingual Method is more related to American Structuralism Linguistics and Applied Linguistics theories such as the Contrastive Analysis.

This theory was decisive in the development of the Audio-lingual method. In the subject Second Language Learning which we describe briefly, in this chapter we will only refer on it.

Based on Lado (1957) **Contrastive Analysis** consists in the comparison of structures from the student's native language (L1) and the foreign Language (L2) in order to find out which structures are similar in both languages, so that they can be transferred, and to predict which could cause potential problems of interference for being different.
In order to avoid errors resulting from differences between the grammatical and phonological patterns of the mother tongue and the target language, teaching materials were carefully

prepared and drills were created containing the structures regarded as problematic in learning a foreign language.

2.4. LEARNING THEORIES

So in order to choose the best option Wilga Rivers said that we have to see our goals and select the most direct route to achieve these objectives. But also we have to think about the student's needs, and choose the method that can motivate them.

"There are not instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique." Therefore we can say that there is not a perfect method and all of them are useful for different purposes in the class. For this reason the four methods will be shortly explain. (Brown, 1994)[1]

2.4.1. SIGNIFICANT LEARNING

NOVAK (1988) explains how the new information learned causes a change into the brain.

When the new information relates to some aspects from the real ones in the individuals cognitive structure, it is produced as a process that leads to the significant learning. If the contents are not relevant in the cognitive structure of the individuals, the new information must be acquired by heart.

It is understood as the way that each piece or unit of knowledge is arbitrarily kept in the cognitive structure and it produces only memorial knowledge: the new information is not associated with the actual concept that is why they are forgotten easily.

It is the author´s opinion that memorial learning is produced when there is not a conscious effort to enhance the new knowledge with a concept, structures or elements which are included into the cognitive structures?[2]

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[1]Brown, H. D. (1994). *Principles of Language Learning and Teaching* (pp.12-13). New Jersey: Prentice Hall

[2]NOVAK GOWIN, B. Aprendiendo a Aprender.- 1º Ed.- Barcelona: Martinez Roca, 1988.

According to MOREIRA (1994), the significant learning is a process.[3]"In which information is related to a relevant aspect of the cognitive structure of the individuals. During this process, the new information works with specific knowledge, where Ausubel called "submittor concept", it exists in the learner´s cognitive structure. The submittor might be a concept, an idea, and a kind of preposition, because there is a cognitive structure capable to receive and keep new information, which has a meaning for the individuals. This will be understood as the new ideas, concepts and interpretations will be learnt and saved as the way other ideas, concepts and prepositions might be used and applied is the individual´s cognitive structure, and will be available when is needed. Therefore, significant learning is characterized by the interaction and association of specific and relevant concepts of cognitive structures and information. One of the conditions in order to significant learning happens according to MOREIRA (1994), is in fact the relationship between learning material and cognitive structures. This kind of material must consider two other important factors: its own nature, and the relationship between the learner´s cognitive structure. Otherwise the logical meaning and the psychological meaning distinctions might be inferred in the process.

Refers to Ausubel, David (1994) the logical meaning refers to the inherent meaning in certain symbolic materials, through the nature of specific materials. The logical meaning evidences to relate possible ideas and materials. The content and topics learnt at schools is developed by the logical meaning, in fact, homework rarely has lack of logical meaning. The psychological meaning is understood as an idiosyncratic experience. It refers to relate the material according to cognitive structure and learning of the individuals.

The subject might have a logical meaning, but it can have lack of meaning and interpretations. The process of significant learning is based mainly in that the ideas expressed symbolically are not related in way arbitrary and substantial with what the student already knows, in other words, the ideas are related with some existent thing, also relevant of the student's cognitive structure like it can already be an image some symbol represented or perhaps a concept.

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[3]MOREIRA, M.A. Fascículos de CIEF: La Teoría de Aprendizaje Significativo de David Ausubel. -1º Ed.- Sao Paulo. Río Grande, 1994.

However the student has to have disposition to make this relationship it doesn't relate it alone in an arbitrary way in his cognitive structure, he has to be him potentially significant in another way if the alone student seeks to memorize the new material, the result of the learning was of mechanical and lacking form of meaning and relevance.

The significant learning understands the acquisition of new meanings and these are product of the significant learning, the essence of this process resides in the ideas expressed symbolically are not related of way arbitrary and substantial with what the student already knows and somehow the ideas are related with some existent aspect. So that a significant learning happens it is necessary that the students doesn't manifest disposition to relate in a substantial and not arbitrary way the new material with the cognitive structure that possesses, but also that such a pertinent content is also excellent and exist in the student's structure cognitive.

The meanings of the signs or symbols of the concepts should be acquired gradually and idiosyncratically for each student and so that they go settling down the meanings initials of the signs and symbols of the concepts and the process of formation of concepts, the new significant learning will provide additional meanings to the same ones and new relationships will be acquired among the previously learned concepts.

It happens, when they are equaled in meaning arbitrary symbols with their relating objects concepts it is significant because such propositions of equivalence representational, they can be related of non-arbitrary way this learning type he/she is in charge of mainly of the meanings of symbols or unitary words.

Ausubel, David (1994) said; This learning type is generally presented in the children, for example the word door happens when the meaning of that word stops to represent or he/she becomes in equivalent for the ball that the boy this perceiving in that moment, consequently they mean the same thing for him, it is not a simple association between the symbol and the object but rather the boy it relates them relatively in way substantive and not arbitrary as an equivalence representational with the existent excellent content in its structure cognitive.

In the learning of a second language the names of the things are generally conventional or arbitrary and they don't keep relationship with their relating ones, but it is necessary to carry out repetitions in order to make emphasis to that arbitrary association, in this case the significative remains since in the new word learning because it is foreign, we can associate it with an equivalent word in our language maternal.

We can use the words that the boy already knows and relate them with daily activities. If the human brain and the nervous system are biologically equipped to learn and use the language, this means that we can not only help to children learn the maternal language, but rather we can also make it with a second language. The learning progresses consist on intensifying the initial domain of the basic element before opening the way to those but complicated, in a second language learning like it is it English the transformation process it is based on the differentiation assimilation and redefinition of which you go arising structures responsible for efficiency.

2.4.2. CONSTRUCTIVISM THEORY

The concept is focus on the principle of outlines created by the individuals, with base in their experiences in the atmosphere; those are the foundation of long term learning. Therefore one can affirm that it is not a mere product of the atmosphere neither a simple result of their internal dispositions, but an own construction that he/she goes day by day as a result of the interaction among those factors.

Maybe the better known examples of constructivists theory in the education, they are Jean Piaget and Vigotsky. The "piagetiana" base the knowledge that the boy builds in his life, so much knowledge from the physical world as which refers to his social environment, instead of taking it of an external source.

Vigostsky indicates that the social interactions affect in fundamental form the learning, for what the students learn by means of the cultural social interactions. The learning is conceived then, as a reconstruction of the socio-cultural knowledge and it is facilitated by the mediation

and interaction with others. The constructivism in the education has as objective to promote the procedures of the student's growth in the culture to which belongs.

In general, all the approaches constructivists in the education coincides with the student's active participation, they consider the importance of the perceptions, thoughts and the student's emotions in the exchanges that are given during the learning, and in the concern of the long term learning.

2.5. TEACHING ENGLISH METHODS

Over the years, a foreign language in particular English has undergone changes and the same thing happened to the teaching of other languages. In different parts of world many methods have been tried to achieve speakers with a domain acceptable language learners, but everything has been removed from the expected results. Unsuccessful meet the needs of learner and this has caused the incessant search options that achieve a teaching-learning as close the needs of students. Thus, the learning language has adopted different methods that have been used around the world since the 20th century, considered the most important:

2.5.1. GRAMMAR - TRANSLATION METHOD.

Based on Brown, Douglas (2006) typically used in the teaching of Greek and Latin, and the widespread teaching of modern languages.
- ❖ Classes are taught in the mother tongue, with little active use of which you learn.
- ❖ Large numbers of vocabulary is taught through lists of words developed.
- ❖ There are long and cumbersome explanations on specifics of the Grammar.
- ❖ The grammar rules offered to put words together, and instruction often focuses on the form and inflection of the words.
- ❖ It begins with early reading classical texts very difficult.
- ❖ It makes little attention to the contents of the texts, which are treated as exercises for grammatical analysis.

❖ Often the only exercises consist of loose translation of the prayers language that we study the mother tongue.

❖ It is not known or little treatment is given to the pronunciation.

2.5.2. DIRECT METHOD

The direct method is very used nowadays, but as we said a method for all the students. The goal of this method is that students can learn to communicate correctly in the target language, even it wants to achieve which learners think in English. Therefore the classes are taught only in the target language (English) without using the mother tongue. Moreover the lessons must be contextualized introducing common situation of daily life where the target language is spoken and very useful for teaching some lessons or explain vocabulary. "These theorists shared beliefs that students learn to understand a language by listening to a great deal of it and they learn to speak it by speaking it – associating speech with appropriate action. (Rivers, 1968)"[4] However not always this method is efficiently because students do not work very well with this method can feel discouraging and confused.

This method is a reaction to extend the previous method to the teaching of modern languages.

❖ Lessons begin with a short anecdote or dialogue in the language abroad, and conversational style.

❖ The lessons are presented orally by actions or illustrations.

❖ The mother tongue is never used.

❖ The preferred type of exercise is presented in a series of questions in the foreign language based on the story or dialogue, and answered in a foreign language.

❖ The grammar is taught so Inductive; rules for the Generalization offered after practice.

❖ Verbs are used for the first time and combine systematically later.

❖ The more advanced students read literature for their understanding and Pleasure; literary texts are not analyzed grammatically.

❖ The culture associated with the foreign language is taught in an inductive.

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[4] MOREIRA, M.A. Fascículos de CIEF: La Teoría de Aprendizaje Significativo de David Ausubel. -1° Ed.- Sao Paulo. Río Grande, 1994.

2.5.3. READING METHOD

According to West, Michael (1926) this method is selected for practical reasons, for people who do not travel abroad; the reading is a skill useful.

- ❖ The principal objectives are (a) Reading ability, (b) General knowledge and history of the country do of the language is spoken.
- ❖ Only taught grammar necessary to carry out the reading.
- ❖ It pays minimal attention in pronunciation.
- ❖ From the beginning it makes a lot of reading not only within the classroom, but outside of it.
- ❖ The reading vocabulary is strictly controlled.
- ❖ It expands the vocabulary as fast as possible because the acquisition is more important than the grammar skills.
- ❖ The translation reappears as a procedure for respect in the classroom.

2.5.4. AUDIOLINGUAL METHOD

The audio-lingual method is a reaction to the reading method; it takes much of Direct Method and remainder the "Behaviorism."

- ❖ The new material is presented in dialogue form.
- ❖ It depends on mime, the memorization of a phrase groups, and learning.
- ❖ The structures have sequence.
- ❖ The structural patterns have taught through repetition exercises.
- ❖ There is little or no explanation grammar: grammar is taught by more induction analogue of explanation deductive.
- ❖ Listening, speaking, reading and writing skills are given in sequence.
- ❖ The vocabulary is strictly controlled and is taught in context.
- ❖ The points are determined by educational analysis contrasts.
- ❖ There is a lot of recordings, language laboratories and visual media.
- ❖ There is a period of pre-Lecture extended at the beginning of each course.

- ❖ Attention is given to important pronunciation and intonation in particular.
- ❖ Emphasis is placed on the cultural background of foreign language.
- ❖ It allows occasionally the use of mother tongue by teacher.
- ❖ The correct answers are immediately reinforced.
- ❖ We are making great efforts to avoid mistakes in students.
- ❖ There is a tendency to manipulate language and discard the contents.

2.5.5. COGNITIVE METHOD

According to Carroll J and Chastain (1960); it arises in response to Audio linguistic Method.

- ❖ There is an emphasis on communication or communicative competence (i.e. be able to use the language).
- ❖ The language acquisition is seen as a formation rule habit if is the preferred explanation of deductive grammar form.
- ❖ Not much emphasis on the pronunciation is useless because the majority of the students try to speaking, listening, reading and writing as natives.
- ❖ It was pointed out in teamwork and individual instruction.
- ❖ There is a renewed interest in vocabulary in which students learn, especially the vocabulary expansion liabilities for reading purposes.
- ❖ The teacher is a figure with absolute authority.
- ❖ It gives importance to the understanding and especially for hearing Understanding.
- ❖ Mistakes are seen as inevitable errors as a result of learning, systematic study, interpretation - and to some extent the remedial work with students.
- ❖ The written language skills (reading and writing) and oral skills (listening and speaking) are considered equally important and not as primary or secondary.
- ❖ The repetition is not accepted, the silence is considered useful and often necessary.
- ❖ There contextualization of all points of education through the use Audiovisual media, short stories or other appropriate means.
- ❖ Allowing use of native language and translation.

❖ There is growing interest in the emotional aspect: Both the attitude of the teacher and students are important, human sensitivity and quality in the exchange are very significant.

❖ The efficiency bilingual and bicultural is seen as an ideal goal. In the current era, the world has seen the emergence of what has become known Communicative Approach. Such an approach, by its nature, aims to be the best way to teach the skills of a language.

However, there are many challenges when implementing this approach, especially when students begin to use language designed for a higher education or with a view to achieving a deeper learning in the careers for which they spent several years of study.

2.5.6. COMMUNICATIVE APPROACH

Communicative purposes take into account different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and other party expands or reacts the intention Richards Jack (1998)[5]

Nowadays, the flow methodology appears to prevail among language teaching theorists and teachers is the direction communicative, functional-notional. More than just a new methodology, the communicative approach is a general philosophy which has presided over language teaching in recent years. Its fundamental premise is that learning a foreign language must be addressed consequences of communication skills on part of students, i.e. the range acquisition of skills that will enable them to communicate with native speakers of this language in the most common situations of everyday use.

2.6. LANGUAGE ABILITIES

There are four skills to achieve the communicative competence in a language. These are: listening, speaking, reading and writing. "Note that these four language skills are sometimes called the "macro-skills". (EnglishClub.com, 2012)".

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[5] Richards Jack, Theodore S. Rodgers "Approaches and Method in Language Teaching" Cambridge University, 1996

When we refer to foreign language learning abilities we must develop the four skills considered important in teaching performance; written and oral expression so written and oral comprehension in coherent way, trying to make them follow a relationship furthermore it tries to be integrated class sessions. Therefore, teachers will be able develop and practice all the skills in an integrated way, also it is important to remember the related and enhanced activities might be carefully chosen in order to make the class organized and respected all the stages requested by applied linguistics such as: pre-task, post-task and task.

2.6.1. LISTENING

"It helps you learn how to pronounce words properly, how to use intonation, and where we stress words and sentences. (EnglishClub.com, 2012)".[6]

Most of the teaching English programs in different educational levels focus their methodology in the four foreign language´s learning skills. The listening ability is the one which is only used to evaluate students' comprehension and performance when they hear a message and interpret it correctly.

2.6.2. SPEAKING

"The written code, it has not proved to be of great use for oral communication, being too elaborate, too cumbersome, and too intellectually demanding because it is less redundant than the spoken code. (Rivers, 1968)"[7]

Speaking means to produce established sounds found in a language system. The first someone has to do when learning a foreign language is to acquire the language sound system to develop the correct pronunciation later.

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6) INTERNET The 4 Language Skills. (1997-2012). EnglishClub.com. Retrieved December 17, 2011.

7) Rivers, W. (1968). Teaching Foreign-Language Skills. Chicago and London: The University of Chicago Press.

2.6.3. WRITING

Writing "… is very important for consolidating learning in the other skills areas, it provides a welcome change of activity, and it will always remain useful, although not indispensable, in the area of testing. (Rivers, 1968)"[8]

Teaching writing should be included in all foreign language programs, because it is important for students to know grammar and lexis in a second language, also it will allow them realize the graphic evidence of words and structure.

It is also necessary to highlight the code varies from oral to written, it means that in the spoken language there are some characteristics such as: rising and falling voice, phrases and utterances, which refer to all the things speakers want to express, and it is not the same in written language.

Students can practice this skill and the other ones in many ways inside writing; for example, they can make copies of a book, resumes, essays or short compositions, according to the level of them. But it has to be pointed that writing is not the only activity that can be used to practice the language at classroom, to do that would be boring for students.

2.6.4. READING

"Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English. (EnglishClub.com, 2012)".[9]

Reading ability has become an important issue to take into account when teaching English, because of the influence it has in different academic and technological areas in the last years. So that, to know reading in a foreign language has become a necessity for upper and intermediate students´ level.

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[8] Rivers, W. (1968). *Teaching Foreign-Language Skills.* Chicago and London: The University of Chicago
[9] INTERNET The 4 Language Skills. (1997-2012). EnglishClub.com. Retrieved December 17, 2011.

On the other hand, it is very helpful that students learn some good habit for reading, for example, if the intention is no pronunciation but understanding a better way is to read in silence, without moving the head and pointing the words with fingers. This habit make that the students use only the eyes take into account the practice to have an efficiently reading skill.

CHAPTER III

PROPORSAL

This chapter describes and explains the guided work structure, as a solution to the requirements at "Mariscal de Ayacucho" Private School needs. Therefore, it develops the justification, objectives, the indicators, strategies and action plan.

3.1. DELIMITATION AND TARGETS OF THE GUIDED WORK

3.1.1. DELIMITATION

This guided work takes place at"Mariscal de Ayacucho" Private School; it lasted six months from June to December of 2012 in Ballivian neighbourhood. Furthermore, the guided work´s delimitation was given by the school´s principal. It basically consists on developing English Classes which helps children to get basic vocabulary and grammar structure, also to reinforce the four skills: listening, speaking, writing and reading. During this time, we got information about how they assimilated the vocabulary from contextualized materials.

3.1.2. TARGETS

Learning a foreign language helps students to have an intercultural communication, which is a fundamental aspect in the world. Teaching English with contextualized materials tries to help students to know about their culture; because in the future they will be able to promote their cultural values. As well, students will be able to recognize and respect the different cultures (American – Bolivian). However, students assume the inter-cultural knowledge as a result of the varied cultures, societies, ethnics and linguistics background.

3.2. REGISTERS TO DEVELOP THE GUIDED WORK

This project was developed on six months, during that period, we have given the classes in the afternoon schedule to students who were interested in those classes in the week; the teaching

class was 4 hours per day with the contextualized materials developed by ourselves, each class was very practical.

3.2.1. REQUIREMENT

We are going to give a description about how we organized and got the requirements in order to develop the Guided Work.

First, we made a meeting at the principal's office with Mr. Rene Alanoca in order to talk about the guided work, like:

- Time   : about the Guided Work`s time (months)
- Schedule   : runtime classes in the afternoon
- Students   : number of students who attend classes
- Class rooms   : classrooms that we used
- Materials   : materials used and provided to students
-

Second, we asked a meeting with the students` parents where we told about:
- Course objective   : to increase the English Vocabulary and others skills
- Cost   : the classes are free
- Time   : schedule and daily time session
- Materials cost : are free because we gave all the materials necessaries

Note: It was very important to have parents´ permission to apply the following guided work, because their children had to attend classes for six months.

3.2.2. BENEFICIARIES

The beneficiaries were all the students from "Mariscal de Ayacucho" Private School, they would be able to have access to the contextualized material and the learning strategies planned for them. Furthermore, the children would be able to learn the English language applying different methods based on contextualized materials.

The present guided work was applied to children from "Mariscal Ayacucho "school, where we chose some students in order to gather a big group; this group was already conformed by two other groups: the experimental and control ones.

Brief description of the groups:

- ❖ The Control Group
    - Fifth and Sixth grade students.
    - 9 and 10 age.
    - Total 15
- ❖ The Experimental group
    - Fifth and sixth grade students.
    - 9 and 10 age.
    - Total 15

3.2.3. RESOURCES

To develop the project as a guided work, it was necessary to have materials. We had to do materials in order to start teaching students, but in some cases we needed sound equipment to listen some songs, conversations and obviously appropriate classrooms to develop lessons; board and some pictures which help students to understand about the new things they learned in classes. As an advantage we could mention that this school had sound equipment, video room and a small library, so we had the material to start our work.

3.3. CONTEXTUALIZED MATERIALS INDICATOR

In this part, we discovered how the contextualized material was applied in both groups.

1st Stage sample group.-We considered two groups of students ranged from 9 to 10 years old. The first one is the control group and the second one is the experimental.

2nd Stage Pre test.-We apply objective tests to both groups (control and experimental ones). This phase consisted on an evaluation sheet where the topics and words were related to their knowledge acquired at school.

The students had to answer the test according to the topics: What do you do?, Who are they?, What do you like?, What is that?, What are they wearing?, Are we going to?, When was your birthday?, Is there a square near your house?

3rd Stage. Material Implementation.-The new contextualized material was implemented to experimental group, in order to know how much vocabulary they could learn with contextualized materials related to their environment.

4th Stage. Post test.-We presented a test to both groups after implementing the contextualized materials in order to get information about the results.

5th Stage Data analysis.-We analyzed the results obtained of the two tests (pre and Post test) in both groups.

3.4. WORK`S PROPOSAL

The level of assimilation and learning of the English language was the same because the students were similar ages and grades, teaching is a cognitive process and attendance is important. The students attended to classes in order to learn vocabulary through contextualized material; we also practiced the four skills (speaking, listening, writing and reading) according to their context, knowledge and ability. The objective was not only students have learning a lot vocabulary also they would be able to have short conversations in classes, in order to practice their knowledge. In each unit the students knew about some similarities and differences about Bolivian and United States have, and they improved their cultural knowledge. So that students were placed in certain situations and related them with their proper knowledge.

So that, contextualization was important by the way students had to be set in certain situations according to their daily life, apply the things they learned by a role play technique and evaluate the materials used during the process; the last process could affect students´ motivation through learning a language; based on Gardner (1986) "Motivation is the most important factor for success in language learning. It is even more important than specific ability in language". Last but not least, we could say that contextualization is considerably important to make students acquire and relate the information given during the class sessions.

3.4.1 WORK`S METHODOLOGY

Refers to Arandia, (2006) The methodology is important because it is a useful tool for strategies. Scientific and practical techniques to achieve the research´s goals, which will be useful to help find out answers and solutions related to the reality and context of a certain topic.

For this Guided Work, we used the next methodologies described below; furthermore, we explained carefully the action research because we consider this methodology is closely related with our goals.

-       Bibliographical research. It is also called "Documental research" it aims at searching bibliographic information related to a specific topic. It mainly represents a set of theoretical concepts, institutional information and historic data of the study, gathered by readings, books, newspapers, magazines and documents, which must be related to the topic.

-       Scientific inference. It is mainly used to discover and relate the interaction and relation towards the problem and the object of study.

-       Analysis. It consists on separating the material and mental elements of the subject of study and relating them with the research.

-       Study Cases. It basically consists on researching a specific problem, related to human beings´ reality and the relationship it has with sciences. The specific problem is called "case", which represents the "typical example" of social life´s events, directed to avoid terrible consequences and results in future events.

- Focal Groups. It is also important especially in social researches; it allows us gather valid information, considering the specific problem. It also gives us possible solutions and ideas considering the interaction between researcher and problems. It is used to create and develop participative and cooperative projects, based on improving the quality of services and products.

- Action research, also called teacher research and teacher-as-researcher, is an approach designed to develop and improve teaching and learning. This essence of action research is teachers' solving everyday problems in schools to improve both student learning and teacher effectiveness.

The linking of the terms action and research highlight the essential features of the method:

➢ Seeking out aspects in teaching as a means for increasing knowledge.
➢ Improving practice.

Action research encourages change in schools, empowers individuals through collaboration with one another, encourages teacher reflection, and examined in a single school.

ACTION RESEARCH TABLE	
WHAT?	ACTION RESEARCH
WHO?	Conducted by teachers and principals on children in their care.
WHERE?	In schools and classrooms.
HOW?	Using qualitative methods to describe what is happening and to understand the effects of some educational intervention.
WHY?	To take action and effect positive educational change in the specific school environment that was studied.

Source: Millis, G. (2009)

Several benefits ensue from the use of action research.

1.   Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

2.   Teachers develop a deeper understanding of students, the teacher learning process, and their role in the education of both teachers and students.

3.   Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom or classrooms.

4.   In most cases, solutions for identified problems are arrived at cooperatively among teachers.

5.   Teachers are often more committed to action research because they identify the areas they view as problematical and in need of change.

6.   Action research is an ongoing process and its strategies can be widely applied.

7.   Professional development and school improvement are core aspects for any teacher who engages in action research.

8.   Teacher reflection can be conducted individually or in a school-based team composed of students, teachers and administrators.

CHARACTERISTICS OF ACTION RESEARCH

KEY CONCEPT

- Action research is participatory and democratic.
- Action research is socially responsive and takes place in context.
- Action research helps teacher researchers examine the everyday, taken-for-granted ways in which they carry out professional practice.
- Knowledge gained through action research can liberate students, teachers, and administrators and enhance learning, teaching, and policy making.

COLLECT THE DATA

"Any information that can help you answer questions is data" the best data are directly related to the topic or issue; they provide answers pertinent to the intended research. If possible, you should try to use a variety of data collection tools quantitative, qualitative or both, as appropriate for each topic or issue, helping to ensure the validity of your results.

DATA SOURCES

The number of potential data sources in an action research study is very broad. We can group them into four general types of data: observations, interviews, questionnaires and readily available data.

Observation Observing participants in action and recording your observations is a common way to collect data in action research.

Interviews can be either planned (formal) or Spontaneous (informal); you may develop questions beforehand or simply invite an open-ended exchange. In any event, you must either transcribe or record the conversation. If you take written notes, make them as complete as possible. Reread them while your memory is fresh so that you can fill in any missing information and add your own insights. You can also take pictures or tape record (audio or video) interviews or conversations and then transcribe them.

Questionnaires Another common data source is teacher-administered questionnaires completed by students or, sometimes, parents of students. Questionnaires can be used when there is not time to individually questions students or small groups of students. Also, they are advantageous when a large number of responses, and open-ended items, in which a question is asked and respondents must create their own response. Both can supply information about a program`s perceived effectiveness, for example, including specific responses that may be counted and narrative comments from the open-ended questions. Writing questionnaires is a skill, and is something that should be done with thought and care.

Readily Available Data to be efficient, and to add validity to your analysis, seek readily available information, or naturally occurring data, that can serve as data.

ANALYZE THE DATA

We know when we have enough information. In practical terms, we have reached what researchers call redundancy when we no longer anything new or identify new patterns. It is time to stop collecting and start analyzing.

For this kind of analysis, we must follow the following steps:

First, make sure all your data are organized and legible. If you have asked more than one question, sort the data according to question. Reread everything at least one. Keep in mind that you probably will have been analyzing along,

Most analysis involves creating categories. One way to create categories is to sort data according to shared characteristics. Then we can summarize the essence of these characteristics. These summaries should answer the research questions.

Collected data must be summarized and interpret in order to help teachers, counselors, and administrators make decisions about their practices. This activity is the same as, though often less complex than, quantitative data interpretation procedures. The goal of analysis is to interpret the data and make decisions for teachers.

3.5. OBJECTIVES

3.5.1. GENERAL OBJECTIVE

➢ To teach English through contextualized materials in order to increase vocabulary in children at "Mariscal de Ayacucho "Private School.

3.5.2. SPECIFIC OBJECTIVES

➢ To highlight the importance of English learning as Foreign Language in the primary school.

➢ To apply contextualized materials in order to teach vocabulary.

➢ To contrast the cultural values in the process of teaching English

➢ To develop the appropriate lessons in order that the students can get the vocabulary which helps them to keep a basic conversation.

3.6. JUSTIFICATION

Through time English language has become one of the main languages in getting a global leadership. It comes to our aid in any commercial transactions or communication in the world. English language is the most important language in the world and it is a tool to establish our viewpoint.

Taking into account the quoted above, nowadays there is a lack of educational resources where teachers are not able to develop a suitable methodology when teaching languages, because they are not according to the traditional pedagogy, as the result of teacher´s knowledge there are not their auxiliary resources which allow better curricular activities´ development. Besides some contents and curricula are not organized according to parent´s and students´ needs, they should be organized and proposed taking into account social and cultural background. In general, in our experience as teachers, we could observe when teachers want to teach English as a foreign Language, they do not have the idea what to do during the lesson;

that is why some important teaching methodologies will be gathered and explained during the guided work´s development.

For that reason, to connect both realities, it is important to explain and describe the tasks that a foreign language teacher should put in practice; considering the constructivist theory of the significant learning, which tries to make the students associate every concept with their cultural, social or linguistic knowledge, in order to memorize and remember easily. In children's English course is necessary to use didactic materials related to their environment (contextualized materials), in that way, the new knowledge would already integrate the knowledge obtained during the learning process at Mariscal de Ayacucho Private School.

These previous reflections make us think that the election and use contextualize material for English's teaching could facilitate the association of concepts and words in a second language, besides creating communicative situations of daily life.

That's why we want to implement contextualized material at Mariscal de Ayacucho private school, because the students do not have a guide book and for them it is difficult to understand the class. This institution wants to change the traditional teaching way for another different by improving education techniques, making teachers apply practical and applicable knowledge.

3.7 ACTIVITIES SEQUENCE
Place: "Mariscal de Ayacucho" Private School
3.7.1. DIAGNOSTIC EVALUATION

First of all we were going to define evaluation; "It is the estimation of learning and teaching process" (Oxford 1997). In this case a diagnostic evaluation was developed at the beginning of the process. This evaluation determined the student's lexicon.

Evaluation was applied to 30 children who are nine to ten years old of the "Mariscal de Ayacucho" Private School. We made this evaluation to know the knowledge about how many words they acquire in their English classes from school.

PRE- TEST

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA LINGÜÍSTICA E IDIOMAS

Querido estudiante escribe palabras en inglés de acuerdo al conocimiento que tengas sobre los temas dados.

COLEGIO: …………………………………………………. CURSO: ………………....

OCCUPATIONS	FAMILY MEMBERS	FOOD
1. ……………………………	1. ……………………………	1. ……………………………
2. ……………………………	2. ……………………………	2. ……………………………
3. ……………………………	3. ……………………………	3. ……………………………
4. ……………………………	4. ……………………………	4. ……………………………
5. ……………………………	5. ……………………………	5. ……………………………
6. ……………………………	6. ……………………………	6. ……………………………
7. ……………………………	7. ……………………………	7. ……………………………
8. ……………………………	8. ……………………………	8. ……………………………
9. ……………………………	9. ……………………………	9. ……………………………
10. …………………………	10. …………………………	10. …………………………

SCHOOL	CLOTHES	STORES
1. ……………………………	1. ……………………………	1. ……………………………
2. ……………………………	2. ……………………………	2. ……………………………
3. ……………………………	3. ……………………………	3. ……………………………
4. ……………………………	4. ……………………………	4. ……………………………
5. ……………………………	5. ……………………………	5. ……………………………
6. ……………………………	6. ……………………………	6. ……………………………
7. ……………………………	7. ……………………………	7. ……………………………
8. ……………………………	8. ……………………………	8. ……………………………
9. ……………………………	9. ……………………………	9. ……………………………
10. …………………………	10. …………………………	10. …………………………

MONTHS	PLACES	
1. ……………………………	1. ……………………………	
2. ……………………………	2. ……………………………	
3. ……………………………	3. ……………………………	
4. ……………………………	4. ……………………………	**GOOD LUCK !**
5. ……………………………	5. ……………………………	
6. ……………………………	6. ……………………………	
7. ……………………………	7. ……………………………	
8. ……………………………	8. ……………………………	
9. ……………………………	9. ……………………………	
10. …………………………	10. …………………………	

ACTIVITIES	INDICATORS
Apply a pre-test to both groups experimental and control, in order to know their vocabulary knowledge from School.	Pre-test applied to both groups.
Design a syllabus based on English vocabulary teaching using the Significative Approach.	A syllabus designed for children aged from 9-10 years old.
Evaluate children in written way to identify how many words they use and apply when they speak.	The written test applied to children based on lessons that they know according to the grade.
Apply the Total Physical Response, Natural Approach and Ludic Activities in order to develop dynamic and participative classes.	Children enjoyed through dynamic and participative activities in English vocabulary learning.
After testing we socialized the activity with the students´ parents and the school´s principal.	We socialized the activity in order to get the permission from parents.

3.8 SYLLABUS

The lessons were going to be taught according to a syllabus which has been developed at the beginning of the course. This syllabus cover 8 lessons, in which all the lessons were developed the English Vocabulary based in Contextualized Materials taking into a account the student's needs. We propose to develop and perform an organized and a planned job at "Mariscal de Ayacucho" Private School to develop English teaching – learning process.

Besides we try to reinforce knowledge, which are related to the students´ daily context and activities.

We were going to develop the memoristic competence in students which allow them associate the context and situational meaning, to acquire and apply more lexical words in a foreign language (English).

UNIT 1	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHAT DO YOU DO?	-Occupations.	Talk about What do you do?	-Article a/an -Singular and plural nouns. -be: Singular statements. Plural statements. -be: Yes / no questions and short answers.	-Read occupations. -Say and spell occupations.	- Listen and repeat occupations. Task: Listen different occupations and show the correct picture.	Read about an actor David Santalla.	Write about a Salesman.
UNIT 2	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHO ARE THEY?	-Family Members.	-Ask who someone is? -Identify family members. -Talk abut own family.	-Possessive nouns. -Singular and plural nouns.	-Interview a partner about his or her family.	- List of family member. Task: Listen a family member and write the word correctly.	Read about a cook Justa Canaviri.	Write about a famous people.

UNIT 3	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHAT DO YOU LIKE?	-Fruit and foods.	-Talk about like and dislike.	-like: Singular statements.	-Describe a partner's likes and dislikes.	- List foods.	Read about a girl program Oriana Arredondo.	Write about a best friend.
		-Compare opinions.	Plural statements.	-Discuss about healthy food.	Task: Listen foods and show the correct picture.		
		-Mention fruit or foods.	-like: Yes / no questions and short answers.				

UNIT 4	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHAT IS THAT?	-School object.	-Talk and show things at school.	-This, That	-Describe a partner's back pack.	-List object.	Read about a teacher Wilma Plata.	Write about a best teacher at school.
		-Compare opinions about thing in the back pack.	-The simple present tense: Affirmative statements.	-Discuss school object.	Task: Listen school objects and show the correct picture.		
			-The simple present tense: Statements and yes / no questions.				

UNIT 5	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHAT ARE THEY WEARING?	-Clothes.	-Compare opinions about clothes. -Talk about favorite colors and clothes. -Describe clothes.	-<u>Present Progressive Tense</u> Singular statements. Plural statements. -<u>Present Progressive Tense:</u> Yes / no questions and short answers. -<u>Adjectives</u>	-Describe a partner's clothes. -Discuss clothing you have.	<u>Task:</u> Listen clothes.	Read about a saleswoman MaríaCallisaya.	Write about a saleswoman or salesman.

UNIT 6	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
ARE WE GOING TO?	-Stores	-Talk about where you live or study. -Describe your neighborhood.-Compare opinions.	-The present progressive. Affirmative statements. Negative Statements and yes / no questions.	-Talk about a neighborhood that you like and why	-List stores. <u>Task:</u> Listen stores and repeat again.	Read about a Drivers' educator Marcelo Bazán.	Write about a popular young person.

UNIT 7	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
WHEN WAS YOUR BIRTH DAY?	-Months.	-Ask about birthdays. -Talk about birthdays. -Invite someone to an event.	-Past Tense Singular statements. Plural statements. -Past Tense: Yes / no questions and short answers. -Prepositions On and in.	-Say and write months with a partner. -Ask about classmates' birthdays.	- List. Task: Listen months.	Readabouta social communicator Carlos Palenque Aviles	Write about a famous people.

UNIT 8	VOCABULARY	SOCIAL LANGUAGE	GRAMMAR	SPEAKING	LISTENING	READING	WRITING
IS THERE A SQUARE NEAR YOUR HOUSE?	-Places	-Talk about where you live, work or study. -Describe your city. -Compare opinions.	-The present tense. Affirmative statements. Yes / No question. Short answer. - Prepositions	-Talk about your city and what you like and why.	Task: Listen places.	Read about a President of Bolivia Evo Morales Ayma	Write about a political people.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 1 **WHAT DO THEY DO?**	✓ To recognize occupations. ✓ To practice conversations. ✓ To use articles. ✓ To understand the plural nouns. ✓ To know about cultural knowledge.	✓ Write and pronounce different occupations. ✓ Practice conversations with their partners. ✓ Grammar: Discriminate articles a / an. ✓ Grammar: Use the plural nouns in occupations. ✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Work with a partner. ✓ Complete conversation model. ✓ Do exercises in order to complete the correct form of the article. ✓ Write sentences using occupations. ✓ Translate the reading and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 2 **WHO ARE THEY?**	✓ To identify family members. ✓ To practice conversations. ✓ To use possessive nouns. ✓ To know about cultural knowledge.	✓ Repeat and pronounce family members loudly. ✓ Practice conversations with a partner. ✓ Grammar: Apply possessive nouns. ✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Drawn own family members. ✓ Complete conversation model. ✓ Read a short reading in order to indentify family members. ✓ Translate the reading and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 3 **WHAT DO YOU LIKE?**	✓ To identify healthy foods. ✓ To practice conversations. ✓ To express likes and dislikes. ✓ To know and write the correct form of like. ✓ To know about cultural knowledge.	✓ Ask questions what do you like or dislike? ✓ Practice conversations with their partners. ✓ Grammar: Use the singular and plural form of verb **to like.** ✓ Write sentences according to the picture. ✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Work with a partner and ask questions after that, report the information. ✓ Complete conversation model. ✓ Write sentences using simple present tense in order to name foods. ✓ Organize the sentences in the correct form. ✓ Translate and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 4 **WHAT IS THAT?**	✓ To identify school object.	✓ Ask question related to school object.	✓ Listen and repeat the vocabulary. Work with a partner using memory game.
	✓ To practice conversations.	✓ Practice conversations with a partner.	✓ Complete conversation model.
	✓ To use this and that.	✓ Grammar: Use this and that.	✓ Complete sentences according to the picture.
	✓ To use to have.	✓ Grammar: Use **to have**.	✓ Write sentences using to have. Write questions.
	✓ To know about cultural knowledge.	✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Translate and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 5 **WHAT ARE THEY WEARING?**	✓ To know and memorize clothes.	✓ Write and pronounce clothes.	✓ Work with a partner.
	✓ To practice conversations.	✓ Practice conversations with a partner.	✓ Complete conversation model.
	✓ To use Present Progressive.	✓ Grammar: Present Progressive (be+verb+ing).	✓ Do exercises in order to practice Present Progressive.
	✓ To understand the using adjectives.	✓ Grammar: Use adjectives.	✓ Complete sentences using adjectives.
	✓ To know about cultural knowledge.	✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Translate and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 6 **ARE WE GOING TO?**	✓ To identify stores of the city. ✓ To practice conversations. ✓ To use Present Tense Progressive. ✓ To write "ing" to the verb. ✓ To know about cultural knowledge.	✓ Recognize the different stores. ✓ Practice conversations with a partner. ✓ Grammar: <u>Present Tense Progressive.</u> Affirmative statements. <u>Present Tense Progressive.</u> Negative statements. Grammar: <u>Present Tense Progressive.</u> Yes / No question. ✓ Grammar: <u>Verb</u>: ing ✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Work with a partner. ✓ Complete conversation model. ✓ Do exercises and choose the best answer. ✓ Write negative sentences. ✓ Write questions or answers from the pictures. ✓ Add ing to the verbs. ✓ Translate and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 7 **WHEN WAS YOUR BIRTHDAY?**	✓ To identify the months and the festivities in our country.	✓ Write and pronounce the months.	✓ Work with a partner.
	✓ To practice conversations.	✓ Practice conversations with their partners.	✓ Complete conversation model.
	✓ To review and reinforce simple structure in past tense.	✓ Grammar: The Simple Past Tense of verb "be" was and were.	✓ Complete conversations about birthdays.
	✓ To use prepositions.	✓ Grammar: Use prepositions in and on.	✓ Complete sentences using in and on.
	✓ To know about cultural knowledge.	✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Translate and understand the similarities and differences.

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES
UNIT 8 **IS THERE A SQUARE NEAR YOUR HOUSE?**	✓ To identify and know about the places in our country.	✓ Write and pronounce different places.	✓ Work with a partner.
	✓ To practice conversations.	✓ Practice conversations with their partners.	✓ Complete conversation model.
	✓ To review and reinforce simple structure in present tense.	✓ Grammar: use there is and there are.	✓ Do exercises in order to complete the correct form plural or singular .
	✓ To know places prepositions.	✓ Grammar: Use <u>places prepositions</u> - Next to - Across from.	✓ Answer and complete the map.
	✓ To know about cultural knowledge.	✓ Compare and understand the similarities and differences about Bolivia and United States.	✓ Translate and understand the similarities and differences.

3.8.1 EVALUATION

The evaluations were daily. We evaluated students according to the following characteristics.

- ✓ **CO-EVALUATION**. - Group work, developing activities during the teaching – learning process each class was evaluated.
- ✓ **AUTO-EVALUATION. -** Attitudes, and responsibility are evaluated and taken into account when working with students.
- ✓ **HETERO-EVALUATION**. - Students´ abilities, attitudes, responsibility and behavior.

3.8.2. RESOURCES

The resources are an important complement in the development of lessons and games. We have used resources such as:

a) Real things: magazines, color pictures, color cards, CDs, maps, puppets, clothes.
b) Flash color cards of different vocabulary items.
c) Aid materials: photocopies, color pencils, board, chalks, dictionaries, scotch, succors, posters.

3.9 WORK PLAN

PLAN ACTIVITIES (Work plan and time table)

STAGES	OBJETIVE	TIME	ACTIVITIES	RESOURCES
1st stage	To diagnose to the students in order to know about vocabulary they already know.	One week From June 11th to 15th.	➢ The diagnostic evaluation was applied to all students group. ➢ The diagnosis was made about vocabulary that they learned.	Photocopies
2nd stage 3rd stage 4th stage	To develop the lessons planning that was elaborated in order to guide our classes. Using contextualized materials. To develop language skills in English through listening, understanding, speaking, reading and writing. To show the first score.	Three months From June 18th to August 31st. September 3rd.	➢ To teach students according to lesson planning. ➢ We continue giving them classes teaching according the lesson plans. ➢ First evaluation	Contextualized materials. School materials. Pictures Radio Cds. Board Television Films Chalk Photocopies

5th stage	To develop the lessons planning that was elaborated. To develop language skills through vocabulary learned from contextualized materials	Two months September 4th to November 30th .	➢ We continue teaching the next lessons through contextualized materials.	Contextualized materials. School materials. Pictures Radio Cds. Board TV Films Chalk
6th stage		One week	➢ Review of all lessons	
7th stage	To show the final score	December 10th.	➢ To present the activities.	Photocopies

CHAPTER IV

RESULTS

This chapter presents the Guided Work results which are detailed in graphs. The data were collected and tabulated through descriptive statistics. This kind of analysis allowed covers all items and indicators related this instrument. So that, relative frequency charts distribution (%) will be used in order to display the results from statistical graphs.

This Guided Work shows the influence of contextualized material in the vocabulary language acquisition, for better analysis, we divided the study group (students) in two subgroups; the first was called "EXPERIMENTAL" and the second "CONTROL", this Guided Work was focused on the experimental group where we implemented the contextualized materials, while control group had the everyday material and they were our basis to demonstrate quantitatively the vocabulary increased.

Both groups (experimental and control), allowed us to show regarding information changes and modifications to the implementation of the strategies proposed.

Besides we did a comparative evaluation of results in order to find out the students pass or fail related topics.

4.1 DATA ANALYSIS AND INTERPRETATION

It is a description of results obtained from both groups about the pre - test and post – test are going to be presented. Therefore this chapter is going to show the interpretation of data from "Mariscal de Ayacucho" Private School's students.

The charts given below shows the results obtained during the application of the test, both were evaluated over 100% for each topic.

CHART 1
Comparative charts obtained during the pre-test (general vocabulary about topics)

4.2. EXPERIMENTAL AND CONTROL GROUP PRE – TEST

WORDS	Group	PASS	FAIL	TOTAL
100	Experimental	13% (2ss)	87% (13ss)	100%(15ss)
100	Control	7% (1ss)	93% (14ss)	100%(15ss)
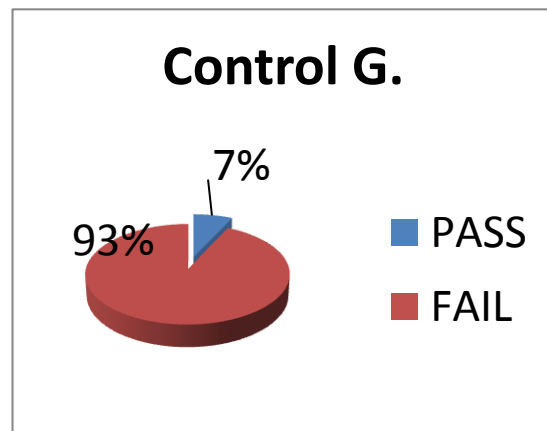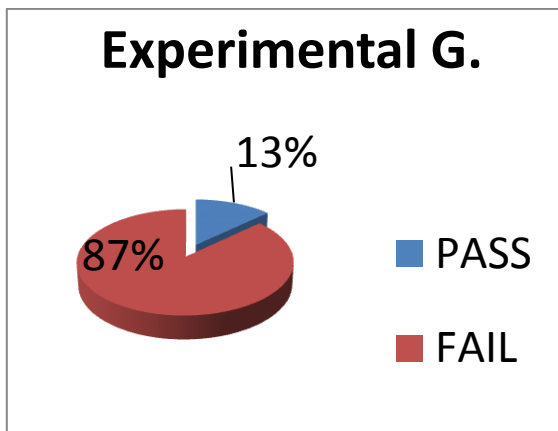
Before beginning Guided Work we developed a vocabulary test (PRE-TEST), It was the same for both groups (experimental and control) in order to have the first statistical data.

The vocabulary test for both groups was about generally content related with the topics developed for this work; also this will allow us to identify the student's problem of learning achievement about vocabulary. We could also see roughly the results of both groups that are; they did not have a satisfactory knowledge about vocabulary, like we can explain below:

Experimental group

87% of students failed the test, while only 13% of them passed it. That means that they did not have satisfactory vocabulary knowledge.

Control group

With regard to control group, clear evidence arises here; because they showed a lack of knowledge vocabulary just 7% passed and the 93% failed.

CHART 2
Comparative charts obtained during the post-test (general vocabulary about topics)

4.3. EXPERIMENTAL AND CONTROL GROUP POST – TEST

WORDS	Group	PASS	FAIL	TOTAL
100	Experimental	93% (14ss)	7% (1ss)	100%(15ss)
100	Control	73% (11ss)	27% (4ss)	100%(15ss)
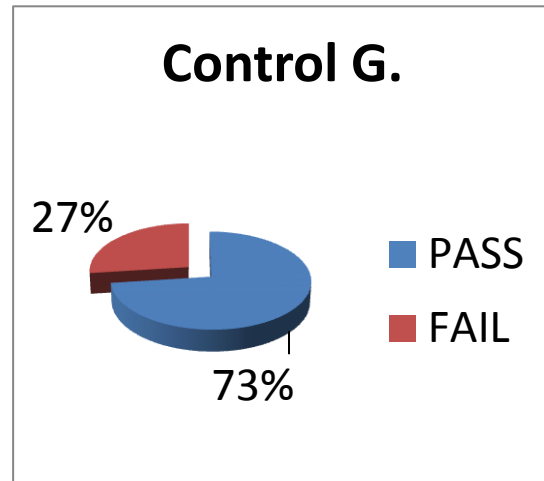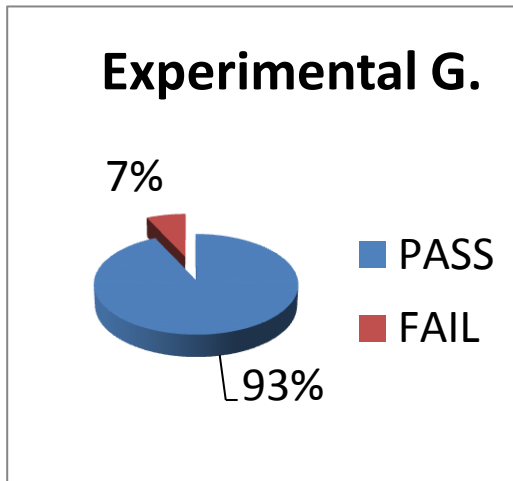
After to develop the Guided Work topics in order to show quantitatively the results, students did a test which showed the following results:

Experimental group

93% of students passed; it means that they have a satisfactory use of new vocabulary because just 7% fail the test. In this group we can see a significant improvement because we applied in them the contextualized materials also they were more familiar with the materials.
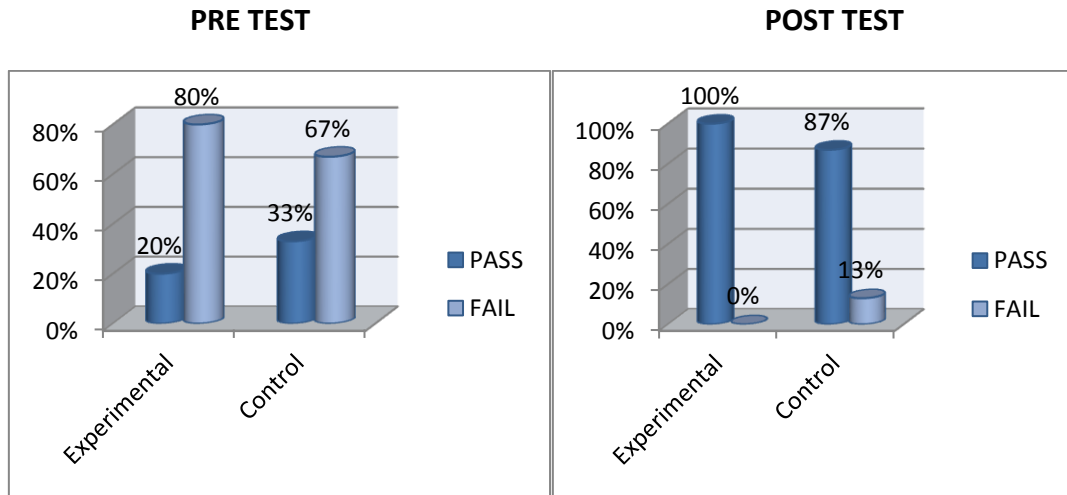
Control group

This group shows the next results: 73% of students pass, while 27% fail the test. We should mention that the control group had the everyday materials (learning English books) at the same time.

CHART 1

OCCUPATIONS

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
12	EXPERIMENTAL	20%(3ss)	80%(12ss)	100%(15ss)	100%(15s)	0%	100%(15ss)
12	CONTROL	33%(5ss)	67%(10ss)	100%(15ss)	87%(92ss)	13%(8ss)	100%(15ss)

PRE TEST   POST TEST

PRE-TEST

As we can see in the first chart after have been applied the pre-test in both groups, we observed that students who failed the vocabulary test that means 80% of the students from control Experimental group and 67% of the Control Group showed a weakness of knowledge related to word's topic.

POST-TEST

The second chart shows an important improvement of vocabulary use where students who passed the test were more than the pre-test, like we can explain: 100% experimental and 87% control group. Therefore, we can appreciate a significant reduction of students who failed the test as: experimental 0% and control 13%.

ANALYSIS

We can conclude that in relation to unit one, we could see the expected results after applying the contextualized material in control group, Because they learned more vocabulary words than control.
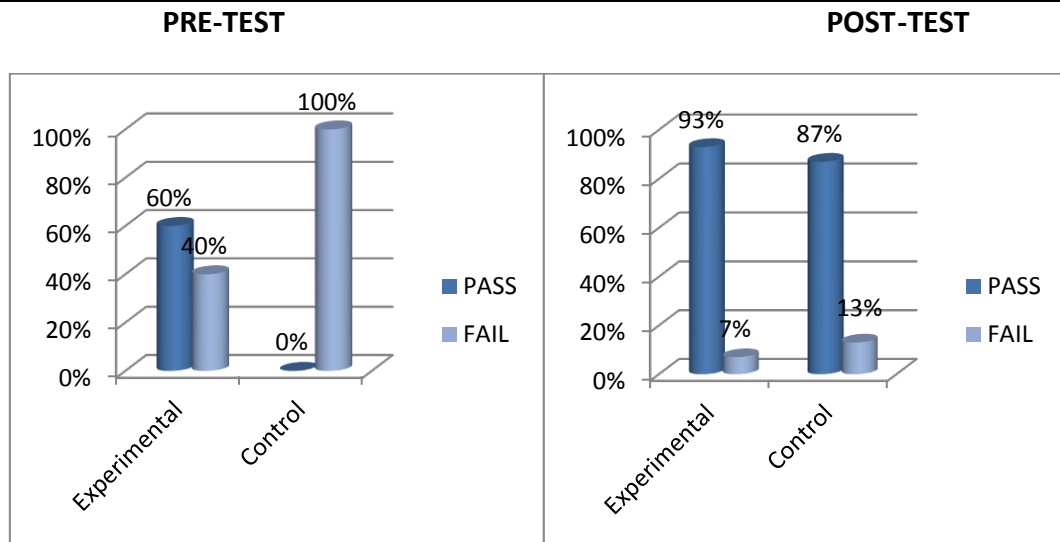
CHART 2

FOOD

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
12	EXPERIMENTAL	60%(9ss)	40%(6ss)	100(15ss)	93%(14ss)	7%(1ss)	100%(15ss)
12	CONTROL	0%	100%(15s)	100(15ss)	87%(13ss)	13%(2ss)	100%(15ss)

PRE-TEST   POST-TEST

PRE-TEST

The pre-test graphic details the results achieved in both groups where the experimental group shows that 60% of students passed the test but 40% failed, in relation to control group showed that 100% of the students failed, which indicates that students did not have enough vocabulary.

POST-TEST

During the post- test examination, the experimental group showed 92% passed who increased their vocabulary trough contextualized material and only 8% of students failed it. Besides that, we could observe that 70% of the students in the control group passed and 30 % failed.

ANALYSIS

Comparing both charts we can see that experimental group obtained a satisfactory vocabulary learning we could notice that there is a significant difference between experimental and control group.

CHART 3

FAMILY MEMBERS

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
12	EXPERIMENTAL	13%(2ss)	87%(13s)	100%(15ss)	100%(15s)	0%	100%(15ss)
12	CONTROL	20%(3ss)	80%(12s)	100%(15ss)	87%(13ss)	13%(2ss)	100%(15ss)

PRE-TEST   **POST-TEST**
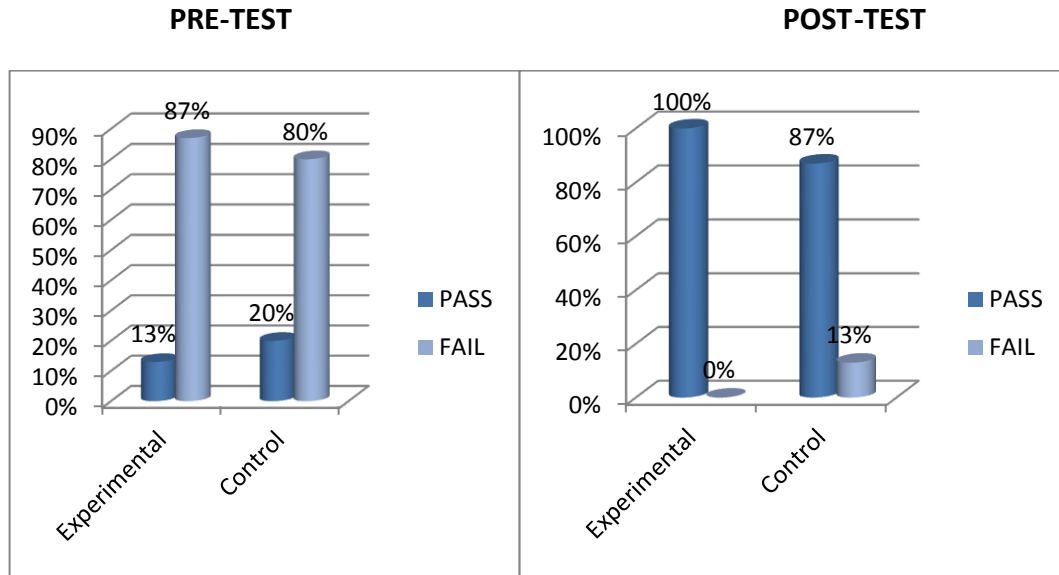
PRE-TEST

During the application of the pre- test we could observe that experimental group got 13% passed and 87% failed, in addition many students did not know the vocabulary words related to unit three. On the other hand the control group showed 20% passed and 80% failed, we could see that they did not have vocabulary knowledge.

POST-TEST

After the contextualized material had been applied in unit three, we observed a 100% of improvement in the experimental group, it is important to mention that the control group had an improved too, but it was not the same as the experimental one.

ANALYSIS

In this chart both groups had high vocabulary increase, but we are only focused in the experimental group which is our object of study.

CHART 4

SCHOOL OBJECT

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
14	EXPERIMENTAL	13%(2ss)	87%(13ss)	100%(15ss)	100%(15s)	0%	100%(15ss)
14	CONTROL	7%(1ss)	93%(14ss)	100%(15ss)	87%(13ss)	13%(2ss)	100%(15ss)

PRE-TEST   POST-TEST
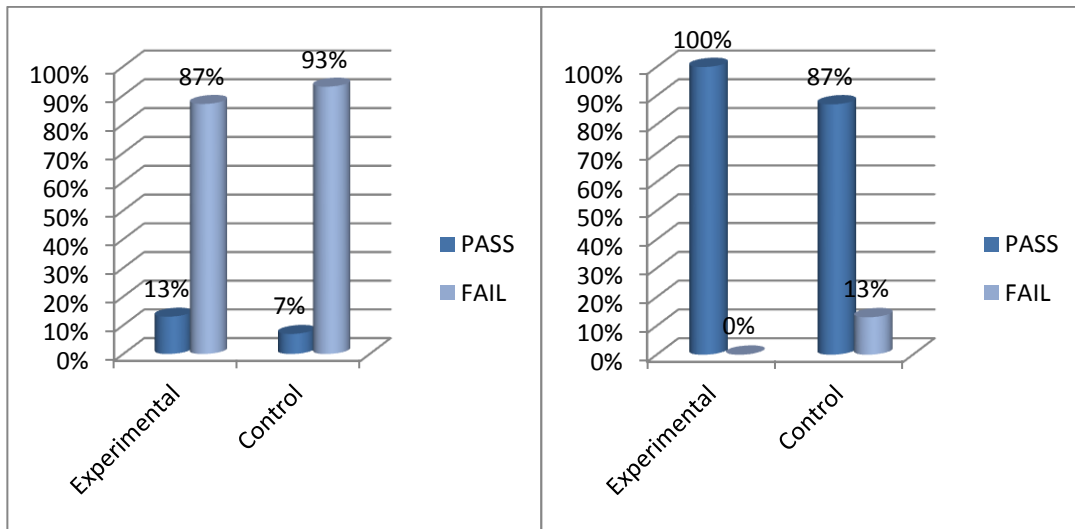
PRE-TEST

 The experimental group obtained the following results: 13% passed and 87% failed. In the case of Control Group the data obtained was similar, that is to say; we could observe 7% passed the test related to topic, and the 93% did not have enough knowledge about the words proposed in the lesson.

POST-TEST

We obtained 100% lexical knowledge of achievement in experimental group. Concerning to Control Group the improvement was not similar than Experimental Group; nevertheless, we could observe positive results. The data showed that 87% of students passed and only 13% failed it.

ANALYSIS

 According to the program done inside the classroom, the post-test showed better results, about experimental group, who improved their vocabulary knowledge a lot, and the control group was good too.
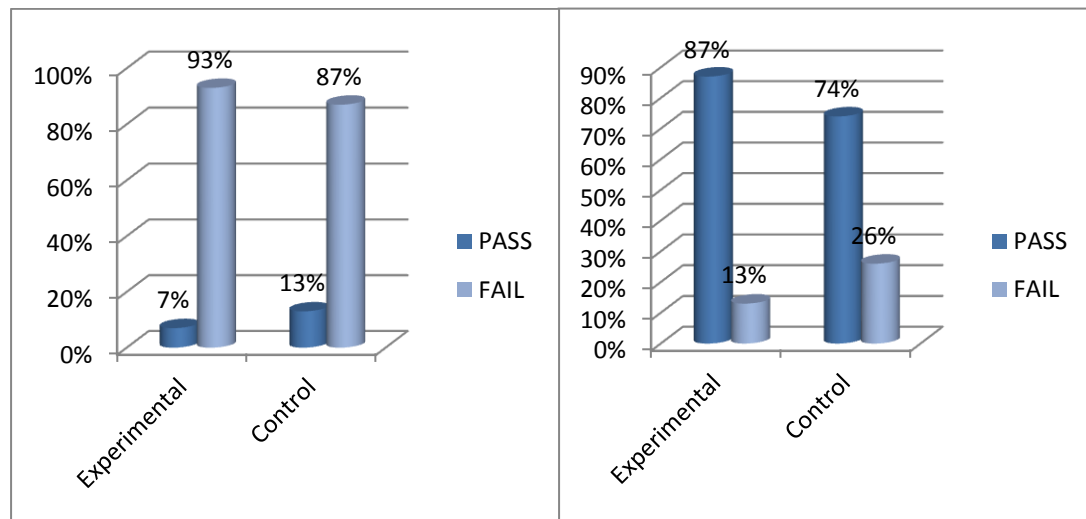
CHART 5

CLOTHES

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
12	EXPERIMENTAL	7%(1ss)	93%(14s)	100%(15ss)	87%(13s)	13%(2ss)	100%(15ss)
12	CONTROL	13%(2ss)	87%(13s)	100%(15ss)	74%(11s)	26%(4ss)	100%(15ss)

PRE-TEST   POST-TEST

PRE-TEST

We could check high percentage of difficulties about the topic. In the case of experimental group students showed: 7% of lexical knowledge, while 93% expressed lack of lexical knowledge. Taking about control group, the percentages obtained 13% a great achievement but 87% expressed lack of lexical knowledge.

POST-TEST

The experimental group got 87% of success, while the 13% of the students failed the test. Talking about the control group, they obtained 74% of success, nevertheless, the lexical improvement in the students kept their initial knowledge.

ANALYSIS

Taking into account the main objective, during the test, we could say the data increased in both groups.
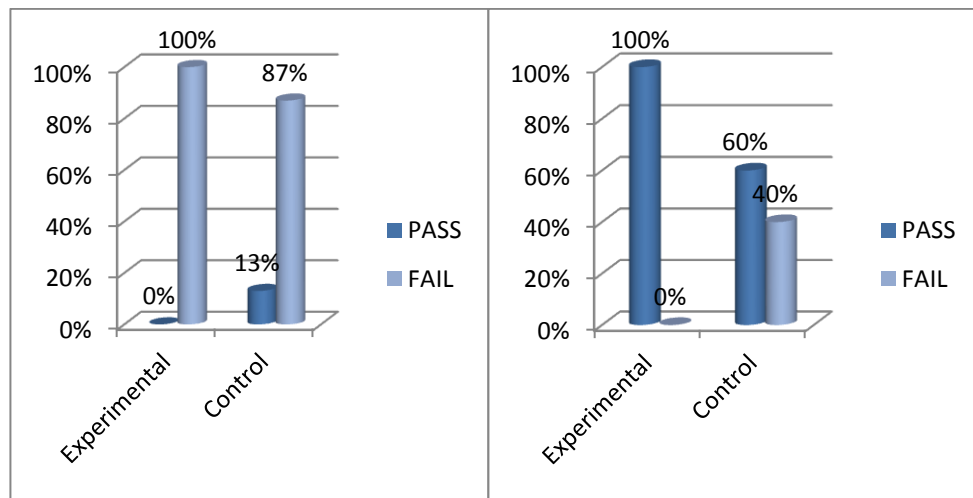
CHART 6

MONTHS

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
12	EXPERIMENTAL	0%	100%(15s)	100%(15ss)	100%(15s)	0%	100%(15ss)
12	CONTROL	13%(2ss)	87%(13ss)	100%(15ss)	60%(9ss)	40%(6ss)	100%(15ss)

PRE-TEST   POST-TEST

PRE – TEST

The experimental group students showed 0% lack of knowledge. According to the students, the topic presented was new for them. The control group percentages were higher but it does not mean satisfactory enough, because they only obtained 13% of knowledge about the topic and the 87% of them did not know anything.

POST- TEST

The experimental group showed a significant improvement in the post test where the 100% of students passed, however the control group obtained 60% a satisfactory result but 40% failed, it show us lexical difficulties as a result of different factors (family, customs, culture and environment).

ANALYSIS

The students have increased and improved lexicon in English language. We could observe a significant difference between the ones who worked with contextualized material and the one who did not work with it.

CHART 7

STORES

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
			PRE - TEST			**POST - TEST**	
12	**EXPERIMENTAL**	0%	100%**(15s)**	100%**(15ss)**	80%**(12s)**	20%**(3ss)**	100%**(15ss)**
12	**CONTROL**	0%	100%**(15s)**	100%**(15ss)**	47%**(7ss)**	53%**(8ss)**	100%**(15ss)**
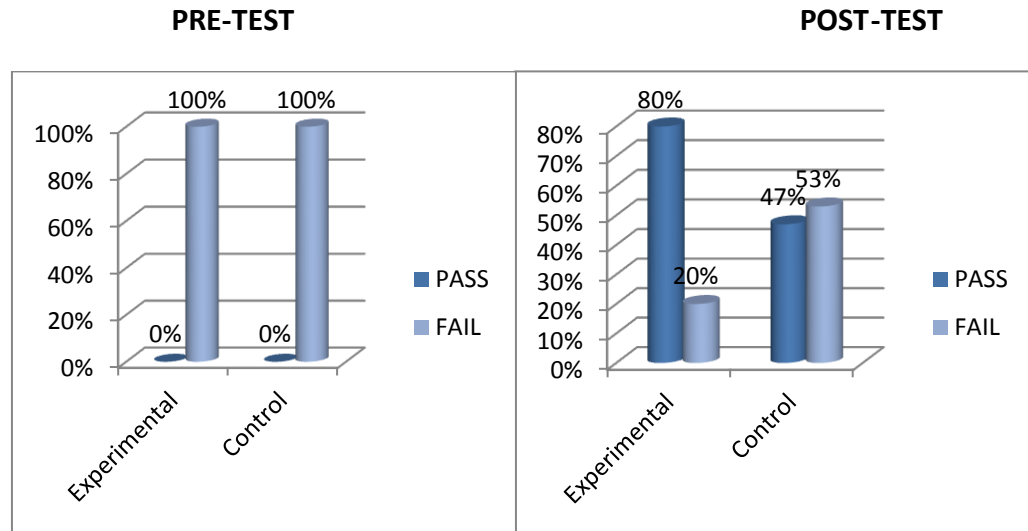
PRE-TEST   **POST-TEST**

PRE – TEST

The lexical knowledge of this chart was zero in both groups. The experimental and control group showed lack vocabulary knowledge related to the topic.

POST – TEST

The high success during the post-test was significant. The experimental group 80% students passed and 20% failed. The control group improvement was 47%, even though the failed percentage was 53%.

ANALYSIS

After have been exposed the data, we conclude that example group improved their knowledge in significant way. While on the other hand, the control group demonstrated a little improvement. In addition, we have to say that is weakness is due to the use of everyday materials.

CHART 8

PLACES

EXPERIMENTAL AND CONTROL GROUPS

WORDS	GROUP	PRE - TEST			POST - TEST		
		PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
14	EXPERIMENTAL	0%	100%(15s)	100%(15ss)	80%(12s)	20%(3ss)	100%(15ss)
14	CONTROL	0%	100%(15s)	100%(15ss)	40%(9ss)	60%(6ss)	100%(15ss)

PRE-TEST   POST-TEST
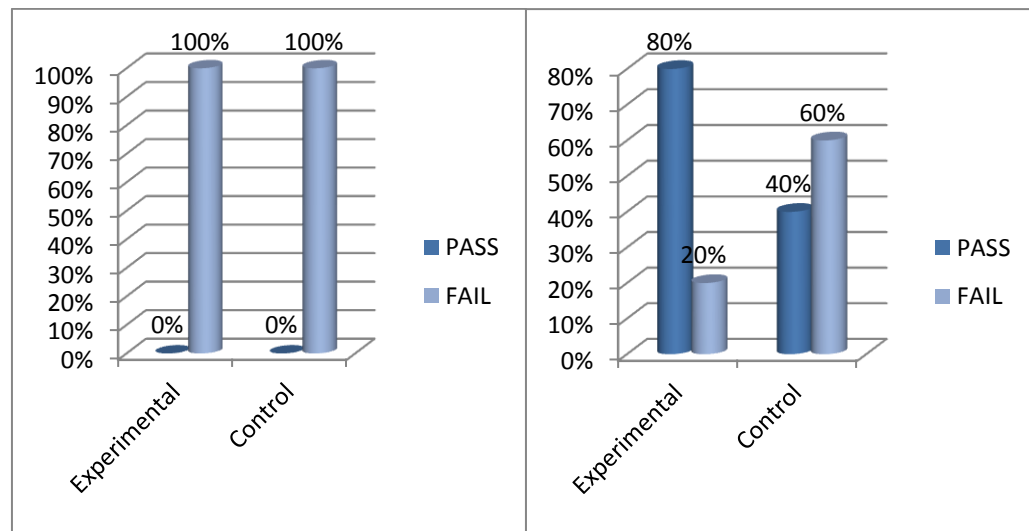
PRE – TEST

 The data observed in the following graphic did not show enough knowledge of the words related to places during the process (pre-test). The experimental group obtained 0% of knowledge, but it is evident the misunderstanding of certain words. Besides the control group expressed the same results.

POST – TEST

During the post-test there was an evident improvement with the experimental group, 80% of the students pass and 20% failed. The control group, the result was worrying, the data did not get the result thought, 40% passed and 60% failed.

FINAL ANALYSIS

 After have been implemented the contextualized material implementation, we observed a 100% improvement in the experimental group, but also it is important to mention that the control group improved but not as same as the experimental one.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

CONCLUSIONS

The present guided work has been done to offer new ideas for helping and motivating children who are submitted in socio-economical and socio-cultural conditions. Therefore one of the best ways to help our children is using the contextualized materials in order to increase vocabulary.

Thus, without doubt with the implementation of these resources students can improve their English successfully as it was demonstrated a long of the development of this study. Talking about the materials we have to point three important aspects. The first' one is improvement as well as the increase of the students' vocabulary when they deal with English. In this stage students worked hard; that means, they were exposed to work with innovative materials as a result of this they improved and increased their vocabulary successfully. Second, after have been exposed the contextualized materials, students demonstrated positive attitudes toward the materials made. So, that means students' attitudes changed significantly because they became active learners rather that passive one. Finally, with the application of our program, we were inside of teaching area helping and giving students the opportunity to develop different skills such as: grammar, listening, speaking, writing and reading. At the end of each unit they had a feedback session with games in order to practice the vocabulary learnt during classes.

During the process of the guided work we could observe and identify that, the possibility of having two different groups such as experimental and control group, gave us the opportunity to handle and manage different lexical variables related to the knowledge of different topics. Besides that, if we focused on the synchronic aspects applied in the tests, we observed certain methodological approaches to take into account before applying the material to those students.

The experimental group, gave us the possibility to apply the material effectively during the program, this made us possible to see the final results. Moreover, we could observe that the procedure is not suitable enough, because during the implementation procedure, there were

some socio-cultural factors like: family, culture, customs and environment which were taken into account to find out a final result. The use of the variables Pass and Fail helped to know the two sides of the lexical knowledge by the students. Definitely, and a general point of view, we noticed the difference on both moments during the test application. During the pre -test the item "Fail" was frequently used, but the opposite in the post test the item "Pass" was the most used, making us realize that the result was satisfactory through all the material implementation.

The students show empathy with contextualized classes and with their facilitators. That attitude was expressed by the acceptance of the tests and material itself, they get familiar with each other immediately by the format, graphics and the data observation. The student expressed lack of knowledge related to different topics and words; we could also observe it by the students' distraction, the use of kind of methodological difficulties during the learning process and by the lack of language implementation in the lower classrooms and levels of instructions.

About the use of contextualized materials

Students were agreeing with the use of contextualized materials. They made the class most interesting and helped students to understand better the issues showed also it motivated students to learn and participate. Besides that, they considered that it facilitated learning because they believe that when teachers use this kind of materials, more students applied what they learned outside of school.

On the use of contextualized material in English class room; most of the students expressed their understanding when the teacher used it. Also they said that using it motivates them to learn.

Also based on the results regarding the opinion from students about the understanding of the issues and the use of contextual material, we could assert that although understanding in class increase their vocabulary highly. About class participation with the use of contextualized material, students felt more involved when the teacher used it. The students felt motivated to learn when using contextualized materials.

RECOMMENDATION

The following recommendations should be considered in order to further support in teachers who wants to implement this kind of materials.

- ✓ The teaching materials must be organized by areas and topics. In fact it will be easy to include different techniques in the curricula. The topics must be related to the socio-geographical context according to the place the material is acquired.

- ✓ The teachers who want to implement productive classes focused on the activities suggested, need to invest a lot of time not only making or performing the classes correctly, so they might include and mix different activities where they will be able to develop and perform the topics correctly in order to improve students' understanding.

- ✓ The teacher should enrich the activities performed during classes, they should invest more time in working and developing more interactive classes, in order to make students acquire the knowledge transferred, and help students relate topics and information in different contexts.

- ✓ The teachers have to create confortable conditions for more effective learning, whether the instruction is contextualized or integrated, the connection of basic skills instruction to applications and students` life goals.

- ✓ Teachers in rural and urban areas tend to use more Contextualized Materials in their classes in order to have a better understanding in a English class where the new vocabulary was implemented.

- ✓ As teachers and students are clearly using Contextualized Materials for the majority of the lesson, that interventions should shift from supporting an increase the English vocabulary.

- ✓ In sum, we suggest students are involved in more interactive activities; this improvement needs to be reinforced. Further implementation teachers should be encouraged, with a focus on the pedagogical value of such activities. Introducing Contextualized Material that reinforces development of students' cognitive learning.

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