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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TOPIC:

“The Use of the National Identity Approach to Improve Vocabulary Acquisition.”

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Fecha

Siendo designado como tutor del programa de maestría de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado *The Use of the National Identity Approach to Improve Vocabulary Acquisition* que ha sido elaborado por GLADYS ESPERANZA NIETO PILLAJO bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

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DEDICATION

To my dear mother,

Your sincere love, unconditional support, and endless encouragement have been my refuge and strength throughout this journey. You have taught me the value of perseverance, the power of dreaming big, and the strength to overcome any challenge. You have shown me that age is no barrier when one has a purpose. I still cherish the memory of you sitting beside me, teaching me how to read. Thank you so much for always being there for me. This proposal is dedicated to you, with all my love and gratitude.

Gladys Esperanza Nieto



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GRATITUDE

My deepest gratitude to my sister Fanny and my nephew Luis for their invaluable support throughout this process and for believing in me. I am also grateful to all the people close to me who contributed in their own way, no matter how small, to make this journey possible.

Gladys Esperanza Nieto P.



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Introduction

The teaching and learning of English as a Foreign Language (EFL) have traditionally focused on structural and grammatical accuracy, often neglecting the sociocultural and identity-related dimensions that deeply influence language acquisition. In recent years, however, educational research has increasingly emphasized the importance of integrating cultural relevance and learner identity into pedagogical practices to foster more meaningful and sustainable learning outcomes (Cummins, 2000; Norton, 2013). This thesis, entitled "*The Use of the National Identity Approach to Improve Vocabulary Acquisition*," responds to this growing need by proposing an educational model that bridges language learning with national identity, using authentic materials rooted in Ecuadorian culture.

This study arises from the recognition that vocabulary is not only a fundamental component of linguistic competence, but also a gateway to communicative effectiveness, cultural understanding, and personal expression (Nation, 2001). Despite its centrality, vocabulary acquisition is often approached in a fragmented and decontextualized manner, which limits students' ability to internalize, retain, and use new words meaningfully (Schmitt, 2008). The integration of national identity into EFL instruction seeks to transform vocabulary learning into a culturally embedded process, making it more engaging, relevant, and emotionally resonant for learners (Byram, 1997).



Based in robust theoretical foundations including Vygotsky’s sociocultural theory—which emphasizes the role of social interaction and cultural context in cognitive development (Vygotsky, 1978)—and Krashen’s Input Hypothesis, which highlights the necessity of comprehensible input for second language acquisition (Krashen, 1982), this research incorporates key perspectives on identity and language learning. Norton (2013) argues that identity is central to language acquisition, as learners invest in language learning based on how they perceive themselves and their possibilities for the future. Similarly, Cummins (2001) highlights the importance of affirming students’ cultural backgrounds to foster empowerment and academic success. Nation (2001), on the other hand, emphasizes the importance of frequency, meaningful use, and context in vocabulary development.

The use of authentic materials that reflect the Ecuadorian context—such as national symbols, traditions, historical sites, and regional diversity—not only supports language learning but also affirms students’ cultural identities and fosters a stronger sense of belonging (Cortazzi & Jin, 1999; Tomlinson, 2012). When students recognize their culture in educational materials, they are more likely to engage emotionally and cognitively in the learning process (Gay, 2010).



Methodologically, the study adopts a mixed-methods approach that combines qualitative and quantitative techniques to evaluate the impact of this pedagogical innovation (Creswell, 2018). The research design includes diagnostic assessments, classroom interventions, and analytical tools aimed at measuring improvements in vocabulary recognition, pronunciation, contextual usage, and retention. Through the implementation of culturally responsive strategies such as game-based learning (Gee, 2003), multimedia resources (Mayer, 2009), and project-based activities (Thomas, 2000), the study offers a comprehensive proposal for improving EFL instruction in primary education.

This thesis contributes to the field of English language pedagogy by presenting an actionable model that aligns linguistic development with cultural affirmation. It underscores the importance of fostering inclusive, equitable, and identity-aware education, especially in multilingual and multicultural contexts like Ecuador (Banks, 2015). Ultimately, the findings and proposal outlined herein aim to inform educators, curriculum designers, and policymakers in the creation of learning environments where language acquisition is not only effective but also culturally meaningful and transformative.



Chapter 1

This English language teaching approach attempts to incorporate national identity in the teaching of vocabulary. This model is based on three interconnected elements which are: vocabulary learning theory, authentic materials, and the culturally inspired Ecuadorian content that facilitates learning of the language. This model draws from landmark and current research to work out how students can attain greater levels of proficiency and meaningful participation in learning English. As Ligia E. Gómez and Arthur M. Glenberg (2025) mention, “An essential component of literacy—in both the native language and additional languages—is vocabulary” , (p.77)

No one can dispute that learner's vocabulary acquisition is one of the pillars of language learning to understand, interact and exist as a member of society, language learners need to have a well-developed lexicon identity. In this Framework, authentic materials and content that are important to a given culture is viewed as a means that facilitates language and identity development.

1.1 Theoretical Frameworks

Historical Background and Evolution of the Problem

Historically, the influence of culture and social context on language learning has been recognized for decades. In the 1970s, Vygotsky (1978) was one of the first to explicitly connect social interaction with cognitive development, laying the foundation for understanding language learning as a culturally mediated process. His observations on the critical role of social



interaction continue to inform modern pedagogical practices.

The evolution of language teaching methodologies—from behaviorist approaches that emphasize rote memorization to more constructivist methods that prioritize meaningful communication—reflects a broader shift in educational theory.

The introduction of authentic materials in the classroom marked a significant turning point in traditional, decontextualized teaching methods. Pioneering researchers such as Rubin (1979) and later Wright (1987) argued that students benefit more when they encounter language as it is used in real life.

Over time, the recognition of national identity as a vital component of education has gained traction. Scholars such as Egan (1999) and Canagarajah (1999) have explored the implications of cultural identity in educational settings, noting that curricula incorporating local cultural elements can empower students and foster a more inclusive learning environment.

This historical progression underscores the importance of continually reexamining and updating teaching methodologies to reflect both theoretical advancements and the evolving needs of learners.

1.2 Theories on Vocabulary Acquisition

Recognized as one of the most important frameworks in language theories, Vygotsky's sociocultural theory works on the concept of the 'Zone of Proximal Development (ZPD).' ZPD demarcates the boundary between what learners can do alone and what they can do with assistance. According to Vygotsky (1978), the most impactful type of learning occurs as a result of social interaction and collaboration with others. Another vital component that aids in



knowledge construction is scaffolding, which refers to knowledgeable peers or teachers offering their assistance temporarily. This reinforces the concept that language is a social construct and learning new vocabulary is best in an energetic, interactive environment.

The integration of scaffolding and ZPD into Irshad et al. (2021) Integrative Approaches into Early Language Education Program merged the distinction into practical pedagogy aiming at building these nurtured skills to achieve predefined academic results, as well as social results. These scholars shift the focus towards evaluating the effectiveness of ZPD in early language education and its impact on language and socialization.

Following Vygotsky's theories, Krashen (1982, 1985) comes up with the Input Hypothesis, which claims that a learner acquires a language when he or she is provided with comprehensible input within the scope of his or her current skill set. For example, Krashen feels that rote memorization of grammar is less helpful than context-rich exposure to language. He argues that language learning should follow the principles of how a mother tongue is acquired so that learners easily and naturally master vocabulary and structures.

Ellis (1994) and Nation (2001) discuss context as a factor in vocabulary retention and usage, elaborating on the stages of vocabulary learning. They contend that engaging students with vocabulary in real-life meaningful contexts is more effective than rote memorization. Specifically, Nation (2001) advocates for the theory that vocabulary will be better remembered and used more flexibly after repeated exposure to it through different authentic contexts. Those views strengthen the idea that vocabulary is not an independent unit of language learning but rather a component of communicative competence.

In addition, Schmitt (2000) evidence that real life communication activities are much



more effective to recall and use newly learned words appropriately. The combination of these approaches suggests that language instruction should be conducted through highly interactive and contextualized teaching using both cognitive and sociocultural approaches.

1.3 Using Authentic Materials in English Teaching

Authentic materials refer to resources such as texts, videos, audio recordings, games, and articles that are created for real-life communication rather than for language instruction purposes. The shift toward using authentic materials in the classroom is based on the idea that exposure to real language use facilitates natural acquisition and fosters a deeper understanding of cultural contexts. Cook (1997) critically examines the use of terms such as “authentic,” “genuine,” and “real” within language teaching, noting that while these descriptors are often used to convey approval, they can be emotionally charged and sometimes lack a clear operational definition. Despite these definitional challenges, research by Wright (1987) and Richards and Rodgers (1986) has established that authentic materials not only motivate learners but also enhance their ability to comprehend and use language in everyday contexts.

Additionally, Rubin (1979) emphasizes that one of the primary functions of educational materials is to provide opportunities for hands-on learning. Authentic materials, by presenting language in its natural form, promote an incidental learning aspect highlighted by Gu (2003) when discussing the benefits of repeated exposure to natural language use.

The integration of authentic materials into language curricula has significant implications for both engagement and pedagogical effectiveness. As students interact with real-world content, they become more capable of understanding linguistic nuances and cultural subtleties, thereby



fostering an environment that supports both language development and cultural identity formation.

1.4 The Role of National Identity in Learning English

National identity, understood as the set of cultural, historical, geographical, social, and linguistic characteristics of a nation, plays a fundamental role in shaping students' attitudes toward language acquisition, Sukamto (2021), When students see reflections of their own culture within the curriculum, their sense of identity and belonging is reinforced, making the learning process more relevant and meaningful.

Norton (2000) argues that language learning is intrinsically linked to identity construction. According to Norton, as students acquire a new language, they also negotiate their own cultural identity. When classroom materials incorporate elements of Ecuadorian national identity, for example, students are more likely to engage deeply with the content because it resonates with their lived experiences.

Similarly, Cummins (2000) advocates for an integrated approach in which language learning is connected to students' cultural backgrounds. This perspective suggests that including culturally relevant materials can help overcome the sense of alienation that students sometimes experience in traditional language classrooms. Banks (2013) and Ladson-Billings (1994) further emphasize that culturally responsive teaching not only improves academic outcomes but also promotes equity and inclusion by recognizing the diverse backgrounds of all students.

Empirical studies have shown that actively integrating elements of national identity into language curricula can positively impact students' motivation and performance. For instance,



classrooms that use culturally rich content tend to foster a higher degree of engagement and self-esteem among students. Research conducted by the OECD (2018) supports the idea that equal and active student participation, regardless of their background, is essential in modern knowledge-based societies.

UNESCO (2000) also highlights the importance of an inclusive education system that reflects the diverse cultural identities of its students.

1.5 Integration of National Identity and Authentic Materials in Vocabulary Acquisition

The synthesis of vocabulary acquisition theories with the use of authentic materials and the integration of national identity represents an innovative approach to language teaching. When students are exposed to vocabulary in culturally relevant contexts, the learning experience becomes both cognitively and emotionally engaging, Andrijević, M. (2010). This integration allows students to perceive language as a living and dynamic tool that reflects their own history, traditions, and social practices.

For example, by incorporating Ecuadorian cultural elements into authentic texts and multimedia resources, educators can design activities that not only promote vocabulary learning but also strengthen students' connections to their cultural heritage. This dual approach helps bridge the gap between abstract language concepts and learners' tangible experiences. As a result, students are more likely to retain new words and apply them in meaningful, contextualized communication.

Researchers such as Berardo (2006) highlight that one of the main advantages of using



authentic materials is the incidental vocabulary learning that occurs through repeated exposure to real language. This incidental learning is further enriched when the material reflects students' own cultural environment, thereby reinforcing both linguistic competence and cultural pride.

1.6 Critical Reflections and New Definitions

The literature reveals diverse perspectives regarding the terms "authentic material" and "vocabulary acquisition." As Cook (1997) points out, terms like "authentic" are often laden with subjective value judgments and lack precise definitions. This ambiguity can present challenges in both research and practice. On the one hand, the use of authentic materials is praised for its potential to provide exposure to real-life language; on the other hand, without clear criteria, these materials risk being misinterpreted or applied inconsistently.

In response to these challenges, this study proposes a new integrative definition of "authentic material" that not only emphasizes real language use but also incorporates elements of national identity. Under this definition, authentic material is any resource that reflects both the natural use of language in everyday contexts and the cultural specificities of learners' environments, (Fernández Medina, 2023). Similarly, the concept of vocabulary acquisition is expanded beyond mere word recognition to include pronunciation, contextual usage, and long-term retention, all within a culturally relevant framework.

This redefinition is based on the ideas of Nation (2001) and Stahl (2005), who advocate for a multidimensional understanding of vocabulary learning. It is argued that a more holistic approach to vocabulary acquisition will lead to greater learner engagement and improved academic performance. Furthermore, integrating national identity within this framework ensures



that language learning becomes a transformative process that fosters both cognitive development and cultural pride.

1.7 Pedagogical Implications and Proposed Interventions

The theoretical perspectives discussed above have profound implications for classroom practice. By integrating authentic materials and national identity into English language teaching, educators can design learning experiences that are both engaging and culturally sensitive.

This approach allows students to connect language learning with their own cultural backgrounds, fostering motivation and deeper comprehension. Research by Cummins (2000) and Ladson-Billings (1994) supports the idea that culturally responsive teaching enhances academic outcomes and promotes inclusivity. Furthermore, Berardo (2006) highlights those authentic materials encourage incidental vocabulary learning, making language acquisition more natural and effective.

By incorporating culturally relevant texts, multimedia, and real-world language use into curricula, educators can create meaningful learning environments that not only improve linguistic proficiency but also strengthen students' cultural identities.

1.8 Teaching Strategies Based on National Identity

Using national identity in English teaching can be done in several ways, such as:

Cultural Research Projects: Encouraging students to explore and present aspects of Ecuadorian culture in English not only provides authentic language practice but also allows them to research and articulate their cultural heritage. These projects may include research on local traditions, historical events, and cultural symbols, making the learning process both academically



rigorous and personally meaningful. U.S. Embassy in Ecuador. (2023).

Multimedia and Literary Resources: The use of videos, songs, texts, and documentaries reflecting the cultural diversity of Ecuador can enrich the curriculum. These resources enable students to witness language use in diverse contexts and connect linguistic forms with cultural content. When students see familiar cultural references in these materials, they are more likely to engage deeply and retain new vocabulary, Burgin, X., & Daniel, M. (2017).

Interactive Activities and Games: Integrating cultural elements into game-based learning activities offers an effective strategy for reinforcing vocabulary acquisition. For example, games that include questions about the geography, traditions, or historical sites of Ecuador not only stimulate cognition but also promote a more enjoyable and meaningful learning experience.

These strategies combine cultural immersion with language learning, creating a more engaging and dynamic educational environment, Alghazo, I. (2020).

The incorporation of national identity into language teaching also requires critical reflection on issues of representation and inclusivity. It is essential that the materials used do not perpetuate stereotypes but celebrate the diverse cultural expressions within Ecuador. As Banks (2013) points out, ensuring equality in education means recognizing and valuing the unique contributions of all cultural groups. Educators must be adequately trained to handle sensitive cultural topics and facilitate discussions that respect diverse viewpoints.

By addressing these considerations, language education can become a platform for fostering inclusivity and mutual respect, allowing students to engage with both the language and the rich cultural context it arises from. This approach not only promotes linguistic proficiency but also contributes to the development of a more just and representative educational environment.



Based on theoretical foundations and empirical evidence, the following interventions are proposed:

Integrated Curriculum Design: Develop units that cohesively combine language learning objectives with cultural content. For example, a unit on vocabulary related to national festivals could include pre-teaching activities, authentic readings, and multimedia and interactive presentations. This approach supports the idea that language learning becomes more meaningful when it is tied to relevant cultural contexts (Vygotsky, 1978).

Collaborative Learning: Use group projects and peer learning to allow students to share cultural knowledge. This aligns with Vygotsky's emphasis on social interaction and scaffolding, as collaboration encourages deeper understanding and meaningful use of language (Wright, 1987).

Reflective Practices: Incorporate reflective journals and group discussions to allow students to articulate how their cultural identity influences their language learning. Reflective practices promote metacognition, helping students become more aware of their learning processes and fostering a deeper engagement with both language and cultural content (Cummins, 2000).

These strategies, when effectively implemented, are expected to enhance vocabulary acquisition and foster a learning environment where national identity is celebrated and leveraged as a tool for academic success. They align with the work of theorists such as Banks (2013) and Norton (2000), who emphasize the importance of cultural inclusivity in education.

To empirically assess the impact of integrating national identity into English language teaching, it is necessary to operationalize the key constructs of the study. This process will help clarify how these variables can be measured and how they relate to each other.



1.9 Independent Variable: National Identity

National identity, within the context of this study, refers to the inclusion of cultural elements in language learning activities to enhance vocabulary acquisition. The integration of cultural aspects of a student's national or regional identity has been shown to not only enrich their learning experience but also to promote deeper emotional engagement with the language. This definition aligns with the work of scholars like Norton (2000), who argued that language learning is closely tied to identity formation. Further, Banks (2013) emphasizes the importance of cultural inclusivity in the curriculum, suggesting that recognizing cultural identity in educational contexts can improve engagement and academic performance. The operationalization of national identity in this study includes several dimensions.

1.10 Cultural Dimension

Integration of Ecuadorian identity elements in authentic games.

This approach involves integrating national symbols, traditional practices, and local forms of art into interactive activities. For instance, games can incorporate challenges related to Ecuadorian festivals or traditional music, encouraging students to learn vocabulary within context. The assessment of their performance can be rated on a scale (Proficient, Achieved, Needs Improvement), Ortega, M. (2023).

This strategy not only enhances vocabulary acquisition but also promotes cultural engagement. By using familiar cultural references, students are likely to feel a stronger connection to the language. This approach is supported by the work of researchers like Banks (2013), who stress the importance of culturally relevant content in the curriculum. Additionally, integrating



national identity elements into the learning process enhances motivation and makes language learning more meaningful (Cummins, 2000; Norton, 2000). Thus, using culturally enriched, interactive activities fosters both linguistic and cultural proficiency, making language learning more relevant to the learners' own lives.

1.11 Historical Dimension

Exploration of Ecuadorian historical sites through games.

The students engage with historical content through activities that simulate visits to significant cultural and historical sites. The integration of historical narratives with vocabulary tasks aims to deepen students' understanding of both the language and history. Their participation can be tracked using frequency scales (Always, Often, Occasionally, Never).

This approach is informed by the constructivist theories of Vygotsky (1978) and Piaget (1970), which emphasize the role of interactive and experiential learning. By linking language learning to real-world cultural and historical contexts, students not only expand their vocabulary but also gain a richer, more contextual understanding of the language they are studying. This aligns with the work of researchers like Wright (1987) and Rubin (1979), who advocate for the use of authentic materials and historical contexts to promote more meaningful language acquisition.

Integrating interactive activities that simulate visits to significant cultural and historical sites aligns with constructivist learning theories, notably those proposed by Vygotsky and Piaget. Vygotsky emphasized that learning occurs through social interactions and the use of cultural tools, while Piaget highlighted the importance of learners actively constructing knowledge through experiences that challenge their existing cognitive structures, Lantolf, J. P. (2000).



Assessing student participation using frequency scales (Always, Often, Occasionally, Never) allows educators to monitor engagement levels and adjust teaching strategies, accordingly, ensuring that learning objectives are met effectively. Richards, J. C., & Rodgers, T. S. (2014).

Moreover, such activities help foster a deeper cultural understanding and identity, aligning with Banks' (2013) notion of inclusive education, which emphasizes recognizing and celebrating diverse cultural contributions within the classroom. Through interactive and context-rich tasks, students are more likely to retain vocabulary and apply it in meaningful ways.

1.12 Geographical Dimension

This dimension emphasizes the integration of visual aids and interactive activities to help students become familiar with the geography of Ecuador. By associating vocabulary with geographic landmarks, students expand their lexical repertoire and develop a deeper spatial awareness of their country. This approach connects language learning with tangible, real-world experiences, making the vocabulary acquisition process more relevant and engaging. The research of Wright (1987) and Rubin (1979) supports the idea that incorporating visual materials and context-specific learning enhances retention and engagement. Additionally, Vygotsky's (1978).

Incorporating authentic materials—such as historical narratives and cultural artifacts—into these activities enriches language learning by providing real-world contexts that enhance comprehension and retention. These materials expose students to language as it is naturally used, increasing engagement and motivation, Richards, J. C., & Rodgers, T. S. (2014).

Social constructivist theory highlights the importance of interactive learning, where students build meaning through shared experiences and discussions. In this sense, the use of maps,



images of landmarks, and real-world geographic contexts can foster a more dynamic and memorable learning environment, aligning with the work of educators who promote culturally sensitive teaching (Banks, 2013), helping students connect language with their cultural identity, making learning more meaningful and enjoyable.

1.13 Social Dimension

The recognition of cultural practices, such as national traditions and social customs (e.g., traditional cuisine, festivals), plays a crucial role in vocabulary acquisition by grounding language in its cultural context. When students engage in activities related to Ecuadorian traditions, they learn relevant vocabulary within a meaningful social and historical framework. Gay, G. (2010), For example, discussions or activities centered around popular Ecuadorian festivals, such as Carnival or Inti Raymi, allow students to connect new terms with real-life experiences, deepening both their linguistic skills and their understanding of social identity. Evaluation measures for such activities can include observation scales and self-report questionnaires, which help assess student participation and vocabulary retention. By incorporating culturally significant events, students not only enhance their linguistic competence but also strengthen their sense of belonging and cultural identity, as emphasized by educators such as Banks (2013) and Ladson-Billings (1994), who highlight the importance of culturally sensitive teaching. Additionally, Vygotsky's (1978) social constructivist approach underscores the value of social interaction and cultural context in learning, supporting the idea that students' language development is enriched through exposure and participation in culturally grounded activities, aligning with the benefits of incorporating social practices into language learning and fostering a more comprehensive and engaging educational



experience.

1.14 Linguistic Dimension

This dimension of assessment examines students' ability to apply newly acquired vocabulary in sentences that are contextually relevant and reflect national identity. Rather than simply recognizing words in isolation, students are expected to use them meaningfully in communication, capturing both the cultural context and practical use of language, Lantolf, J. P., & Thorne, S. L. (2006). This approach highlights the importance of vocabulary acquisition not only in theoretical terms but also in real-life application, which is key to language learning. Written and oral assessments are used to evaluate this transition, as they allow educators to better understand the depth of students' linguistic skills and their ability to internalize vocabulary in a way that reflects both linguistic competence and cultural awareness, as suggested by language acquisition research from scholars such as Nation (2001) and Vygotsky (1978).

1.15 Dependent Variable: Vocabulary Acquisition

Vocabulary Acquisition is recognized as a multidimensional process that requires targeted pedagogical strategies to address the various aspects of word knowledge. According to Krashen (1981) and Stahl (2005), effective vocabulary learning involves repeated and meaningful exposure to words within authentic contexts.

Word Recognition

The number of words related to national identity that students can identify in a list or image. In this stage of vocabulary learning, students must correctly identify words related to national



identity from a list or through image associations. This process focuses on recognizing and recalling culturally significant terms, which is often the initial phase in building a broader vocabulary, (García & Wei, 2014). By linking words to images or symbols of national identity, students can better internalize the vocabulary by associating it with meaningful and contextually relevant visuals, which helps them retain the words more effectively. This approach follows the principles of *semantic mapping* (e.g., Stahl, 2005), where vocabulary learning is connected with conceptual and cultural contexts. It is emphasized that students build a stronger foundation by associating words with visual cues, making the learning experience more memorable and culturally grounded. Additionally, Nation's (2001) research suggests that vocabulary acquisition is more effective when students interact with words in context, even at the recognition stage, fostering a deeper connection between language and cultural identity. By assessing vocabulary acquisition through these evaluations, educators can ensure that students' progress from recognizing individual words to using them meaningfully within their cultural and communicative context.

Evaluation:

The same scale (M, A, N) is used to gauge the proficiency level of each student.

Correct Pronunciation

Articulation assessments are a crucial aspect of evaluating students' pronunciation, especially in oral activities; in fact, accurate and clear pronunciation directly impacts effective communication and vocabulary retention. *Swan's (2001) * research highlights the importance of correct pronunciation in fostering better understanding and greater intelligibility, which in turn improves communicative competence. Clear articulation ensures that students can use



vocabulary in real-life conversations, which is especially important when the vocabulary relates to culturally significant terms tied to national identity. Furthermore, Derwing and Munro (2005) argue that pronunciation assessments should focus not only on accuracy but also on fluency, as both contribute to students' ability to engage confidently in oral exchanges. A key part of this process is practicing the repetition of new vocabulary in various contexts, reinforcing both pronunciation and memory. By incorporating articulation assessments into language learning activities, educators can help students refine their pronunciation, ensuring they can accurately convey meaning, particularly when discussing culturally sensitive or context-specific vocabulary related to national identity. These assessments can be carried out through various methods, such as peer feedback, individual oral exams, and interactive dialogues simulating real-world situations.

Measurement:

Frequency of correct pronunciation is rated on a scale from “Always” to “Never.”

Use in Context

The Application in Sentences dimension evaluates students' ability to use newly acquired vocabulary in functional, real-life sentences. It assesses both the accuracy and appropriateness of word usage, ensuring that students not only know the meaning of a word but also understand how to use it effectively in context. This step is crucial for moving beyond passive vocabulary knowledge to the active use of language in communication. As Nation (2001) emphasizes, vocabulary acquisition is more effective when words are practiced in meaningful contexts, as this promotes deeper understanding and retention. Furthermore, Swain (1985) highlights the



importance of production, suggesting that producing language, whether through speaking or writing, helps reinforce vocabulary and grammar structures, promoting fluency and correctness. In this dimension, students are asked to integrate the newly learned vocabulary into sentences that reflect common, everyday scenarios. This not only strengthens their understanding of the vocabulary but also their ability to communicate naturally and socially relevantly. For example, when learning words related to cultural events, students might be asked to describe a festival, discuss traditions, or share personal experiences, thus combining vocabulary acquisition with cultural relevance. As Laufer (2005) points out, using vocabulary in context is essential for vocabulary retention and effective communication. Teachers can assess this skill through tasks such as written assignments, oral presentations, and role-playing exercises, where students must use the target vocabulary in context-rich situations.

Vocabulary Retention

Students' ability to remember and use learned words over time. Retention is assessed through periodic tests, which involve verifying whether students can recall and accurately apply the vocabulary after a significant period. This method not only evaluates immediate comprehension of the vocabulary but also its long-term retention, which is key to understanding the durability of language learning. The effectiveness of teaching interventions is measured by how well students retain and use the vocabulary over time, highlighting the importance of constant exposure and practice in real-life contexts. This process aligns with Laufer's (2005) findings on vocabulary retention, which suggest that retention improves when students actively use the vocabulary in meaningful contexts. Additionally, Nation (2001) emphasizes the



importance of spaced retrieval practice to reinforce vocabulary retention, noting that tests after intervals are a powerful tool for promoting long-term learning.

By systematically operating the variables of identity and vocabulary acquisition, this approach creates a comprehensive framework for both qualitative and quantitative assessment. It allows educators to design specific rubrics that measure how well students integrate vocabulary into their cultural context and how effectively they retain and apply it in future communicative scenarios. This holistic assessment ensures that teaching methods not only enhance vocabulary acquisition but also foster a deeper connection between students and their cultural identity.

Integration and Synthesis of Theoretical Perspectives

The convergence of vocabulary acquisition theories, authentic materials, and the integration of national identity creates a robust framework for teaching the English language that addresses both the cognitive and cultural aspects of language learning. Vygotsky's sociocultural theory (1978) emphasizes the role of social interaction in language acquisition, arguing that learners acquire language more effectively in an interactive and collaborative environment. This aligns with the idea that language learning is more effective when learners engage in real communication within a cultural context, fostering meaningful connections. On the other hand, Krashen's Input Hypothesis (1985) and the works of Nation (2001) and Ellis (1997) emphasize the importance of providing authentic linguistic input, suggesting that learners acquire language more naturally when exposed to comprehensible input in context. Additionally, researchers such as Cook (1997), Wright (1987), and Rubin (1979) highlight the importance of using materials that reflect real language use, such as videos, articles, and songs, which enhance engagement and



provide learners with a richer understanding of language in cultural and social contexts. Finally, incorporating elements of national identity into the curriculum, as argued by scholars such as Norton (2000), Cummins (2001), and Banks (2013), personalizes learning and fosters cultural self-awareness, increasing motivation and deepening the emotional and cognitive connections learners have with the language.

By integrating these theories and approaches, this model promotes an environment in which language is learned through authentic and meaningful exposure, while also fostering a sense of pride and cultural connection. This dual focus on cognitive development and cultural identity is expected to enhance both academic performance and student engagement, providing learners with tools to use language in ways that resonate on a personal and social level.

By combining these theories and approaches, this integrated model promotes an environment in which language is learned through authentic and meaningful exposure, while also fostering a sense of pride and cultural connection. This dual focus on cognitive development and cultural identity is expected to improve both academic performance and learner engagement, providing students with tools to use language in ways that resonate personally and socially. This theoretical framework lays the foundation for exploring how integrating national identity into English language teaching can enhance vocabulary acquisition. Through a detailed examination of seminal theories and empirical studies, the framework highlights the critical role of social interaction, authentic materials, and culturally relevant content in language learning. The proposed model emphasizes that language is not simply a set of abstract rules and vocabulary, but a dynamic, culturally integrated tool that reflects the learner's identity. By implementing pedagogical strategies that combine authentic language use with national cultural elements,



educators can create a learning environment that is both engaging and effective. The operationalization of key variables also allows for systematic investigation into the impact of these teaching innovations, thus contributing to a richer understanding of language education in multicultural settings. Future research should focus on the practical application of these strategies in diverse classroom environments, the development of robust assessment tools, and the ongoing refinement of teaching methodologies



CHAPTER 2

This study is framed within a mixed-methods paradigm, which combines both quantitative and qualitative approaches. This paradigm is particularly suitable for research in education, especially when exploring language acquisition in early childhood, as it enables the researcher to examine both the measurable progress in vocabulary learning and the subjective experiences and perceptions of the students involved.

The research focuses on the implementation of authentic materials grounded in Ecuadorian national identity as a strategy to enhance vocabulary acquisition in second-grade students. Given the age and cognitive development of the participants (6–7 years old), it is essential to understand not only whether learning occurs, but also how students interact with the materials, and engage with the content, to identity-based learning experiences.

From the quantitative perspective, this study collects data through rubrics, rating scales, and pre- and post-assessments to measure students' vocabulary acquisition. These instruments provide statistical evidence of vocabulary growth and help quantify the impact of using national identity themes in the English language classroom.

Table 1

Operationalization Matrix of the Use of National Identity Elements in English Language Teaching



Variable	Conceptual definition	Operational identification	Dimensions	Indicators	Scales
Independent	Application of national identity elements in teaching English to second-grade children through authentic materials to facilitate vocabulary acquisition.	Integration of Ecuadorian identity elements into authentic games.	Cultural	Integration of cultural elements into learning activities to strengthen vocabulary acquisition (Wilmot, 1979).	M (Mastery): High proficiency. A (Achieved): Meets criterion with some errors/support. N (Needs Improvement): Requires more support.
			Historical	Exploration of Ecuadorian historical sites through games.	Same as above
			Geographical	Identification of Ecuador's geographical regions through images and games.	Same as above
			Social	Identification of Ecuadorian traditions and customs through images and games.	Same as above



			Linguistic	Use of contextualized vocabulary in sentences related to Ecuadorian national identity.	Same as above
Dependent	The multidimensional and dynamic nature of vocabulary learning requires targeted pedagogies and strategies to address different aspects of word knowledge.	Use of authentic materials (bingo and monopoly) that include elements such as national symbols, traditions, and iconic places.	Word Recognition	Many words related to national identity that students can identify in a list or image.	M (Mastery) A (Achieved) N (Needs Improvement)
			Pronunciation	Students' ability to pronounce new words clearly and accurately.	Same as above
			Use in Context	Students' ability to use learned words in relevant sentences or communicative situations.	Same as above



From a qualitative perspective, data are gathered through direct classroom observations, teacher interviews, and teacher field notes. These tools offer valuable insights into the motivation, participation, retention, and engagement levels of the students when exposed to materials such as a national identity-based Monopoly game, a Bingo game, and role-playing. These authentic materials are designed to connect students' cultural background with English vocabulary learning, making the process more meaningful and contextualized.

The combination of both methods allows for triangulation of data, increasing the validity and reliability of the findings. While the quantitative data reveals the extent of vocabulary improvement, the qualitative data helps explain how the materials influenced students' learning processes and classroom behavior. This approach is supported by a pragmatic philosophical foundation, where the focus is on using the most effective methods to understand and address the educational phenomenon.

On the whole, the mixed-methods paradigm provides a robust framework for investigating how the use of Ecuadorian national identity through authentic materials contributes to the vocabulary development of second-grade students, addressing the research questions from both an objective and experiential standpoint.

According to De Vauz (2002), the function of a research design is to ensure that the evidence obtained allows the initial question to be answered as unambiguously as possible.



Additionally, the mixed-methods approach facilitates data triangulation, enhancing the reliability and validity of the research findings. By combining numerical data with personal insights, the study can provide a comprehensive picture of how national identity elements affect vocabulary learning in diverse classroom settings. According to Creswell (2014), mixed methods research involves collecting and integrating quantitative and qualitative data. It is assumed that combining both provides deeper insights than using either alone.

The research is defined as exploratory and descriptive, as it examines the integration of national identity in English language teaching—an area that still requires deeper exploration in educational contexts. It describes the impact of using authentic and culturally relevant materials on vocabulary acquisition, based on the initial diagnosis and classroom-applied assessments.

Additionally, the study is considered applied, as the results will guide the development of an innovative pedagogical proposal aimed at improving English learning. This research not only seeks to reveal how cultural elements can enhance language acquisition but also aims to identify the best practices and potential challenges in integrating national identity into traditional curricula.

By bridging the gap between theoretical frameworks and practical applications, the study The insights derived from this research can inform curriculum designers, educators, and policymakers about the benefits and limitations of incorporating national identity into language teaching, ultimately contributing to the development of more inclusive and effective educational strategies.

The research is classified as both field-based and documentary.



Field Research: This will be conducted through the application of instruments such as questionnaires, rating scales, and performance records in a real educational setting, where activities based on national identity elements will be implemented. Field research allows for the collection of first-hand data on how the integration of national identity influences vocabulary acquisition. Additionally, it provides an opportunity to observe the immediate effects of the intervention on students' language skills and cultural engagement.

Documentary Research: This aspect relies on a rigorous literature review and an analysis of previous studies on vocabulary, the use of authentic materials, learning theories, and identity construction (drawing on contributions from Vygotsky, Krashen, Nation, among others). Documentary research helps contextualize the study within existing literature and establishes a strong theoretical foundation for understanding the potential impact of culturally relevant teaching practices.

Additionally, a cross-sectional study design is chosen to evaluate the impact of the implemented methodology at a specific point in time. This design allows for capturing the state of vocabulary acquisition and students' cultural perceptions during a defined phase of the teaching process. By adopting this approach, the research can quickly identify patterns and correlations between the use of national identity elements and language learning outcomes, providing valuable insights for future longitudinal studies and further refinement of educational strategies.

The research process will be carried out in the following phases:



Theoretical Phase: A review and analysis of literature related to vocabulary acquisition, the use of authentic materials, and the integration of national identity (as presented in Chapter 1). This phase establishes the conceptual framework for the study, identifies gaps in current research, and justifies the need for a culturally informed approach to language teaching.

Initial Diagnostic Phase: An assessment of the current state of vocabulary acquisition and the integration of cultural elements in the teaching process, using descriptive instruments and techniques. This phase will provide essential baseline data to compare future improvements and understand the initial challenges and strengths of current pedagogical practices.

Proposal Modeling Phase: The design of the pedagogical intervention that systematically incorporates national identity into English teaching. During this phase, curriculum components, learning activities, and assessment tools will be developed in alignment with the theoretical framework. The goal is to create a comprehensive and contextually relevant teaching model that enhances vocabulary acquisition through culturally meaningful content.

Final Diagnostic and Validation Phase: The application of assessment instruments to determine the impact of the proposed intervention on vocabulary learning. This phase includes the analysis, interpretation, and discussion of the results obtained after implementing the pedagogical model. It is crucial for validating the effectiveness of the proposal, identifying its strengths and areas for improvement, and providing insights into future research and applications in similar educational contexts.



Data Collection Techniques and Instruments

To ensure a comprehensive analysis of students' vocabulary acquisition and their engagement with national identity elements, a combination of qualitative and quantitative techniques will be employed. These methods allow for a triangulation of data, enhancing the validity and reliability of the findings.

Technique: Microcurriculum Planning

Instrument: Worksheets. Flashcards. Songs.

Microcurriculum planning is an instructional technique used to organize and structure the teaching and learning process in detail. It involves the selection and sequencing of specific content, learning objectives, classroom activities, and assessment strategies aligned with the broader curriculum. This technique allows educators to adapt educational goals to the needs and context of their students while ensuring that lessons are purposeful, coherent, and measurable. In this project, microcurriculum planning was applied to incorporate topics related to Ecuadorian national identity, without deviating from the standard content required for the second-grade level. According to Chen (2016), the lesson plan serves as the foundation of microcurriculum design and guides all microteaching activities. Effective microcurriculum must be grounded in classroom reality, addressing teaching design, curriculum introduction, core concepts, inquiry-based instruction, and follow-up exercises. It should also align with students' needs and instructional goals.

Technique: Observation



Instrument: Pre-Test and Post- Test (The same technique and assessment instruments used during the administration of the pre-test will be applied to carry out the post-test. This will allow for a consistent and accurate measurement of the learning outcomes achieved by the second-grade students because of the implementation of the project.)

This technique is essential for measuring students' initial vocabulary knowledge before the intervention and their progress afterward. The pre-test establishes a baseline for each student, while the post-test assesses the impact of the culturally integrated teaching approach on vocabulary acquisition. This quantitative and qualitative data will be statistically analyzed to determine the effectiveness of the intervention.

Technique: Diagnostic Assessment – Direct Observation.

Instrument: "Pre-test" matrix and its Rubric.

The pre-test matrix will help identify students 'prior knowledge of national identity vocabulary, and the rubric will be used to evaluate their performance based on specific criteria and levels of achievement. It will serve to document their progress in areas such as understanding Ecuador`s national identity, recognizing and using vocabulary in context, demonstrating correct pronunciation during oral expression, and retaining key vocabulary over time.

Technique: Direct Observation (During "Bingo" Game)

Instrument: Checklist



A checklist will be used to systematically record student behaviors and interactions during a culturally themed Bingo game. This activity serves as an engaging way to reinforce vocabulary while providing the evaluator with real-time insights into key aspects such as:

- Understanding of game rules
- Level of participation and enthusiasm
- Interest in cultural elements presented
- Interaction and collaboration with peers
- Integration and use of newly acquired vocabulary

By using direct observation, the evaluator can gather qualitative data that complements the vocabulary test results, offering a richer understanding of students' learning processes (Mertens, 2019).

This instrument allows for both qualitative and quantitative assessment, making it a valuable tool for identifying specific areas of improvement and adjusting instructional strategies accordingly (Creswell & Poth, 2018).

Technique: Oral Performance Evaluation

Instrument: Direct Observation with Recorded Interventions

To gain a deeper understanding of students' oral language skills, their spoken interactions will be recorded and analyzed. This approach enables evaluators to assess:



- Pronunciation and articulation of vocabulary
- Fluency and coherence in speech
- Confidence and willingness to express themselves in English
- Integration of culturally relevant vocabulary in conversation

The use of recorded interventions allows for repeated analysis, ensuring that key details are not overlooked and providing a more accurate evaluation of oral performance over time (Mackey & Gass, 2021).

Rationale for the Methodological Approach

By employing a combination of observation, diagnostic assessment, and performance evaluation, the study ensures a multi-dimensional perspective on vocabulary acquisition. This triangulation of data strengthens the validity of the research, as the integration of different instruments helps cross-verify findings, reducing biases and increasing reliability. Additionally, the incorporation of culturally relevant activities such as the Bingo game allows for a more immersive and meaningful learning experience, fostering not only language acquisition but also cultural awareness.

Population: The population under study will consist of students enrolled in the master's program in Pedagogy of English as a Foreign Language at the Universidad Bolivariana del Ecuador.



Sample: A representative group will be selected using either probabilistic or non-probabilistic sampling techniques, depending on the context and availability of participants. The units of analysis will be the student groups enrolled in the program, and inclusion criteria will be based on the following parameters:

Enrollment in the master's program in Pedagogy of English as a Foreign Language.

Having academic qualifications or prior experience that aligns with the objectives of the study.

Availability to participate in the research during the established timeframe.

Rubric for Assessing Speaking for Second Graders.

Analysis of the Group Evaluation Matrix. Group Speaking Checklist – National Identity
Vocabulary Project

This group matrix is designed to evaluate the oral performance of 21 students systematically and comparatively within the context of a vocabulary project based on Ecuadorian national identity. It focuses on four key criteria: Pronunciation, Fluency, Grammatical Accuracy, and the Use of Vocabulary related to national identity. Each criterion is rated on a scale from 1 to 5, allowing a total score of up to 20 points per student.



However, unlike the individual checklist, this version enables the teacher to perform more efficient evaluations during group activities, such as games or oral presentations. It also helps identify common learning patterns, strengths, and areas of difficulty within the group. The comments section allows teachers to make specific observations or provide personalized feedback.

Additionally, this group matrix serves as a practical tool for tracking student progress over time, making it ideal for both formative and summative assessment. It aligns well with the project's objective of improving oral production and vocabulary acquisition through culturally relevant Ecuadorian content.

Rubric for Assessing Bingo and Monopoly Games for Second Graders.

CHECKLIST: Bingo/ Monopoly Game Skills Assessment for Second Graders.

This rubric evaluated the development of second-grade students' English vocabulary and communication skills through game-based learning activities using Bingo and Monopoly. These games were adapted to include elements of Ecuadorian national identity, such as food, clothing, regions, and cultural symbols.

The rubric provides a clear and structured assessment framework with a total score of 10 points, allowing teachers to observe and grade each student's performance in real-time. By breaking down the evaluation into seven key categories—participation, vocabulary recognition, pronunciation, instruction comprehension, vocabulary usage, teamwork, and motivation—teachers can gather both quantitative and qualitative data about each child's learning progress.



Using this rubric promotes fair and consistent assessment. It helps identify individual strengths and areas where additional support is needed. The group format also encourages peer interaction and teamwork, essential for developing early communication and social skills. Additionally, the game-based setting helps maintain high motivation levels, making the assessment process enjoyable for students. This rubric can be used multiple times throughout the academic year to track progress, inform instruction, and support individualized learning plans.

Research Design

This study adopts a mixed-methods approach, combining quantitative and qualitative methods to provide a comprehensive analysis of the integration of national identity in vocabulary acquisition. The research design includes both descriptive and experimental methods to assess the effectiveness of a pedagogical intervention. This approach allows for triangulation of data and strengthens the validity of the findings.

Definition of the Problem and Research Objectives

The research begins by clearly defining the problem: the limited acquisition of English vocabulary in early-grade students and the lack of integration of national identity in language teaching. The main objective is to determine the extent to which incorporating national identity into classroom instruction can enhance students' vocabulary acquisition.

Participants



The participants in this study include second-grade students from a public elementary school.

The selection criteria were based on accessibility and the relevance of the group to the research objectives. The group displays a basic (A1) English proficiency level, with limited prior exposure to culturally integrated materials.

Instruments

A series of data collection instruments were designed and validated by experts in the fields of English language teaching and education research. These included: Questionnaires for both teachers and students to gather perceptions and initial diagnostic information.

Observation guides to monitor student engagement and vocabulary use during the intervention.

Performance records and checklists to track vocabulary retention, use in simple sentences, and pronunciation.

Procedure

The research process followed a systematic procedure structured into the following phases:

1. Theoretical Stage

A thorough review of the literature was conducted to explore key concepts related to vocabulary acquisition, the use of authentic materials, and the integration of national identity in language teaching. This theoretical foundation supports the development of the intervention model.



2. Initial Diagnostic Stage

An initial diagnosis was carried out to assess the current level of vocabulary acquisition and the presence (or absence) of cultural elements in the teaching process. Descriptive techniques such as surveys and observations were used to gather baseline data.

3. Proposal Modeling Stage

Based on the diagnostic results and literature review, a pedagogical intervention was designed. This model incorporated elements of Ecuadorian national identity—such as symbols, traditions, and regional features—into English vocabulary teaching using authentic materials (e.g., games, visuals, and cultural references).

4. Final Diagnosis and Validation Stage

After the implementation of the intervention, evaluation instruments were re-applied to measure its impact. Quantitative data (e.g., scores, vocabulary retention rates) were analyzed using basic statistical methods, while qualitative data (e.g., student behavior, responses) were examined through content analysis.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including means and percentages, to compare pre- and post-intervention performance. Qualitative data, obtained from observations and open-ended questionnaire responses, were analyzed using content analysis techniques to identify patterns in student engagement, motivation, and vocabulary use.



Ethical Considerations

This research respected the fundamental ethical principles related to working with minors in school settings. First, informed consent was obtained from the students' legal representatives, who were duly informed about the study's objectives, the nature of the activities, the assessment instruments, and the use of the data collected. Furthermore, the confidentiality and anonymity of the participants were guaranteed at all times, avoiding the inclusion of names or any identifiable information in the results presented. Student participation was voluntary, and efforts were made to foster an environment of respect, inclusion, and non-discrimination during the implementation of the activities. Furthermore, efforts were made to ensure that the content used in the pedagogical proposal was culturally appropriate, avoiding offensive stereotypes or representations. This research was conducted with the commitment to contribute to the well-being and educational development of students, respecting human rights and the principles of professional ethics in education.

This chapter has presented a detailed explanation of the methodology used in this research. The systematic process, the selection of a mixed-methods approach, the use of validated instruments, and the application of both descriptive and experimental procedures provide a solid foundation for the development and validation of the proposal. The following chapter will present the design and implementation of the pedagogical intervention based on national identity to improve vocabulary acquisition in English.



CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1 Proposal Modeling

3.1.1 Presentation

The educational proposal entitled "National Identity Approach for English Vocabulary Acquisition" is presented as an integrated model that combines authentic materials based on Ecuadorian cultural elements with playful activities and formative assessments. Its purpose is to promote meaningful vocabulary learning, reinforced by the emotional and cognitive connection generated through the link with one's own national identity.

3.1.2 *General and Specific Objectives*

General Objective: To design and implement a pedagogical model that integrates national identity into English vocabulary teaching, enhancing the retention and contextual use of new terms.

3.1.2.1 *Specific Objectives:*

1. To evaluate the impact of didactic materials on students' knowledge and understanding of Ecuadorian cultural identity.
2. To identify key aspects of Ecuadorian identity that can be effectively integrated into English language teaching for second-grade students.
3. To develop authentic teaching materials based on Ecuadorian cultural identity, appropriate for second-grade learners.



3.1.3 Theoretical Foundation

The foundation is based on Vygotsky's sociocultural theory, the authentic materials approach by Wright and Rubin, and studies on identity and motivation by Norton and Cummins. It emphasizes the importance of the cultural context as a mediator of learning and the intrinsic motivation of students.

3.1.4 Characteristics of the Proposal

- **Interdisciplinarity:** Integrates history, geography, and culture with language learning.
- **Personalization:** Adapts content to the local context and the students' A1 proficiency level.
- **Flexibility:** Allows activities to be adjusted according to the pace and needs of the group.
- **Originality:** Utilizes cultural micro-curricula that emphasize Ecuadorian symbols and practices that are rarely explored in the English classroom.

3.1.5 Key Ideas

Introductory Activity:

Each activity began with a short story, a sequence of images, or a teacher-led narrative that introduced the cultural theme in a simple and engaging way. These activities were designed to activate students' prior knowledge and create a meaningful context for learning new vocabulary.



Guided Practice:

Students participated in interactive activities such as culturally themed games, role-plays, or collaborative tasks, which provided opportunities to practice vocabulary in playful and communicative settings. The use of authentic and familiar visual elements helped strengthen associations between words and concepts.

Formative Assessment:

At the end of each module, students were assessed using rubric-based tools that measured vocabulary recognition, correct pronunciation, basic contextual use (e.g., matching, short oral descriptions), and participation. These ongoing assessments provided feedback to guide instruction and monitor progress.

Metacognitive Reflection:

Students engaged in brief individual or group reflection activities, such as completing a simple learning journal or discussing "what I learned today" with peers. This component encouraged awareness of learning strategies, self-assessment, and linguistic development.

3.1.7 Requirements, Demands, and Conditions

Minimum infrastructure: A classroom equipped with a projector and audio access.

Printed and digital materials: Flashcards, game templates, and presentations.



Time allocation: Regular time slots within the English curriculum to implement the cultural vocabulary activities.

3.1.8 Demonstrations and Examples

The annexes include samples of activities:

Bingo cards with cultural vocabulary.

Thematic Monopoly cards with cultural questions.

Role-playing with student performances.

3.1.9 Forms of Application, Implementation, and Evaluation

The implementation of the micro-curricular plan was carried out over a period of 14 weeks, with a weekly workload of 3 hours. During the first 10 weeks, content aligned with the second-grade curriculum was developed, focusing on vocabulary related to the national identity of Ecuador (such as regions, traditional clothing, typical foods, national symbols, among others). This period served to progressively reinforce linguistic knowledge and prepare students for the application of the didactic materials.

From week 11 to week 14, the didactic games “Bingo” and “Monopoly” were implemented. These games were designed using images and elements related to Ecuadorian national identity, with the aim of strengthening vocabulary acquisition in English through a playful, interactive, and meaningful learning context for second-grade students.



Evaluation was conducted in a continuous and formative manner, using specific rubrics and individual progress records. These tools allowed for the monitoring of key aspects such as vocabulary knowledge, pronunciation, comprehension, participation, interest, word retention, and students' game preferences. This evaluation approach provided a comprehensive assessment of the learning process and the impact of the authentic material used.

Pre-test and post-test to measure improvement in recognition, pronunciation, use in context, and retention

3.1.10 Resources

Human: Specialized teacher.

Materials: Printed materials, visual aids (e.g., posters, flashcards), tangible game pieces.

Space: Multimedia classroom (adapted for group activities and interaction).

3.1.11 Beneficiaries

Second-grade students in public schools, English teachers, and the educational community.

3.1.12 Closure of Modeling

The modeling concludes with a semester follow-up plan and recommendations for scalability to other educational levels.

3.2 Research context



The research was conducted with a group of 21 second-grade students from Class “A” in the morning session. English classes were held on Tuesdays and Wednesdays, from 9:45 to 11:15 a.m. on Tuesdays and from 9:45 to 10:30 a.m. on Wednesdays, totaling three hours of English instruction per week. As a preliminary step to begin the project, a diagnostic assessment was carried out. Although this assessment was not typically administered at the beginning of the school year for second-grade students—according to the institution's regulations—it was required to initiate the research process.

On Tuesday, December 10, 2024, a diagnostic quiz was applied. The main objective was to evaluate students’ ability to identify and use vocabulary related to Ecuadorian national identity in English. The test consisted of five sections: Vocabulary Recognition, Listening Comprehension, Writing, Sentence Formation and Speaking.

Table 2

Assessment Rubric: Ecuadorian Identity and Vocabulary in English (0–10 Scale)

Criteria	8–10: Mastery (M)	5–7: Approaching (A)	0–4: Needs Improvement (N)
Vocabulary Recognition	Recognizes and uses many words about Ecuador (e.g., food, animals, clothes, places).	Recognizes some words; sometimes makes mistakes.	Recognizes few words; often makes mistakes.
Listening Comprehension	Understands and responds correctly using the new words.	Understands some words; needs help or repetition.	Has trouble understanding; needs a lot of help.
Writing and Retention	Writes and retains words or short phrases correctly about Ecuador.	Writes and retains some correct words; may have small mistakes.	Writing and retaining is hard to understand; many mistakes.



Sentence Formation	Makes short and correct sentences using Ecuadorian vocabulary.	Makes simple sentences; some grammar mistakes.	Sentences are incomplete or not correct.
Speaking	Understands questions and speaks clearly and fluently.	Understands some questions or words; needs help or repetition.	Has trouble speaking; needs a lot of help and is often unclear.

Table 3

Pre-Test / Post-Test. The Use of National Identity Approach to Improve Vocabulary Acquisition.

Nº	STUDENT	VOCABULARY: Word Recognition	LISTENING COMPREHENSION	VALOR	WRITING: and Retention	SENTENCE FORMATION	SPEAKING	TOTAL
1	AUGUIPILOSO KAREN AMARELIS	N	N	7	N	N	N	N
2	AYALA CARICO GAEL JESÚS	N	N	7	N	N	N	N
3	CARRION CHANCUSIG JULIETTE BETSABE	A	N	7	N	N	A	N
4	CHITALOGRO ILAQUICHE ADRIANA CATALINA	N	N	7	N	N	N	N
5	CONGO LOACHAMINIKER ALEXANDER	N	N	7	N	N	N	N
6	CASTILLO SOLORZANO ROSELINNE ANTONELLA	N	N	7	N	N	N	N
7	HERRERA CUEVA CRISTOPHER DAVID	N	N	7	N	N	N	N
8	JAYA MUÑOZ VALERY NICOLE	N	N	7	N	N	N	N
9	LARA SANCHEZ NEYMAR ANDRES	N	N	7	N	N	N	N
10	MANZANO FONSECA AMELIE VALENTINA	N	N	7	N	N	N	N
11	MOLINA CANDO DANIELA SARAH	N	N	7	N	N	N	N
12	MORALES AGILA LIAM JOSEPH	N	N	7	N	N	N	N
13	POSIGUA CHITALOGRO MILAN JOSUE	N	N	7	N	N	N	N
14	REASCOS JARA DANIELA VALENTINA	N	N	7	N	N	N	N
15	RODRIGUEZ PAUCAR JULEIDY JACQUELINE	N	N	7	N	N	N	N
16	TILLAGUANGO GONZAGA JHEIMY AYLIN	N	N	7	N	N	N	N
17	TULLMO ANA LUISA FREDDY ARIEL	A	N	7	N	N	N	N
18	WILLACIS PALMA ROMINA STEFANIA	A	N	7	N	N	N	N
19	VELEZ ROSE RO LUCERO ITZAYANA	N	N	7	N	N	N	N
20	VIZUETE SUQUILLO GUSTAVO IVAN	N	N	7	N	N	N	N
21	ZAMBRANO SIMBAÑA DEVID CALEE	N	N	7	N	N	N	N

M (Mastery): Meets the criterion at a high level.

A (Achieved): Approaching the criterion but with some errors or need for support.

N (Needs Improvement): Needs significant improvement and support.



Table 4

Comparison of Initial and Post-Intervention Results in Vocabulary Acquisition

Evaluated Section	Initial Diagnostic Score (0–10)	Post-Intervention Score (0–10)	Observations
Vocabulary Recognition	3.5	9.2	Notable improvement in identifying and using key vocabulary.
Listening Comprehension	4.0	8.8	Better focus and understanding with fewer repetitions required.
Writing and Retention	3.0	9.0	Significant gains in word writing and long-term retention.
Sentence Formation	3.5	9.1	Fewer grammatical errors and improved fluency in basic sentence structure.
Speaking	4.0	8.6	Shows better understanding and is able to have a short conversation



3.2.1 Analysis of Vocabulary Acquisition Progress. Pre-Test. Post-Test.

In Section 1, Vocabulary Recognition, students constructed sentences using key terms such as "flag," "condor," "Panecillo," and "Cotopaxi." They struggled to use these words in context, even though a model sentence ("The flag of Ecuador is beautiful") was provided. They also matched vocabulary words (e.g., Flag of Ecuador, Condor, emblematic symbols, Cotopaxi Volcano) with images using colored markers. This activity assessed visual recognition and word association. Errors in this section, particularly in distinguishing the flag from the shield, revealed areas requiring reinforcement.

Section 2, Listening Comprehension, consisted of three tasks: marking a word after hearing it, underlining identity-related words from a short passage, and drawing based on those words. This multisensory approach aimed to support vocabulary acquisition through audio and visual input. However, students experienced confusion and required repetition, indicating limited auditory comprehension typical of A1-level learners.

Section 3, Writing and Retention, evaluated students' ability to complete sentences using a word bank (e.g., flag, turtle, condor, Black Mother). Results showed most students had difficulty completing this task correctly, highlighting low vocabulary retention.

Section 4, Sentence Formation, asked students to reorder jumbled words into correct sentences. Errors in this section reflected a limited understanding of basic grammatical structures such as subject-verb-object order.



Section 5, Speaking, assessed students the ability to understand simple questions (e.g., What is your name? Where are you from? How old are you? What color is the flag of Ecuador?) students presenting difficulties to understand in English

The comparison of diagnostic and post-intervention scores reveals a marked improvement in vocabulary acquisition among second-grade students following the implementation of pedagogical strategies based on national identity content (see Table 4). All five evaluated sections—Vocabulary Recognition, Listening Comprehension, Writing and Retention, Sentence Formation, and Speaking—demonstrated gains that moved students from low performance levels to near or complete mastery.

In the area of *Vocabulary Recognition*, students advanced from a diagnostic average of 3.5 to a post-intervention score of 9.2. This increase indicates significant improvement not only in identifying but also in accurately using vocabulary related to Ecuadorian national identity. The notable progress suggests that the incorporation of authentic materials and culturally relevant content enhanced students' lexical understanding (Tomlinson, 2011).

Listening Comprehension improved from 4.0 to 8.8, reflecting better auditory processing and reduced reliance on repetition. The increase in focus and understanding indicates that contextualized listening activities—supported by visual cues and familiar themes—effectively supported A1-level learners (Richards, 2006).



Writing and Retention showed the most substantial gain, rising from 3.0 to 9.0. This finding suggests that the repetitive use of vocabulary through structured games, songs, and visual associations contributed to long-term retention and spelling accuracy. It underscores the impact of multisensory strategies in early language learning (Nation, 2001).

In terms of *Sentence Formation*, scores increased from 3.5 to 8.1. This progress highlights improved grammar usage and fluency in constructing basic sentence structures. The ability to form coherent sentences using newly acquired vocabulary reflects a higher level of communicative competence, likely fostered through group activities and the communicative language teaching (CLT) approach (Larsen-Freeman, 2000).

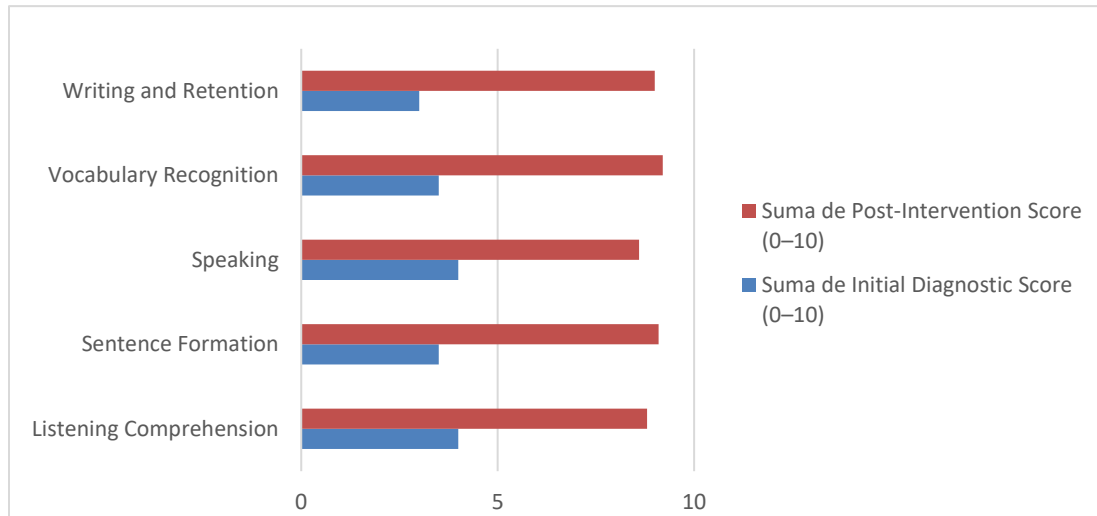
Speaking scores improved from 4.0 to 8.5, reflecting consistent practice and enhanced vocabulary use. This progress demonstrates the student's growing ability to understand spoken English and engage in basic conversations, a key skill in language development. According to Nation (2013), regular practice and vocabulary expansion are essential for improving fluency in speaking.

As summarized in Table 4, all post-intervention scores fall within the Mastery range (9.0–10), indicating that students demonstrated confidence and autonomy in meeting the evaluated criteria. These results validate the effectiveness of integrating national identity content through contextualized and active learning methodologies, confirming the alignment between instructional design and learners' needs (Chen, 2016).



Table 5

Comparison of Initial and Post-Intervention Results in Vocabulary Acquisition



3.2.2. This Microcurricular Planning.

This Microcurricular Planning for the second quarter of the 2024-2025 school year at Galo Vela Álvarez School focused on developing English language skills in second-grade students. The plan was aligned with Ecuador's National Curriculum Standards, specifically with level A1 (Ecuadorian Ministry of Education, 2016). The selected skills (EFL 2.2.3 and EFL 2.1.2) focused on listening comprehension and vocabulary recognition in everyday contexts. These skills were appropriate for students' cognitive and linguistic development, ensuring they could interact with basic English vocabulary. To maintain consistency with the content established for second grade, elements of Ecuadorian national identity were integrated into the regular curriculum themes.



The main objective was to foster the comprehension and use of basic English vocabulary through thematic units closely linked to students' cultural identity. Topics covered included traditional clothing, climate, Ecuador's regions, body parts, family traditions, and typical Ecuadorian homes.

The approach was communicative and interactive, integrating linguistic and cultural elements through hands-on activities, games, songs, and crafts. Furthermore, the inclusion of authentic materials, such as adapted Monopoly and Bingo games, gave students the opportunity to apply their new vocabulary in real-life contexts, enhancing both their language acquisition and cultural appreciation.

The microcurriculum's timeline was effective, as the plan ran over 11 weeks. Classes were organized into three hours per week, divided into various activities that facilitated language exposure, practice, and production. A particularly innovative aspect was the integration of a playful phase in March, where students applied their vocabulary through games such as Bingo and Monopoly, adapted with content related to Ecuadorian identity. This phase allowed students to transfer the vocabulary they learned to meaningful, real-life contexts, which strengthened long-term retention and increased motivation.



The methodological strategies employed throughout the quarter adhered to a student-centered approach. The strategies used included songs, games, crafts, and multisensory activities such as tracing, cutting, and coloring. Furthermore, role-plays and dramatizations allowed students to practice language in context, facilitating meaningful, developmentally appropriate, and engaging learning experiences for second-grade students. These strategies were specifically selected to align with the principles of meaningful learning, ensuring that the content was relevant and motivating for students.

This approach was aligned with the CLIL (Content and Language Integrated Learning) framework, which merges content and language learning to promote linguistic and cultural development.

3.2.2.1. Creation and Implementation of the Bingo Game Using Authentic Materials

As part of the instructional strategy to enhance vocabulary acquisition through culturally relevant content, a Bingo game was designed and implemented using authentic materials that reflected Ecuadorian national identity. The objective of this activity was to reinforce English vocabulary related to Ecuador's culture, geography, and traditions in an engaging and meaningful context.

3.2.2.2. Design of the Bingo Game

To develop the game, images representing elements of Ecuadorian culture were carefully selected. These included:

Tourist attractions: El Panecillo, The Middle of the World, Ingapirca, Carondelet Palace



Traditional festivals: La Madre Negra, Inti Raymi

Typical food: Guinea pig, mote pillo, bolón de verde

Traditional clothing: Blouse, poncho, pants, alpargatas

A total of 24 laminated Bingo cards were created, each displaying a unique combination of images. Additionally, a set of flashcards was produced, each card showing an image along with the corresponding vocabulary word in English to assist in the facilitation of the game.

3.2.2.3. Rules for Playing the Bingo Game with Authentic Material Based on Ecuadorian Identity

The following rules were applied during the implementation of the game in the English classroom:

Each student received a laminated Bingo card containing images of Ecuadorian cultural elements.

The teacher used a set of flashcards that displayed both the image and the corresponding English word.

During the game, the teacher randomly selected and presented flashcards to the students, pronouncing each word clearly.

Students were required to listen attentively and identify whether the announced image appeared on their Bingo card.



If the image was present, students marked it with a chip.

The first student to complete a full row, column, or diagonal called out “Bingo!” and the teacher verified the accuracy of the marked images against the flashcards.

The winning student received a small prize (e.g., smiley face sticker or gummy candy).

The game was repeated to allow for multiple rounds and reinforce vocabulary acquisition.

3.2.2.4. Pedagogical Impact

The Bingo game proved to be highly interactive and motivating for students. It facilitated listening comprehension, vocabulary recognition, and cultural awareness. Moreover, it fostered a positive learning environment, encouraging participation and retention of new vocabulary through repetition and play. The integration of authentic materials representing Ecuadorian identity enhanced the relevance of the activity and contributed to a deeper connection between language learning and students’ cultural context.

3.2.2.5. Implementation of the Monopoly Game Using Authentic Materials

As part of the intervention to enhance vocabulary acquisition through the use of authentic materials, the Monopoly game was implemented with second-grade students. The class of 21 students was organized into five groups of four and one group of five. The activity was designed to integrate elements of Ecuadorian national identity within a playful, student-centered learning environment.



Prior to initiating the game, the rules were explained using simplified English vocabulary to ensure comprehensibility. Each student received a token labeled with a name (e.g., Scott, Duck), and the gameplay was structured to support both linguistic development and cultural awareness.

3.2.2.6. Adapted Rules of Monopoly with Authentic Content:

Each student selected a token at the beginning of the game.

All players started at the designated “Start” space.

Students took turns rolling a die and moved their token according to the number obtained.

Upon landing on a space, students were required to:

Identify the image associated with Ecuadorian identity (e.g., geographical features, cultural symbols) and name it in English.

Produce a simple sentence using the identified word (e.g., “This is Cotopaxi.”).

If the task was completed successfully, students were rewarded by either "purchasing" the space or receiving a reward token.

This game-based activity was intentionally aligned with the project’s educational objectives, promoting vocabulary development through authentic, culturally relevant content, while maintaining high levels of student engagement.



3.2.2.7. Schedule and Duration:

The Monopoly and Bingo games were introduced beginning in Week 11 of the instructional period and implemented across three consecutive weeks. Sessions were conducted on March 11, 12, 18, 19, 25, and 26, 2025, resulting in six instructional days and an approximate total of nine hours dedicated to these activities.

3.2.2.8. Assessment and Evaluation:

Student performance and progress were monitored using formative assessment tools, including structured checklists and direct observation. These instruments allowed for the evaluation of various indicators such as participation, vocabulary usage, sentence construction, and overall engagement. The data gathered informed the effectiveness of the intervention and the impact of authentic materials on language acquisition in a second-grade context.

3.2.2.9. Results and Analysis

Table 6

Initial Group Checklist Results (March 11-12)



Criteria	Score (0–10)
1. The group understands the basic rules of the game	4
2. The group actively participates in the activity	4
3. The group shows interest in Ecuadorian cultural elements	5
4. The group interacts positively and works collaboratively	4

Table 7

Initial Group Checklist Results (March 18-19))

Criteria	Score (0–10)
1. The group understands the basic rules of the game	8
2. The group actively participates in the activity	8
3. The group shows interest in Ecuadorian cultural elements	8
4. The group interacts positively and works collaboratively	8



Table 8

Initial Group Checklist Results (March 25-26))

Criteria	Score (0–10)
1. The group understands the basic rules of the game	10
2. The group actively participates in the activity	8
3. The group shows interest in Ecuadorian cultural elements	10
4. The group interacts positively and works collaboratively	8

3.2.2.10. Results

To evaluate students' engagement and knowledge acquisition throughout the implementation of culturally-based educational games, a group checklist was applied during three different sessions: March 11–12, March 18–19, and March 25–26, 2025. The checklist included four criteria: understanding of the game rules, active participation, interest in Ecuadorian cultural elements, and positive group interaction. Each criterion was scored on a scale from 0 to 10, where 0 indicated no achievement and 10 indicated full mastery.

Table 9

Group Checklist Scores Across Three Sessions



	March	March	March
Criteria			
	11–12	18–19	25–26
Understanding of the game rules	4	8	10
Active participation	4	8	8
Interest in Ecuadorian cultural elements	5	8	10
Positive group interaction and collaboration	4	8	8

The results show a consistent improvement across all criteria. The most significant progress was observed in the group's understanding of the game rules, which increased from a score of 4 in the first session to 10 in the final session. Interest in Ecuadorian cultural elements also improved significantly, moving from 5 to 10, reflecting the effectiveness of integrating national identity themes into language learning activities.

Active participation and collaboration scores increased from 4 to 8 between the first and second sessions and were maintained in the final session. This indicates that the students became more engaged and cooperative as they became more familiar with the games and content.

3.2.2.11. Group progress evaluation across three sessions in March 2025.

Note. Data collected by the author during the implementation of the educational project with second-grade students at Galo Vela Álvarez School



3.2.3. Conclusion

The results of this study demonstrate that the integration of Ecuadorian cultural identity into English language learning activities can significantly enhance student engagement and knowledge acquisition in early education. Over the course of three sessions, students exhibited clear progress in understanding the rules of the educational games, participating actively, and showing increased interest in national cultural content.

The consistent improvement across all checklist criteria suggests that using culturally relevant materials—such as games based on traditional clothing, regional elements, and Ecuadorian customs—not only supports vocabulary development but also fosters motivation and collaborative learning among second-grade students.

These findings highlight the value of designing context-based learning experiences that connect students' linguistic development with their cultural identity, especially in settings where digital resources are limited. The approach used in this project can serve as a model for future educational interventions aiming to promote both language proficiency and cultural awareness in young learners.

Survey

A survey was conducted with two English teachers—one from the afternoon shift at a primary school and the other from a basic education institution.

Analysis and Rubric of Teacher Survey – National Identity in English Teaching



This document presents the analysis of a survey conducted with two English teachers at Galo Vela Álvarez School in March 2025. The purpose of the survey was to evaluate teachers' perceptions regarding the use of Ecuadorian national identity content in English lessons, particularly for vocabulary acquisition. The survey consisted of 10 statements rated using a four-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree.

3.2.4. Survey Analysis

The results indicate a generally positive perception among the two teachers regarding the integration of national identity themes in English instruction. Most responses fell under the categories 'Agree' and 'Strongly Agree', showing high agreement with statements about the pedagogical and emotional benefits of identity-based content.

Specifically, both teachers 'Strongly Agreed' that integrating Ecuadorian national identity into lessons enhances vocabulary acquisition (Item 1), promotes intellectual autonomy (Item 2), and contributes to ethical development (Item 3). They also agreed that identity-based materials foster emotional education (Items 4 and 5) and improve interpersonal relationships among students (Item 6). Items 7 through 10 also received high ratings, suggesting that such practices not only increase motivation and vocabulary retention but also promote holistic student development. All results support the recommendation of this approach to other teachers.

Table 10

Rubric: Teacher Perception on National Identity Integration



Criteria	Strongly	Disagree	Agree	Strongly
	Disagree (0)	(1)	(2)	Agree (3)
1. Incorporates national identity to enhance vocabulary	0	0	1	1
2. Believes identity supports intellectual autonomy	0	0	1	1
3. Sees ethical benefit from identity- based content	0	0	0	2



4. Values emotional education in practice	0	0	1	1
5. Fosters emotional competence intentionally	0	1	1	0
6. Notices better relationships through identity themes	0	0	1	1
7. Notes respectful, empathetic discussions	0	0	1	1



8. Finds motivation and retention improved with identity tools	0	0	1	1
9. Believes in holistic development via identity approach	0	0	1	1
10. Would recommend identity-based materials to others	0	0	0	2



3.3. Methodologies, Techniques, and Instruments Used

For the development of the project titled “**The Use of the National Identity to Improve Vocabulary Acquisition for Second Graders,**” various methodologies were employed, including Game-Based Learning and Communicative Language Teaching (CLT). Didactic techniques and evaluation instruments were implemented to strengthen vocabulary acquisition in English through the integration of elements related to Ecuadorian national identity. These strategies were selected considering the students’ A1 English level and the educational context.

3.4. Methodologies:

Communicative Language Teaching (CLT): This methodology promoted the use of language in real and meaningful contexts. Students used the vocabulary learned to communicate about topics related to Ecuadorian culture.

Game-Based Learning: Authentic games such as Bingo and a customized Monopoly game focused on national identity themes were implemented. These engaging activities encouraged active and meaningful participation.

Contextualized Learning: Vocabulary was linked to real-life cultural, historical, and geographical elements of Ecuador, facilitating better understanding and long-term retention.

3.5. Didactic Techniques:

Use of Authentic Materials: Visual aids such as national symbols, maps, traditional costumes, and local dishes were used to teach relevant vocabulary.



Word–Image Association: Students matched words with representative illustrations, reinforcing visual and linguistic comprehension.

Guided and Participatory Repetition: Structured repetition activities were implemented through songs, games, and dramatizations.

Simple Sentence Construction: Students created short sentences using the new vocabulary, supporting their oral and written production.

Collaborative Work: Group-based activities promoted peer learning and the social use of vocabulary in context.

3.6. Assessment Instruments:

Initial Diagnostic Test: Administered to identify the students' prior knowledge of vocabulary related to national identity.

Checklist: Used during activities to observe whether students were able to recognize, pronounce, and use vocabulary accurately.

Rubrics: Designed to assess contextual vocabulary use, pronunciation, retention, and oral fluency.

Learning Portfolio: Collected learning products such as drawings, written exercises, and activity participation records.



Final or Summative Assessment: Conducted at the end of the intervention to measure learning progress in comparison to the initial diagnostic results.

These integrated strategies contributed to significant improvement in vocabulary acquisition, with students achieving close to 90% mastery of the planned content. To improve English vocabulary acquisition among second-grade students, a microcurricular plan was implemented that integrated English language learning with themes of Ecuadorian national identity through various interactive and contextualized strategies. Over the course of eleven weeks, students explored vocabulary topics such as clothing, weather, body parts, family, and traditional homes. Each topic was aligned with second-grade standards and connected to elements of Ecuadorian culture. Activities included songs, flashcards, crafts, and educational games such as Bingo and Monopoly, all adapted to reflect national identity, promoting both active participation and cultural relevance.

3.7. Methodologies, Techniques, and Instruments Used

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3.7.1. *Methodologies*

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Final or Summative Assessment: Conducted at the end of the intervention to measure learning progress in comparison to the initial diagnostic results.

These integrated strategies contributed to significant improvement in vocabulary acquisition, with students achieving close to 90% mastery of the planned content.

Starting in March 2025, the Bingo and Monopoly games were implemented as part of the project's didactic strategy.



Conclusions

The research concluded that the use of the National Identity Approach is an effective strategy for strengthening English vocabulary learning.

1. Incorporating national identity into English language teaching significantly improves vocabulary acquisition, especially among young students, by making the content more meaningful and relatable.
2. Authentic materials based on national symbols, geography, cuisine, traditional clothing, and celebrations create an emotionally engaging environment that fosters motivation and the retention of new vocabulary.
3. Game-based learning activities, such as Monopoly, Bingo, and role-playing, designed with elements of Ecuadorian identity, support active learning, encourage participation, and improve students' oral and written vocabulary.
4. Students demonstrate greater interest, enthusiasm, and cultural awareness when English classes are based on topics that reflect their own national heritage, suggesting the effectiveness of culturally responsive pedagogy.
5. The National Identity Approach not only supports linguistic development but also promotes intercultural understanding and respect for local traditions, contributing to a holistic educational framework.



Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. English curricula should integrate national identity themes to create more culturally and pedagogically relevant learning experiences, especially in the early grades.
2. Teachers should be trained to design and implement teaching materials that reflect students' cultural contexts, including games, stories, and visual aids rooted in national traditions.
3. Education authorities should encourage and support the use of authentic, low-cost teaching resources, especially in schools with limited access to digital technologies.
4. Further research should be conducted to evaluate the long-term impact of the National Identity Approach on vocabulary acquisition and language proficiency at different educational levels.
5. Collaborative efforts between educators, curriculum developers, and community members should be encouraged to ensure that materials accurately reflect the country's cultural diversity and reinforce students' identities.



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ANNEXES

Appendix A

The Pre-test and Post-test were designed as assessment tools to measure the academic knowledge of second-grade students regarding vocabulary acquisition in English, integrating elements of Ecuadorian national identity.

See sample images on the following page.

Pre-Test/ Post-test: English Vocabulary Related to the National Identity of Ecuador

Grade: Second

Area: Foreign Language

Parallel: "B"

Subject: English

Level: A1

Teacher's name: Gladys Nieto

Date: _____

Main Objective: Identify English vocabulary related to the National Identity of Ecuador.

Student's Name: _____

1. Vocabulary Recognition

a) Make sentences with these words:

1. Flag: The flag is beautiful.

2. Condor: _____

3. Panecillo: _____

4. Cotopaxi: _____





b) Match the English words to the right picture. Use colors.

English Word

Picture

1. Flag of Ecuador

Figure 1 Shield of Ecuador



Note: Shield of Ecuador. source Alcívar, N (2005).

2. Condor

Figure 2. Flag of Ecuador



Note: Flag of Ecuador. source Alcívar, N (2005).

3. Shield of Ecuador

Figure 3. Cotopaxi volcano



Note: "Cotopaxi" Volcano. Source Salazar, D. (2009).

4. "Cotopaxi" Volcano

Figure 4. Condor



Note: Condor. Source Vargas, H. (2018).

2. Listening Comprehension

a) Listen to the teacher and tick (✓) the correct answer on the sheet:

1. Black Mother
2. Turtle
3. Condor
4. Hat

b) Listen to the teacher and circle words related to national identity:

The sun shines every morning. A big condor flies high over the mountains. I like going to the river. I put on my hat and walk to the river. It is so nice!



c) Draw a picture incorporating some of the words underlined:

3. Writing

a) Fill in the blanks by choosing the correct word from the list below:

1. The _____ is yellow, blue, and red.
2. A _____ lives in Galápagos.
3. The _____ is a large bird from Ecuador.
4. The _____ is a traditional festivity from Latacunga, Ecuador.

Word List: flag, turtle, condor, Black Mother.

4. Sentence Formation

a) Rearrange the words to make a correct sentence:

1. The / is / flag / colorful.

_____.

2. Turtles / Galapagos / in / live / the.

_____.

3. The / is / condor / a / bird.

_____.

4. Panecillo / a / is / hill.

_____.

5. Oral Questions (Speaking)

a) Answer the following questions aloud:

1. What is your name?
2. How old are you?
3. Where are you from?
4. What is the capital of Ecuador?
5. What color is the flag of Ecuador?
6. Name one Andean animal.
7. Where do turtles live?
8. Where does the president of Ecuador live?
9. What is your favorite Ecuadorian food?
10. What are you wearing today?

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