UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH VOCABULARY DEVELOPMENT IN BASIC EDUCATION STUDENTS.

CAMPOVERDE AGURTO ANDREINA ANUSKA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MEJIA DIAZ MILENA MICHELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2022

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH VOCABULARY DEVELOPMENT IN BASIC EDUCATION STUDENTS.

**CAMPOVERDE AGURTO ANDREINA ANUSKA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MEJIA DIAZ MILENA MICHELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

ENGLISH VOCABULARY DEVELOPMENT IN BASIC EDUCATION STUDENTS.

CAMPOVERDE AGURTO ANDREINA ANUSKA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MEJIA DIAZ MILENA MICHELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

ROJAS GONZALEZ LIVINGTON JAVIER

MACHALA
2022

Tesis

por Campoverde Andreina Mejia Milena

Tesis

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

Las que suscriben, CAMPOVERDE AGURTO ANDREINA ANUSKA y MEJIA DIAZ MILENA MICHELLE, en calidad de autoras del siguiente trabajo escrito titulado ENGLISH VOCABULARY DEVELOPMENT IN BASIC EDUCATION STUDENTS., otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Las autoras declaran que el contenido que se publicará es de carácter académico y se enmarca en las dispociones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

_____
CAMPOVERDE AGURTO ANDREINA ANUSKA
0704553379

_____
MEJIA DIAZ MILENA MICHELLE
0705964013

DEDICATION

This degree project is dedicated to God for giving me the strength to move forward. I also dedicate with much affection all my effort and work in carrying out the project to my brother, Paul Campoverde, as well as to my cousin, Viviana Loyola. To my parents, aunt and uncle for all the support they have given me, as well as to my friends for their words of encouragement and valuable advice. To my co-worker for her support and dedication to this project. And last but not least, I dedicate it to myself for not giving up in the worst moments.

Andreina Campoverde

I would like to dedicate this research work first of all to God because without him nothing would have been possible, to my mother and my sister for giving me life advice that is of great help to be able to achieve my goals. I would also like to thank my husband for his support and patience. To my partner and teachers who, with their help, have helped me to complete my studies with responsibility and dedication. Finally, to my daughter who is my fundamental pillar and the reason for my success.

Milena Mejía

ACKNOWLEDGEMENT

To God for always illuminating my path unconditionally.

To my brother who helped me throughout my career allowing me to reach this important moment in my life, as well as to my cousin for his constant support.

To our research teacher who has been a fundamental pillar in the construction of this project, thank you for your patience and for sharing your knowledge with your students.

To our tutor who helped us in the translation of this project, and in general to the professors with whom I have had the joy of having them teach us.

And of course, to my beloved University and all the authorities, for allowing me to conclude a stage of my life, thank you for the practical and theoretical knowledge that you have given us and helped us in the development of this research.

Andreina Campoverde

To God for giving me health and blessings every day.

To my mother and my sister for their unconditional support.

To our teachers who have contributed their knowledge with responsibility for the completion of our thesis.

Also, to my husband and daughter who, with their patience, have helped me to achieve my goal.

Finally, to our Technical University of Machala, that thanks to their educational knowledge I have been able to grow professionally.

Milena Mejía

SUMMARY

La presente investigación tiene como objetivo elaborar un sistema de clases con el empleo de recursos didácticos por medio de flash cards y worksheets para el desarrollo del vocabulario de los estudiantes de quinto año de Educación Básica curso "A" centrado en la asignatura de inglés de la escuela "La Providencia".

Esta investigacion se realiza desde un paradigma cualitativo con un diseño no experimental, son utilizados métodos de nivel teórico como analítico-sintético, inducción-deducción, histórico-lógico y; métodos empíricos como la observación participante, cuestionario y entrevista para recolectar datos acerca del estado del vocabulario.

La importancia de este trabajo está centrada en el desarrollo del vocabulario a través de recursos didácticos como flash cards y worksheets en el idioma inglés.

Una vez que los problemas de los estudiantes son analizados se define la propuesta y se procede a implementa un sistema de clases por medio de materiales didácticos en donde los estudiantes logren incrementar sus habilidades, obtengan más conocimientos y se les permita desenvolverse en el idioma inglés con la finalidad de contribuir en el desarrollo del alumnado.

PALABRAS CLAVE: flash cards, worksheets, recursos didácticos, vocabulario, sistema de clases.

ABSTRACT

The objective of this research is to elaborate a class system with the use of didactic resources by means of flash cards and worksheets for the development of the vocabulary of students in the fifth year of the basic general education class "A", focused on the english subject at the "La Providencia" school.

This research is carried out from a qualitative paradigm with a non-experimental design, using theoretical methods such as analytical-synthetic, induction-deduction, historical-logical and empirical methods such as participant observation, questionnaire and interview to collect data about the state of the vocabulary.

The importance of this research is focused on the development of vocabulary through didactic resources such as flash cards and worksheets in the English language.

Once the students' problems are analysed and the shortcomings had been identified, the proposal is defined and a class system is implemented by means of didactic materials in which the students can increase their skills, obtain more knowledge and allow them to develop in the English language with the aim of contributing to the development of the pupils.

KEYWORDS: flash cards, worksheets, didactic resources, vocabulary, class system.

Index

INTRODUCTION

In the contemporary age society has been changing quickly, having significant changes such as the development of languages, especially the English language. Nowadays, English is used and spoken all over the world, and is the official language for international communication, thus it is necessary to learn it. Moreover, this language has become an essential tool in the working area, and it is requested that workers should have a basic comprehension of this language.

According to San Lucas, Matute, Tigua y Sánchez (2021) remaked that aprender inglés es un requisito fundamental, hoy en día, para un desenvolvimiento óptimo en las diversas esferas de actuación del ser humano, por tanto, tener como pilar la planificación de clases donde elemento fundamental sea el desarrollo de las cuatro habilidades comunicativas: hablar, leer, escuchar y escribir, es primordial (p. 289).

In accordance with previous quotes, it can be emphasized that the four language skills are vital to master in the study of the English language since they must be worked jointly to obtain a better result particularly when working with Ecuadorian students from the basic education system. In this regard, the education ministry of Ecuador designed a study plan for the basic general education of 2º to 7º EGB; and those students should achieve a command between PRE-A1 and A2 of the language skills, the aforementioned plan has as its base a curricular proposal worked by sublevels, and its complementary objectives are values such as justice, innovation and solidarity.

Even though this plan was meant to be motivating, the desired results were not achieved in the basic education system, this plan has been affected by different factors such as culture, the way of thinking, analyzing, among others. However, there are various ways for fulfilling the planned objectives such as working with different language skills and subskills,

one of them is the vocabulary.

Concerning to vocabulary, it can be emphasized López y Pérez (2017) definen a este como el componente más privilegiado de una lengua ya que en el mismo no solo recae el mayor peso semántico de la comunicación, sino que además expresa su función de símbolo o de representación de forma más completa que cualquier otro componente lingüístico, entiéndase la pronunciación, la sintaxis, entre otros. (p. 90)

Along the same line of reasoning, (Barreras, 2004 cited by Arcos, 2017, p. 30) points out that conocer el vocabulario permite una comunicación básica del individuo con la sociedad, por esta razón favorece en la enseñanza y aprendizaje de cualquier idioma con el objetivo y que el alumno llegue a una comprensión de las palabras para que sirve y saber su significado.

In order to develop vocabulary, according to Guijarro, Abarca, Larrea, Cazar y Cazar (2018) claimed that "se resalta el rol de los recursos y materiales educativos que constituyen un elemento mediador entre el sujeto que aprende y el docente" (p. 4). With this in mind, it can be pointed out that in vocabulary acquisition, didactic resources, according to the class have to be used, they must be easy to understand and carry out. Therefore; students have the key to expand their lexicon. Consequently, those resources can enhance children's language development in the foreign language acquisition.

According to (Nation, 1990 cited by García, 2020) knowing a word is defined as the capacity to recognize it when you hear or see the word, in order to do so, it is necessary to differentiate one word from another through different criteria, this allows us to subdivide the vocabulary into active and receptive vocabulary. Thus, it is essential to understand the criteria to differentiate the words and organize our linguistic abilities as well.

In the same context, vocabulary is crucial for students since it is necessary mainly for the interaction with other people through the English language. Furthermore, starting to learn

at an early age facilitates the acquisition of language knowledge over a time period, there are also several factors to learn it successfully.

The aforementioned knowledge from different authors are the main source of this research. Hence, it is up to the teachers to do their role efficiently in the process of the teaching and learning vocabulary of the english language; nevertheless, in the pupils of the fifth year of the basic general education course "A" of the "La Providencia" school, this process has been hindered because of the following four issues described below:

- Students have limited vocabulary.

- Teacher employed restricted didactic resources.

- Students have difficulties when they have to recognize words.

- Students struggle with discriminating between the word order of their native language with the target language.

In accordance with the external manifestations mentioned above, the following **research question** is proposed: How to develop the english vocabulary in students of fifth year of basic general education course "A" at the "La Providencia" school?

The reasons below can be the causes involved in the origin of the problem:

- Little work is done in class on memorizing new words, phrases and expressions.

- Interpretation of spoken language is not encouraged.

- The number of hours dedicated to learning the English language is scarce.

- The teacher does not encourage students to participate in class.

- The teacher does not use enough didactic resources for vocabulary development.

- Students have difficulty understanding the instructions given in class.

Accordingly, the **subject matter** is the process of the teaching and learning of the english as a foreign language in the system of the basic education.

The **overall objective** of this present investigation is: Development a class system

based on didactic resources through the use of flash cards and worksheets to improve the development of the vocabulary in the english language in the fifth year of general basic education course "A" of the "La Providencia" school.

Therefore, the **field of this research** is delimited in the didactic resources. Thus, to carry out this present research the following **specific objectives** are considered:

1. To ground this study with theory about the didactic resources used in the teaching learning process and development of vocabulary.

2. To diagnose the vocabulary level development of 5th year students of basic general education course "A" of the "La Providencia" school, period 2022-2023.

3. To design a system of classes based on the teaching materials through using flashcards and worksheets to improve the development of the vocabulary in the english language of the students of fifth year of general basic education course "A" at the "La Providencia" school.

4. To explain the results obtained after the implementation of the class system through using didactic resources such as flashcards and worksheets for the development of the vocabulary of the learners of 5th year of general basic education course "A" at the "La Providencia " school.

This research will focus on a qualitative methodological paradigm, which is used for the observation and interpretation of social phenomena, with a participatory action research approach.

Through participatory-action research the development of vocabulary is studied as the main unit of analysis.

The population of this research is consisting of 30 pupils of the fifth year of general basic education course "A" from "La Providencia" school.

This research is based on both theoretical and empirical methods.

Theoretical methods

These methods that were used in the present investigation are: the synthetic analytical to analyze phenomena to reach conclusions; the deduction induction to reach a definitive conclusion from particular cases and the logical historical method to characterize the object and field of research in the development of this investigation that occurs throughout history until now by the use of bibliographic review.

Empirical methods

The following empirical methods were used: the participant observation based on the general context of the vocabulary to obtain data through interaction with the students, this interaction is a fundamental characteristic and the accessibility is revealed through practical procedures.

The **importance of this research** lies in the development of vocabulary through didactic resources such as flashcards and worksheets in the English language. It aims at enhancing the language abilities of the students, thus they can allow them to increase their knowledge.

The practical contribution of this research to the whole education community is the implementation of a class system through the use of didactic resources such as flashcards and worksheets with the objective that the students develop a variation of vocabulary related to the English language, through learning strategies that motivate and enhance students' interest.

The distribution of this research work consists of: the introduction that provides an overview of the problem being investigated, then the first chapter that shows the historical, conceptual, and contextual background of the research. In the second chapter, the development of a corporate structure methodological was made for each study. Consequently, a pedagogical proposal is included in the following three chapters with the discussion of the research results. Finally, the conclusions, recommendations, and the corresponding

bibliographic sources are presented, as well as annexes with proof of the submitted research investigation.

CHAPTER 1. THEORETICAL FRAMEWORK

1.1 Historical background of the use of teaching resources for developing the vocabulary of the English language.

Throughout time, educational background has become an important tool to improve people's lives regardless of any cultural, religious or political barriers. That reasoning is aligned with Llerena (2016) who stated: "desde los tiempos antiguos, cada sociedad civilizada ha desarrollado y aprobado ideas sobre la naturaleza del proceso del aprendizaje" (p. 1).

According to Palacios & Bravo (2022) mentions that en épocas históricas como en la Grecia Antigua y durante el Imperio Romano o posteriormente a lo largo de la Edad Media, la enseñanza se apoyaba en las explicaciones y demostraciones orales ofrecidas por el maestro. Era la transmisión del saber personal. El adulto enseñaba lo que conocía y había ido adquiriendo a lo largo de su experiencia vital, no lo que estaba en los libros. La entrada, presencia y generalización de los textos impresos y otros materiales didácticos en la enseñanza fue un proceso lento y gradual desarrollado a lo largo de varios siglos (aproximadamente desde el siglo XVI hasta el siglo XIX) que fue creciendo de modo paralelo a la consolidación de la obra impresa como canon del saber occidental, y a la aparición de una racionalidad didáctica que teorizaba y pretendía sistematizar la acción y el proceso de enseñanza. (p. 43)

Due to the change in grammar, vocabulary, pronunciation and spelling that occurred in old English, it is still referred to as native English in several countries such as Britain, Rome and Germany. As mentioned in (Sundari, 2019):

Despite of the fact that Old English vocabularies contribute to the development of Modern English vocabularies, Modern English vocabularies are also affected by Danish. In 866, Danish invaded England and since 877 they occupied Eastern England which is known

as Daneslaw and Danish affected English. (p. 36)

For this reason, the use of didactic resources has slowly made its way into the teaching learning process and their use over the years has been of great importance because they are implemented by teachers to improve student learning. Thus, those resources are an important and an indispensable part of the classroom and must be implemented in the right way, but if teachers don't choose or apply them accordingly, their use will be fruitless.

On the basis of this information, it can be emphasized that didactic resources for vocabulary development are essential because it can be promote the construction of meaningful learning. The authors Urbano & Rodríguez (2017) remarked that:

El material didáctico se convierte en un gran apoyo para el docente pues éste se podrá utilizarlo para presentar contenidos de una manera interesante e innovadora, para reforzar los conocimientos de un tema, a través de diferentes ejercicios e incluso para analizar y evaluar en el proceso su propio actuar docente y el del estudiante. Es importante mencionar que el uso que se le dé al material es responsabilidad del docente quien debe saberlo elegir, adaptar o diseñar. (p. 43)

Taking into account the previous paragraph, Baldoquin, Santana y Amador (2022) state that el desarrollo del ser humano no es posible fuera del contexto social, y es mediante la actividad y la comunicación que se apropia de toda la experiencia histórico-cultural acumulada en los objetos y fenómenos del mundo material y espiritual que le rodea, y que le es transmitida por los adultos que le educan (p. 53). This is the basis for the development of vocabulary, so children have social experiences that enrich their development and enable them to acquire new knowledge.

Therefore, in order to develop communication skills, sufficient vocabulary must be available, which should enable the child to express himself in a clear, coherent, concise and fluent manner. Pérez (2019) points out that, "el enriquecimiento del vocabulario posibilita

desarrollar el pensamiento, la memoria, la imaginación, las cualidades morales y asumir actitudes positivas de acuerdo a las normas establecidas en la sociedad" (p. 10).

According to the authors Cañarte, Quevedo & García (2013) en el año 1994 la Dirección Nacional de Currículo a través de la División Nacional de Idiomas Extranjeros y la DINAMED desarrolló el Proyecto CRADLE, de cooperación técnica bilateral ecuatoriano-británica para la renovación del currículo de inglés, recomendando la utilización de textos de inglés para los estudiantes, creando centrales pedagógicas dotadas de materiales didácticos para fomentar el desarrollo profesional de los docentes de inglés y exigiendo la obligatoriedad del estudio de esta asignatura en los establecimientos de Educación Media. (p. 7)

The English language has changed in many ways in relation to the meaning of the words and their structure. In alignment with the aforementioned idea Sundari (2019) pointed out:

The development of Old English vocabularies can be traced back from the pronunciation differences and spelling of Old English and Modern English as it is depicted by following examples. Old English vocabularies example are "cu", "hâlig", and "gân", while in Modern English period the vocabularies are changed into "cow", "holy", and "go". (p. 36)

1.2 Theoretical characterisation of the use of didactic resources for vocabulary development in the English language.

English language proficiency requires learners to develop receptive, expressive and participatory skills are necessary to learn English as a second language. As Peñafiel (2016) states that: "Children develop differently; some of them develop early, some later. There are also different types of development; children can develop gradually, in leaps or bounds" (p. 16).

In order to achieve this goal, didactic resources provide several possibilities to form new knowledge and a different learning style that makes learning more creative and fun for students. According to Chang (2017) "Entre otras funciones que justifican su uso, tenemos que hace más asequible lo que nos rodea o sirve como fuente de información complementaria" (p. 268). Sometimes the subjects we work on in the classroom can be very abstract. In some cases, although it cannot be replacing reality, the resources, thanks to their substitutive function, can serve as intermediaries or supports for their representations or reproductions, which gives us the opportunity to work on current events in the classroom and to compare information.

There are several reasons for using didactic resources in the classroom, for instance, they enhance learners' interest in learning and there is a better grasp of the information. Furthermore, those resources foster cooperative and collaborative work, as well as enhance student's willingness to communicate with one another in the target language.

The author (Tomlinson, 1998 cited by Chang, 2017) nos proporciona un listado muy completo de las características que deben cumplir los materiales educativos en general:

• Ser impactantes.

• Ayudar a los estudiantes a sentirse cómodos.

• Servir para mejorar la autoestima.

• Tratar temas relevantes y significativos.

• Hacer que los alumnos estén dispuestos a aprender.

• Usar un lenguaje auténtico.

• Destacar los aspectos lingüísticos del input.

• Respetar los diferentes estilos de aprendizaje.

• Proporcionar la oportunidad de usar la lengua objeto de estudio de forma comunicativa.

• Proporcionar la oportunidad de desarrollar las propias capacidades.

• Tener en cuenta las diferentes actitudes de los estudiantes.

• Respetar los períodos de silencio que existen antes de empezar fases más productivas.

• Maximizar el potencial estético, racional y emocional que proporcionan ambos hemisferios cerebrales.

• Utilizarse con propuestas de práctica no demasiado controlada.

• Dar la oportunidad de obtener un feedback. (p. 269)

Through didactic resources there is a wide development of students by means of activities that facilitate and encourage learning. As mentions Valverde y Ureña (2021) existen varios tipos de recursos didácticos que pueden ser utilizados al momento en el proceso de enseñanza aprendizaje, tales como: materiales impresos (libros, revistas, fotocopias), diapositivas, fotografías, vídeos, programas informáticos, páginas web, correo electrónico, chats, cursos virtuales, etc.

The use of didactic resources varies according to the classes and how educators teach new content in accordance with their teaching experiences and classes' objectives. As argued Peña (2019) "El inglés es una lengua que abarca la enseñanza de cuatro destrezas fundamentales, que son: hablar, escuchar, leer y escribir" (p. 29).

When the process of teaching English began, it was believed that the most optimal way to achieve meaningful results was the mere translation from one language to another and the basic methodology was to learn and memorize endless grammatical rules. According to Palacios & Bravo (2022) emphasize that:

Los Recursos Didácticos son un soporte material auxiliar o tecnológico que facilita o propicia el proceso de enseñanza y aprendizaje, además son empleados por los educadores o docentes en instituciones pedagógicas o formativas como una forma de hacer más eficientes sus labores a la hora de sus enseñanzas, cualquier cosa puede ser un recurso didáctico por lo que no tiene un concepto estricto ni universal siempre

y cuando que cumpla con la función de facilitar el aprendizaje o de adaptarlo a las necesidades específicas de cierto tipo de alumno. (p. 47)

1.2.1 The English language teaching-learning process.

The demand to learn a language other than one's native language sometimes causes anxiety, curiosity and fear; thus, it is often necessary to overcome those obstacles in order to gain new knowledge. According to Ricoy & Álvarez (2016):

En general, en el aprendizaje de un idioma extranjero los obstáculos fundamentales que encuentran los discentes derivan del estilo docente y de métodos y recursos didácticos. A pesar de existir una gran diversidad no es frecuente la utilización de metodologías innovadoras o recursos que le resulten atractivos al alumnado. (pp. 387-388)

As mentioned in Borges, Peralta, Estive & Caraballo (2022) el aprendizaje es el proceso de apropiación de los contenidos y las formas de conocer, hacer, convivir y ser, construidos en la experiencia socio histórica, en el cual se producen, como resultado de la actividad del individuo y de la interacción con otras personas, cambios relativamente duraderos y generalizables, que le permiten adaptarse a la realidad, transformarla y crecer como personalidad. (p. 93)

In the teaching-learning of the English language, the interaction between teacher and student must be implemented to have adequate communication so that the teacher can carry out activities according to his or her experience. As mentioned in Rodriguez, Hernandez & Rigual (2021) teaching can be considered as:

El proceso de organización de la actividad cognoscitiva, práctica y valorativa de los alumnos que implica la apropiación por estos de la experiencia histórico social y la asimilación de la imagen ideal de los objetos, su reflejo o reproducción espiritual,

lo que contribuye a mediatizar toda su vida favoreciendo la socialización y la formación de valores. (p. 24)

The method used is of great importance as it influences the learners and their development in the course. According to Beltrán (2017):

Durante el desarrollo del aprendizaje del idioma inglés varias han sido las metodologías adoptadas con la finalidad primordial de propiciar en el estudiante un mejor proceso de aprendizaje, con el cual alcance de manera efectiva el objetivo primordial del aprendizaje del idioma, que es utilizarlo en situaciones comunicativas. (p. 95)

The process of teaching the English language at the basic level should not be monotonous or traditional as students need to be in constant activity and interaction and a greater focus needs to be achieved within the classroom. Based on Ramos & Maya (2022) state that:

Lo que requiere del docente capacitación no solo para planificar, organizar y diseñar la clase, también es preciso que tenga habilidades para motivar al alumnado; en tal sentido, el docente ha de conocer las características del estudiante y tener en cuenta las relaciones de este con el contenido. (p. 570)

According to Poniyem, (2021):

In teaching and learning process, teacher should be considered the learning materials which will to discuss or to learn in the class. One of the learning materials is worksheet. It is printed materials in the book form and also it has an important part in teaching and learning process. The worksheet usually contains sheets of paper with questions or exercises for to students to complete and record answers. The contains of the worksheet should relate with the topic preferably like grammatical, vocabularies and contextual. (p. 103)

1.2.2. Teaching resources for English language vocabulary development.

According to Palacios & Bravo (2022) "los recursos didácticos son un soporte material auxiliar o tecnológico que facilita o propicia el proceso de enseñanza y aprendizaje" (p. 47). In addition to this, didactic resources are used by teachers to facilitate students' learning, reinforce knowledge and motivate their interest. These resources are aids that teachers use according to their students' needs.

According to Herrera, Molina & Guaman (2022) los recursos didácticos tienen una gran importancia debido a que:

- Proporcionan una mejor comprensión de información al alumno.

- Despiertan la motivación, la impulsan y crean un interés por el tema a desarrollar.

- Ayudan a ejercitar las habilidades de aprendizaje del estudiantado, y de la misma forma a desarrollarlas.

- Nos ayudan a evaluar el nivel de aprendizaje que el alumno y alumna posee, porque cada recurso es utilizado teniendo en cuenta un objetivo específico. (p. 243)

The application of didactic resources is necessary for teaching vocabulary in a more meaningful way in the teaching learning process. From the point of view of Vargas (2017) "la importancia del material didáctico radica en la influencia que los estímulos a los órganos sensoriales ejercen en quien aprende" (p. 69), the activities that are carried out through the didactic material allow the teacher to teach in an innovative, motivating and interactive way, allowing the students to develop their skills. In general, the didactic material is flexible in its use and depends on the nuance that the teacher wants to give to it.

In addition to enhancing the students' vocabulary acquisition, these resources are a support for teachers in their lessons. Focusing on didactic resources, two printed media content can be highlighted, which are: flashcards and worksheets. As expressed by Urbano & Rodríguez (2017) these printed media "se caracterizan por presentar la información mediante

la utilización del lenguaje textual, pero que también puede estar combinado con representaciones icónicas, lo que permite el desarrollo de actividades variadas" (p. 43).

As expressed by Septarini (2016) One of media that the teacher uses is flashcards. Teaching vocabulary by using flashcards can make the students excited and understand on the English vocabulary. Instructional media such as flashcards also give a clear concept of information given. Flashcards can give variations in teaching learning process. (p. 2)

In other words, flash cards are visual didactic resources that serve as a means for teachers to interact with their students in a creative way. Furthermore, flashcards are normally used when it is necessary to awaken the interest of the student, as they are used as a part of a game or are seen as an interactive activity that is different from the activities that are normally given in the classroom. It should be noted that these flashcards are used according to the needs of the students, so their size, shape, colours and materials may vary.

Besides flash cards, other didactic resources are the worksheets. These educational tools are important to guide or help students when they need to solve activities. As expressed by Anjani (2018) "Worksheet contains fundamental activities that must be done by students to add information about the concept they learned in the effort to establish basic capabilities in accordance with indicators of achievement of learning outcomes pursued" (p. 4).

The use of a variety of learning resources can be an excellent way to address the different needs of learners. According to (Penny, 1991 cited by Velázquez, 2021):

Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can. A worksheet is a page (or two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked. Teacher-made tests can be seen as a specific kind of worksheet. (pp. 39-40)

Taking into account the previous paragraph, it can be emphasized that the worksheet is a resource used by teachers in the teaching learning process of the different English language skills. These worksheets are used by the teachers to consolidate the students' knowledge, as well as worksheets are given to students and they work with them in classes.

From the perspective of Camacho (2018) "la hoja de trabajo es un tipo de material didáctico y como material didáctico debe cumplir todos los estándares que los acreditan como ayuda para el estudiante" (p. 12). Therefore, the teacher must apply a personalised worksheet for his or her students to ensure the successful acquisition of the knowledge imparted.

1.2.3. Vocabulary development in English.

Vocabulary development is extended by the acquisition of new words, phrases and expressions that enable communication with others. As expressed in Wasik & Iannone (2012) "In most cases, young children acquire well- developed vocabulary from experiences with linguistically competent adults who scaffold children's language using rich and varied language" (p. 322).

There are many definitions of vocabulary because it is an important sub-skill as listening, reading, speaking and writing skills are. According to Setiawan & Wiedarti (2020):

Vocabulary can be defined as many words used to communicate with other people. Many words have also special connotations which provide different meanings. Furthermore, vocabulary is one of the most important components in the English language, which helps the learners to comprehend the text. (p. 85)

In the process of acquiring knowledge, it is essential for students to have extensive lexicon in order to understand the new knowledge that is given in the classroom, (Thornbury, 2002 cited by Molina & Gentry, 2019) points out that "sin gramática poco puede ser transmitido, pero sin vocabulario no se puede comunicar nada" (p. 26). Therefore, vocabulary is a vital element in the acquisition of a new language.

On the other hand, Calle (2022) mentions that por mucho tiempo la enseñanza de la gramática ha sido prioridad en la instrucción del idioma inglés, dejando de lado la enseñanza del vocabulario. Incluso en la actualidad, en muchos casos el desarrollo del léxico en las escuelas no es considerado como uno de los objetivos principales por parte de los profesores del área (p. 31). Not teaching vocabulary has caused the lack of basic knowledge of the English language, this deficiency can be reflected in some levels from basic education to higher education.

As pointed out by Yanza (2019) el tener dominio de un idioma extranjero, en este caso del idioma inglés, no consiste en solo poder hablar con fluidez, también se debe tomar en cuenta otros elementos como es saber una palabra, su significado y como poder emplearla en una situación en específica (p. 31). For this reason, vocabulary development needs to be considered of vital importance in the learning of a new language.

1.3 Contextual characteristics of the teaching learning process of the English language in Ecuadorian basic education.

The teaching learning process is the space in which the student is the protagonist and the teacher is the facilitator. The role of the teacher is to transmit his knowledge to the learners and they have to incorporate it. Using their own words (Gómez, 2017 cited by Cacuango, 2021) el proceso de enseñanza-aprendizaje está compuesto por cuatro elementos: el profesor, el estudiante, el contenido y las variables ambientales (características de la escuela/aula). Cada uno de estos elementos influencia en mayor o menor grado, dependiendo de la forma que se relacionan en un determinado contexto. (p. 31)

As it has been mentioned previously, the teaching learning process is fundamental because students build their knowledge and experiences from it. As stated by Lobos (2017) "el ambiente de aprendizaje es el lugar físico en el cual los estudiantes interactúan, bajo condiciones y circunstancias físicas, humana, sociales y culturales propicias, para generar

experiencias de aprendizaje significativo y con sentido" (p. 22). From this perspective Rivadeneira & Quishpe (2019) point out that:

> La Educación General Básica tiene como fin desarrollar las capacidades, habilidades, destrezas y competencias de los niños/as y adolescentes desde los 5 años de edad en adelante hasta continuar los estudios de Bachillerato. Está compuesta por diez años de atención obligatoria en los que se quiere reforzar, ampliar y profundizar las capacidades y competencias adquiridas en la etapa anterior, y se introducen las disciplinas básicas. (p. 3)

Santacruz (2016) points out that the mission of the ecuadorian education should be "transformar la escuela en una comunidad de aprendizaje que fortalezca la identidad de los estudiantes, desarrollen integralmente sus capacidades y su compromiso social" (p.64). This mission aims to develop Ecuadorian educational systems so it will be among the best ones.

The Common European Framework of Reference (CERF) must be taken into account to fulfil the mission of quality education, especially in English. As affirmed by De la Cruz, Ribadeneira, Ullauri & Mancero (2021) "Ecuador utiliza el CERF para evaluar el dominio del idioma. Para terminar el séptimo grado, los estudiantes deben estar en el Nivel A1 o superior" (p. 19). With regard to the level of English, students should have the basic ability to be able to communicate and exchange ideas and information in a simple way. Tutillo, García, Castro & Erazo, (2020) stated that it is important:

> Buscar e implementar acciones efectivas, las cuales sirvan para mejorar aspectos claves de la enseñanza y aprendizaje de la lengua inglesa en las aulas de clase en el Ecuador. Consecuentemente, profesores, investigadores y autoridades, provenientes de los diferentes sectores educativos, deben trabajar conjuntamente fundamentado en un objetivo común – crear una educación en inglés eficaz y de calidad. (p. 258)

1.3.1 Diagnostic of the state of English language vocabulary of 5th course students in the school "La Providencia".

The results obtained from the diagnostic applied to the students' vocabulary at the english in the fifth year of basic education at "La Providencia" general basic education school are presented below. The instruments used for verifying the information gathered in the data collection process are: observation form (APPENDIX 1), a semi-structured interview with the teacher (APPENDIX 2) and a diagnostic test (APPENDIX 3).

Analysis of the results

The first instrument applied was the observation form (APPENDIX 1), the following results were obtained:

- The teacher does a warm-up at the beginning of the class.

- Students participate actively in class.

- Students find it difficult to understand new vocabulary.

- Students are easily distracted.

- Students have basic knowledge of English.

- Students have "gaps" in basic vocabulary.

- Students complete classroom activities quickly and independently.

- Students do not have knowledge of the new topic.

- Didactic resources are not always used in teaching.

- Good working atmosphere.

- Students do not use basic vocabulary spontaneously in class.

- Students are motivated by the teacher.

- The teacher does not promote the use of previously used vocabulary along with new vocabulary.

The second instrument applied was the semi-structured interview (APPENDIX 2)

addressed to the teacher in charge of teaching the subject of English to find out her perspective on the subject of vocabulary development in the students:

- According to the teacher, the level of English of her students is *"we cannot say that they are excellent in English, but their level is very good"* based on the previous remark it can be assumed that the students in general have the required level.

- The teacher expressed that the modality of study in which the students were in did not have a negative impact on their learning process, *"the online modality did not impact on their learning, they learned new content"*.

- The teacher does not believe that it is the responsibility of the students to have sufficient interest or motivation in the subject, *"this depends on the teacher, the fact of motivating, many say I don't like it, I can't and we give up, it is the teacher the one who must find the strategies and methods to get the student to fall in love with the subject"*..

- In regards to students' vocabulary and how difficult it is for them to learn it, the teacher stressed that *"many of them, perhaps because they have attention deficits, tend to get restless, so sometimes they don't grasp the word and forget it, but if they practice for a while, the knowledge will remain"*.

- About the didactic resources, it can be said that these are important, and the teacher pointed out that *"yes, I used them, besides, for me, they are very important because we know that learning visually is more quickly engraved in the child's brain"*.

- The teacher emphasized the importance of learning vocabulary, *"of course it is important, to be able to learn and formulate sentences mentally there must be vocabulary and knowledge as a basis"*.

- Based on the following teacher's opinion, *"use more flashcards, which is more didactic material, something visual, images if possible, if the teacher could be supported with a*

projector it would be much better". It is necessary to emphasize the need for using visual resources in classes so that students can learn vocabulary better.

- There are several reasons why students have difficulties in acquiring vocabulary or the English language in general, in this regard the teacher believes that *"the biggest reason is that the Ministry of Education dismissed EFL teachers from most of the educational institutions, then they will have gaps of knowledge for years"* this would be the biggest reason, the possible solution would be that *"teachers should be permanent, they should not be dismissed".*

- From the teacher's point of view, the students use new words, as well as those previously learned in the classroom spontaneously, because she encourages them to do so, *"if I repeat a word and they use it because students already got it and start to apply it".*

- The teacher's perspective on the factors that hinder students' learning vocabulary deals mostly with the lack of economic resources rather than family issues; in fact, she pointed out that *"the family issue factor does not necessarily those hinder their learning, but the lack of economic resources is the biggest problem that most families face nowadays, but I don't like to ask for new materials because I always tell the students that it doesn't matter if because they can even recycle and use scrap paper to do class activities, what is important is the final outcome".*

The third instrument was a rubric (APPENDIX 3) that was developed by the authors was used to collect informative data from the course. And the fourth instrument that was applied is a diagnostic test (APPENDIX 4) to obtain information about the vocabulary level of the 5th year English students. To analyze this data, benchmark scores were given for each of the questions to obtain a calculable score to assess the vocabulary criteria. A graph was made of the results obtained in the diagnostic test in order to show the students' shortcomings, which is presented in the following graph:

Diagnostic Test
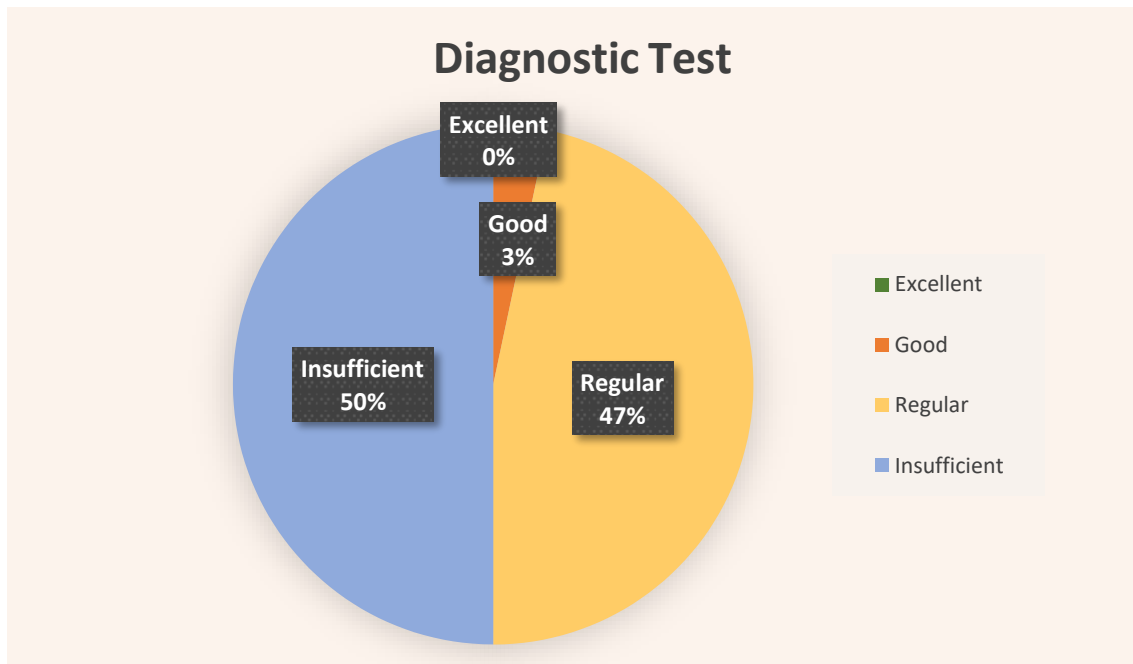
The graph shows a deficient level of English in a large part of the students (50%), it can be affirmed that they have almost no knowledge of the vocabulary, 47% with basic knowledge, but not enough, followed by 3% who have sufficient knowledge and ends with 0% in excellent being that no student was able to achieve mastery of the given vocabulary, with these data the following conclusions were reached:

- It was evident that the students were not very aware of the topics given in the diagnostic test because the majority of them got a low mark, but they had more difficulties with the parts of the body topic, having almost no knowledge of those parts.

- Students showed basic knowledge in regards to vocabulary related to the parts of a house, although they were not able to differentiate them completely, they managed to recognize the basic ones but failed in recognizing the image that showed a part of the house with the suitable word.

- Even though students lacked vocabulary in the subjects mentioned above, they knew certain action verbs.

- After analyzing the rubric given and students' performance, it was evident that they were ready to study but due to various circumstances such as not having had a teacher for a long time, the pupils neglected the subject.

Based on the instruments applied as well as the information gathered, it can be determined that the students have a low level of English, which is due to various factors such as lack of motivation, the absence of a teacher, and the belief that a second language is not necessary to learn at their age.

The results obtained above have shown that there is a very low level of vocabulary mastery, that is why didactic strategies should be applied to improve and contribute to english language learning as well as to enrichment of the english vocabulary as a foreign language.

CHAPTER 2. Methodological framework

In this section, details of the approach used in the research, as well as the description of the paradigm, type and design that was carried out the research, the theory and applied methods, population and techniques used to analyze the instruments proposed have been detailed.

2.1 Paradigms and types of research.

In accordance with Azuero (2018) La formulación del marco metodológico en una investigación, es permitir, descubrir los supuestos del estudio para reconstruir datos, a partir de conceptos teóricos habitualmente operacionalizados. Significa detallar cada aspecto seleccionado para desarrollar dentro del proyecto de investigación que debe ser justificado por el investigador. (p. 110)

Aligned to the reasoning mentioned above, this research was carried out within a qualitative paradigm, with a participatory action research approach. On the same token, Tinoco, Cajas & Santos (2018) stated that:

la investigación cualitativa se concibe como una categoría de diseños de investigación que permite recoger descripciones a través de la aplicación de técnicas e instrumentos como observación y la entrevista, a fin de obtener información en forma de narraciones, grabaciones, notas de campo, registros escritos, transcripciones de audio y video, fotografías, entre otros. (pp. 44-45)

The qualitative approach is based on having a clear idea of the research, developing questions and hypotheses before, during, and after data collection and the analysis, to have an interpretation of the results and finish the elaboration of the research report.

Likewise, Budig, Diez, Conde, Sastre, Hernán & Franco (2018) afirman que "In participatory action research (PAR), the end goal is to involve participants during the entire research project" (p. 6). In conclusion, this has the purpose of changing the reality of a

population as well as to confront the problems by actively participating in the research process that is being implemented.

2.2 Research design.

To choose the problem statement, it is necessary to select the specific design for the development of the research. The design is based on a plan or strategy to be followed to obtain the information. This research has been approached as an interpretative study that allows the researchers to collect and analyze data and information from the different points of view of the participants.

For this investigation, a non-experimental research design was applied to observe the events that occur in the student context and then to analyze them.

In the opinion of Arias & Covinos (2021), en este diseño no hay estímulos o condiciones experimentales a las que se sometan las variables de estudio, los sujetos del estudio son evaluados en su contexto natural sin alterar ninguna situación; así mismo, no se manipulan las variables de estudio. Dentro de este diseño existen dos tipos: Transversal y longitudinal y la diferencia entre ambos es la época o el tiempo en que se realizan. (p. 78)

2.3 Population and sample.

The population consists of 30 students, 16 boys and 14 girls aged between 9 and 11 years old, predominantly male. The learners in the fifth year of the basic general education course "A" at the "La Providencia" school in the city of Machala have the willingness to learn about the development of vocabulary in the English language and enough knowledge to understand phrases and commands to interact with the teacher.

2.4 Research methods

2.4.1 Theoretical methods

The theoretical method deals with the elaboration of the research design and the interpretation of the data. Through applying this method, it is possible to find out the reasons that have an impact on the teaching-learning process, and the factors that have an influence on the learners as well. Because of the nature of the research problem, these methods are needed in order to search for sources of information about vocabulary in the English language and therefore to develop theories to explain which measures are efficient to solve problems that arise in the aforementioned process.

As stated by (García & Cisnero, 2005 cited by Quesada & Medina, 2020) "Los métodos teóricos cumplen una función epistemológica esencial ya que facilita la interpretación de los conceptos de los datos empíricos encontrados en la investigación" (p. 4). These techniques are used in the construction and development of theories, providing favourable conditions for going beyond the basic and superficial characteristics of reality, as well as explaining the facts and delving into the essential relationships and fundamental qualities of processes that cannot be observed directly.

The following theoretical methods were used in this research:

- **Historical-logical method**

This method was used in order to study the trajectory of the English language and the events that have taken place throughout history and chronologically to understand the development of the language likewise its processes, facts, background, and general phenomenology of the subject under investigation.

It seeks to integrate all aspects of the research method or process to gather evidence about events in the past, from which ideas or theories about a historical topic are formulated. Torres (2019) emphasizes that the method "permite al investigador sintetizar la información

para construir una información coherente de los acontecimientos ocurridos asociados al objeto que se está estudiando" (p. 4).

- **Induction-deduction method**

The scholars Cobas, Romeu & Macías (2010) concluded that "El investigador primero formula una hipótesis y después, a partir de inferencias lógicas deductivas, arriba a conclusiones particulares" (p. 7). To this end, a general investigation was accomplished to arrive from the concrete to compare it with the reality of the group that was being investigated in order to characterize the important aspects.

- **Analytical-synthetic method**

The analysis and synthesis are carried out to classify the information obtained related to this research, first dividing the entire data in parts to review them individually, then classifying and linking the ones that are meaningful in the study to find causes, and effects, among others.

Besides, according to Rodríguez & Pérez (2017) "Este método se refiere a dos procesos intelectuales inversos que operan en unidad: el análisis y la síntesis" (p. 186). The analysis component is a logical procedure that goes from the macro to the micro level of the study, while the synthesis component is used to combine or join all the parts that previously were analyzed to find similarities.

2.4.2 Empirical methods

Rodríguez & Pérez (2017) state that the empirical methods:

> se utilizan para descubrir y acumular un conjunto de hechos y datos como base para verificar la hipótesis, obtener argumentos para defender una idea o seguir una guía temática, dar respuesta a las preguntas científicas de la investigación pero que no son suficientes para profundizar en las relaciones esenciales que se dan en los procesos pedagógicos. (p. 184)

Resources and supporting materials are used mainly to collect empirical information to comprehend the situation that is being analyzed in the study, which is why these items are applied to conduct the research.

‒ **Participant observation**

Researchers actively participate in the classroom to observe and collect detailed data on what happens in the class time, but without interfering in the actions of the students and the results of the activities applied, this allows the researchers to have a direct perspective of how the pupils interact in a given situation.

From the perspective of (Taylor & Bogdan, 1987 cited by Tejero, 2021) it can be defined as "Observación Participante como una técnica de investigación cualitativa que involucra la interacción social entre el investigador y los sujetos" (p. 86), from start to finish, during that time data are collected in a systematic and non-intrusive way.

‒ **Questionnaire**

The purpose of this tool is to obtain information on the current academic level of the students, through a set of questions about their previous knowledge of the subject that is the object of study. When applying it, a series of steps are given so that students are clear about what is required, stressing that the mark acquired is only a reference.

According to Espinoza (2019) "Cuestionario es un instrumento de medida de variables que sigue un proceso estructurado de recogida de información a través de la realización de una serie predeterminada de preguntas" (p. 179). With this in mind, it can be emphasized that the questionnaire covers all the variables of major interest; it can also be easily applied, and the results are quickly available.

‒ **Interview**

A semi-structured interview takes place through a conversation between the teacher in charge of the course and the researchers to understand the current situation based on the

teacher's answers and textual words. Several of the points covered in this research are: problems, experiences, the current situation, and this perspective, among others.

As expressed by Trindade (2016) La finalidad primordial de la entrevista -en investigación cualitativa- es acceder a la perspectiva de los sujetos; comprender sus percepciones y sus sentimientos; sus acciones y sus motivaciones. Apunta a conocer las creencias, las opiniones, los significados y las acciones que los sujetos y poblaciones les dan a sus propias experiencias (p. 19).

2.5 Procedures for data analysis.

This chapter presented the methodological framework that is the base for this research, as well as determined the basis for the elaboration of the intervention proposal, which focuses on solving the problem identified in this investigation.

Consistency matrix				
Problem	Variable under study	Operationalisation of variable		Instruments	Items or questions
How to develop the english vocabulary in students of fifth year of basic general education course "A" at the "La Providencia" school?	Develop the vocabulary. Wasik & Iannanen afirman que "Vocabulary development plays a critical role in young children's learning to read and, as a result, their overall success in school" (p. 321).	**Categories**	**Subcategories**	– Diagnostic test. – Test. – Observation Guide. – Questionnaire.	– Does the student use new words? – Does the student recognize the words previously seen? – Is the student able to use new words in different linguistic contexts? – Does the student use didactic resources for vocabulary development in the right way?
		– Vocabulary acquisition. – Didactic resources.	– New word usage. – Retrieval of previous words. – Incorporation of new words in different linguistic contexts. – Use of teaching resources in terms of vocabulary development.		

Data collection table on the categories of instruments that were used.

Categories	Participant Observation	Teacher Interview	Diagnostic Test	Analysis
Vocabulary acquisition.	Category 1/ Unit of analysis 1.			− Students use new words. − Students do not use new words. − Students retrieve previously seen words. − Students do not retrieve previously seen words.
Didactic resources.	Category 2/ Unit of analysis 2.			− Students incorporate new words in different linguistic contexts. − Students do not incorporate new words in different linguistic contexts. − Students use didactic resources in terms of vocabulary development. − Students do not use didactic resources in terms of vocabulary development.

Source: the authors.

CHAPTER 3. System of classes for the development of vocabulary in the English language.

This chapter describes the proposal that the researchers offer to the educational community regarding the results obtained that deal with the importance of learning vocabulary and the methodological scientific value of the practical contribution of this research; it also shows data got through the teachers' interview, the diagnostic test, the system of classes designed, as well as the results reported in the annexes.

Based on the results of the initial diagnostic test and the insufficiencies found through the applied instruments, the authors pointed out the need for elaborating a system of classes to improve the vocabulary of pupils in order to develop the english language in the fifth year of basic general education course "A" of the "La Providencia" school.

3.1 Theoretical foundation of a class system for the development of vocabulary in the English language in students of the 5th year of General Basic Education course "A" of the school "La Providencia".

This chapter shows important concepts that are the base for developing the class system that is applied in this research, thus definitions related to this study and points of views from various authors have been considered to obtain theoretical information to support this work and have knowledge about the correct application of the classes.

For this reason, the authors of the present research aimed at improving the process of vocabulary in the teaching of the english language to fifth year of the elementary education students at the "La Providencia" school through using didactic materials such as flashcards and worksheets, to enhance the acquisition and mastery of vocabulary as well as the students' interest for learning a new language.

Vocabulary development is achieved through the acquisition of new words, so it is based on the ability to understand what is read and then put this into practice when speaking.

According to Almusharraf, (2018) "Vocabulary development is an essential aspect of gaining facility with understanding, speaking, reading, and writing any new language" (p. 161).

The authors Malik & Rizvi (2018) mentioned that Classroom can be described as a place that naturally motivates students to learn. Students and teachers work well in a school culture where academic success and the motivation to learn, is expected, respected and rewarded. Such an atmosphere where students learn to love learning for learning's sake, results in better academic achievement, is a chief characteristic of an effective school (p. 210). Based on the aforementioned remark, it can be pointed out that a system class is a learning atmosphere that can influence the students positively.

In a system class, it is important to ensure that the classroom is always successful, as this is key to the student's learning. For this reason (Donovan & Bransford, 2005 cited by Darling, Flook, Cook, Barron & Osher, 2019) reckon that specific pedagogical moves that Support these learning processes include:

- Choices of tasks that have the right amount of challenge with supportive guidance;
- Well-chosen questions as scaffolds that support student thinking, guide their inquiry, and help them consolidate their understanding;
- Use of multiple and varied representations of concepts that allow students to "hook into" under-standing in different ways;
- Design of instructional conversations that allow students to discuss their thinking and hear other ideas, developing concepts, language, and further questions in the process;
- Encouragement for students to elaborate, question, and self-explain;
- Instruction and curriculum that use apprentice-style relationships in which knowledgeable practitioners or older peers facilitate students' ever-deeper participation in a particular field or domain. (p. 115)

The class system cannot always be applied in a correct or assertive way because there are several factors that can have an influence on it, as expressed in (Heejung, 2014 cited by Küçükler & Kodal, 2018):

The conditions of English language learning depend on different academic institutions. This means that these conditions are not comparable because every country has their system of educational curriculum and needs. The essential requirements include motivation, class arrangement, syllabus design, and the experience of language and communication in the classroom. (p. 173)

Teacher's preparation is essential when teaching a class, because it can influence the behavior, attention, and interest of the pupils during the class. According to (Walker, 2008 cited by Davison, Attallah, Lazaros & Sharna, 2018) interpret that Preparation is one indicator and classroom trait of high teacher ability. Student perception is that learning is easier in a well-prepared educator's class because these teachers are ready for the day. These educators do not waste instructional time. They start class on time and teach for the entire class period. Time flies in their classes because students are engaged in learning and less likely to fall asleep. (p. 11)

In the opinion of Llera (2019) conclude that La elaboración del sistema de clases de la asignatura o parte de esta, concebida como la preparación de la asignatura, en su creación práctica tiene tres fases fundamentales: dosificación del contenido por formas de enseñanza, análisis metodológico del sistema de clases de la unidad o de parte de esta y las preparaciones de las clases (p. 22).

Likewise, the author points out that there are essential components in a classroom system for methodological planning, which must always be applied. The author Llera (2019) points out that incluye la formulación de los objetivos, la selección del contenido a tratar, la valoración de las potencialidades del contenido para la formación integral del alumnos, la

precisión de las tareas fundamentales a desarrollar por los estudiantes en la clases, la determinación de la vías y métodos a utilizar para dar cumplimiento a los objetivos las actividades de trabajo independiente y la concreción de las vías y formas a emplear; y que revela la creatividad del maestro. (p. 22)

Furthermore, (Benlahcene et al., 2020 cited by Megawati, 2020) state that a classroom is not only considered as a place for academic learning, but also as a place to build friendship and shared learning. Therefore, the teacher can make efforts so that the students respect each other. The students need to be encouraged to share knowledge, attitudes, experiences, happiness, and help one another without coercion. (p. 21)

The class system does not influence pupils in a learner-specific way as this system is applied to the class as a whole. In this regard, Jensen, Holt, Sowards, Ogden & West (2018) stated that:

The benefits depend on the ability of students to come to class well prepared in having learned the content and thus ready for the in-class active learning. The difficulty in preparing students to learn the content before class is amplified because some students may lack the self regulatory skills to learn content effectively on their own. (p. 524)

Didactic materials contribute to the teaching-learning process of students, because they enhance their students' interest, motivation, and help them to improve their language skills. Thus, it is essential to know concepts about learning materials such as worksheets and flashcards. According to Lee (2014) "Worksheets can be useful in many ways in terms of academic achievement. For example, as supplements to textbooks, worksheets can be used to add information for particular classes" (p. 95).

In relation to Ecuador (Intriago, Villafuente, Bello, Cevallos, 2019) remark that en la actualidad las clases de inglés se dan en todos los niveles, a diferencia de hace algunos años cuando las clases de inglés solo se daban en la educación secundaria en adelante, con lo tanto era difícil mantener el nivel de inglés en los colegios debido a que la mayoría de alumnos tenían deficiencias en el idioma. Con esto se puede recalcar que el sistema de clases que se daba no era muy bueno debido a que los docentes no tenían la formación necesaria para dar los contenidos básicos y necesarios.

3.1.1 Pedagogical-didactic foundations of a class system.

Teachers' interaction with students must be appropriate, so that they have to use techniques to promote an efficient teaching practice, this interaction must be harmonious between teachers and their students involving extensive communication that benefits everyone. The scholar (Vygotsky, 1962 cited by Chen, 2020) concludes that "The acquisition of a foreign language happens with more efficiency in a relaxed social interaction atmosphere" (p. 143).

In a constructivist learning environment, learners can design questions, develop knowledge, apply concepts in everyday life, detect problems, share their views, create their answers, test hypotheses, use data, connect, interact, and engage in a real-world situation that helps them improve in learning. On this matter (Al Mamun, Lawrie & Wright, 2020 cited by Iqbal, Siddiqie & Mazid, 2021) argue that "A learner becomes an independent and top-level thinker, a problem solver, a discussant, an analyst, and a responsible learner under this learning environment" (p. 2).

Concerning one of the classes taught for this research, it was given in a face-to-face manner with a dynamic approach as this made the students participate and ask questions that may arise, from the perspective of Chowdhury (2020) Traditional classroom teaching allows face-to-face interactions between teachers and students, which help in synchronous

communication. In a traditional teaching set up, teachers can give immediate feedback to their students on any query, while students are positively influenced by their teacher's personality, behavior and value system. (p. 231).

It was considered to apply a well-structured system of classes in order to obtain good results, all the steps to follow are detailed as well as the methodology and the resources that are implemented in each of the classes. Jukić (2019) states that "A teacher designs lessons on the basis of his knowledge from prior experience of how curriculum resources can be used to achieve particular outcomes" (p. 142).

It can be considered appropriate to apply it in a class that needs a new methodology to be carried out to obtain better results in terms of students' knowledge, if the teacher's mentality is not changed the lesson plan will not be helpful for the students. Under this perspective Nurtanto, Kholifah, Masek, Sudira & Samsudin (2021) say:

The teacher must be able to consider the contents of the material, the method chosen, the activities to be carried out, the implementation of the practice, and the class mastery strategy must be interrelated and complementary. Teachers during the learning process who do not use learning tools or lesson plan often experience getting lost or losing direction (pp. 346-347).

Preparing learners to adapt to their needs and address their shortcomings can be done through the use of learning materials. Worksheets and flashcards are exercises designed to increase their knowledge and serve as a guide for different activities that help students to understand words and expand their vocabulary.

3.1.2 Characteristics of the class system

A class system is a set of classes that are given systematically to enhance the teaching-learning process. In these systems, new methodologies are applied to make significant changes in regards to the academic development of the students.

On the same token, didactic resources are essential tools to use in a class system, in this regard the author (Tomlinson, 2014 cited by Peñafiel, 2016) stresses that "Didactic resources are those teacher uses to enhance the teaching process facilitating the comprehension and motivation of students in an objective way" (p. 42). Those resources are of great importance in the English teaching-learning process and should be used systematically if so, teachers will do their teaching practices properly, and students will get the best out of the classes. According to (Phillips, 2001 cited by Matruty & Que, 2021) the flash cards are "picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function" (p. 4).

In addition to the resources described above, worksheets are didactic resources as well used in classes to practice the new and old knowledge that students have, in this regard Delos reyes & Caballes (2021) mentioned that:

Worksheets can be used by teachers as an assessment tool to comprehend students' prior knowledge, learning outcomes, and learning processes, and they can also be used by students to track their own learning progress. The Learner Activity Sheet (LAS) is one type of material that can be employed (worksheet). Teachers and students will benefit from the worksheet. Media is a message-channeling tool that can excite students' thoughts, feelings, and talents in order to make the teaching and learning process more effective and efficient. (p. 201)

Teaching resources are essential in the course of the lesson, from the perspective of Tuimur & Chemwei (2015) expresses:

- Learning would be interesting and meaningful.

- Knowledge acquired would be retained for a longer time.

- Different skills would be acquired by learners.

- Students would be actively involved during lessons. (p. 226)

Functional structure of the class system.

SYSTEM OF CLASSES THROUGH THE USE OF DIDACTIC RESOURCES SUCH AS FLASH CARDS AND WORKSHEETS.

OBJECTIVE: To improve the vocabulary of 5th grade E.G.B students, course "A" of the school "La Providencia" by contributing to the development of the students' vocabulary through didactic resources such as flash cards and worksheets.

CONTENTS

System of contents ↔ **System of competences**

CLASSES

Class 1   **Class 2**   **Class 3**

IMPLEMENTATION OF THE CLASS SYSTEM

EVALUATION OF THE CLASS SYSTEM

VOCABULARY DEVELOPMENT

3.2 Description of a class system for English vocabulary development.

When creating the lesson system, several elements were used so that the activities to be developed in each class meet the specific objectives reflected in the lesson plans. Thus, each lesson plan (Annexes 5 to 7) shows procedures to apply, the review of academic topics already learned and more didactic resources; those aforementioned features are meant to enhance students' level of English, so that communication between the teacher and the student is successful.

The lesson plan describes the planning of the classes, how they are structured and executed, and proposes the implementation of a system of classes inspired by using didactic materials in order to develop the students' vocabulary in the fifth year of EGB course "A" of the school "La Providencia".

In addition, this section details in a clear and ordered way the planning that corresponds to unit 4 of the teacher's English book, this unit is divided into 3 topics (parts of house, action verbs, parts of the body) that are applied in two weeks, having each week 2 days of class being these days Thursdays and Fridays. Also implicit are the activities that students are expected to do in English in the 5th grade of EGB. This system of classes has been designed to be applied as academic reinforcement of the English class.

It should be noted that the lessons were carried out using the didactic resources (flash cards and worksheets). In the first class (Annex 5), the topic parts of house were reviewed with its respective activities, in the next class (Annex 6), the action verbs were taught. In the last class (Annex 7), the last topic of parts of the body was given and the previous topics were reinforced with exercises. All the points covered in each class are described below, as well as the time needed to complete each of them:

CLASS 1

Topic: Parts of the house.

Aim: Students will be able to recognise and learn the parts of the house and reinforce their vocabulary.

Method: Communicative approach.

Resources: Teacher, worksheets, flash cards, markers, blackboard.

Class duration: 40 minutes.

Introduction: Greetings, various questions about how to say the parts of the house in English.

Development: Teacher introduces the topic with flashcards that show the parts of the house, students repeat each of the words in chorus. After that the teacher sticks two of the flash cards on the board and then asks some students to write the name of the parts of the house in English according to the picture shown.

Conclusion: Finally, a worksheet is given to each student to write in the box the part of the house accordingly.

Evaluation: Students correctly identify the parts of the house.

CLASS 2

Topic: Action verbs.

Aim: Students will be able to write sentences with action verbs.

Method: Communicative approach.

Resources: teacher, worksheets, flash cards, markers, board.

Class duration: 40 minutes.

Introduction: Greetings, the teacher starts the class through asking questions about action verbs.

Development: After that the teacher presents the topic of the class. Then, students are asked to choose an action verb and come to the front to mime it. Then every student writes a sentence with an action verb in their notebook, and draw a picture of it below the sentence.

Conclusion: Students are given the task of writing five sentences with action verbs.

Evaluation: Students can correctly identify action verbs and write sentences with them.

CLASS 3

Topic: Parts of the body.

Aim: Students will be able to identify the parts of the body through practical exercises.

Method: Communicative approach.

Resources: teacher, worksheets, flash cards, markers, board.

Class duration: 40 minutes.

Introduction: Greetings, warm up on how to recognise body parts.

Development: The teacher introduces the vocabulary already learned through using flash cards, explaining each of the parts so that the students can recall them. After that, the instructor carries out an activity in which all the students point to the part of their body that the teacher points to on the flash card.

Conclusion: The teacher gives the pupils in pairs a sheet of paper with pictures and words next to them, and the students match the pictures with the words.

Evaluation: The learners must recall all the vocabulary of the topics given above as well as easily recognise the parts of the body.

After the implementation of the three lessons, a test is carried out to verify the knowledge acquired by the students in the three lessons.

Conclusions

As a remedy to overcome all the difficulties that occur along the development of vocabulary in 5th year of EGB course "A" of the school "La Providencia", a proposal of a class system is elaborated. The proposed system of classes is characterized by the application of didactic resources to respond to the needs of the students, to develop their knowledge of

the English language and thus motivate and encourage the students to take an interest in the

language in a didactic, fun, educational and different way.

CHAPTER 4. Results obtained with the implementation of the class system with the use of teaching materials using flashcards and worksheets for vocabulary development.

This chapter shows the results obtained through the development of vocabulary in the English language studied in this research, and the analysis of the classroom system that included flashcards and worksheets as didactic materials with the students of the 5th year of EGB course "A" of the school "La Providencia".

The methodological approach used in this research was a qualitative methodological paradigm with a non-experimental research design. Three techniques such as participant observation, questionnaire and teacher interview were used which brought to light the problems that the students have in regards to developing English language vocabulary.

4.1. Description of the implementation of a class system for vocabulary development in the English language.

This chapter describes the planning of the classes carried out by the researchers who proposed didactic resources such as flashcards and worksheets used to improve of the vocabulary of the students of the 5th year of EGB course "A" of the school "La Providencia", with a total of 3 classes that were carried out on Monday 16, Thursday 19 and Friday 20 January 2023.

Class system

The overall aim of the class system is contributed to the development of the students' vocabulary by means of didactic resources such as flash cards and worksheets.

CLASS 1

In the first class (Appendix 5) diagnostic test was carried out. After that, vocabulary about the parts of the house was taught with the help of flash cards, students had to identify the parts of the whole house through the aforementioned flashcards. Then, the teacher uses worksheets that show some parts of the house and ask students to match each image with its respective

word. At the end of the activity, a game is played and the students have to raise their hands, identify and say the part of the house but in English. Finally, the pupils are given worksheets to practice at home. The evaluation was carried out in the same course with the intraclass worksheets.

CLASS 2

In the next class (APPENDIX 6) teacher began it with a warm up related to the content of the previous class. The topic about the subject of action verbs in their infinitive form was explained. Then, some students were asked to go to the front of the class to mime the verbs studied and their classmates had to guess and say them accordingly. Before the end of the class there was a written activity in the notebook which consisted of drawing an action aligned to the corresponding action verb. At the end of the class, the students were assigned to write five sentences with action verbs. To evaluate their performance during the day, the intra-class activity was observed.

CLASS 3

The last class (APPENDIX 7) began with a review of the previous class. The teacher introduces the new topic through using flashcards that show each of the parts of the body with their respective meaning in English. Once the topic was introduced, the teacher pointed to a part of the body and the students have to say in unison which part of the body it is in English. At the end of the activity, the teacher forms pairs and gives each pair worksheets with pictures on the left side and vocabulary words already learned on the right side so that the students can use the pictures with the words. Finally, students take a test about the three topics already studied to assess their knowledge.

4.2 Results of the application of the class system.

Discussion of results

The results obtained through the initial diagnosis were the base to carry out this research (Annex 3). This diagnosis helped the researchers find the reasons that prevent students from acquiring and using new vocabulary in the English language. Because of the shortcomings mentioned above, tests were applied to evaluate the level of vocabulary development of the students before and after the application of the class system.

After applying the class system (Annex 4) using didactic resources such as flash cards and worksheets and reviewing topics already studied, it was evident that the students were able to successfully reinforce and acquire vocabulary, improving their level of English.

The graph below displays the results obtained in the last class using a test that evaluated the three topics already taught through the class system, it shows that 63% of the students obtained an excellent mark, which means that they perfectly mastered the topics covered, followed by a 37% with a good mark, which confirms that those learners have basic knowledge of the topics, and 0% in the categories regular and insufficient because there were no students who did not understand the topics taught.
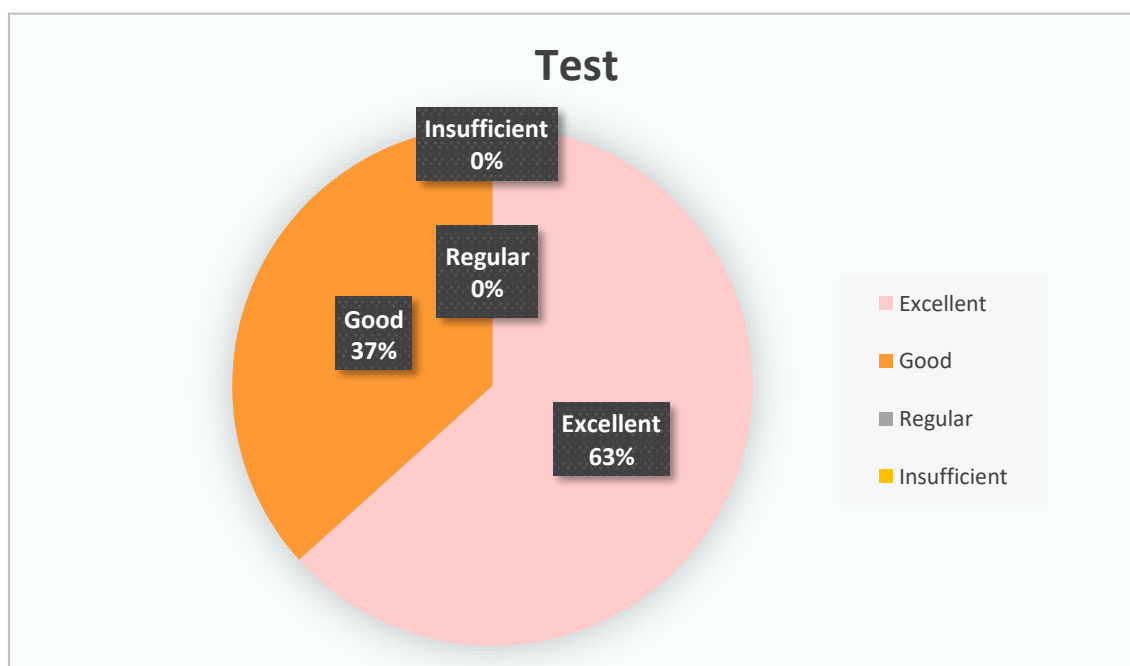
In this research, the overall results required in the diagnostic test is important at the beginning of the class with the ones obtained through the test applied at the end of the class

system, these results were analyzed to find out if the implementation of the class system with didactic resources contributed to improving the development of the student's vocabulary.

The following graph shows the general results of the 30 students in the course, they show improvement in regards their vocabulary, one of the main factors that hinder their vocabulary development was the lack of an English teacher.

OVERALL RESULTS

Excellent   Good   Regular   Insufficient

Diagnostic Test: Excellent 0, Good 1, Regular 14, Insufficient 15
Test: Excellent 19, Good 11, Regular 0, Insufficient 0
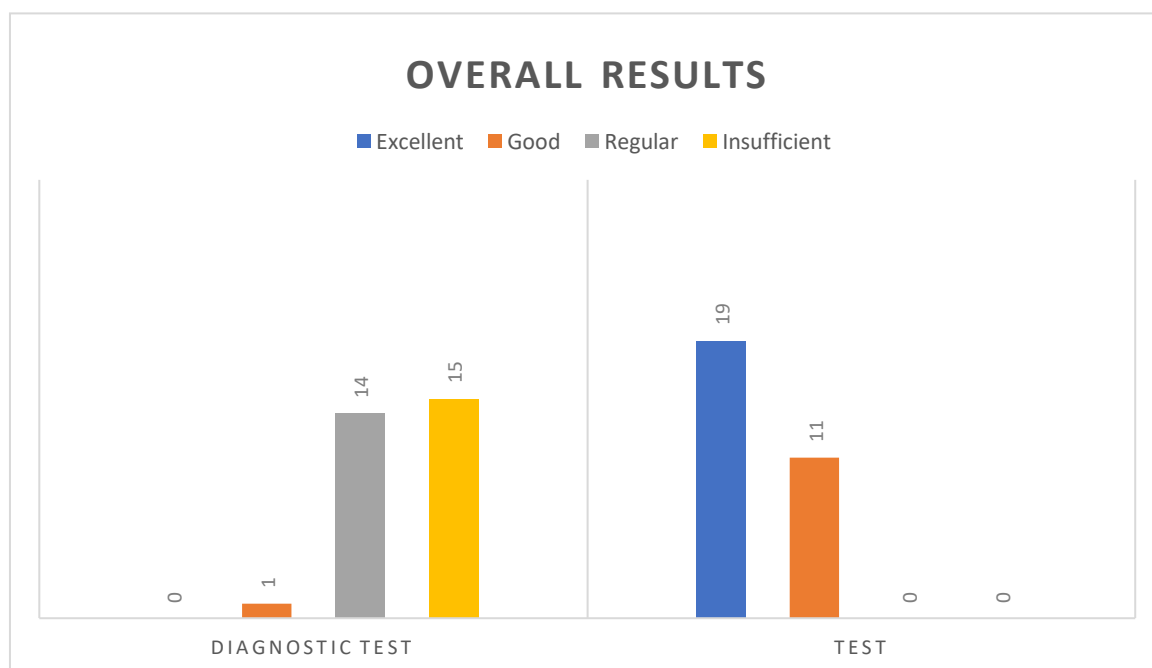
Therefore, it can be determined that the activities implemented with the worksheets and flashcards used dynamically in classes were fundamental resources, because both tools enhanced the acquisition, reinforcement of vocabulary, and boosted students' knowledge, motivation, and interest in learning the English language.

CONCLUSIONS

- The bibliographic research brought to light concepts about didactic resources and their use in the educational field. Didactic tools such as flashcards and worksheets are fundamental to facilitating the teaching-learning process of students, as they motivate them to interact with the teacher.

- The initial diagnosis results unveiled an insufficient level of vocabulary development in the students of the 5th year of course elementary school "A", they also showed that the students did not recall the evaluated topics and have several shortcomings such as an insufficient motivation for learning the English language.

- To solve the insufficiencies evidenced in the development of vocabulary, a system of classes was elaborated using didactic materials such as flash cards and worksheets that are meant to improve the teaching-learning process and enhance students' interest in learning new vocabulary.

- The implementation of the class system allowed the students to improve their English vocabulary, they understood the importance of mastering it, and were able to solve the exercises proposed in the class sessions, with favorable results.

RECOMMENDATIONS

The authors recommend to implement didactic materials in the classroom system to improve vocabulary development as a possible solution to help students improve their English language skills.

BIBLIOGRAPHY

Almusharraf, N. (2018). English as a foreign language learner autonomy in vocabulary development: Variation in student autonomy levels and teacher support. *Journal of Research in Innovative Teaching & Learning*, 161.

Anjani, R. F. (2018). The Strengths and Weaknesses of Reading Materials in Students' Worksheet Used by Eighth Graders of MTs Sa'adatul Abadiah Kuala Tungkal . *Faculty of Teacher Training and Education, Jambi University*, 4.

Arcos Vallejo, M. S. (2017). "Estrategias de aprendizaje afectivas para el desarrollo del vocabulario del idioma Inglés de los niños y niñas de 4 a 5 años de edad del Centro de Educación Inicial Raquel Verdesoto de Romo Dávila durante el periodo 2016 – 2017" . *Universidad Central del Ecuador*, 30.

Arias Gonzáles, J. L., & Covinos Gallardo, M. (2021). DISEÑO Y METODOLOGÍA DE LA INVESTIGACIÓN. *Biblioteca Nacional del Perú*, 78.

Azuero Azuero, Á. E. (2018). Significatividad del marco metodológico en el desarrollo de proyectos de investigación . *Revista Arbitrada Interdisciplinaria KOINONIA*, 110.

Baldoquin Tamayo, A., Santana Baldoquín, C. A., & Amador Infante, M. J. (2022). Juegos didácticos para desarrollar la habilidad de descripción en la Primera Infancia. *Realidade Social*, 53.

Beltrán, M. (2017). EL APRENDIZAJE DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA. *Universidad Técnica de Cotopaxi*, 95.

Borges Jorge, Z. M., Peralta Catellón, L., Estive Yera, Y., & Caraballo Castro, M. (2022). La calidad del aprendizaje en el Nivel Superior. Experiencias del Dr. Juan Virgilio López Palacio. *Diá-logos 24*, 93.

Budig, K., Diez, J., Conde, P., Sastre, M., Hernán, M., & Franco, M. (2018). Photovoice and empowerment: evaluating the transformative potential of a participatory action research project. *BMC Public Health*, 6.

Cacuango Almeida, S. V. (2021). HERRAMIENTAS INTERACTIVAS EN EL PROCESO DE ENSEÑANZA - APRENDIZAJE DEL IDIOMA INGLÉS. *UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA*, 31.

Calle López, M. E. (2022). Estrategias de enseñanza de vocabulario en inglés que utilizan tres profesoras del nivel secundaria en un colegio público de Piura: un estudio de caso. *Universidad de Piura*, 31.

Camacho Lapo, K. B. (2018). El material didáctico "hoja de trabajo" y la producción escrita del idioma inglés de los estudiantes de primer año de bachillerato de la Unidad Educativa Municipal Antonio José de Sucre, cantón Quito, periodo académico 2017-2018 . *UNIVERSIDAD CENTRAL DEL ECUADOR*, 12.

Cañarte Ávila, J. W., Quevedo Arnaiz, N., & García Arias, N. (2013). Evolución histórica del proceso de enseñanza aprendizaje del inglés en Carreras Técnicas de la Universidad Estatal del Sur de Manabí, Ecuador. *SINAPSIS*, 7.

Chang Chávez, C. C. (2017). Uso de recursos y materiales didácticos para la enseñanza de inglés como lengua extranjera. *Pueblo Continente*, 268.

Chang Chávez, C. C. (2017). Uso de recursos y materiales didácticos para la enseñanza de inglés como lengua extranjera. *Pueblo Continente*, 269.

Chen, S. (2020). Classroom Silence in College English Class in China. *DAVID PUBLISHING COMPANY*, 143.

Chowdhury, F. (2020). Blended learning: how to flip the classroom at HEIs in Bangladesh? *Journal of Research in Innovative Teaching & Learning*, 231.

Cobas Portuondo, J. L., Romeu Valle, A., & Macías Carrasco, Y. (2010). LA INVESTIGACIÓN CIENTÍFICA COMO COMPONENTE DEL PROCESO FORMATIVO DEL LICENCIADO EN CULTURA FÍSICA. *Revista electrónica: Ciencia*

e innovación tecnológica en el deporte, 7.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Taylor & Francis Online*, 115.

Davison, C. B., Attallah, S., Lazaros, E., & Sharna, S. (2018). Four Classroom Traits of Successful Educators. *Academic Exchange Quarterly* , 11.

De la Cruz Fernández, G. M., Ribadeneira Vacacela, A. S., Ullauri Moreno, M. I., & Mancero Orozco, W. G. (2021). El nivel de dominio del inglés de los docentes de las Instituciones de Educación Superior ecuatorianas: estudio de requerimientos nacionales y del Marco Común Europeo. *Revista Cognosis*, 19.

Delos Reyes, F. J., & Caballes, D. G. (2021). A Review on the School – Based Learning Activity Sheet Towards Improvement of Instructional Material. *International Journal of Scientific and Research Publications*, 201.

Espinoza Freire, E. E. (2019). Las variables y su operacionalización en la investigación educativa. Segunda parte. *Revista Conrado*, 179.

García Correa, Y. A. (2020). Aprendizaje de vocabulario en inglés en los alumnos del nivel secundario en una I.E. Trujillo - 2020. *Universidad César Vallejo*, 14-15.

Guijarro Paguay, S., Abarca García, S., Larrea Vejar, M., Cazar Costales, S., & Cazar Costales, S. (2018). Aplicación de la técnica"Basic Context English"para desarrollar la destreza de expresión oral en idioma inglés en los estudiantes de primer año de educación básica. *Dilemas Contemporáneos: Educación, Política y Valores.*, 4.

Herrera Andrade, Z. V., Molina Mazon, R. P., & Guaman Condoy, E. G. (2022). Optimización del suministro de material educativo utilizando un lenguaje intermediario en la formación de estudiantes universitarios para la enseñanza del inglés. *CONCIENCIA DIGITAL*, 243.

Intriago, E., Villafuerte, J., Bello, J., & Cevallos, D. (2019). EL INGLÉS COMO LENGUA EXTRANJERA EN EL CONTEXTO UNİVERSİTARİO ECUATORİANO. *Pangea*. Obtenido de https://www.researchgate.net/publication/337733612_EL_INGLES_COMO_LENGUA_EXTRANJERA_EN_EL_CONTEXTO_UNIVERSITARIO_ECUATORIANO_en_Cultura_ciudadania_y_participacion_Perspectivas_de_educacion_inclusiva

Iqbal, H., Siddiqie, A., & Mazid, A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open (SSHO)*, 2.

Jensen, J. L., Holt, E. A., Sowards, J. B., Ogden, T. H., & West, R. E. (2018). Investigating Strategies for Pre-Class Content Learning in a Flipped Classroom. *Journal of Science Education and Technology*, 524.

Jukić Matić, L. (2019). The Teacher as a Lesson Designer. *C·E·P·S Journal*, 142.

Küçükler, H., & Kodal, A. (2018). Foreign Language Teaching in Over-Crowded Classes. *Canadian Center of Science and Education*, 173.

Lee, C.-D. (2014). Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*, 95.

Llera Pacheco, G. (2019). Sistema de clases para el tratamiento de la unidad 5 de séptimo grado. *Universidad Central "Marta Abreu" de Las Villas*, 22.

Llerena Robles, N. G. (2016). PROPUESTA METODOLÓGICA EN EL PROCESO DE ENSEÑANZA - APRENDIZAJE DE LA CARRERA DE ADMINISTRACIÓN DE EMPRESAS DE LA UNIVERSIDAD REGIONAL AUTÓNOMA DE LOS ANDES "UNIANDES". *UNIVERSIDAD REGIONAL AUTÓNOMA DE LOS ANDES*, 1.

Lobos Aldaz, A. C. (2017). Gestión del proceso de enseñanza-aprendizaje en la educación básica de la institución educativa Escuela Fiscal de Educación Básica "Ciudad de Cuenca", del cantón Macará, Loja-Ecuador. *UNIVERSIDAD TÉCNICA PARTICULAR*

DE LOJA, 22.

López Llerena, M. D., & Pérez Ortiz, I. d. (2017). Consideraciones teórico-metodológicas para la implementación de un folleto sobre valencia léxica en Inglés con Fines Médicos. *Humanidades Médicas*, 90.

Malik, R. H., & Rizvi, A. A. (2018). Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level. *Bulletin of Education and Research*, 210.

Matruty, E., & Que, S. R. (2021). Using Flashcard as A Media In Teaching Vocabulary For The Eighth Grade Students Of Junior High School. *MATAI International Journal of Language Education*, 4.

Megawati, I. (2020). Teacher's Strategies of Managing Classroom and Students' Response: A Case Study. *Elementary Education Online*, 21.

Molina García, P. F., & Gentry Jones, J. (2019). El enriquecimiento lexical en inglés con fines específicos en grupos universitarios de perfiles profesionales múltiples. *Universidad de Camagüey "Ignacio Agramonte Loynaz"*, 26.

Nurtanto, M., Kholifah, N., Masek, A., Sudira, P., & Samsudin, A. (2021). Crucial problems in arranged the lesson plan of vocational teacher. *International Journal of Evaluation and Research in Education (IJERE)*, 346-347.

Palacios Chávez, J. G., & Bravo Barrezueta, S. L. (2022). Materiales didácticos para la enseñanza del idioma inglés en los estudiantes de cuarto de educación básica de la unidad educativa libertad 2021. *Polo del Conocimiento*, 47.

Peña Ledesma, V. L. (2019). Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas . *Universidad Andina Simón Bolívar*, 29.

Peñafiel Viteri, C. N. (2016). "DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA "CARRERA SÁNCHEZ BRUNO", BALLENITA, SANTA ELENA PROVINCE, 2015 - 2016". *Universidad estatal península de Santa Elena*, 16.

Peñafiel Viteri, C. N. (2016). DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA "CARRERA SÁNCHEZ BRUNO", BALLENITA, SANTA ELENA PROVINCE, 2015 - 2016". *Universidad estatal península de Santa Elena*, 42.

Pérez Brito, R. (2019). La orientación a los docentes para el desarrollo del vocabulario en los niños del cuarto y quinto año de vida. *Universidad Central "Marta Abreu" de Las Villas*, 10.

Poniyem, W. (2021). The Strengths of Reading Materials in Students' Worksheet Used at Second Grade of SMA N 9 Kota Jambi. *Jelt : Journal Of English Language teaching*, 103.

Quesada Somano, A. K., & Medina León, A. (2020). MÉTODOS TEÓRICOS DE INVESTIGACIÓN: ANÁLISIS-SÍNTESIS, INDUCCIÓN-DEDUCCIÓN, ABSTRACTO – CONCRETO E HISTÓRICO- LÓGICO. *Universidad de Matanzas*, 4.

Ramos Hernández, D., & Maya Rosell, Y. (2022). Los juegos tradicionales y la motivación por el aprendizaje del idioma inglés. *Revista científica Sociedad & Tecnología*, 570.

RICOY, M.-C., & ÁLVAREZ-PÉREZ, S. (2016). LA ENSEÑANZA DEL INGLÉS EN LA EDUCACIÓN BÁSICA DE PERSONAS JÓVENES Y ADULTAS. *Revista Mexicana de INVESTIGACIÓN EDUCATIVA*, 387-388.

Rivadeneira Navarrete, L. E., & Quishpe Gaibor, J. S. (2019). Deontología aplicada al desarrollo de la educación. *Revista Atlante: Cuadernos de Educación y Desarrollo*, 3.

Rodríguez Durruthy, Y., Hernández Aguirre, O., & Rigual Azahares, I. (2021). El proceso de enseñanza aprendizaje del idioma inglés en las filiales universitarias del ministerio del interior. *Revista Atlante: Cuadernos de Educación y Desarrollo*, 24.

Rodríguez Jiménez, A., & Pérez Jacinto, A. O. (2017). Métodos científicos de indagación y de construcción del conocimiento. *Revista EAN*, 186.

Rodríguez Jiménez, A., & Pérez Jacinto, A. O. (2017). Métodos científicos de indagación y de construcción del conocimiento. *Revista EAN*, 184.

San Lucas Marcillo, M., Matute Castro, G. R., Tigua Anzules, J. O., & Sánchez Choez, L. R. (2021). El fortalecimiento de las habilidades hablar y escuchar en el idioma inglés en la educación virtual. *Dominio de las ciencias*, 289.

Santacruz, W. (2016). PROPUESTA DE LA COMUNIDAD EDUCATIVA como insumo para el nuevo Plan Decenal de Educación 2016-2025. *Red de Maestros y Maestras por la Revolución Educativa*, 64.

Septarini Rahmasari, B. (2016). THE USE OF FLASHCARDS IN TEACHING VOCABULARY AT FOURTH GRADE STUDENTS OF SDN SUKOSARI 02 DAGANGAN MADIUN. *JURNAL EDUTAMA*, 2.

Setiawan, M. R., & Wiedarti, P. (2020). The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary. *Universitas Negeri Yogyakarta*, 85.

Sundari, W. (2019). The Development of English Vocabularies. *CULTURALISTICS: Journal of Cultural, Literary, and Linguistic Studies*, 36.

Tejero González, J. M. (2021). TÉCNICAS DE INVESTIGACIÓN CUALITATIVA EN LOS ÁMBITOS SANITARIO Y SOCIOSANITARIO. *Universidad de Castilla-La Mancha*, 86.

Tinoco Cuenca, N., Cajas Palacios, M., & Santos Jiménez, O. (2018). Técnicas y métodos cualitativos para la investigación científica. *Editorial UTMACH (Colección REDES 2017)*, 44-45.

Torres Miranda, T. (2019). En defensa del método histórico-lógico desde la Lógica como ciencia. *Universidad de La Habana*, 4.

Trindade, V. A. (2016). Técnicas y estrategias en la investigación cualitativa. *Universidad Nacional de La Plata*, 19.

Tuimur, H. N., & Chemwei, B. (2015). AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS IN THE TEACHING OF CONFLICT AND CONFLICT RESOLUTION IN PRIMARY SCHOOLS IN NANDI NORTH DISTRICT, KENYA. *International Journal of Education and Practice*, 226.

Tutillo Piña, J. M., García Herrera, D. G., Castro Salazar, A. Z., & Erazo Álvarez, J. C. (2020). Genially como herramienta interactiva para el aprendizaje de verbos en Inglés. *Revista Arbitrada Interdisciplinaria KOINONIA*, 258.

Urbano, M. A., & Rodriguez, P. (2017). LA IMPORTANCIA DEL DISEÑO Y LA UTILIZACIÓN DE MATERIALES DIDÁCTICOS PARA EL APRENDIZAJE DEL INGLÉS EN ESCUELAS PÚBLICAS DE BAJOS RECURSOS. . *Universidad de Nariño*, 43.

Valverde-López, L., & Ureña-Hernández, M. (2021). Una propuesta de estrategias y recursos didácticos por competencias en respuesta a los estilos de enseñanza-aprendizaje de la población estudiantil. *Educare*.

Vargas Murillo, G. (2017). RECURSOS EDUCATIVOS DIDÁCTICOS EN EL PROCESO ENSEÑANZA APRENDIZAJE. *Cuadernos*, 69.

Velázquez Guerrero, L. D. (2021). : Incorporating Flashcards Within The Writing Process In A Middle School EFL Class. *BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.*, 39-40.

Wasik, B. A., & Iannane Campbell, C. (2012). DEVELOPING VOCABULARY THROUGH PURPOSEFUL, STRATEGIC CONVERSATIONS . *INTERNACIONAL LITERACY ASSOCIATION*, 322.

Wasik, B. A., & Iannone Campbell, C. (2012). DEVELOPING VOCABULARY THROUGH PURPOSEFUL, STRATEGIC CONVERSATIONS . *INTERNACIONAL LITERACY ASSOCIATION*, 321.

Yanza Gaibor, K. A. (2019). Generadores en línea de material educativo para el desarrollo del vocabulario del idioma inglés. *Universidad Central del Ecuador*, 31.

ANNEXES

ANNEX 1

FICHA DE OBSERVACIÓN			
DATOS INFORMATIVOS			
Nombre de la institución	Escuela de Educación General Básica "La Providencia"	**Jornada**	Matutina
Nombre del docente	Lcda. Elizabeth Garcia	**Asignatura**	Inglés
Curso 5 **Paralelo** A		**N.º de estudiantes**	30
Objetivo: Recolectar información acerca del proceso de enseñanza aprendizaje del vocabulario en e idioma ingles durante la clase.			
Instrucciones: Marque con una X en el casillero correspondiente de los criterios observados durante la clase.			
Criterios		**Si**	**No**
El docente realiza warm-up al comienzo de la clase.		X	
Los estudiantes participan activamente en clase.		X	
A los estudiantes se les dificulta entender el vocabulario nuevo.		X	
Los estudiantes se distraen con facilidad.		X	
Los estudiantes tienen conocimiento básico del idioma inglés.		X	
Los estudiantes tienen "vacíos" de vocabulario básico.		X	
Los estudiantes realizan las actividades dentro del aula de manera rápida e independiente.		X	
Los estudiantes tienen conocimiento alguno acerca del nuevo tema.		X	
Se emplean recursos didácticos a la hora de impartir las clases.			X
Buen ambiente de trabajo.		X	
Los estudiantes utilizan vocabulario básico de forma espontánea en clase.			X
Los estudiantes se sienten motivados por el docente.		X	
El docente promueve el uso de vocabulario visto anteriormente unido al nuevo vocabulario.			X

ANNEX 2

Escuela de Educación General Básica "La Providencia"

Entrevista semiestructurada al docente

Objetivo: Conocer el punto de vista del docente acerca del vocabulario en quinto año de educación básica "A" basado en las experiencias del docente a cargo de la materia de inglés con la finalidad de identificar las posibles causas y problemas que se dan en el aula de clase.

Preguntas:

1. ¿Cuál diría que es el nivel de inglés de sus estudiantes y por qué?
2. ¿Cree que la modalidad de estudio en el que estaban los estudiantes repercutió en el aprendizaje y los conocimientos de estos?
3. ¿Por qué cree que los alumnos no tienen la suficiente motivación o interés en la materia?
4. ¿Porque cree que a sus alumnos se les dificulta aprender vocabulario?
5. ¿Utiliza recursos didácticos y que tan importante considera el uso de estos?
6. ¿Cree que el vocabulario es fundamental en el aprendizaje del idioma inglés?
7. ¿Qué cree que se puede implementar para que los alumnos tengan un mejor aprendizaje del vocabulario?
8. ¿Cuál considera que es la mayor razón por la cual los estudiantes tienen dificultades en la adquisición de vocabulario?
9. ¿Los estudiantes utilizan palabras nuevas, así como las previamente vista en el aula de manera espontánea?
10. ¿Cree que la familia, los amigos, entre otros factores dificultan o no ayudan a la hora de que los estudiantes aprendan, practiquen o estudien el vocabulario?

ANNEX 3

RUBRICA

Test evaluation criteria	Excelent	The student answers all questions correctly. As well as having full mastery of the topics covered.	
	Good	The student answers most of the questions. Not complete mastery of the topics, but mastery of most of them.	
	Regular	The student answers more than half of the questions correctly and therefore have a basic mastery of the topics.	
	Insufficient	The student answers very few questions correctly, which shows a lack of knowledge on the subject.	

ANNEX 4

Escuela de Educación General Básica

''La Providencia''

PRUEBA DIAGNÓSTICA

Asignatura Inglés

Nombre del estudiante:

Curso:

Fecha:

<u>INDICACIONES GENERALES:</u>

- Lea de manera detenida las instrucciones antes de responder.
- Complete los datos en los espacios asignados.
- Utilice solo esfero color azul.
- Revise detalladamente sus respuestas **ANTES** de entregar la hoja.
- Dispone de 60 minutos para responder.
- En caso de ser necesario, levante la mano y el profesor/a se acercará para poder asistirlo.
- Las respuestas deben estar marcadas de manera clara.

1. Underline the word pertaining to the parts of the house. (1 point)

   Bedroom   dog   dining room   cat   kitchen   pencil   bathroom

2. Choose the word from the box and put it below each picture. (2 points)

Legs	Hand	Ears
Head	Mouth	Arms
Eyes	Nose	

_____   _____   _____   _____

_____   _____   _____   _____
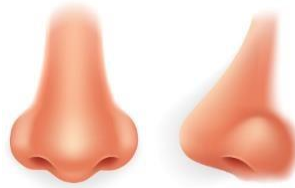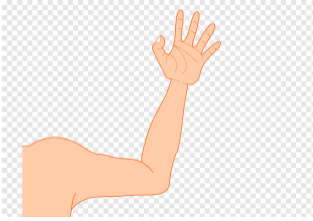
3. Match the ACTION VERB to action word. (1 point)

Swim

Run

Jump

Sing
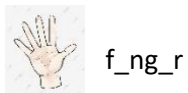
Play

4. Complete the sentences with the words in brackets. (2 points)
   (Clean, sleep, do, watch, drink, eat, play, read)

   1. I….……………games with my friends.
   2. I….…………… in my bed.
   3. We……………… Fish and chips.
   4. We…………………Tv with my brother.
   5. I….………………… milk for breakfast.
   6. I….……………………in the morning.
   7. I….……………………my house everyweek.
   8. I.…………………… books in my house.

5. write the parts of the house in the empty spaces. (2 points)

| HOUSE | HALL | BATHROOM | KITCHEN |
| CHIMNEY | ATTIC | BEDROOM | LIVING ROOM |
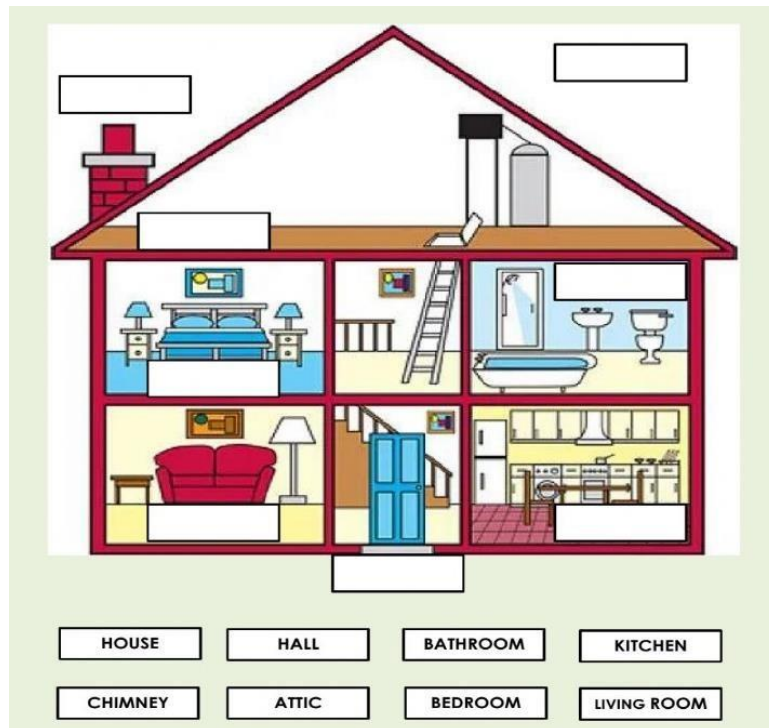
6. Fill in the missing vowels for each of the following words: (1 point)

b_ck

_y_

_ _ r

l_ps

f_ng_r

7. Write 5 ACTION VERB that you know. (1 point)

8. Put a tik. How do you think your vocabulary level is in the English language?
   Very good ☐
   Well ☐
   Regular ☐
   Bad ☐
9. It was easy for you to answer the diagnostic questions?

   Yes

ANNEX 5

<table>
<tr><td colspan="5"><div align="center">SCHOOL
"LA PROVIDENCIA"
LESSON PLAN No. 1</div></td></tr>
<tr><td colspan="2">COURSE: FIFTH "A"</td><td colspan="2">TOPIC: Parts of house.</td><td>AGE: 9-11 years old.
LEVEL OF ENGLISH: A1.2</td></tr>
<tr><td colspan="2">TEACHER: Milena Michelle Mejía Díaz.</td><td colspan="2">CLASS DURATION:
40 minutes.</td><td>TEACHING METHOD: On-site
CONTENT: Parts of house</td></tr>
<tr><td colspan="5">OBJECTIVE: Students will be able to recognise and learn the parts of the house and reinforce their vocabulary.</td></tr>
<tr><td colspan="3">CONTENT: Plural nouns in present simple.</td><td colspan="2">DATE: Monday, 16th January 2023.</td></tr>
<tr><td>PHASES/TIME SPENT ON EACH PHASE</td><td>ACTIVITIES</td><td>THE APPROACH</td><td>MATERIALS AND RESOURCES</td><td>ASSESSMENT INDICATORS</td></tr>
<tr><td>Entry slip (5 min)</td><td>1. Greetings to all, various questions about how to say the parts of the house in English.
2. Presentation of the topic.</td><td></td><td></td><td></td></tr>
<tr><td>The procedures
(25 min)</td><td>3. Give the topic and objective of the class.
4. Explain the topic with worksheets.
5. Ask students if they understood the topic.</td><td>1. Communicative Approach.</td><td>- The teacher.
- Worksheets
- Markers
- Board</td><td>- Questions and activities to evaluate what they have learned.</td></tr>
<tr><td>The assessment
(5 min)</td><td>6. Homework
- Students will have to complete an exercise where they write the parts of the house.</td><td></td><td></td><td>- Extra-class homework.</td></tr>
<tr><td>Exit slip (5 min)</td><td>7. Questions
Do you think these new ones will help you?
Do you think it is important to know aboutthis topic?</td><td></td><td></td><td></td></tr>
</table>

ANNEX 6

<table>
<tr><td colspan="4" align="center">**SCHOOL**
"LA PROVIDENCIA"
LESSON PLAN No. 2</td></tr>
<tr><td colspan="2">**COURSE:** FIFTH "A"</td><td>**TOPIC:** Action verbs.</td><td>**AGE:** 9-11 years old.
LEVEL OF ENGLISH: A1.2</td></tr>
<tr><td colspan="2">**TEACHER:** Milena Michelle Mejía Díaz.</td><td>**CLASS DURATION:**
40 minutes.</td><td>**TEACHING METHOD:** On-site
CONTENT: Action verbs</td></tr>
<tr><td colspan="4">**OBJECTIVE:** Students will be able to write sentences with action verbs.</td></tr>
<tr><td colspan="2">**CONTENT:** Action verbs.</td><td colspan="2">**DATE:** Monday, 16th January 2023.</td></tr>
</table>

PHASES/TIME SPENT ON EACH PHASE	ACTIVITIES	THE APPROACH	MATERIALS AND RESOURCES	ASSESSMENT INDICATORS
Entry slip (5 min)	1. Greetings to all, various questions about how to say the parts of the house in English. 2. Presentation of the topic.			
The procedures (25 min)	3. Give the topic and objective of the class. 4. Explain the topic with worksheets. 5. Ask students if they understood the topic.	1. Communicative Approach.	- The teacher. - Worksheets - Markers - Board	- Questions and activities to evaluate what they have learned.
The assessment (5 min)	6. Homework - Students will have to complete an exercise where they write the action verbs.			- Extra-class homework.
Exit slip (5 min)	7. Questions Do you think these new ones will help you? Do you think it is important to know about this topic?			

ANNEX 7

SCHOOL "LA PROVIDENCIA" LESSON PLAN No. 3		
COURSE: FIFTH "A"	**TOPIC:** Parts of the body.	**AGE:** 9-11 years old. **LEVEL OF ENGLISH:** A1.2
TEACHER: Andreina Anuska Campoverde Agurto.	**CLASS DURATION:** 40 minutes.	**TEACHING METHOD:** On-site **CONTENT:** Parts of the body.
OBJECTIVE: Students will be able to identify the parts of the body through practical exercises.		
CONTENT: Parts of the body in real context.		**DATE:** Monday, 16th January 2023.

| PHASES/TIME SPENT ON EACH PHASE	ACTIVITIES	THE APPROACH	MATERIALS AND RESOURCES	ASSESSMENT INDICATORS
Entry slip (5 min)	1. Greetings to all, warm up on how to recognise body parts. 2. Presentation of the topic.			
The procedures (25 min)	3. Give the topic and objective of the class. 4. Explain the topic with worksheets. 5. Ask students if they understood the topic.	1. Communicative Approach.	- The teacher. - Worksheets - Markers - Board	- Questions and activities to evaluate what they have learned.
The assessment (5 min)	6. Homework - Students will have to complete an exercise where they write the parts of the body.			- Extra-class homework.
Exit slip (5 min)	7. Questions Do you think these new ones will help you? Do you think it is important to know about this topic?			

ANNEX 8

Test

Name:

Course:

Date:

1. Put the words in the correct place.

LEG	HEAD	EYES

FOOT	FINGER	NOSE	MOUTH

EAR	ARM	SHOULDER
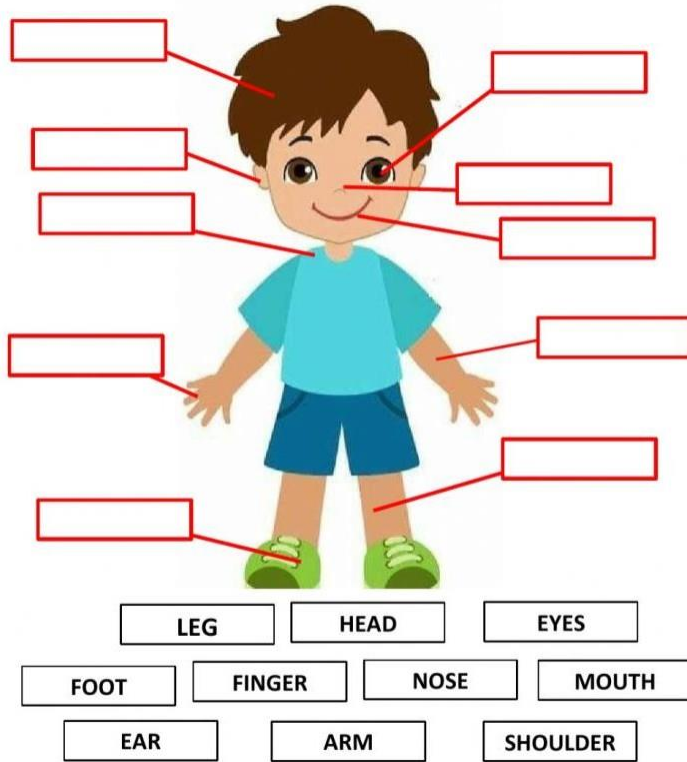
2. Complete the sentences with the correct answer.

- WHERE IS MUM? SHE IS IN THE... [   ]

- WHERE IS BROTHER? HE IS IN THE... [   ]

- WHERE IS DAD? HE IS IN THE... [   ]

- WHERE IS SISTER? SHE IS IN THE... [   ]

- WHERE IS BABY? HE IS IN THE... [   ]

- WHERE IS GRANDMA? SHE IS IN THE... [   ]

- WHERE IS GRANDPA? HE IS IN THE... [   ]

3. Match the picture with the correct action verb.

Match

RIDE A BIKE

RUN

JUMP

PLAY TENNIS

SWIM

PLAY BASKETBALL

PLAY FOOTBALL

DANCE

SING

ANNEX 9: CLASS SYSTEM