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PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

TOPIC

Didactic techniques to enhance the teaching vocabulary used in students of eighth-grade

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La Universidad para todos



DEDICATION

This research proposal is dedicated to our beloved family, with heartfelt appreciation for their unwavering practical and emotional support. It could have been challenging to fulfill our goals without their help. We also extend our gratitude to the co-worker, who has been a constant source of friendship, support, and inspiration throughout this project. Additionally, we express our deepest thanks to our parents, who have been a constant source of encouragement and inspiration in our lives. Their love, understanding, and patience have been instrumental in guiding us towards successful goal attainment.

Chamorro Cacpata Maria José

Ocaña Guano Jeanneth Isabel



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RESUMEN

El siguiente estudio de investigación tiene como objetivo determinar el desafío de mejorar la enseñanza de vocabulario a estudiantes de octavo grado en un entorno con recursos limitados. El objetivo principal es aplicar técnicas didácticas prácticas y efectivas para mejorar la adquisición de vocabulario en el aprendizaje del idioma inglés, promover la participación de los estudiantes y facilitar su desarrollo del lenguaje. Los estudiantes de la investigación se llevarán a cabo en la Unidad Educativa Fiscal “Tarqui” enfocándose específicamente en los 24 estudiantes de octavo grado clase "A" donde el contexto involucra un ambiente de escuela secundaria con apoyo tecnológico limitado, destacando la importancia de intervenciones que puedan implementarse con una mínima dependencia de la tecnología. La metodología empleada en este estudio incluye la aplicación de métodos cuantitativos, utilizando encuestas y cuestionarios para recopilar datos y validar resultados. Los resultados más importantes del estudio se centran en las contribuciones prácticas de las técnicas didácticas propuestas, que se centran en mejorar las habilidades de los estudiantes, adoptar un enfoque centrado en el estudiante y promover la aplicación realista del lenguaje. La propuesta en sí implica la aplicación de técnicas didácticas activas para mejorar la enseñanza del vocabulario, enfatizando la participación y el aprendizaje activo de los estudiantes. Las conclusiones extraídas de esta investigación subrayan la importancia de integrar técnicas didácticas prácticas y efectivas en la educación de idiomas, particularmente en entornos con recursos limitados, para fomentar la participación de los estudiantes y el desarrollo del lenguaje. Considerando todo esto, este estudio contribuye al desarrollo profesional de los profesores, proporciona un marco sistemático para la enseñanza de vocabulario y ofrece valiosas oportunidades para que los estudiantes practiquen y apliquen vocabulario activamente en contextos auténticos, fomentando en última instancia el desarrollo de su lenguaje y mejorando su dominio general del inglés.

Palabras clave: técnicas didácticas, mejora, adquisición de vocabulario, contexto auténtico, enseñanza, aprendizaje.



ABSTRACT

The following research study aims to determine the challenge of enhancing the teaching of vocabulary to eighth-grade students in a resource-constrained environment. The main purpose of this study is to apply practical and effective didactic techniques to improve vocabulary acquisition in English language learning, to promote student engagement and facilitate their language development. The students of research will be carried out at Unidad Educativa Fiscal “Tarqui” focusing specifically on the 24 students of eighth-grade class "A" where the context involves a high school setting with limited technological support, highlighting the importance of instructional interventions that can be implemented with minimal dependence on technology. The methodology employed in this study includes the application of quantitative methods, utilizing surveys and questionnaires to collect data and validate results. The most important results of the study are centered on the practical contributions of the proposed didactic techniques, which focus on enhancing student’s skills, adopting a student-centered approach, and promoting realistic language application. The proposal itself entails the application of active didactic techniques to improve vocabulary instruction, emphasizing student participation and active learning. The conclusions drawn from this research underscore the significance of integrating practical and effective didactic techniques in language education, particularly in resource-constrained environments, to foster student engagement and language development. All things considered, this study contributes to the professional development of teachers, provides a systematic framework for vocabulary teaching, and offers valuable opportunities for students to actively practice and apply vocabulary in authentic contexts, ultimately encouraging their language development and improving their overall English proficiency.

Keywords: didactic techniques, enhances, vocabulary acquisition, authentic context, teaching, learnin



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INTRODUCTION

Vocabulary acquisition stands as a fundamental component in the journey of learning English as a second language. Recognizing this significance, teachers have the challenge of making the process engaging, innovative, and impactful for students. Beyond the acquisition of new words, the challenge includes grasping meanings, mastering pronunciation, and practicing spelling skills for fluency and effective communication in a foreign language. For this reason, it is essential to give precedence to this method in language courses to equip students with the requisite means to engage in communication in the target language. Brown (2000) asserts that language instruction is akin to an art form, necessitating the consideration of specific principles to ensure the success of the teaching-learning process across the four communication skills (reading, writing, speaking, and listening). However, there exists no universal formula, as diverse techniques must be integrated based on the sociocultural context of the learners.

Given the inherent difficulty students face in memorizing and assimilating new vocabulary, teachers must employ diverse didactic resources, strategies, and methods to inspire and facilitate the expansion of English knowledge. This involves acknowledging the perpetual challenge for students, particularly in a second or foreign language context. One exemplary approach involves leveraging the power of active didactic techniques, as suggested by various experts.

The Diagnostic analysis in Ecuadorian public institutions involves a comprehensive assessment of various aspects to identify strengths, weaknesses, opportunities, and challenges. This research context helps in understanding the current state of the institution where we work and informs decision-making processes for improvement. Here are some key areas to consider when conducting a diagnostic analysis of an Ecuadorian public institution.

This research study aims to investigate the challenges and opportunities associated with enhancing vocabulary teaching to eighth-grade students in a resource-constrained environment. The study will focus on implementing practical and effective didactic techniques to improve vocabulary acquisition



in English

language learning in an urban area of Ecuador in the Pichincha Province, the public institution is located in the South of Quito, in the “Gualberto Perez E2-136 and Andres Perez avenue” in District “Eloy Alfaro”, with AMIE code 17H01254, the participants in this proposal are from “Tarqui” high school where there are approximate 1700 students with regular educational who attends in “matutina” and “vespertina” students. The students receive three English Academic hours with 45 minutes according to the National Curricula given by the Ministry of Education where they work with material adapted for the teachers' English area according to the reality, context, and time. Additionally, there is no English laboratory, technology, and resources, and limited financial resources may result in insufficient access to educational materials.

As a consequence, the central elements of the research proposal include the investigation of didactic techniques to enhance vocabulary acquisition, aligning with the university's research requirements focused on integrating knowledge for solving professional problems in language education. The problem at hand revolves around the need to enhance vocabulary teaching strategies for eighth-grade students in a resource-constrained environment. Despite the importance of vocabulary acquisition, traditional teaching methods may not always effectively engage students or facilitate long-term retention of vocabulary. Therefore, there is a pressing need to explore and implement didactic techniques that can motivate students and enhance their vocabulary learning experience.

The educational proposal is focused on a group of approximately 24 students aged 11 to 13 years old with a level of A1 (CEFR), in the students of eighth basic year EGB.

The research topic, "Didactic Techniques to Enhance the Teaching Vocabulary used in students of Eighth Grade," emphasizes the integration of knowledge for solving professional problems in language education. The object of the investigation is to determine the effectiveness of didactic techniques in enhancing the vocabulary of eighth-grade students at "Tarqui" high school, with the general objective being to investigate the impact of these techniques through the implementation of a pre-test/post-test



control group.

The research proposal employs the inductive and deductive approach, utilizing the findings from the questionnaires and relevant information gathered from books, journals, and a sample thesis. The data collection includes empirical methods and pre-test and post-test with a survey. The research variables are the use of didactic techniques in language education as the independent variable and vocabulary as the dependent variable. The research will apply the quantitative approach for gathering the principal data from the surveys and the pre-test and post-test to students of the eighth basic year. The population is eighth-grade students across classes A to F, with a total of 175 students, and the sample consists of 24 students from the 8th-grade class "A." The sampling method used in this research is convenience sampling.

The initial diagnosis is aimed at assessing and understanding the factors influencing English vocabulary learning. The proposed research holds importance and timeliness, as it aims to uncover teacher strategies and how didactic techniques motivate students, enabling them to understand the importance of learning vocabulary.

The specific objectives of the study include to diagnose the problems that eighth-grade student's face during vocabulary training, to determine the significance of vocabulary acquisition in an English language course, to identify strategies to encourage vocabulary development and to apply various didactic techniques to reinforce vocabulary learning. The hypothesis revolves around the idea that the implementation of effective didactic techniques will significantly enhance the vocabulary acquisition of eighth-grade students.

The independent variable in this research is the use of didactic techniques in language education, in the online publication *Temas Para la Educación* (2009) affirms that instructional tools enhance learning and establish an environment conducive to teacher-student interaction, fostering optimal teaching-learning outcomes. This notion is echoed by Torga, M. (2014), who cites Vygotsky's



perspective, emphasizing the indispensability of teacher involvement in creating conditions that facilitate students' acquisition of foundational experiences for concept formation. Hence, educational resources serve as mediators to fulfill this role, crafted by educators to support learning objectives.

For this reason, it's important to mention that integrating flashcards, visual aids, and gamification into English classes proves to be an excellent and motivating didactic resource as examples given in the article: *Didactic Strategies for Teaching English as a Foreign Language in Seventh and eighth grades in secondary schools in Costa Rica* created by Navarro, D., & Piñeiro, M. (2012). Highlighting that all didactic strategies are amazing as a technique because they are an integral part of everyday life, and resonate particularly with students, offering them a direct and participatory avenue for learning and internalizing new vocabulary. Through this approach, teachers not only enhance vocabulary acquisition but also promote a dynamic and enjoyable learning environment, empowering students to express their ideas and communicate effortlessly in the target language.

Navarro & Piñeiro (2012) emphasize the importance of incorporating effective teaching methods to enhance the teaching-learning process. Their perspective underscores the necessity of employing strategies that not only facilitate the acquisition of subject knowledge but also foster the development of broader competencies, such as critical thinking, cooperation, and mutual respect among students.

While the dependent variable is vocabulary where Cesteros (2004) asserts that newly acquired vocabulary is stored in the mental lexicon, a section of the brain where words are organized into categories. This storage of vocabulary is influenced by various memorization techniques. Utilizing the senses aids in consolidating this information, including visual methods such as flashcards, auditory approaches like songs or conversations, and kinesthetic techniques involving touch, sensation, and taste. The author suggests that words are retained when we require them, both in receptive (reading and listening) and productive (speaking and writing) contexts. Regular practice is emphasized as crucial for enhancing recognition and recall levels of learned words. Without consistent practice and review, vocabulary acquisition may suffer, leading to a decline in retention over time.



Moreover, according to Dakhi & Fitria (2019), vocabulary serves as the primary means of communication, reflecting the thoughts, emotions, and opinions of language users. Lampung (2021) further highlights the critical role of vocabulary in language proficiency, asserting its significance in fostering the development of listening, reading, speaking, and writing skills among students. Possessing an extensive and diverse vocabulary, along with effective learning strategies, enables students to demonstrate their linguistic abilities confidently, seize opportunities, and actively engage with the language learning process. Therefore, mastering vocabulary stands as a pivotal aspect of academic growth.

These variables will be explored to understand the relationship between teaching strategies and student vocabulary development. The study will utilize a quantitative approach, employing surveys and questionnaires for data collection and analysis. The population for this study consists of eighth-grade students at Unidad Educativa Fiscal “Tarqui,” with a total of 175 students across classes A to F. The sample will include 24 students from the 8th-grade class "A," selected through convenience sampling, and the investigation will be classified as a quantitative research study, focusing on gathering and analyzing numerical data to evaluate the impact of didactic techniques on vocabulary improvement in eighth-grade students.

Furthermore, the main theoretical contributions of this research lie in the development of innovative didactic techniques to improve vocabulary instruction, addressing the professional, methodological, technological, and social needs of language education. The importance of this research is underscored by its potential to enhance language acquisition in resource-constrained environments, providing valuable insights for educators and contributing to the professional development of teachers. The novelty of this study lies in its focus on practical didactic techniques tailored to eighth-grade students, aiming to create a dynamic and engaging learning environment that promotes vocabulary development effectively.

In addition, every chapter accurately explores fundamental aspects. In the first chapter, the



researchers provide a concise overview of the research, incorporating a theoretical framework. This section elucidates essential concepts to facilitate a complete comprehension of vocabulary learning processes, encompassing both traditional and non-traditional methodologies. The chapter includes a thorough examination of existing literature relating to methods and techniques employed to enrich vocabulary in the EFL classroom.

In the second chapter, the methodology employed for the investigation and diagnosis is outlined, outlining the approach used to gather and analyze data. This process aimed to identify the strategies employed by the eighth-grade teacher to improve vocabulary learning. Additionally, the chapter explores into the characteristics of the students, providing a detailed description and analysis of the results obtained during the diagnostic stage.

In the third chapter, the proposal is presented and validated through the study's results, accompanied by a comprehensive discussion that facilitates a more profound comprehension of the connection between the teacher's discourse and her practical approaches in teaching vocabulary.

Finally, the researchers concentrate on drawing conclusions and offering recommendations, amalgamating the most noteworthy findings from the study and elements considered significant for potential research endeavors



CHAPTER I

THEORETICAL FRAMEWORK

The previous research that was taken into account for this work is of the fourth level and is related to vocabulary issues at different levels of English language teaching in various educational contexts optimizing methods, techniques, and tools to contribute to educational changes.

In the research project of Sasan Baleghizadeh and Arezoo Ashoori (2011) from Shahid Beheshti University, G.C., in Tehran, Iran and published in the magazine "MEXTESOL Journal" on The Impact of Two Instructional Techniques on EFL Learners Vocabulary Knowledge: Flash Cards versus Word Lists: The main objective was to investigate students' responses to learning vocabulary using flashcards and word lists. The study aimed to compare the efficacy of these two techniques in teaching vocabulary to EFL learners. When comparing the use of flashcards and word lists in vocabulary learning, the results revealed no significant difference in the effectiveness of either of the two techniques. The study involved providing instructions for ten minutes in two sessions, followed by a post-test after two days, which showed no significant variance in the mean scores of the two groups.

It was concluded that there was no significant difference in the effectiveness of the two vocabulary teaching techniques, flashcards, and word lists, based on the study results. Despite the flash card technique resulting in a slightly higher mean score than the word list technique, the independent samples t-test showed no statistically significant difference between the two groups. This led to the conclusion that the advantage of flashcards over word lists in terms of vocabulary learning was limited.



The researchers recommended that teachers in EFL contexts, particularly those with limited access and exposure to the target language, can effectively help learners acquire new vocabulary through decontextualized activities. Despite the concerns among EFL teachers about achieving high levels of lexical proficiency in such settings, the study's findings indicated that even simple and traditional vocabulary teaching techniques can be beneficial for EFL learners. The results suggested that both flash cards and word lists can be valuable tools for vocabulary instruction, with no significant difference in effectiveness between the two techniques. Therefore, the researchers implied that educators can utilize a variety of methods, including flash cards and word lists, to support vocabulary learning in EFL contexts.

Likewise, the research project of Casamassima (2008) in "Intervención en el Desarrollo de la Interlengua: Estrategias de Aprendizaje de Vocabulario en Idioma Inglés como Lengua Extranjera en Estudiantes del Nivel Medio de Escolarización" highlights the importance of vocabulary learning strategies in the foreign language teaching process lies in their ability to enhance vocabulary retention and acquisition. By utilizing effective strategies such as mnemonic methods, imagery, and context inference, learners can improve their ability to remember and use new words. These strategies not only aid in the initial learning of vocabulary but also contribute to the long-term retention and application of words in various contexts.

Additionally, the document proposes methodologies that focus on training in learning strategies and metacognitive reflection to enhance vocabulary acquisition. Educators can facilitate the recognition and controlled production of a greater number of lexical items by providing dedicated space for metacognitive activities and training in learning strategies. This



approach aims to move students towards spontaneous production of vocabulary items and increase the rate of vocabulary acquisition in a foreign language. By incorporating activities and materials that develop and reinforce learning strategies specific to vocabulary acquisition, educators can support students in improving their vocabulary retention and usage skills.

Finally, in the article *Didactic strategies for teaching English in elementary education* by Fernandes, Felicetti, & Szezecinski (2019) provides valuable insights into effective teaching methods that can enhance language learning outcomes. By focusing on interdisciplinary themes, storytelling, and communicative language teaching, the authors offer practical approaches to language instruction that address the challenges of language learning in educational settings.

The article focuses on teaching English language skills, including listening, speaking, reading, and writing. The proposed teaching strategies aim to enhance the teaching and learning process by incorporating various didactic approaches that engage students in interactive and communicative activities. These strategies not only help improve students' language skills but also create a positive classroom environment conducive to student-teacher interaction and learning.

Overall, the research conducted by these authors sheds light on the importance of incorporating innovative and engaging teaching strategies to improve the teaching and learning of the English language in elementary education. The work highlights the significance of considering students' interests and cultural backgrounds in the language learning process.



Teaching techniques

Theoretical models on teaching techniques

According to Chicaiza Chango (2023), indicates that currently, several numerous theoretical models address didactic techniques to improve the education of students, these promote learning, improving their teaching and learning based on techniques that have been studied, motivating the acquisition of new knowledge and skills. Besides Cock Martinez (2022), indicates that the school context tends to become the only place where the child can construct and practice an idea of English, which is linked to the classroom experience that is not mainstreamed with other social environments and therefore the teaching and learning of English. English, is limited by the teaching strategies that are implemented in the school context.

These theoretical models play a crucial role in the educational field by promoting the development and stimulation of reading comprehension in students. By providing solid conceptual frameworks, they serve as guides for teachers, inspiring them to explore novel approaches and adapt pedagogical strategies that improve reading literacy. Reading comprehension is enriched when educators incorporate elements of these models into their teaching methods, as they promote more active, participatory, and meaningful learning. This constant drive toward educational innovation helps cultivate stronger reading skills and prepares students to meet the challenges of the modern world.

Flipped classroom model

Now, Alarcón Díaz (2021), mentions that this model has been extending its application in recent years, being an alternative to motivate and engage students in their learning process, because this model is specifically based on the student's prominence in the learning process through the teacher's guide, the same one that develops digital learning materials taking



advantage of information and communications technologies, this model is applied in institutions that generally have the appropriate infrastructure and technological means.

The growing application of the aforementioned model in recent years has been taken as an effective alternative to motivate and engage students in their learning process. This approach is based on the active participation of the student, guided by the teacher, who develops digital materials taking advantage of information and communication technologies. It is important to highlight that the successful implementation of this model is most frequently observed in institutions that have the appropriate infrastructure and technological resources. This level of adaptability suggests that the model may be particularly beneficial in educational settings equipped with technological resources.

Likewise, Rivarola, et al. (2020), state that the inverted classroom model as a strategy presents an educational model where activities are not conventionally carried out directly in the classroom like traditional models, but through the use of technology, this being recognized as a hybrid light inductive model. , since it combines the advantages of inductive and deductive models, being considered a constructivist, collaborative, and cooperative learning model where it seeks to achieve significant learning in the study group.

According to the research, the flipped classroom model is presented as an innovative educational strategy. Unlike traditional approaches, this model does not carry out activities directly in the classroom but rather uses technology as the main vehicle. It is recognized as a light hybrid inductive model by combining the advantages of inductive and deductive models, having a collaborative and cooperative learning approach.

Besides Fennel Lucena et al. (2019), states that this model has a positive effect on the academic performance of students who have been subjected to this model where it has been



noted that motivation, self-regulation, and teamwork increase compared to traditional models, so students improve their teaching-learning processes generating a new interaction between teachers, students, technological means and the educational institution. At the primary school level, this model has had a notable impact, because they not only acquire knowledge and skills of the subject but also technological and scientific management skills. Besides, Ferrer et al. (2019), add the attitudinal aspect that is present during the development of the teaching-learning process. The acquisition of communication skills in a foreign language, this component should include not only knowledge and skills but also values and attitudes.

Personally, I find it encouraging that the flipped classroom model is not only being recognized for its positive influence on academic performance but also for its impact on fundamental aspects of learning. The fact that an increase in motivation, self-regulation, and teamwork has been observed compared to traditional models, this approach not only promotes the acquisition of knowledge but also contributes to the development of social and emotional skills. The successful integration of technology in education is significant since it not only promotes mastery of the subject but also preparation for technological and scientific management in an increasingly digital world.

The consideration of the model reinforces the idea that learning goes beyond the mere transmission of information, incorporating values and attitudes that are fundamental for the comprehensive development of students. This approach not only transforms the dynamics of the classroom but also redefines the interactions between teachers, students, technology, and educational institutions, generating a more enriching and collaborative environment.

The teaching of English becomes increasingly important, especially from the initial levels, according to Rodríguez-Vélez & Cedeño-Macías (2020), highlights the need for innovative



approaches that include students, teachers, family, and technologies. In this context, the “Flipped Classroom” model in English classes emerges as a valuable tool. This model empowers students as protagonists of their learning, while the teacher acts as a guide and facilitator. Diversifying learning moments, improving prior knowledge, and optimizing a student-centered educational process are key benefits of this pedagogical approach.

Educational institutions must encourage the learning of English from the initial levels, highlighting the need to take into account innovative and holistic educational approaches. This Flipped Classroom model in English classes is presented as a valuable tool by empowering students as protagonists of their learning, transforming the teacher into a guide and facilitator. Diversifying learning moments and optimizing a student-centered process are not only theoretical benefits but also underscore the need for a more interactive and participatory approach in English language education. This model, not only enhances language proficiency but also fosters critical skills and greater commitment to the educational process.

Discovery teaching model

The discovery teaching model, proposed by Jerome Bruner in the 1970s, is an educational theory that advocates a student-centered approach. Bruner argues that students should be encouraged to discover principles and concepts for themselves, rather than simply passively receiving information. This approach seeks to foster deep understanding and long-term retention by actively involving students in the learning process. Unlike traditional methods, this model encourages students to discover for themselves, guided by curiosity, where the teacher only acts as a guide, providing clues and support when necessary, providing stimulating material through observation and comparison strategies, rather than explaining finished content. The discovery



teaching model emphasizes the importance of exploration, experimentation, and problem-solving to achieve meaningful learning (International University of Valencia, 2015).

Therefore, it can be stated that this discovery learning is a student-centered educational approach, using a constructivist model, the active participation of students in obtaining knowledge is highlighted. Through investigations and problem solving, students achieve the desired learning. This model adapts to individual needs and interests, enhancing student development. Through this model, the teacher seeks for students to relate concepts, seek knowledge and assimilate information, thus building the knowledge, where the teacher is a guide in the problem-solving process.

The fundamental principles include that knowledge is acquired by the child, that learning results from research and experimentation, and that discovery is the most effective formula for the assimilation of content, focusing on topics related to the student's immediate environment, their interests and motivations, which makes the lessons long-lasting and interesting. Knowledge is organized through cumulative experiences, building a solid foundation for students' continued development.

In the decade of the 70s, according to Quimbiulco B (2013), Citing Bruner (1976), the idea of discovery learning was proposed, which advocated the active construction of knowledge by children in schools through exploration and discovery of content. Priority was given to practical activity in laboratories and carrying out experiments in the classroom. The traditional and passive teaching model was forcefully questioned, particularly for its promotion of a passive attitude on the part of students. Throughout history, this reality has persisted in cold and schematic treatment. It has been observed that some teachers show a lack of knowledge, disinterest in updating methodologies and lack of practice in the management of bibliographic, audiovisual and



technological resources. In the classroom, they resort to conventional techniques and evaluations, relying on tools such as blackboards, posters, objective tests and, in exceptional cases, observation, to comply with the contents established in the annual planning.

According to Saquina Alcaciega (2016), the discovery learning approach aims to stimulate active student participation, aspiring for human learning to transcend beyond a simple change in behavior and lead to a transformation in learning through meaningful experiences. The teacher's educational work focuses on facilitating and improving the student's learning process, considering contemporary research on learning, which conceptualizes it as a qualitative, active, constructive, and contextual process.

In addition, Saquina Alcaciega (2016), states that from this perspective, the acquisition of new knowledge occurs when it is presented in some type of organized structure, and its application benefits from social interaction. The teacher's assistance must be focused on learning, specifically on the sequential processes that students go through during the act of learning. Furthermore, the importance of designing coherent educational techniques that effectively promote this learning process is highlighted.

The discovery learning approach allows the student to be the builder of his or her own knowledge, promoting meaningful and lasting learning. However, the guidance of the teacher is essential, who acts as a guide to ensure correct execution. The teacher must employ an appropriate method that encourages the active participation of students, encouraging them to express opinions, ask questions and participate in interactions that allow them to discover and construct their learning.

It is essential that students develop analytical skills creatively, and in this process, the teacher's role is to stimulate this discovery through questions or brainstorming sessions. In



this way, effective learning is achieved, where students not only acquire knowledge, but also learn to analyze critically and creatively, guided by the reflective and guiding intervention of the teacher.

Meaningful Learning Model

According to Roa Rocha (2021), in his research mentions that this model, proposed by David Ausubel, is based on the idea that learning is more effective when new knowledge is significantly integrated with the student's existing cognitive structure, highlighting the importance of relating the new information with previously acquired concepts, which facilitates a deeper and lasting understanding. In this approach, the teacher plays a crucial role in presenting material in a clear and organized manner, highlighting conceptual relationships and structures. In meaningful learning, information is connected logically and relevantly in the student's mind, thus promoting better understanding, more solid.

Traditional education continues its rhythm in the classrooms, where the teacher selects, organizes and presents the contents according to his own criteria to the student, hoping that they learn the contents presented; this method does not offer complete answers to the interests and needs of the students. However, in the process of acquiring new knowledge, skills and attitudes through constant preparation, discovery and experience of the activities carried out, the significant learning model that is generated when new knowledge is grouped with existing knowledge appears producing permanent learning where the student learns the content when he is able to analyze and interpret its meaning. For this reason, it is necessary to deepen knowledge through active participation in the classroom, applying dynamic and interactive methods and techniques that attract the student's attention. In this sense, information and communication



technologies (ICT) play an important role in the educational process (Moreira Chóez et al., 2021).

The author highlights the imperative need to evolve traditional educational methods towards more dynamic and participatory approaches, describing traditional education as a one-way approach, where the teacher assumes the main role, limiting the ability of students to explore, discover and build their own knowledge actively. The recognition of the meaningful learning model, driven by the connection between new and existing knowledge, highlights the importance of engaging students in a deeper and more reflective process. This perspective highlights that learning goes beyond simple memorization, advocating for a deeper and more lasting understanding of the content.

The call for active participation in the classroom and the application of interactive techniques resonates with the idea that education should not only transmit information, but also cultivate critical and creative skills in students. Furthermore, the mention of information and communication technologies (ICT) highlights the relevance of adapting teaching to modern tools, providing a platform for innovation and collaboration.

According to Valverde Sandoval et al. (2022), meaningful learning implies a dynamic development of metacognitive competencies, considering the importance of academic content and motivation for the student's impact. During the pandemic, virtual education was forced to adapt to new changes and skills, focusing on meaningful learning that provided relevance within its environment. In this study, it was necessary to incorporate decisions that improved individual learning, allowing a deeper exploration of the dynamic conditions in the interaction of the digital teaching system in contemporary academic competencies.



The knowledge that accumulates throughout the lives constitutes an essential part of the cultural capital that we contribute to society. The challenge that teachers face in the work is crucial for the progress of a country since a well-educated society translates into a more productive society, author Valverde Sandoval et al. (2022), highlight the importance of implementing pedagogical approaches that encourage innovation in teaching processes. Among these, meaningful learning is presented as a key perspective to raise the quality of learning, allowing a deeper and more lasting understanding of educational content.

Direct Instruction Model

According to Guerrero Pérez & Allende Hernández (2018), the direct instruction model, conceived by Siegfried Engelmann and Wesley C. Becker, stands as an educational approach that emphasizes the systematic and explicit transmission of information from the teacher to the student. This pedagogical approach seeks to break down learning objectives into small, sequential steps, thus facilitating understanding and retention of the concepts presented. Teachers who apply direct instruction provide clear instructions, accurately model skills, and offer immediate feedback, contributing to the learning process effectively.

The fundamental basis of direct instruction lies in the conviction that effective teaching requires a clear and detailed presentation of information, along with repetitive practices that ensure deep assimilation of content. This approach is particularly beneficial in situations where specific skills and concrete concepts are taught, as its sequential structure and attention to detail provide students with a solid foundation for understanding and practical application of the knowledge acquired.



Characteristics of teaching techniques

Pamplona Raigosa et al. (2019), indicate that teaching techniques, fundamental in the educational field, exhibit various characteristics that influence their effectiveness. They facilitate the learning of educational strategies, these characteristics help the strategy carried out by the teacher to be developed in a clear and precise manner and achieve the objectives proposed by the teacher in student learning.

Interactivity, essential to stimulate active participation, both between the teacher and the students and among the students themselves, promotes a dynamic learning environment. Adaptability is highlighted by its ability to adjust to different learning styles and meet the individual needs of students, which enhances their understanding (Cabero-Almenara & Palacios-Rodríguez, 2021).

Practical applicability is manifested in the ability to convert theoretical concepts into tangible situations, thus facilitating the assimilation of knowledge. Student participation, a key component, seeks to encourage the active involvement of students, encouraging dialogue and collaboration in the educational process. Effective feedback, on the other hand, plays a crucial role in providing clear and constructive feedback to guide students in their progress (Cabero-Almenara & Palacios-Rodríguez, 2021).

Motivation, inherent to teaching techniques, is essential to maintain interest and commitment throughout the educational session. A student-centered approach seeks to adapt to the student's needs and abilities, promoting their active participation and responsibility in learning. Variety and creativity add a dynamic touch, avoiding monotony and stimulating student interest. Technological support, increasingly relevant, uses digital tools and resources to enrich the educational process. Formative assessment, integrated as an essential part of the process,

provides constant information to improve learning. Finally, the clarity and structure in the presentation of information facilitate the understanding and organization of knowledge, contributing to more effective learning (Cabero-Almenara & Palacios-Rodríguez, 2021).

Types of teaching techniques

Currently, a wide variety of teaching techniques are available, which represent procedures used by the teacher to facilitate the students' learning process. These techniques are emerging as fundamental resources for achieving the objectives outlined in the educational strategy. Its application is carried out in an orderly manner, guiding a process that can encompass various specific activities (Tardif, 2010). Some of these techniques are detailed below in Table 1:

Table 1.

Types of teaching techniques

Technique	Aim	Advantages	Applications	Recommendations
Exposure	Present information to a group in an organized manner. Usually, it is the teacher who presents; However, in some cases the students also present.	It allows information to be presented in an orderly manner. The size of the group to which the information is presented does not matter.	Can be used for: - Present the course contents. - Present an informative conference. - Present results or conclusions of an activity.	Stimulate interaction between group members. The teacher must develop skills to interest and motivate the group in his presentation.
Project method	Bring a concrete reality closer to an academic environment through the completion of a work project.	It's interesting. It becomes an incentive. Motivates to learn. Stimulates the development of skills to	Recommended in: - Terminal subjects of professional careers. - Courses where content from different areas of knowledge are already integrated.	Clearly define the skills, attitudes and values that will be stimulated in the project. Provide advice and follow-up to students throughout the entire project.



		solve real situations.	- Courses where you can do interdisciplinary work.	
Case method	Bring a concrete reality closer to an academic environment through a real or designed case.	It's interesting. It becomes an incentive. Motivates to learn. Develops the ability to analyze and synthesize. It allows the content to be more meaningful to students.	Useful for: - Start the discussion of a topic. - Promote research on certain contents. - Verify the learning achieved.	The case must be well prepared and presented. The group should reflect on the learning achieved.
Question method	Based on questions, lead students to the discussion and analysis of information relevant to the subject.	Promotes research. Stimulates critical thinking. Develops skills for analysis and synthesis of information. Students apply "discovered" truths to construct knowledge and principles.	Useful for: - Start the discussion of a topic. - Guide the course discussion. - Promote student participation. - Generate creative controversy in the group.	That the teacher develops skills for the design and formulation of questions. Avoid being repetitive in the use of the technique.



Simulation and game	Learn from action both about content and about students' performance in simulated situations.	Promotes interaction and communication. She is funny. Allows significant learning.	Applicable for: - Contents that require experience to make them meaningful. - Develop specific skills to face and resolve simulated situations. - Stimulate students' interest in a specific topic by participating in the game.	That the teacher develops experience to control the group and to make a good analysis of the experience. That the games and simulations in which you will participate are congruent with the contents of the course.
Problem-based learning	Students must work in small groups, synthesize and build knowledge to solve problems, which have generally been taken from reality.	Promotes the development of skills for the analysis and synthesis of information. It allows the development of positive attitudes towards problems. Develops cognitive and socialization skills.	It is useful: - For students to identify learning needs. - To open the discussion of a topic. - To promote the participation of students in addressing problems related to their area of specialty.	That the teacher develops facilitation skills. Generate a willingness in students to work in this way. Constantly provide feedback to students about their participation in solving the problem. Reflect with the group on the skills, attitudes and values stimulated by the way of working.
role play	Expand the field of experience of the participants and their ability to solve problems from different points of view.	It opens perspectives of approaching reality. Disinhibits. Motivate. Encourages creativity.	It is useful: - To discuss a topic from different types of roles. - To promote empathy in the group of students. - To generate awareness in students about the importance of group interdependence.	That the teacher knows the procedure well. That their roles and characteristics are clearly identified. Reflect on the skills, attitudes and values achieved.



Discussion panel	Make a group aware of different orientations regarding a topic.	You receive varied and stimulating information. Motivating. Stimulates critical thinking.	Applies to: - Contrast different points of view regarding a topic. - Motivate students to research course content.	Clarify to the group the objective of the panel and the role of each participant. Make a careful selection of the topic on the panel and the orientation of the guests. The moderator must have experience in carrying out that activity.
Brainstorming	Increase creative potential in a group. Collect a lot and varied information. Solve problems.	Promotes interaction in the group. Promotes participation and creativity. Motivate. Easy to apply.	It is useful: - When facing problems or looking for ideas to make decisions. - To motivate the participation of students in a group work process.	Delimit the scope of the decision-making process. Reflect with students on what they learn by participating in an exercise like this.

Authors: Chamorro MJ & Ocaña I. (2024)

Vocabulary teaching

Challenges for vocabulary development

According to Peña Ledesma (2019), vocabulary development in the subject of English presents several challenges that students often face throughout their learning. These challenges can affect the ability to understand, communicate, and express yourself effectively in the language. These challenges can often be the amount of technical vocabulary, terms, or expressions that the student must learn. This is one of the main challenges that students face. In



the same way, the challenge of the correct use of terms arises in the practical part, where students present deficiencies mainly when using the terms learned in real situations.

In learning English, an added complexity lies in the fact that many words have multiple meanings, which can generate confusion among students. Polysemy and multiple meanings of words can present a challenge, as students must learn to discern between the different contexts in which a word can be used. This aspect adds a layer of complexity to the process of acquiring and applying vocabulary effectively (Figuroa Sepúlveda & Gallego Ortega, 2021).

In addition, accent and correct pronunciation in English are areas of special attention. The English language has unique sounds and intonations that can be difficult to reproduce for those who are not familiar with them. This challenge not only affects students but also teachers, who must address the teaching of these distinctive elements. Correct pronunciation is essential for listening comprehension, and mastering phonetic nuances can make all the difference in effective communication (Figuroa Sepúlveda & Gallego Ortega, 2021).

English, like other languages, has variations in pronunciation depending on geographic regions. Exposure to different accents is valuable for students as it allows them to adapt to a wider range of linguistic expressions and develop stronger listening comprehension. Likewise, Bojorque-Iñegues (2022), highlights that social inequality also plays a very important role in vocabulary development, demonstrating that there are great interindividual differences in children's vocabulary and that both the mother's educational level and the type of school the children attend have a significant influence on the development of the vocabulary. From an educational point of view, educational institutions need to develop educational interventions aimed at stimulating the vocabulary of young children, mainly, at home and in the preschool environment.



Now, another of the challenges that arises is the difficulty in expressing oneself fluently both in writing and orally, either due to the lack of vocabulary practice in real situations, given that students do not have many opportunities to communicate in English out of the classroom. Overcoming these challenges requires a comprehensive approach that includes constant practice, contextual application, active exposure to the language, and utilization of various teaching resources. Furthermore, patience and perseverance are key to achieving a solid command of vocabulary in the subject of English (Santamarina Sancho & Núñez Delgado, 2021).

Methods and tools to evaluate the vocabulary level

Assessing the level of vocabulary in learning a language, such as English, is essential to measure students' progress. To carry out the evaluations of the vocabulary level, the decent ones prepare specific tests that are a direct way to evaluate the students' knowledge, likewise the teacher applies oral tests where he selects a group of words and asks the student and his or her performance is evaluated. Understanding and their proper way of using these terms in expressions.

In the same way, the teacher must create practical situations where students must apply the vocabulary learned in writing or speaking. To achieve this, the implementation of activities that cover both writing and oral expression is suggested. For example, writing tasks may be assigned that require the incorporation of specific words and expressions into meaningful contexts. Likewise, creating dialogues allows students to use vocabulary practically, strengthening their understanding and effective use.

Additionally, the teacher can conduct guided conversation sessions, where students' ability to communicate effectively using appropriate vocabulary is assessed. These conversations not only provide a platform for applying vocabulary in more dynamic situations but also allow the



teacher to ask specific questions that require detailed answers. This approach encourages a deeper, more contextualized understanding of vocabulary, as students are challenged to express their ideas and knowledge in more elaborate ways.

In addition to traditional assessment methods, it has become increasingly relevant to integrate digital tools into the vocabulary teaching and assessment process. An innovative way to assess vocabulary level is through the use of applications and online platforms specifically designed for this purpose. These tools offer a variety of interactive resources and adaptive tests that add dynamism and versatility to the assessment process.

These apps not only provide interactive exercises that challenge students to apply their vocabulary practically, but also offer adaptive tests that adjust to each student's proficiency level. This personalization guarantees a more precise evaluation focused on the individual needs of each student, allowing continuous progress adapted to their learning pace.

The integration of these digital tools not only expands assessment options, but also makes the process more engaging and motivating for students, especially those who are familiar with technology. Furthermore, by providing an assessment of both receptive and expressive lexical comprehension, these tools comprehensively address vocabulary mastery in the specific context of learning a language, such as English or another.

Techniques to improve vocabulary

Improving vocabulary is an ongoing process that can significantly enhance communication and understanding. According to Ortega Tigre & Zhunio Romero (2015), A fundamental strategy is regular and diversified reading, especially of challenging material. This habit exposes readers to a wide range of words and contexts, contributing to the natural expansion of vocabulary.



Thematic diversity in reading not only introduces new words but also provides a deeper understanding of their application in different situations (López Villa & Lescay Blanco, 2023).

Besides, Marin-Marin (2023), mentions that the use of mobile applications and online platforms designed specifically to improve vocabulary is a valuable tool. These apps not only offer an interactive experience, but also provide access to games, tests and exercises designed to challenge and strengthen lexical knowledge. The interactivity of these platforms provides a playful environment that makes the learning process more attractive and effective.

Now, Casimiro Perlaza & Fuentes González (2020) indicate that active participation in these applications not only improves the ability to remember new words but also encourages practical application in simulated situations. Interactive games and exercises offer an immersive learning experience, where users can test their knowledge effectively. Actively engaging in conversations that require the use of more advanced vocabulary is an effective strategy to strengthen mastery of words and expressions. In addition, (Jimenez Julio, 2018) indicates that this active participation not only provides the opportunity to apply the vocabulary practically but also allows one to learn from the experiences and knowledge of other people in the process. Working in groups of students where new words and expressions are shared and used is another enriching environment.

Attention and commitment during these conversations are essential elements. By paying attention to verbal interactions and how others use vocabulary, students can better internalize and understand the context of words, thus enriching the communication (Ortiz Delgado et al., 2020).



Continuous vocabulary improvement requires regular and consistent practice. The combination of various learning techniques and preferences contributes to a more complete process. In addition to conversations, regular reading, the use of dictionaries and thesauruses, and participation in activities that stimulate verbal creativity are valuable additions. Consistency in exposure to new words, its practical application and constant review are essential elements to consolidate long-term learning.

Factors affecting vocabulary teaching

Vocabulary instruction is faced with various challenges derived from factors that affect the learning process. The socioeconomic context of the students emerges as a determinant, impacting their exposure to language and vocabulary in the family environment. Resource-limited environments may restrict opportunities for lexical repertoire expansion. Furthermore, the lack of educational resources, such as books, teaching materials, and technology in the classroom, constitutes a limitation that has a direct impact on the quality of vocabulary teaching. (Bojorque-Iñegues, 2022).

The selection of teaching strategies can be a crucial element since it directly influences the level of motivation of students to learn and understand vocabulary. This choice plays a fundamental role in generating interest in the subject and the activities carried out in the classroom. The effectiveness of the strategies may vary depending on the stage of cognitive development and age of the students. (Marin-Marin, 2023).

Age and level of development are determining factors that significantly influence the learning process. Therefore, it is crucial to carry out careful analysis to design effective vocabulary teaching strategies. Given the stage of training these students are in, it is evident that



they respond more positively to materials that are not only educational but also attractive and stimulating.

The inclusion of visual elements, vibrant colors, attractive illustrations, and multimedia resources is revealed as a fundamental tool to capture their interest effectively. This approach not only makes the learning process a visually engaging experience but also makes it exciting for students. (Bastidas-A. et al., 2020; Valenzuela et al., 2016).

Technology plays a prominent role in this context. The introduction of digital tools and modern learning media offers a range of possibilities to make vocabulary learning more interactive and participatory. Educational applications, online platforms and digital games designed specifically for vocabulary teaching not only keep students' attention, but also give them the opportunity to learn autonomously and in an entertaining way. (Baño-Lucio et al., 2023; Pacheco-Alejandro, 2022).

The interactivity provided by technology allows students to explore and apply vocabulary in a more practical and engaging way. Activities such as educational games, interactive exercises, and online simulations not only reinforce word retention, but also encourage active participation and contextualized application of learned vocabulary



CHAPTER II

METHODOLOGY FOR THE INVESTIGATION AND DIAGNOSIS

This research aims to provide a detailed description of the stages of the investigative process and its purpose, as well as the corresponding appendices. The methodology described in this research responds to the objectives of the study, which is to investigate the effectiveness of didactic techniques in enhancing the vocabulary of eighth-grade students at "Tarqui" high school including the conceptualization and operationalization of the main categories, the statement and justification of the research approach, the description of the research methods and their purposes, the description of the instruments based on the selected research approach, the description of participants and their characteristics, the description of the needs of the participating students, the description of the initial diagnosis for the elaboration of the proposal, the description of the proposal in detail, the description and analysis of the results of the diagnostic stage, and the description of the instruments to collect data to answer the research questions.

The main categories in this research study are the independent variable of didactic techniques in language education and the dependent variable of vocabulary improvement in students. Didactic techniques refer to the teaching methods and strategies used by the teacher to enhance vocabulary learning in students. Vocabulary improvement in students refers to the increase in the number of words and phrases that students can understand and use in English language learning.

Table 2.

Operationalization of the Independent Variable

OPERATIONALIZATION MATRIZ – DIDACTIC TECHNIQUES				
INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Didactic Techniques	Didactics is a field of research that encompasses the collective knowledge of all teachers at the point where academic knowledge and practice intersect (Fensham 2004; Gundem 2011)	Didactic	Definition	Strongly agree Agree Uncertain/not applicable Disagree Strongly disagree
			Components	
		Technical Procedures	Socialized	
			Individualized	
			Team work	
		Types	Free instruction	
			Direct instruction	
Contextual learning				

Authors: Chamorro MJ & Ocaña I.

It is important to know that in the table 1 shows the Operationalizing the independent variable of didactic techniques involves defining and measuring the specific instructional procedures or approaches used in the educational context.

Table 3.

Operacionalization of the Dependent Variable

OPERATIONALIZATION MATRIZ – VOCABULARY				
DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Teaching vocabulary	Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. (Alqahtani 2015)	Vocabulary knowledge	Word Definition	High
			Word Recognition	
			Word Usage	
		Vocabulary Usage	Listening	Medium
			Reading	
			Writing	
			Speaking	
		Vocabulary Acquisition	Determination	Low
			Social strategy	
Cognition				



Authors: Chamorro MJ & Ocaña I.

The show of the table about the operationalization of the dependent variable in the study of teaching vocabulary is considered for understanding how vocabulary instruction impacts learning outcomes.

Initially, the methodology will serve as a primary source, furnishing credible documentary and factual data to facilitate quantitative research across various levels.

John Creswell, a renowned author in the field of research, defines quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, to determine whether the predictive generalizations of the theory hold true" Creswell's definition emphasizes.

Consequently, quantitative research will be done through survey applications to the students, allowing them to obtain objective data on perceptions and behaviors related to didactic techniques that currently apply and, through statistics, to infer potential activities to develop the vocabulary in a better way.

Singh, S. (2023) mentions descriptive research can be quantitative or qualitative, and it can involve various data collection methods such as surveys, observational studies, and case studies. It is characterized by its focus on observing and documenting the features of a subject, and it is often used to guide the suitable research methods to be employed in a study.

Accordingly, this research is descriptive, aiming to validate the established hypothesis. This will be achieved through a survey comprising fourteen items administered to students, focusing on the variables central to the thesis topic. Subsequently, the gathered results will be



tabulated and analyzed to formulate conclusions and recommendations aimed at addressing the identified problem.

An experimental approach was employed to explore how didactic techniques aimed at enhancing vocabulary affected students' academic performance. Convenience sampling was utilized, encompassing all participating students. Before starting the experiment, a pre-test assessing students' knowledge of specific vocabulary was administered. This test incorporated new words that students would encounter in subsequent lessons employing various didactic techniques.

Therefore, this study aims to address the following research question: To what extent do the didactic techniques enhance the vocabulary of eighth-grade students with limited English proficiency in the “Tarqui” high school?

To determine the efficacy of this study, researchers needed to implement didactic materials consistently in each class over three months, employing various strategies for teaching vocabulary. As a result, it is considered transversal or cross-sectional rather than longitudinal because data is collected at a single point in time or over a short period, providing a snapshot of a population at that specific moment. Additionally, periodic review sessions were conducted where students were prompted to recall previously taught vocabulary through repetition and discussion of related topics in subsequent classes.

Finally, a post-test evaluating vocabulary acquisition was promptly administered. This test included the same vocabulary assessed in the pre-test, albeit with each question redesigned and reordered. While the pre-test consisted of 10 questions, the post-test comprised 9 questions, each featuring distinct formats such as true/false, single selection, multiple selection, matching, underlining, and ordering.



Following the implementation of field research, significant data was gathered. The results from the student survey were organized into graphs, considering the percentage breakdown of each question. Furthermore, these results underwent analysis, comparison, or contrast with data derived from teacher surveys and classroom observations. Subsequently, these findings were corroborated by theories sourced from relevant literature reviews, ensuring a valid and dependable analysis.

Considering the significance of the overall average scores derived from students' pre-test and post-test assessments of vocabulary, this experimental study emphasizes their portrayal in graphical format and subsequent analysis. This comparison aims to discern any augmentation in vocabulary acquisition facilitated by the utilization of didactic techniques introduced by the teachers as experimental resources. Ultimately, conclusions and recommendations about the efficacy of employing songs for vocabulary acquisition in EFL classes were formulated based on the study's outcomes.

The present work will take as part of the investigation of eighth-grade students, in this way:

The population consists of eighth-grade students across classes A to F, with a total of 175 students at "Tarqui" high school. The sample consists of 24 students from the 8th-grade class "A." The sampling method used in this research is convenience sampling. The participants represent a diverse group with different backgrounds, abilities, and interests.

Table 4.

Population and Sample



Group	Population	Sample	%
Students	175	24	14
8th grade			

Authors: Chamorro MJ & Ocaña I.

This project offers advantages to both students and teachers within the institution. Students can enjoy a dynamic and engaging approach to English learning through the use of didactic techniques, resulting in enhanced language skills. Meanwhile, teachers can employ active activities to develop more effective teaching strategies, leading to an improved learning experience for both groups. As a result, both students and teachers can elevate their language proficiency while simultaneously finding the learning process more enjoyable.

Furthermore, the acquisition of these skills necessitates the expansion of English vocabulary. This research holds significant educational value for both English teachers and students, particularly benefiting eighth-grade students at "Tarqui" high school. They will have the chance to actively practice and improve their English vocabulary using various didactic techniques. It is worth highlighting that the more vocabulary students engage with, the more proficient they will become in using it across different exercises. These strategies serve as an excellent alternative to traditional methodologies, offering greater motivation. They represent an additional resource for students to actively learn and participate in their language acquisition journey.

The beneficiaries of this project encompass both students and teachers at "Tarqui" high school. Students are presented with a distinctive chance to engage in an enjoyable and interactive



English language learning experience through a diverse range of didactic techniques.

Simultaneously, teachers are allowed to develop effective teaching strategies within an active learning environment. As a result, this project aims to introduce an innovative and creative initiative that facilitates English language acquisition for students.

The instruments used in this study include a survey instrument, a pre-test and post-test procedure, and a diagnostic stage. The survey instrument consists of 12 items with a 5-point scale (strongly agree, agree, uncertain/not applicable, disagree, strongly disagree). The standardized pre-test and post-test procedure is designed to evaluate skills: writing, reading and listening, incorporating various item types such as true and false, matching, underlining, simple selection, multiple selection, and ordering. The diagnostic stage involves the use of surveys and pre-test/post-test procedures for 24 eighth-grade students in Tarqui High School.

The purpose of the survey is to collect data on the use of didactic techniques to enhance the teaching of vocabulary. AS the same way with the pre-test and post-test procedures wich are designed to evaluate the four skills: Listening, writing, reading and listening, incorporating various item types such as true and false, matching, underlining, simple selection, multiple selection, and ordering. The diagnostic stage is aimed at assessing and understanding the factors influencing English vocabulary learning.

The needs of the participating students include the need for effective vocabulary learning strategies, the need for a supportive learning environment, and the need for access to resources and materials that facilitate vocabulary learning. The strengths of the participating students include their motivation to learn English and their willingness to participate in the study. The



weaknesses of the participating students include their limited access to technological support and their limited exposure to English language learning outside of the classroom.

Description of the Proposal in Detail

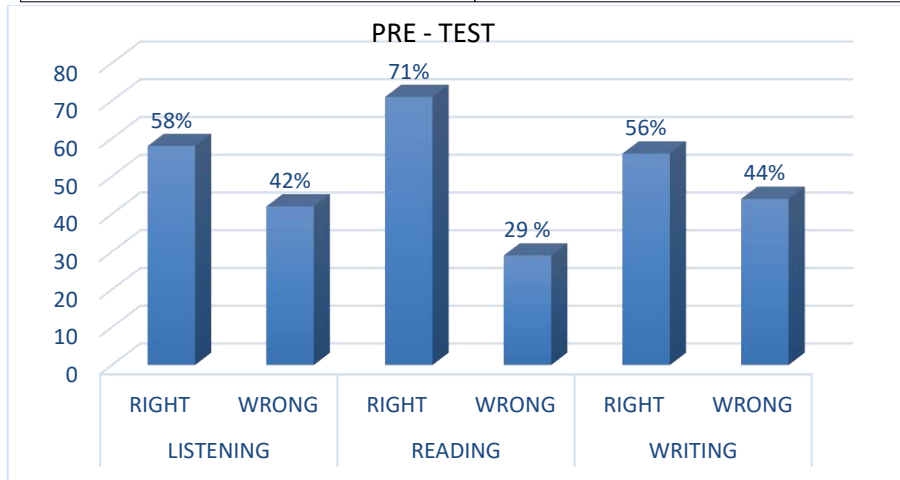
The proposal in this research study involves the use of didactic techniques to enhance the teaching of vocabulary in eighth-grade students at "Tarqui" high school. The proposal includes a theoretical framework, a description of the research methods and instruments, a description of the participants and their characteristics, a description of the needs of the participating students, and a detailed plan for the implementation of the didactic techniques. The proposal is validated through the criteria of professionals in the area and the systematization of experiences.

Description and Analysis of the Results of the Diagnostic Stage

The results of the diagnostic stage indicate that the participating students have a moderate level of English vocabulary proficiency, with strengths in reading and weaknesses in listening. The results also indicate that the participating students have a positive attitude towards English language learning and are motivated to improve their vocabulary skills. The analysis of the results suggests that the use of didactic techniques can enhance the teaching of vocabulary in eighth-grade students.

Graphic 1

Result of the Pre-test



Authors: Chamorro MJ & Ocaña I.

Graphic 1 shows the results of a pre-teaching test of teaching techniques to improve vocabulary instruction in eighth-grade students. The graph has two data series, one for correct answers and one for incorrect answers. The categories on the x-axis are listening, reading, and writing.

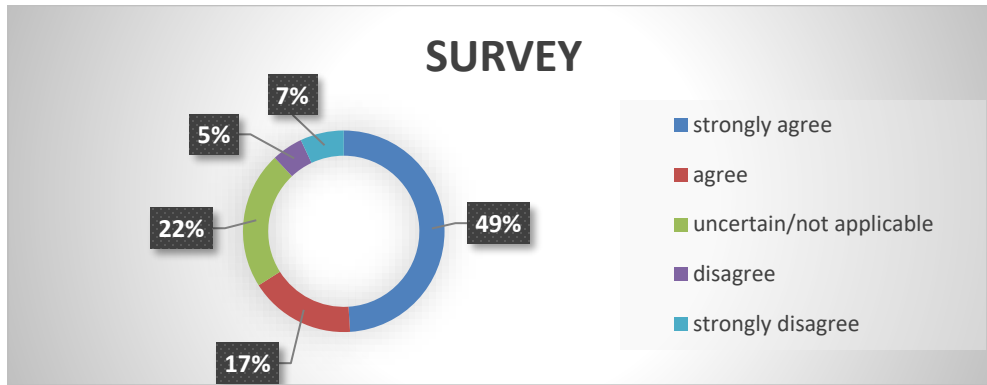
In terms of data trends, the graph shows that students performed better in the reading section, with 71% correct answers. In the writing section, students got 56% correct answers, while in the listening section, they got 58% correct answers. Overall, the graph shows that students performed better in the reading and listening sections than in the writing section. This information can be useful for teachers to plan the lessons and focus on areas where students need more support.

This survey was conducted to the students at the initial diagnostic session. The survey gathers comprehensive information directly from the students regarding their experiences with different teaching techniques employed in the classroom, specifically focusing on vocabulary instruction where students perceive various didactic methods for optimize learning outcomes. It is essential to gather valuable insights and data to ensure that the teaching methods effectively meet the needs of the students considering that vocabulary acquisition plays a fundamental role in language learning, serving as the building blocks for effective communication and comprehension. Therefore, it is imperative that

explore innovative and engaging approaches to vocabulary instruction that resonate with our students' learning preferences and styles.

Graphic 2.

Result of the survey

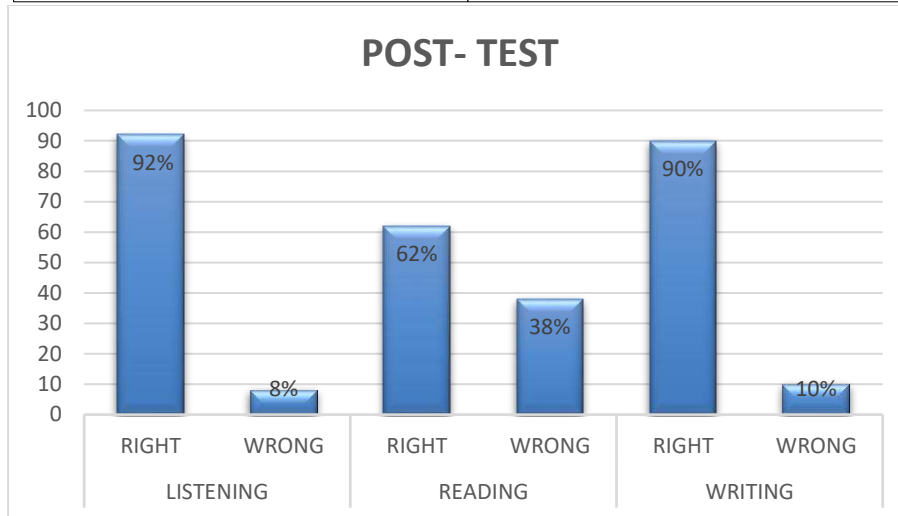


Authors: Chamorro MJ & Ocaña I.

Results of the survey evidenced that students strongly agreed and agree about the exploration of didactic techniques in vocabulary teaching by the teachers and motivated to speak English, in such a way that students understand the instructions given by the teacher, being able to increase vocabulary to develop listening, reading and writing skills.

Graphic 3.

Result of the Post-test



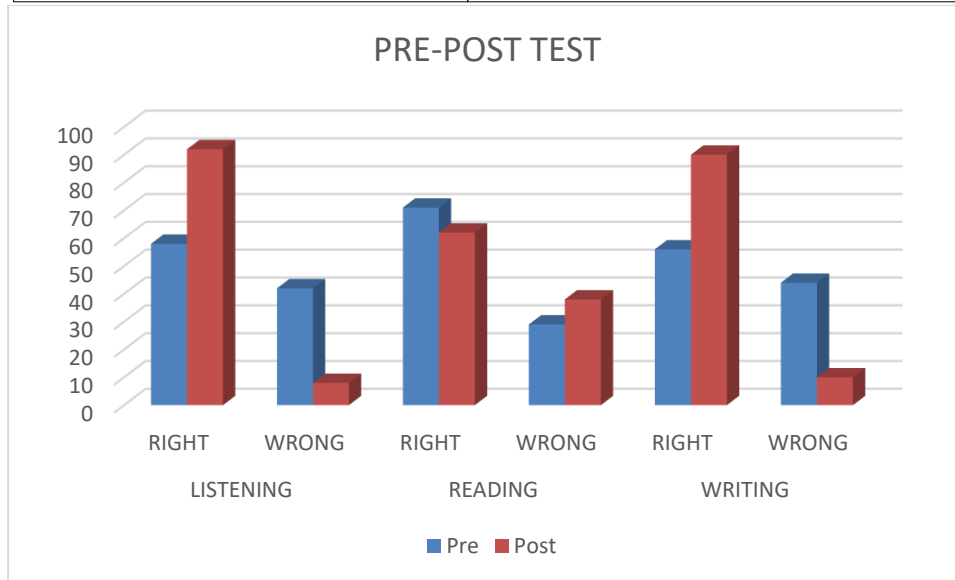
Authors: Chamorro MJ & Ocaña I.

Graphic 3 shows the results of a post-teaching test of teaching techniques to improve vocabulary instruction in eighth-grade students. The graph has two data series, one for correct answers and one for incorrect answers. The categories on the x-axis are listening, reading, and writing.

In terms of data trends, the graph shows that students performed better in the listening section, with 92% correct answers. In the writing section, students got 90% correct answers, while in the reading section, they got 62% correct answers. General, the graph shows that students performed better in the listening and writing sections than in the reading section.

Graphic 4.

Result of the Pre-post-test



Authors: Chamorro MJ & Ocaña I.

The comparison between the pre-test and post-test results demonstrates the effectiveness of the teaching techniques employed to improve vocabulary instruction in eighth-grade students. The pre-test revealed that students had stronger performance in reading and listening compared to writing, highlighting areas where additional support may be needed. After the teaching intervention, there was a notable improvement in all sections, with particularly impressive gains in listening and writing. The post-test results indicate that students achieved higher scores overall, with the most significant improvements observed in the listening and writing sections. Finally, these findings suggest that the teaching techniques were successful in enhancing students' vocabulary instruction across all areas, with a particular emphasis on listening and writing skills.

In this study, various interactive vocabulary learning strategies were applied to enhance the teaching of vocabulary. These strategies aimed to engage students actively in the learning process and promote effective vocabulary acquisition. Here are some of the interactive vocabulary learning strategies described in the study:



Educational Games: Educational games were utilized to make vocabulary learning more interactive and enjoyable for students. These games could involve matching words with definitions, word puzzles, vocabulary quizzes, or word association games.

Interactive Exercises: Interactive exercises were designed to provide hands-on practice for students to apply and reinforce their vocabulary knowledge. These exercises could include fill-in-the-blank activities, sentence completion tasks, or interactive online exercises.

Online Simulations: Online simulations were used to create virtual scenarios where students could practice using vocabulary in context. These simulations could simulate real-life situations where students have to use specific vocabulary words to communicate effectively.

Role-plays: Role-plays involved students taking on different roles and engaging in conversations or scenarios that require the use of targeted vocabulary. This strategy allowed students to practice using vocabulary in a communicative and interactive way.

Puzzles: Puzzles, such as crosswords or word search activities, were employed to challenge students' vocabulary retention and recognition. These activities encouraged students to actively search for and identify vocabulary words within a puzzle format.

As a result of this and by incorporating these interactive vocabulary learning strategies, the study aimed to create a dynamic and engaging learning environment that promotes active participation in contextualized vocabulary application, ultimately enhancing students' vocabulary acquisition and retention.

Similarly, the teaching approaches and strategies outlined in the theoretical framework were modified to cater to the learning needs of eighth-grade students, who should be able to learn effectively using different methods. Given that education is viewed as eclectic, students can benefit from various teaching methods, each offering unique advantages for learning. These methods contributed to the development of critical thinking skills among students.



CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

In the subsequent chapter, the outcomes derived from implementing the tools are examined and explained. Specifically, a survey, pre-test, and post-test were administered to the eighth-grade students. Data were tabulated using Excel to facilitate calculation and presentation of the results through graphical representation.

Description of the diagnostic phase

The diagnostic phase in the research study focuses on assessing various aspects related to English vocabulary learning among eighth-grade students. This phase involves a comprehensive evaluation to identify strengths, weaknesses, opportunities, and challenges in the current state of vocabulary acquisition. The diagnostic analysis aims to understand the factors influencing English vocabulary learning, including the needs, strengths, and weaknesses of the participating students.

During the diagnostic stage, data is collected to assess the level of English vocabulary proficiency among the students. The results of this phase indicate the students' current proficiency levels, attitudes towards learning English, and areas of improvement needed. The analysis of the diagnostic results provides valuable insights into the effectiveness of didactic techniques in enhancing vocabulary instruction for eighth-grade students.

The teaching method most used in this study is the application of didactic techniques to enhance vocabulary instruction for eighth-grade students. Didactic techniques refer to instructional strategies and approaches designed to facilitate learning and improve language acquisition. In this research, the focus is on implementing practical and effective didactic



techniques tailored to enhance vocabulary learning in English language education. The classes were developed face-to-face in the classroom. The 24 students who participated in this research process attended English classes thrice from January 08 to March 24th, 2023. Next, a summary of the applied lesson plan in the classes is described below:

The plan spans several months, starting with the description of the research process and objectives to be communicated to the authorities and students. Subsequent days involve obtaining consent agreements from parents, conducting pre-tests and surveys, and engaging students in various vocabulary-building activities. Each activity is carefully designed to target specific language skills and areas of vocabulary, such as transportation, family members, numbers, and basic sentence construction. Feedback and evaluation sessions follow each activity, ensuring continuous assessment and improvement throughout the research process.

Implementation of the research plan

The implementation of the research plan involves a structured approach to enhancing vocabulary learning among eighth-grade students. By incorporating interactive and engaging activities, such as visual learning, role-playing, and guided practice, the researchers aim to create a dynamic learning environment that caters to the diverse needs of the students. Through a combination of technology-enhanced tools and traditional teaching methods, the plan seeks to optimize vocabulary instruction and promote active participation among students. Continuous feedback and evaluation play a crucial role in monitoring the effectiveness of the interventions and adapting strategies to meet the individual learning requirements of the students. Overall, the research plan reflects a comprehensive and systematic approach to improving vocabulary acquisition and language skills in the classroom setting.



This project includes a range of exercises and tasks designed to address a noticeable deficiency in both the utilization and comprehension of English vocabulary and word meanings.

The lack of vocabulary proficiency has been identified through examination and composition assessments, whether structured or open-ended. These mistakes hinder or degrade communication to some extent. Hence, we've developed the following English tasks, encompassing a range of presentation, comprehension, and practice activities. These tasks incorporate a communicative approach utilizing readings, videos, music, peer interviews, role-playing, recreational or visual exercises, oral or written reports, and presentations.

An important factor to take into account is that school-aged students are typically young and prone to quick distractions. Therefore, employing diverse teaching approaches is essential to effectively meet the objectives of language learning. The assimilation of new vocabulary should be intertwined with existing knowledge, and students should be motivated to actively engage in the process of constructing knowledge.

Engaging in playful activities facilitates students' integration into both large and small groups, fostering the acquisition of new skills and knowledge. These activities captivate students' attention by incorporating dynamic games that encourage active participation. Various resources such as flashcards, worksheets, crosswords, role-plays, and puzzles are utilized, and easily adaptable for competitive and non-competitive games in the classroom. Through these games, educators can gauge the effectiveness of their teaching methods on student learning, promoting inclusive participation and facilitating a comprehensive understanding of the subject matter.



When implementing playful activities, teachers should adopt a facilitative approach to cultivate a more dynamic and interactive classroom environment. This approach encourages every student to confidently express their viewpoints during the game, leading to more meaningful learning experiences. Moreover, it enables teachers to receive feedback on the efficacy of their teaching strategies while providing students with insights into their own learning progress. Overall, integrating ludic activities not only enhances student engagement but also promotes a collaborative learning environment where both educators and learners actively contribute to the educational process.

The object of the research

The main objective of this research is to investigate the effectiveness of the didactic techniques to enhance the vocabulary in the students of eighth basic year EGB at "Tarqui" high school.

Furthermore, the research seeks to explore the impact of the didactic techniques on enhancing the vocabulary of the students.

General objective

To determine the effectiveness of the didactic techniques to enhance the vocabulary in the students of eighth basic year EGB at "Tarqui" high school through the implementation of a pre-test/post-test control group.

Specific objectives

- To diagnose the significance of vocabulary acquisition in an English language course.
- To determine the types of strategies that encourage students to develop their English vocabulary knowledge



- To apply different didactic techniques to reinforce the learning of vocabulary to students of the eighth basic year at “Tarqui” high school.

Firstly, it's essential to recognize that language serves as a tool for communication, emphasizing that mastering vocabulary isn't an isolated goal but a means to enhance communicative skills. With this understanding, we will design a series of exercises geared towards fostering student interest in English language vocabulary. Our approach begins with carefully selecting relevant vocabulary, followed by crafting activities tailored to the learning level of 8th-grade students in basic education. These activities will employ various pedagogical strategies, integrating playful elements to engage learners effectively.

Moreover, we have meticulously developed these activities to impart confidence in students to unlock their full cognitive potential. We firmly believe that this guide will yield excellent outcomes for both teachers and students alike. By infusing playful elements into the learning process, we aim to cultivate a dynamic learning environment that captivates students' attention and sustains their interest. It's worth noting that the incorporation of playful activities has proven to be highly effective in facilitating the teaching and learning of the English language.



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CONCLUSIONS

1. The study successfully implemented innovative didactic techniques tailored to enhance vocabulary learning in eighth-grade students. The results demonstrated a significant improvement in students' vocabulary acquisition through the use of interactive and engaging activities.
2. The research process effectively addressed the professional, methodological, and social needs of language education by providing valuable insights for educators. The study highlighted the importance of practical approaches in vocabulary instruction to create a dynamic learning environment.
3. The project's methodology, which included face-to-face classes three times a week, proved to be effective in promoting vocabulary development among students. The structured intervention plan facilitated a comprehensive understanding of vocabulary concepts and enhanced students' speaking and listening skills.
4. The project successfully met its objectives by improving students' vocabulary proficiency and communication skills. The post-test results indicated a noticeable enhancement in both the utilization and comprehension of English vocabulary, addressing the identified deficiency among the participants.
5. The study's findings underscored the importance of employing diverse teaching approaches to engage students actively in the language learning process. By integrating playful activities, dynamic games, and interactive learning methods, the project fostered a positive learning environment conducive to knowledge construction and skill development.



RECOMMENDATIONS

1. Based on the successful implementation of practical didactic techniques in enhancing vocabulary learning, it is recommended that future research endeavors explore the long-term effects of these techniques on students' retention and application of vocabulary in real-life communication scenarios.
2. To further address the professional, methodological, and social needs of language education, researchers are encouraged to investigate the scalability of student-centered approaches and active learning strategies across different educational settings. This exploration can provide insights into adapting these techniques to diverse learning environments.
3. Building on the positive outcomes of the structured intervention plan involving face-to-face classes, it is advisable for researchers to consider incorporating technology-enhanced learning tools to supplement traditional teaching methods. Exploring the integration of digital resources can offer additional opportunities for interactive and personalized vocabulary instruction.
4. In light of the noticeable enhancement in students' vocabulary proficiency and language skills, professionals looking to replicate this study are advised to conduct thorough pre-test assessments to identify specific areas of vocabulary weakness among students. Tailoring interventions based on individual needs can optimize the effectiveness of vocabulary enhancement strategies.
5. To promote continuous improvement in language education practices, it is recommended that educators and researchers collaborate to share best practices and innovative didactic



techniques. Establishing a platform for knowledge exchange and professional development can facilitate the dissemination of successful strategies and contribute to ongoing advancements in vocabulary instruction.



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Annex 2- Research plan

Summary of the intervention plan

Months	Days		
January	Monday 08 th Description of the research process, objectives, and instruments to the authorities and students.	Tuesday 09 th The signing of the consent agreement for parents for the participation of students in the project with an interview about the teachers and the study research	Friday 12 th Students developed the pre-test.
	Monday 15 th Students developed the survey	Tuesday 16 th Activity 1: Expand their vocabulary related to transportation and colors through visual learning and interactive matching	Friday 19 th Feedback and evaluation about the activity 1.
January	Monday 22 th Activity 2: Practice vocabulary related to family members and strengthen their speaking and listening skills. Through interactive guessing and role-playing	Tuesday 23 th Feedback and evaluation about the activity 2.	Friday 26 th Activity 3: practice both numbers and telling time in English. Through interactive matching and role-playing,
January/ February	Monday 29 th Feedback and evaluation about the activity 3.	Tuesday 30 th Activity 4: Effectively introduce themselves using basic sentences. Through role-play and guided practice	Friday 02 nd , February Feedback and evaluation about the activity 4.
February	Monday 05 th Activity 5: Practice using personal pronouns (I, you, he,	Tuesday 06 th Feedback and evaluation about the activity 5.	Friday 09 th Activity 6: describe people using adjectives



	<p>she, it) in context through the lyrics of the song "Dance Monkey." By engaging with the song's lyrics, students will improve their listening</p>		<p>in the simple present tense. Through interactive flashcards and role-playing</p>
February	<p>Monday 12th Holiday</p>	<p>Tuesday 13th Holiday</p>	<p>Friday 16th Feedback and evaluation about the activity 6.</p>
February	<p>Monday 19th Activity 7: understand and practice using the "to be" verb (is, are, am) in both affirmative and negative sentences. Through guided practice and role-playing</p>	<p>Tuesday 20th Feedback and evaluation about the activity 7.</p>	<p>Friday 23th Activity 8: Communicate their daily routines using simple present tense. Through storytelling and role-playing</p>
February / March	<p>Monday 26th Feedback and evaluation about the activity 8.</p>	<p>Tuesday 27th Activity 9: Effectively describe people using adjectives in the simple present tense. Through interactive flashcards and role-playing</p>	<p>Friday 01st, March Feedback and evaluation about the activity 9.</p>
March	<p>Monday 04th Students developed the post-test.</p>	<p>Tuesday 05th Closure of the research process, acknowledgments, and processing of results</p>	



Annex 3- Designation of the research tutor

PROCESO DE TITULACIÓN + Más

TEMA:
Didactic Techniques to enhance the teaching vocabulary used in students of eighth grade.

1 2 3 4

Solicitud Tema y Tutor Asignación de Tutor Proyecto Proyecto

Titulación en proceso

Profesor	Asignatura	No Tutorías	Fecha Ingreso	Tipo Tutoría	Estado	Enlace
JOHNNY SEGUNDO CAMPOVERDE LOPEZ Teléfono: 0387734677 Correo: jscampovertel@ube.edu.ec Inmediato Por: JOSE REINALDO JIMENA TORREALBA	TRABAJO DE TITULACIÓN (UBE-MAESTRÍAS)	10/10	30-05-2021	Proyecto Científico	✓	

AnteriorSiguiente



TABULACIÓN POST - TEST

POST - TEST

N°.	NOMBRE	Listening			Reading			Writing			TOTAL			
		1	2	3	1	2	3	1	2	3	1	2		
1	MONTALUISA CRISTIAN	1	1	2	0	1	1	1	3	2	0	1	3	8
2	NAUQUE JORDAN	1	1	2	1	1	1	1	4	2	1	1	4	10
3	LASTRA DARLYN	1	1	2	0	1	1	1	3	2	1	0	3	8
4	GALLARDO JENNIFER	0	1	1	0	1	1	0	2	1	0	0	1	4
5	CALDERON MARTI	1	1	2	0	1	1	1	3	2	0	0	2	7
6	CHISAGUANO STEVEN	1	1	2	0	1	1	1	3	2	1	0	3	8
7	MONTES MATIAS	1	0	1	1	1	1	1	4	2	1	1	4	9
8	PILICIA SHANTAL	1	1	2	0	1	1	0	2	2	0	0	2	6
9	CUSME CARLOS	1	1	2	1	1	1	1	4	2	1	1	4	10
10	SION MARTIN	1	1	2	1	1	0	1	3	2	0	1	3	8
11	VILLANVA JOSE	1	1	2	0	1	0	0	1	2	1	1	4	7
12	GUALLICHICO LYNDA	1	1	2	1	1	1	1	4	2	1	1	4	10
13	LEMA AYLIN	1	1	2	1	1	1	1	4	2	0	0	2	8
14	RUIZ RENATA	1	1	2	1	1	1	1	4	2	1	0	3	9
15	ALMEIDA EDISON	1	1	2	0	1	1	1	3	1	0	0	1	6
16	PEÑA RUBI	1	1	2	1	1	1	1	4	2	1	0	3	9
17	BUÑAY SANDRA	1	1	2	1	1	1	0	3	1	1	0	2	7
18	NIETO MADELIN	1	0	1	0	1	1	0	2	1	1	0	2	5
19	GOYA CRISTHIAN	1	0	1	0	1	1	1	3	1	0	0	1	5
20	CARREÑO MOISES	1	1	2	1	1	1	1	4	2	1	1	4	10
21	ANDRANGO DANNA	1	1	2	1	1	1	1	4	2	1	1	4	10
22	LOOR OLIVER	1	1	2	0	1	1	0	2	0	0	1	1	5
23	MARCILLO ANA	1	1	2	0	1	1	0	2	2	0	0	2	6
24	CAIZA GENESIS	1	1	2	0	1	1	1	3	2	0	1	3	8
25									0					
26									0					
27									0				0	0
		23	21	3	11	24	22	17	74	41	13	11	3	##
		●●●●●	●						●					●
		●●●●●	●						●					●

36

S: Resultados positivos de la dest # # 8

N: Resultados negativos de la dest # # #

10



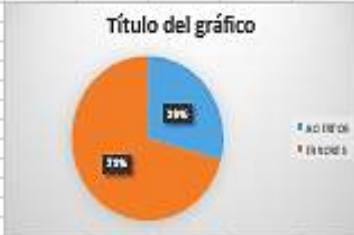
SURVEY

No.	PREGUNTAS	strongly agree	agree	uncertain/not o	disagree	strongly disagree	total
1	The teacher uses various techniques	16	3	3	2		24
2	I understand when the teacher speaks	2	1	12	2	7	24
3	The teacher motivates me to speak in	18	3	2		1	24
4	The teacher motivates me to underst	17	5		1	1	24
5	In a group work, I understand the tea	19	3	1		1	24
6	I feel that I learn new words every Eng	13	6	2	1	2	24
7	I think that with a didactic technique I	19	5				24
8	I do the English tasks inside and outsid	9	5	9		1	24
9	I can use the new words in different co	19	4	1			24
10	I understand everything I read and listen to in class		1	15	4	4	24
11	I comprehend reading that uses basic v	9	6	5	1	3	24
12	I understand the audios that uses basic	7	4	8	4	1	24
13	I can remember the new vocabulary	5	4	10	3	2	24
14	I remember new English words by mak	12	6	6			24
		165	56	74	18	23	



1 PREGUNTA

ACIERTOS	ERRORES
7	17
24	



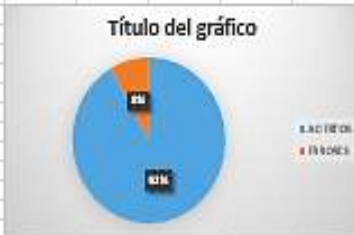
2 PREGUNTA

ACIERTOS	ERRORES
21	3
24	



3 PREGUNTA

ACIERTOS	ERRORES
22	2
24	



4 PREGUNTA

ACIERTOS	ERRORES
24	0
24	



5 PREGUNTA

ACIERTOS	ERRORES
3	21
24	



6 PREGUNTA

ACIERTOS	ERRORES
19	5
24	



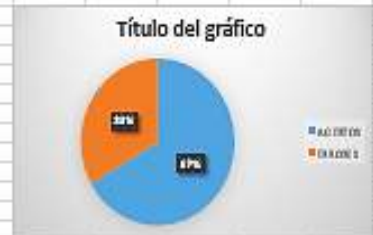
7 PREGUNTA

ACIERTOS	ERRORES
17	7
24	



8 PREGUNTA

ACIERTOS	ERRORES
16	8
24	



9 PREGUNTA

ACIERTOS	ERRORES
13	11
24	



10 PREGUNTA

ACIERTOS	ERRORES
11	13
24	



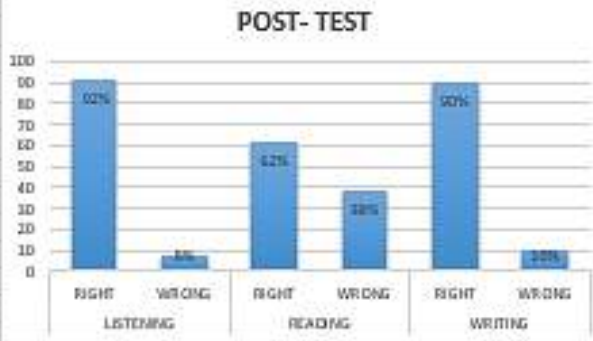


TRABAJO DE TITULACIÓN

LISTENING	RIGHT	58
	WRONG	42
READING	RIGHT	71
	WRONG	29
WRITING	RIGHT	56
	WRONG	44



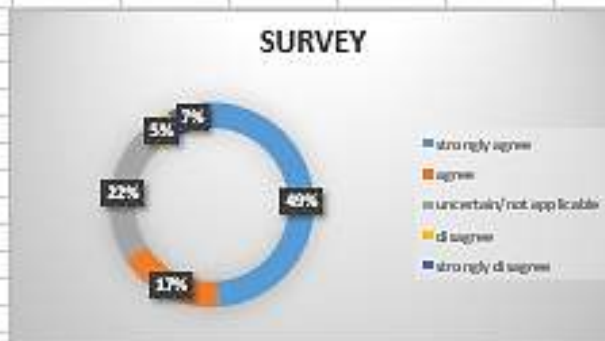
LISTENING	RIGHT	92
	WRONG	8
READING	RIGHT	62
	WRONG	38
WRITING	RIGHT	90
	WRONG	10



		Pre	Post
LISTENING	RIGHT	58	92
	WRONG	42	8
READING	RIGHT	71	62
	WRONG	29	38
WRITING	RIGHT	56	90
	WRONG	44	10



SURVEY		
strongly agree		49
agree		17
uncertain/not applicable		22
disagree		5
strongly disagree		7
		100





Annex 8- Lesson plans for the proposal

ACTIVITY 1

Model: Communicative Language Teaching (CLT)

Technique: Visual Learning and Interactive Matching

Time: 45 minutes

A. TOPIC: Transportation and Colors Picture Matching

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) expand their vocabulary related to transportation and colors through visual learning and interactive matching. By engaging with pictures, students will improve their ability to identify different modes of transportation and describe them using colors.

C. CONTENTS:

Introduction to Transportation Vocabulary: Introduce vocabulary related to different modes of transportation such as car, bus, bicycle, train, and airplane.

Introduction to Colors Vocabulary: Present basic colors vocabulary including red, blue, green, yellow, etc.

Picture Matching Activity: Provide sets of pictures featuring various modes of transportation and corresponding colors.

Interactive Matching Game: Engage students in a hands-on activity where they match pictures of transportation with the correct color.

Discussion and Practice: Encourage students to describe the transportation they see using the colors vocabulary.



Consolidation: Summarize key vocabulary learned and provide opportunities for further practice and reinforcement.

D. PROCEDURE:

Introduction (5 minutes): Show pictures of different modes of transportation and colors vocabulary. Introduce vocabulary words related to transportation and colors, pronouncing each word clearly and encouraging students to repeat after you.

Picture Matching Activity (10 minutes): Divide the class into small groups or pairs.

Distribute sets of picture cards featuring different modes of transportation and colors.

Instruct students to match each mode of transportation with the correct color.

Interactive Matching Game (15 minutes): Display a large poster or board with images of transportation and corresponding color names. Call out the name of a mode of transportation or color, and have students come up to the board to match the correct picture with the corresponding color name. Rotate students so that everyone gets a chance to participate.

Discussion and Practice (10 minutes): Encourage students to describe the transportation they see using the colors vocabulary. For example, "The car is red" or "The bus is blue."

Provide prompts and guidance as needed to help students form sentences.

Consolidation (5 minutes): Summarize key vocabulary learned during the activity.

Provide feedback and reinforcement as necessary. Conclude the activity with a brief review of the transportation and colors vocabulary.

E. EVALUATION:

Participation: Assess students' active involvement in the picture matching and interactive matching game.



Vocabulary Recognition: Evaluate students' ability to correctly identify and match transportation pictures with the corresponding colors.

Speaking Skills: Observe students' ability to describe the transportation using the colors vocabulary during the discussion and practice phase.

Accuracy: Assess the accuracy of students' descriptions and matches about the transportation and color vocabulary introduced.

Engagement: Measure students' level of engagement and interest throughout the activity.



ACTIVITY 2

Model: Total Physical Response (TPR)

Technique: Visual Learning and Interactive Matching

Time: 45 minutes

A. TOPIC: Family Member Guessing Game

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) practice vocabulary related to family members and strengthen their speaking and listening skills. Through interactive guessing and role-playing, students will improve their ability to describe and identify family members in English.

C. CONTENTS:

Introduction to Family Members Vocabulary: Present vocabulary related to family members such as mother, father, sister, brother, etc.

Guessing Game Instructions: Explain the rules of the guessing game where students will describe a family member without using their name, and their classmates will try to guess who it is.

Role-Playing Scenarios: Provide role-play scenarios where students act out different family member relationships, reinforcing vocabulary and language usage.

Vocabulary Review: Conduct a brief review of the family members vocabulary learned during the activity.

Feedback and Reflection: Conclude the activity with a reflection session where students share their thoughts and experiences.



D. PROCEDURE:

Introduction (5 minutes): Introduce the topic of family members and present vocabulary words such as mother, father, sister, brother, etc.

Pronounce each word clearly and encourage students to repeat after you to practice *pronunciation*.

Guessing Game Instructions (10 minutes): Explain the rules of the guessing game: one student will describe a family member without using their name, and the other students will try to guess who it is. Provide examples of how to describe family members using characteristics, relationships, and activities they do.

Guessing Game (20 minutes): Divide the class into pairs or small groups. Have one student describe a family member while the others guess who it is.

Rotate roles so that each student has a chance to describe and guess.

Role-Playing Scenarios (5 minutes): Provide role-play scenarios where students act out different family member relationships (e.g., a conversation between a mother and daughter, siblings playing together). Encourage students to use the family member's vocabulary in their role-play interactions.

Vocabulary Review and Reflection (5 minutes): Review the family members vocabulary learned during the activity. Ask students to share their experiences and thoughts about the activity. Encourage them to discuss what they found challenging or enjoyable.

EVALUATION:

Participation: Assess students' active participation in the guessing game and role-playing activities.



Vocabulary Usage: Evaluate students' ability to use the family members vocabulary accurately during the guessing game and role-play scenarios.

Speaking Skills: Observe students' fluency and pronunciation when describing family members and engaging in role-playing activities.

Listening Skills: Measure students' ability to listen and comprehend descriptions of family members during the guessing game.

Engagement: Gauge students' level of engagement and interest throughout the activity.



ACTIVITY 3

Model: Model: Total Physical Response (TPR)

Technique: Interactive Matching and Role-Playing

Time: 45 minutes

A. TOPIC: Numbers and Time Matching Game

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) practice both numbers and telling time in English. Through interactive matching and role-playing, students will strengthen their understanding and usage of numbers while also learning how to express time accurately.

C. CONTENTS:

Introduction to Numbers and Time: Introduce basic numbers (1-12) and the concept of telling time in English.

Matching Game Instructions: Explain the rules of the matching game where students will match digital clock representations of times with written time expressions.

Role-Playing Scenarios: Provide role-play scenarios where students practice asking and telling the time in English.

Vocabulary Review: Conduct a brief review of numbers and time expressions learned during the activity.

Feedback and Reflection: Conclude the activity with a reflection session where students share their experiences and understanding.



D. PROCEDURE:

Introduction (5 minutes): Introduce basic numbers (1-12) and review how to pronounce them in English. Explain the concept of telling time in English using both digital and written time expressions.

Matching Game Instructions (10 minutes): Divide the class into small groups or pairs.

Provide sets of digital clock representations of times (e.g., 3:00, 7:30) and written time expressions (e.g., "three o'clock," "seven thirty"). Explain that students must match the digital clock representations with the correct written time expressions.

Matching Game (20 minutes): Allow students time to work together in their groups or pairs to match the digital clock representations with the written time expressions. Monitor and provide assistance as needed.

Role-Playing Scenarios (5 minutes): Provide role-play scenarios where students practice asking and telling the time in English. For example, "What time is it?" "It's five o'clock."

Encourage students to use both digital and written time expressions in their role-play interactions.

Vocabulary Review and Reflection (5 minutes): Review the numbers and time expressions vocabulary learned during the activity. Ask students to share their thoughts and experiences about the activity. Encourage them to discuss any challenges they faced and how they overcame them.

E. EVALUATION:

Participation: Assess students' active participation in the matching game and role-playing activities.



Vocabulary Usage: Evaluate students' ability to use numbers and time expressions accurately during the matching game and role-play scenarios.

Pronunciation: Observe students' pronunciation of numbers and time expressions during the activity.

Speaking Skills: Measure students' ability to ask and tell the time in English during the role-play scenarios.

Engagement: Gauge students' level of engagement and interest throughout the activity.



ACTIVITY 4

Model: Flipped classroom model

Technique: Exposure

Time: two class hours

A. TOPIC: INTRODUCE YOURSELF

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) effectively introduce themselves using basic sentences. Through role-play and guided practice, students will gain confidence in speaking English while learning to describe themselves, their interests, and their background.

C. CONTENTS: OWN PRESENTATION

Introduction to Introducing Yourself: Explain the importance of being able to introduce oneself in English and provide examples of basic sentences for self-introduction.

Vocabulary Building: Review and teach vocabulary related to personal information such as name, age, nationality, occupation, hobbies, and interests.

Sentence Structure Practice: Guide students through constructing basic sentences using the vocabulary learned to introduce themselves.

Pair Practice: Pair students up and have them practice introducing themselves to each other using the basic sentences they've learned.

Role-Play: Divide students into small groups and assign roles for them to role-play different scenarios where they introduce themselves to others.



Peer Feedback: Encourage students to provide constructive feedback to their peers on their introductions, focusing on pronunciation, grammar, and fluency.

E. PROCEDURE:

Introduction (5 minutes): Explain the purpose of the activity and provide examples of basic sentences for self-introduction.

Vocabulary Building (10 minutes): Review and teach vocabulary related to personal information, ensuring students understand the meaning and pronunciation of each word.

Sentence Structure Practice (10 minutes): Guide students through constructing basic sentences using the vocabulary learned. Practice pronunciation and sentence structure together as a class.

Pair Practice (10 minutes): Pair students up and have them take turns introducing themselves to each other using the basic sentences they've learned. Monitor and assist as needed.

Role-Play (10 minutes): Divide students into small groups and assign roles for them to role-play different scenarios (e.g., meeting a new classmate, introducing oneself at a party). Encourage students to use the sentences they've practiced.

Peer Feedback (5 minutes): Conclude the activity by having students provide feedback to their peers on their introductions. Encourage constructive criticism and positive reinforcement.

F. EVALUATION: (reading, speaking, writing)

Participation: Assess students' active participation in pair practice and role-playing activities.



Language Accuracy: Evaluate students' ability to construct basic sentences accurately when introducing themselves, focusing on grammar and vocabulary usage.

Pronunciation: Observe students' pronunciation of words and sentences during the activity.

Fluency: Assess students' fluency in speaking English during pair practice and role-playing, considering their ability to express themselves smoothly and confidently.

Peer Feedback: Review the quality of feedback provided by students to their peers, focusing on its helpfulness and relevance in improving introductions.

Annex 4

Introduce Yourself

Complete the information about yourself.

Hello everyone. My name's _____ . You can call me _____ . I am _____ years old. I was born on _____ . At the moment I live in _____ I study at _____ . There are _____ people in my family. My _____ and me. Now I would like to talk about my likes and dislikes. I like (color) _____ but I hate _____ . I love (fruit) _____ but can't stand _____ . I always eat (food) _____ but I never eat _____ . I also like (animal) _____ and I'm afraid of _____ I like listening to (music/song) _____ . I enjoy watching (movie). _____ . I am interested in (sport) _____ but I am bored with _____ . In my free time, I _____ . In the future, my dream job is _____ because _____ . That's all for now.

Thank you for listening and I hope to learn more English. Goodbye.



ACTIVITY 5

Model: Task-Based Language Teaching (TBLT)

Technique: Song-based Learning

Time: two class hours

A. TOPIC: Karaoke time

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) practice using personal pronouns (I, you, he, she, it) in context through the lyrics of the song "Dance Monkey." By engaging with the song's lyrics, students will improve their listening comprehension, vocabulary, and grammar skills related to personal pronouns.

C. CONTENTS:

Introduction to Personal Pronouns: Review the concept of personal pronouns and their usage in English sentences.

"Dance Monkey" Song Introduction: Introduce the song "Dance Monkey" by Tones and I, highlighting its popularity and relevance to the activity.

Lyric Analysis: Break down the lyrics of the song, focusing on instances where personal pronouns are used.

Singing and Listening: Play the song for students to listen to while following along with the lyrics. Encourage them to pay attention to the personal pronouns used in the song.

Fill-in-the-Blanks Exercise: Provide students with a worksheet containing excerpts from the song with missing personal pronouns. Students fill in the blanks with the correct pronouns as they listen to the song again.



Group Discussion: Divide students into small groups to discuss the meaning of the song lyrics and how personal pronouns are used to convey the message.

Role-Playing: Assign roles to students to act out scenarios inspired by the song lyrics, incorporating the use of personal pronouns.

Reflection: Wrap up the activity with a brief reflection session where students share their thoughts on the song and their understanding of personal pronouns.

D. PROCEDURE:

Introduction (5 minutes): Review personal pronouns and introduce the song "Dance Monkey" to the class.

Lyric Analysis (10 minutes): Break down the lyrics of the song, highlighting instances of personal pronouns and their usage.

Singing and Listening (10 minutes): Play the song for students to listen to while following along with the lyrics.

Fill-in-the-Blanks Exercise (15 minutes): Distribute worksheets with excerpts from the song and have students fill in the missing personal pronouns as they listen to the song again.

Group Discussion (10 minutes): Divide students into small groups to discuss the meaning of the song lyrics and how personal pronouns are used.

Role-Playing (10 minutes): Assign roles to students and have them act out scenarios inspired by the song lyrics, incorporating personal pronouns.

Reflection (5 minutes): Conclude the activity with a brief reflection session where students share their thoughts on the song and their understanding of personal pronouns.

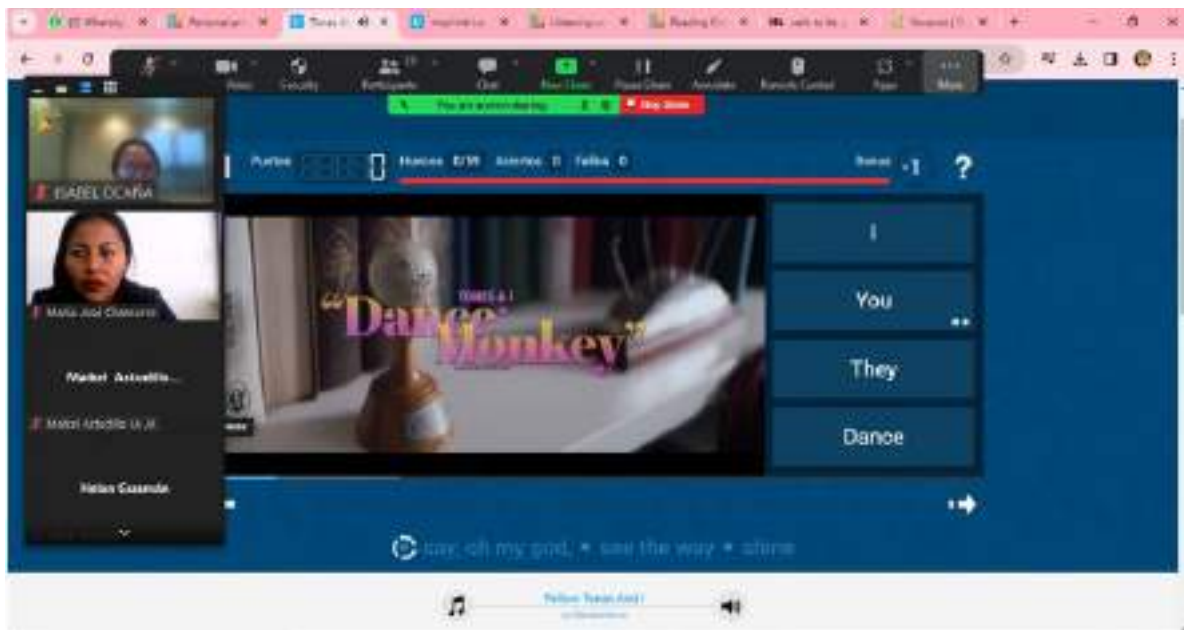
F. EVALUATION:

(Listening, pronunciation) Students' score.

Participation: Assess students' active participation in listening to the song, completing the worksheet, and engaging in group discussions and role-playing activities.

Pronoun Usage: Evaluate students' ability to correctly identify and use personal pronouns in the fill-in-the-blanks exercise and during role-playing scenarios.

Comprehension: Determine students' understanding of the song lyrics and how personal pronouns are used to convey meaning through their contributions to group discussions and reflections.



https://es.lyricstraining.com/play/subjects/HeCaJ3yrKe#ePT/c!majo_jazmin



ACTIVITY 6

Model: Meaningful learning model

Technique: Simulation and game

Time: two class hours

A. TOPIC: Describing People (Adjectives)

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) effectively describe people using adjectives in the simple present tense. Through interactive flashcards and role-playing, learners will develop their vocabulary, speaking, and listening skills while gaining confidence in describing individuals and their characteristics.

C. CONTENTS:

Tall, short, long hair, short hair, brown eyes, blue eyes, blonde hair, black hair, s/he is great.

Introduction to Adjectives: Introduce common adjectives used to describe people's appearance and personality traits.

Interactive Flashcards: Use visual aids (flashcards) to illustrate adjectives and their meanings, encouraging active participation and vocabulary retention.

Practice Exercises: Engage students in guided practice exercises to reinforce the use of adjectives in describing people.

Role-Playing: Divide students into pairs or small groups and assign them roles to describe each other using the adjectives learned.

Feedback and Reflection: Provide opportunities for students to receive feedback on their descriptions and reflect on their learning experience.

D. PROCEDURE:

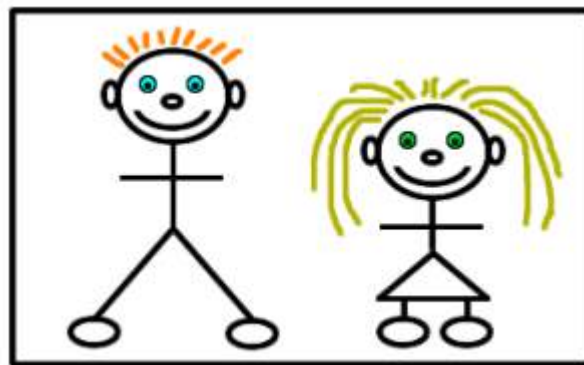
The activities belonging to this task are developed as follows:

I. Introduction (5 minutes): Introduce the topic of describing people with adjectives and present a few examples of common adjectives

Interactive Flashcards (10 minutes): Show visual flashcards illustrating different adjectives, and ask students to repeat the words aloud and provide examples of people who fit those descriptions.

He is tall.

- He has short hair.
- He has (blue) eyes.
- He has (orange) hair
- She is short.
- She has long hair.
- She has (green) eyes.
- She has (brown) hair.



Practice Exercises (10 minutes): Conduct guided practice exercises where students complete sentences using the appropriate adjectives to describe people.

Role-Playing (15 minutes): Divide students into pairs or small groups and assign them roles (e.g., interviewer and interviewee). The interviewer asks questions using adjectives, and the interviewee responds by describing themselves or their partner.



Feedback and Reflection (5 minutes): Allow students to provide feedback to their peers on their descriptions and reflect on their learning experience. Encourage them to discuss any challenges faced and strategies used to overcome them.

E. EVALUATION:

(Drawing, speaking, writing) Students' presentation

Participation: Assess students' active participation in interactive activities such as flashcard exercises and role-playing.

Vocabulary Usage: Evaluate students' ability to use adjectives accurately in describing people during role-playing activities.

Speaking Skills: Observe students' fluency and pronunciation when speaking English during role-playing interactions.

Comprehension: Determine students' understanding of adjectives and their meanings through their responses to guided practice exercises and role-playing scenarios.

Peer Feedback: Review the quality of feedback provided by students to their peers, focusing on its relevance and helpfulness in improving descriptions.



ACTIVITY 7

Model: Task-Based Language Teaching (TBLT)

Technique: Guided Practice and Role-Playing

Time: two class hours

A. TOPIC: Mastering "To Be" Verb with Affirmative and Negative Sentences

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) understand and practice using the "to be" verb (is, are, am) in both affirmative and negative sentences.

Through guided practice and role-playing, students will develop proficiency in forming and using these structures accurately.

C. CONTENTS:

Introduction to "To Be" Verb: Briefly explain the concept of the "to be" verb and its usage in English sentences.

Affirmative Sentences: Present examples of affirmative sentences using "is," "are," and "am."

Negative Sentences: Present examples of negative sentences using "is not," "are not," and "am not."

Guided Practice: Provide guided practice exercises where students form affirmative and negative sentences using prompts.

Role-Playing: Create role-play scenarios where students use affirmative and negative sentences in context.



Consolidation: Review key points covered during the activity and provide opportunities for additional practice.

D. PROCEDURE:

Introduction (5 minutes): Introduce the topic of the "to be" verb and its importance in English. Provide examples of affirmative and negative sentences using "is," "are," and "am."

Affirmative Sentences (10 minutes): Present examples of affirmative sentences (e.g., "He is happy," "We are students," "I am tired"). Explain the structure of affirmative sentences and the correct usage of "is," "are," and "am."

Negative Sentences (10 minutes): Present examples of negative sentences (e.g., "She is not here," "They are not at home," "I am not hungry"). Explain the structure of negative sentences and the correct usage of "is not," "are not," and "am not."

Guided Practice (15 minutes): Provide guided practice exercises where students fill in the blanks with the appropriate form of the "to be" verb to complete affirmative and negative sentences. Monitor and assist students as they work on the exercises.

Role-Playing (15 minutes): Divide students into pairs or small groups and assign them role-play scenarios where they use affirmative and negative sentences to describe different situations (e.g., talking about their daily routines, or describing their family members).

Encourage students to use the "to be" verb correctly in their role-play interactions.

Consolidation (5 minutes): Review key points covered during the activity and provide additional practice opportunities or answer any questions students may have.



E. EVALUATION:

Participation: Assess students' active participation in guided practice and role-playing activities.

Language Accuracy: Evaluate students' ability to form and use affirmative and negative sentences correctly using the "to be" verb.

Fluency: Observe students' fluency in producing sentences during role-playing scenarios, focusing on their ability to use the "to be" verb naturally and confidently.

Error Correction: Assess students' ability to identify and correct errors related to the "to be" verb during guided practice exercises or role-playing interactions.

Overall Progress: Reflect on students' overall progress in understanding and using the "to be" verb in both affirmative and negative sentences throughout the activity.



ACTIVITY 8

Model: Communicative Language Teaching (CLT)

Technique: Storytelling and Role-Playing

Time: two class hours

A. TOPIC: My Daily Routine Story

B. OBJECTIVE:

The objective of this activity is to enable beginner English learners (A2 level) to effectively communicate their daily routines using simple present tense. Through storytelling and role-playing, learners will enhance their speaking and listening skills while gaining confidence in using English to describe everyday activities.

C. CONTENTS:

Introduction to Daily Routines: Present vocabulary related to common daily activities such as waking up, brushing teeth, having breakfast, going to school/work, etc.

Story Creation: Collaboratively create a simple story or scenario about a typical day in the life of a character (e.g., "Emma's Daily Routine").

Role-Playing: Assign roles to students and have them act out different parts of the story, focusing on the sequence of daily activities.

Vocabulary Practice: Review and practice vocabulary related to daily routines through games or exercises.

Story Retelling: Allow students to retell the story individually or in pairs, focusing on using simple present tense to describe the activities.



Peer Feedback: Encourage students to provide feedback to their peers on pronunciation, grammar usage, and overall storytelling.

D. PROCEDURE:

Introduction (5 minutes): Introduce the topic of daily routines and present relevant vocabulary using flashcards or images.

Story Creation (10 minutes): Collaboratively create a simple story about a character's daily routine, involving waking up, having breakfast, going to school/work, etc.

Role-Playing (15 minutes): Assign roles to students and have them act out different parts of the story, focusing on speaking in complete sentences using simple present tense.

Vocabulary Practice (5 minutes): Conduct vocabulary review and practice exercises to reinforce learning.

Story Retelling (10 minutes): Allow students to individually or in pairs retell the story, focusing on using simple present tense accurately.

Peer Feedback (5 minutes): Encourage students to provide constructive feedback to their peers on pronunciation, grammar usage, and storytelling skills.

D. EVALUATION:

Participation: Assess students' active participation in creating the story, role-playing, and retelling activities.

Language Accuracy: Evaluate students' use of simple present tense and appropriate vocabulary in describing daily routines during role-playing and story retelling.

Pronunciation: Observe students' pronunciation of words and sentences related to daily routines.



Communication Skills: Assess students' ability to effectively convey information about daily routines through storytelling and role-playing.

Peer Feedback: Review the quality of feedback provided by students to their peers, focusing on its helpfulness and relevance.



ACTIVITY 9

Model: Guided Discovery

Technique: Role-Playing and Guided Practice

Time: two class hours

A. TOPIC: Irregular Verbs in Third Person Practice

B. OBJECTIVE:

The objective of this activity is to help beginner English learners (A2 level) practice using irregular verbs in the third person singular form (he/she/it). Through role-playing and guided practice, students will reinforce their understanding of irregular verb forms and improve their ability to use them accurately in sentences.

C. CONTENTS:

Introduction to Irregular Verbs: Introduce the concept of irregular verbs and explain their usage in the third person singular form.

Verb List Presentation: Present a list of common irregular verbs in their base form and their third person singular form.

Role-Playing Scenarios: Provide role-play scenarios where students practice using irregular verbs in third person singular sentences.

Guided Practice: Conduct guided practice exercises where students fill in the blanks with the correct third person singular form of irregular verbs.

Consolidation: Summarize key points learned during the activity and provide opportunities for additional practice.



D. PROCEDURE:

Introduction (5 minutes): Introduce the topic of irregular verbs and explain that they do not follow the regular -s/-es pattern in the third person singular form. Provide examples of irregular verbs and their third person singular forms (e.g., "goes" for "go," "has" for "have").

Verb List Presentation (10 minutes): Present a list of common irregular verbs in their base form and their third person singular form (e.g., go/goes, have/has, eat/eats). Pronounce each verb and its third person singular form, and have students repeat after you to practice pronunciation.

Role-Playing Scenarios (15 minutes): Divide the class into pairs or small groups. Provide role-play scenarios where students act out different situations using third person singular sentences with irregular verbs (e.g., talking about daily routines, describing family members). Encourage students to use the correct third person singular form of irregular verbs in their role-play interactions.

Guided Practice (10 minutes): Conduct guided practice exercises where students fill in the blanks with the correct third person singular form of irregular verbs.

Provide feedback and assistance as students work through the exercises.

Consolidation (5 minutes): Summarize key points learned during the activity, emphasizing the importance of correctly using irregular verbs in third person singular sentences. Provide additional practice opportunities or answer any questions students may have.

E. EVALUATION:

Participation: Assess students' active participation in role-playing and guided practice activities.



Verb Usage: Evaluate students' ability to use irregular verbs in the third person singular form accurately during role-playing scenarios and guided practice exercises.

Pronunciation: Observe students' pronunciation of irregular verbs and their third person singular forms during the activity.

Speaking Skills: Measure students' ability to form and use third person singular sentences with irregular verbs in role-playing interactions.

Engagement: Gauge students' level of engagement and interest throughout the activity