



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**ENGLISH LANGUAGE VOCABULARY DEVELOPMENT IN
HIGH SCHOOL STUDENTS**

**MURGUETIO DIOSES DAYANNA ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**PINEDA MOCHA NAYELI MARGOTH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**ENGLISH LANGUAGE VOCABULARY DEVELOPMENT IN
HIGH SCHOOL STUDENTS**

**MURGUEITIO DIOSES DAYANNA ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**PINEDA MOCHA NAYELI MARGOTH
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 LANGUAGE VOCABULARY DEVELOPMENT IN
HIGH SCHOOL STUDENTS**

**MURGUEITIO DIOSAS DAYANNA ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**PINEDA MOCHA NAYELI MARGOTH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

PINTO SANCHEZ YAZMIN LISSETH

**MACHALA
2022**

ENGLISH LANGUAGE VOCABULARY DEVELOPMENT IN HIGH SCHOOL STUDENTS.

por Murgueitio Dioses Dayanna Elizabeth - Pineda Mocha Nayeli
Margothe

Fecha de entrega: 13-mar-2023 10:45a.m. (UTC-0500)

Identificador de la entrega: 2036237750

Nombre del archivo: MURGUEITIO_Y_PINEDA.pdf (1,001.27K)

Total de palabras: 11464

Total de caracteres: 64023

ENGLISH LANGUAGE VOCABULARY DEVELOPMENT IN HIGH SCHOOL STUDENTS.

INFORME DE ORIGINALIDAD



FUENTES PRIMARIAS

1	Submitted to Universidad Técnica de Machala Trabajo del estudiante	4%
2	repositorio.uta.edu.ec Fuente de Internet	2%
3	repositorio.utc.edu.ec Fuente de Internet	<1%
4	www.scribd.com Fuente de Internet	<1%

Excluir citas Activo
Excluir bibliografía Activo

Excluir coincidencias < 40 words

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

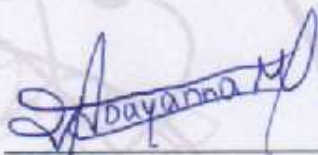
Las que suscriben, MURGUEITIO DIOSES DAYANNA ELIZABETH y PINEDA MOCHA NAYELI MARGOTH, en calidad de autoras del siguiente trabajo escrito titulado ENGLISH LANGUAGE VOCABULARY DEVELOPMENT IN HIGH SCHOOL STUDENTS, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos 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 disposiciones 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.

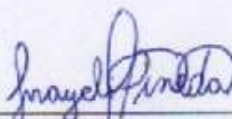
Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

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.



MURGUEITIO DIOSES DAYANNA ELIZABETH

0704804228



PINEDA MOCHA NAYELI MARGOTH

0706429115

DEDICATION

This work is dedicated to my parents Margarita Dioses and José Luis Murgueitio for being an important pillar in this whole process of educational formation and also for giving me the necessary strength to not give up on the road and achieve my own goals to become a successful person of which they feel proud and thus repay them for all the love and patience they have had with me. On the other hand, I also want to dedicate this to my friends who have been present in the funniest and saddest moments of my college life, giving me their unconditional support at all times.

Dayanna Elizabeth Murgueitio Dioses

I dedicate this work to my parents, who have been responsible for my personal and student development. Thanks to their unconditional support and their great teachings, they have made it possible for me to reach this moment. I am also grateful for the support and affection of my dear friends, who have given me strength and motivation to move forward day by day, and together we have made great memories, which in the future will be pleasant to remember. Also, a special thanks to my teachers, who with their warmth, have fostered in me the feeling of self-improvement.

Nayeli Margoth Pineda Mocha

ACKNOWLEDGEMENT

I want to express my total gratitude to the professors of this career, especially to Lcda. Odalia LLerena Companioni, PHD, for the great dedication and support she gave us for the successful completion of our project and to Lcda. Yazmín Pinto, Mgs, for being the tutor of our project, who also showed great commitment from the first day for this work to be carried out.

Dayanna Elizabeth Murgueitio Dioses

My personal thanks to my dear teachers, who have been able to guide me through these four years of study, especially to our dear tutor Yazmín Pinto, Mgs, who was a great help to us.

Nayeli Margoth Pineda Mocha

RESUMEN

Este proyecto de titulación tiene como finalidad diseñar un sistema de actividades haciendo uso de recursos didácticos, los cuales aportan de manera positiva al desarrollo del vocabulario. La hipótesis en la que se basa el desarrollo de este proyecto es que la implementación de un sistema de clases con el uso de la gamificación como recurso didáctico, mejorará el vocabulario del inglés de los estudiantes de 2do A de bachillerato del Colegio Carmen Mora de Encalada. Se hace uso del paradigma cuantitativo con un enfoque pre experimental, con el empleo de métodos históricos y empíricos, tales como la observación, la ejecución de prueba diagnóstica (pre-test) y de una evaluación integral (post-test). La población que se analizó fue de 26 estudiantes, los cuales 12 fueron seleccionados para la aplicación del método mediante la prueba diagnóstica debido a su bajo nivel de vocabulario. La aplicación de métodos consistió en varias clases utilizando recursos didácticos, tales como la gamificación, materiales audiovisuales, worksheets y entornos virtuales.

Palabras clave: recursos didácticos, gamificación, diagnóstico, métodos, vocabulario, sistema de actividades, implementación.

ABSTRACT

The purpose of this degree project is to design a system of activities using didactic resources which contribute positively to the development of vocabulary. The hypothesis on which the development of this project is based is that the implementation of a system of classes with the use of gamification as a didactic resource will improve the English vocabulary of the students of the Carmen Mora de Encalada High School. The quantitative paradigm is used with a pre-experimental approach, with the use of historical and empirical methods, such as observation, the execution of a diagnostic test (pre-test) and a comprehensive evaluation (post-test).

The population analyzed was 26 students, 12 of whom were selected for the application of the method by means of the diagnostic test due to their low level of vocabulary. The application consisted of several classes using didactic resources, such as gamification, audiovisual materials, worksheets and virtual environments.

Key words: didactic resources, gamification, diagnosis, methods, vocabulary, activity system, implementation.

INDEX

INTRODUCTION.....	8
Historical Framework	13
Chapter 1. The use of didactic resources and gamification for vocabulary improvement.	13
1.1 Historical evolution of the use of didactic resources (gamification) for vocabulary development in English language teaching.....	13
1.2 Theoretical characterization of the use of didactic resources for vocabulary development in English language teaching.....	15
1.2.1. Characteristics of the English language teaching and learning process. The use of didactic resources.....	16
1.2.2. Technological learning environments. Use of gamification for teaching English vocabulary.....	18
1.2.3. Vocabulary development in a second language for the improvement of oral expression.....	21
1.3. Contextual characterization of the English language teaching and learning process in the high school of Carmen Mora de Encalada High School.....	23
1.3.1. The process of teaching and learning English in Ecuador. Its characteristics in high school.....	24
1.3.2. Analysis of the diagnostic test results	26
2. METHODOLOGICAL FRAMEWORK.....	32
2.1. Type of research	32
2.2 Research Design.....	32

2.3. Population	33
2.4. Research Methods	33
2.4.1. Empirical method	33
CHAPTER III: INTERVENTION PROPOSAL	36
3.1 Theoretical foundation of a system of activities using didactic resources for the development of vocabulary in high school group A students of the Carmen Mora de Encalada School.	36
3.2 Didactic rationale of the system of activities using didactic resources.....	38
3.3. Characterization of the didactic resources for the development of vocabulary in the English language.....	39
CHAPTER 4: DISCUSSION OF RESULTS	45
4.1. Integral evaluation (post-test)	46
4.2 Hypothesis Testing	49
4.2.1 Expected and Observed Frequencies.....	49
4.2.2. Chi-Cuadrado calculation	50
.....	50
CONCLUSIONS	51
REFERENCES:	53
ANNEX 1	57
ANNEX 2	59
ANNEX 3	61
ANNEX 4	64

ANNEX 5	65
ANNEX 6	66
ANNEX 7	67
ANNEX 8	68

INTRODUCTION

Throughout history, the English language has been one of the most spoken languages around the world, thus becoming a universal language, due to globalization and the need for people to communicate with others in the same language. Learning a foreign language not only creates a communicative link between societies, but also allows people to be updated on scientific, political, educational and international trends, opening the educational system to change significantly for the different needs that are required in the academic field (García, et, 2006).

Since years ago, Ecuadorian students have shown disinterest in the acquisition of a second language, because learning a new language was not relevant in the curriculum, in addition, this subject was considered optional. Therefore, each educational institution had the power to choose whether or not to include it in its curriculum (Peña, 2019).

The aforementioned supports the results obtained after an Education First study, where it was established that the Ecuadorian population has an insufficient level of English, ranking 90th out of 112 countries, compared to other countries, such as Malaysia, whose results were satisfactory (Education First, 2021).

There was a change from 2014, when the government, through its ministerial agreements, put due attention to the study of new languages, especially English. New methodological strategies were applied within the teaching of languages at the national level, highlighting that, in higher education within the Codified Regulations, it was established that students, in order to graduate from their respective careers, must obtain the B2 level (Peña, 2019).

Currently, one of the main strategies for learning the English language has been the acquisition of vocabulary, helping students to improve their lexic and make use of it in everyday life as part of the acquisition of new knowledge of this language. Since the lexicon allows us to communicate our experiences, feelings or thoughts, it is necessary to teach useful vocabulary to the student based on a social and educational context (Vega, 2006, p. 174).

To make this possible, for many years the Grammar-Translation method was used, which is conformed by a more traditionalist approach, whose teaching was based on memorizing vocabulary in long lists with their respective meanings, in the same way, grammatical rules were to be learned in a similar way, causing demotivation, boredom and little oral practice in students, so it gave unsatisfactory results. (Bonilla, 2013)

The importance of grammatical and lexical knowledge in this language is very necessary, however, we must know that in order to improve it, it's necessary that people face a real context where they can put into practice not only the grammar taught, but also the communicative skills, which will help their pronunciation and a better understanding of new words. (González, 2009).

Vocabulary is a fundamental basis for the development of different skills such as reading, speaking, writing and listening because having a broad vocabulary makes it possible to understand texts, audios, and, as well as the proper use of the lexic in oral production. By mastering it, we will be able to facilitate the implementation of grammar by learning new terms or expressions which will help us to know their meaning immediately. (Siqueira, 2007)

Through the hours of pre-professional practices in the Carmen Mora de Encalada School it was observed that:

- Students lack basic English vocabulary and structures.
- Poor fluency and confidence due to fear of making a mistake and being corrected.
- Insufficient number of English books to guide teachers.
- Few methodological resources for teaching and learning.

According to the problems mentioned above, the following **research question** is posed:

How to improve the vocabulary of the English language in the students of group A of the second year of baccalaureate at Carmen Mora de Encalada school.

The **object of the research** is the teaching-learning process of the English language in high school.

The possible causes of the problem are:

- Insufficient communication in the classroom.
- Unfavorable school environment due to overcrowding in small classrooms.
- Inadequate students' attitudes when learning English.

GENERAL OBJECTIVE:

To implement a class system with the use of gamification as a didactic resource for the improvement of the vocabulary of the English language in the students of the second year of baccalaureate at Carmen Mora de Encalada school.

The **field of research** is didactic activities for teaching and learning vocabulary.

The research is developed based on the following **specific objectives**:

- To determine the theoretical background of the use of gamification as a didactic resource in the process of teaching and learning English as a function of vocabulary development.

- To diagnose the vocabulary development of second year of baccalaureate at Carmen Mora de Encalada school.
- To implement a class system with the use of gamification as a didactic resource for the improvement of English vocabulary.
- To corroborate if the system of classes with the use of gamification as a didactic resource improves the English vocabulary of the students of second year of baccalaureate at Carmen Mora de Encalada school.
- The **scientific hypothesis** of this project is: the implementation of a class system with the use of gamification as a didactic resource, improves the English vocabulary of the second year of baccalaureate at Carmen Mora de Encalada school.

The **independent variable** is the system of didactic activities that will be developed in the course of the classes according to the needs of each student following a specific order and adaptable to the development of vocabulary.

The **dependent variable** is based on vocabulary improvement, which is understood as having the ability to manipulate the lexicon of a foreign language with fluency and precision, complying with all the academic aspects required for the students' linguistic competencies to be the most optimal.

This research is carried out from a **quantitative methodological paradigm**, with an experimental approach, pre-experimental type, in which a pre-test and a post-test will be carried out.

The 12 students of the second year parallel “A” of baccalaureate at Carmen Mora de Encalada school are taken into account as the population.

The **importance of this research** is to promote the development of vocabulary in oral skills through the implementation of didactic activities such as audiovisual

materials and innovative gamification that motivate students to learn in a creative, individualized and group way.

The **practical contribution** of this work in the educational field is to make available a set of didactic activities, specifically, audiovisual materials that together with gamification will help the development of vocabulary in oral production in students.

The present research is **constituted by**: introduction, which provides us with a global approach to the research problem and the theoretical design, followed by the first chapter where the theoretical bases for the execution of our research work are highlighted.

Additionally, we have the methodological framework, which encompasses the type of research that will be used, the methods and instruments used for data acquisition. And finally, the conclusions and recommendations are put in evidence, together with the bibliographical references that corroborate the deep study carried out for the accomplishment of this writing.

Historical Framework

Chapter 1. The use of didactic resources and gamification for vocabulary improvement.

The present work was carried out with research related to the beginnings of the use of didactic resources and how they have advanced over time until reaching the present day with technologies based on educational games for the purpose of teaching English vocabulary through gamification.

1.1 Historical evolution of the use of didactic resources (gamification) for vocabulary development in English language teaching.

According to Tomalá & Murillo, (2013) the creation of didactic resources was due to the need to coherently transmit knowledge in education, so its use was formerly linked to the daily monotony of each person without having an idea of what a didactic resource meant. Therefore, it is deduced that the discernment acquired at that time was a complement to the didactic material since the word was considered a support resource.

The belief discipline of Pedro de Gante dating from the years 1525 to 1528 is considered the oldest support material of all times, whose goal was to spread religion to the population and influence the creation of agreement about expert believers. Through the aforementioned, it can be deduced that it was the first didactic resource corresponding to native peoples, which served for the teaching of Spanish in times of colonization (Tomalá & Murillo, 2013).

The history of didactic resources has been reflected along with the teaching process being the work *Orbis Sensualium Pictus* by J.A. Comenius, one of the first didactic materials created throughout the 17th century, which facilitated the acquisition of intellect through a combination of text and paintings of the time. Another particularity of this work to be considered as didactic was that it was written in the

"vernacular" language that only readers could decipher, thanks to the difference that made this great work compared to other texts written in Latin, it could cover a more diverse audience, since it contained understandable materials. (Palacios, 2022).

The use of other didactic materials for teaching was presented as a late process between the fourteenth and nineteenth centuries, but reached its peak in the mid-nineteenth century, where educational systems emerged, emphasizing that this phenomenon took place in the development of the industrial revolution. Therefore, printed didactic material became indispensable in the teaching and learning process in any modality or level. (Moreira, 2007).

Teaching resources are tools that allow autonomous education, so as science has advanced, education has been coupled to new trends, therefore, new educational technologies have been created with the purpose of favoring the quality of teaching and learning, in which gamification stands out and that Marczewski (2013) cited by Bedregal, et. al. (2019) describes "the application of game metaphors to real-life tasks to influence behavior, improve motivation and increase engagement" (p.4).

The beginning of gamification occurred thanks to the marketing implementation of several companies that sought the expansion of their products through the offering of gifts, accumulation of coupons and points, etc., and this was no exception for the area of education. According to Fandos and Gonzalez (2013) cited by Cascante and Granados (2018), they state that the use of games in the educational-professional field had an increase in 2008 and its use was on the rise from that year, as well as they state it in the article "Origin of educational gamification" Vergara, D and Gomez, A (2017) where several authors stand out, among them, Professor Malone who developed a research based on gamification within learning. In the same way Gee stands out, who tried to demonstrate the adaptation of video games in the classroom. and finally, we

have Sawyer and Smith who through games were able to add knowledge from different sectors.

From this, if we talk in a current context, gamification has become a method of support in education which has served for the understanding of various subjects with the purpose of generating an environment in which the student has fun learning new topics without the need to fall into the routine, offering new experiences and adapting to new trends and learning styles of each one.

Continuing along the same line, it is important to highlight that globalization worldwide has made it possible to generate great changes in the educational field, in this case the use of technological materials, highlighting that most of the learning is mediated through them, so it is no exception that gamification is used as the main resource in the teaching of English, so that people who are interested in learning or teaching can benefit educationally in a different and recreational way.

For the teaching of English vocabulary, gamification plays a very important role if you want to obtain positive results and significant learning, because if this type of strategy is used correctly, the student can associate and assimilate the vocabulary in an optimal way, generating great changes when memorizing and analyzing new words.

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

Teaching resources have various definitions " specialists in this subject tend to use a variety of terminology to refer to materials. Some speak of "means" or "didactic resources", "didactic aids", "educational means", "didactic material" or "curricular material" Madrid, D. (2001).

According to Morales (2012), cited by Vargas (2017) didactic resources are a group of materials that can be physical or virtual, which serve as support to the teacher to teach their classes, with the aim of capturing the attention and motivation of the student in a personalized way. Through these resources in the area of English, the development of all skills such as speaking, reading, writing, and listening can be promoted. The aim is to introduce this knowledge about the level of learning in which the students are, for that reason it is of utmost importance to use the didactic materials strategically in the classroom.

Almeyda (2000) cited by Meléndez and Huaman (2018) states that teaching material should gradually move from easy to difficult, that it should be easy to use, according to the age of the student. Knowing this, didactic resources are a favorable contribution to the teaching-learning process of the English language, since in order to teach a new language, it is necessary for the teacher to be dynamic and rely on them because not all students learn in the same way, so it is necessary to find a way to reach the students' knowledge.

1.2.1. Characteristics of the English language teaching and learning process. The use of didactic resources.

The didactic resources in English lead to meaningful learning, as corroborated by (Brown, 2010) cited by (Diaz, et,2013) when mentioning that "The use of resources can have an important impact on the teaching and learning of languages" If what is sought is the improvement of vocabulary in this language, the most recommended resources would be the striking illustrations that quickly capture the attention and thus generate a means of memorization that can be associated with new words.

In addition, another very important point to consider is that these are also often related to technology, so the teacher has to expand their creativity, encouraging students in a collaborative environment. You can make use of traditional didactic resources or innovative ones, such as educational games, which are mostly designed according to the age and needs of the participants, which will also help to create a competitive environment of who gets more points in the tasks that the game proposes, so the teacher can have a broader view of the tastes of their students.

According to Moya (2010), didactic resources are classified as follows:

Printed texts

These resources have a physical form and their main objective is to share information and support the teacher when teaching their classes, these can be: magazines, newspapers, educational books and instructional manuals.

Audiovisual materials

Audiovisual materials are social media, which are related to the image and audio, they are usually used to get out of the everyday and make the topic more striking, besides they are also very beneficial for students to hear the pronunciation of words or to relate images with words in English, these are: slides, projectors, flannelgraphs, educational videos, radio.

Didactic boards

The didactic boards serve to reinforce the explanations given by the trainer and encourage students to participate actively, among them are the blackboard, posters, flip charts.

Computer-based educational resources

Computer resources have been very important for today's schools, their recognition and implementation was given thanks to current trends such as social networks, applications or informative forums where learners can inquire about topics of global interest as well as educational and in English these have helped many people to be motivated to learn and learn more about this language. To have a broader view of these materials we are talking about: computers, DVDs, online bookshops, blogs, cell phones, internet, etc.

1.2.2. Technological learning environments. Use of gamification for teaching English vocabulary.

The technological advances that have emerged in the world have been very significant in today's education thanks to the great boom it has had in the new generations. And in educational institutions is no exception, since the student, being immersed in such a globalized environment, seeks ways to link their learning with this type of tools, thus becoming an interesting way to search for information on topics related to what they are learning and soaking up new knowledge that may be difficult to assimilate in the classroom.

For this reason teachers should be in constant training on how to use these technological resources in the classroom, so that in this way they can be in line with new trends in teaching-learning styles, which will produce in students an innovative way of seeing their learning, and not only the everyday as the implementation of much theory, memorization or repetition of the same topic if not also take it to the practical with the use of the internet where the teacher has the facility to search for images,

videos, games, songs, etc.. The teacher has the facility to search for images, videos, games, songs, etc. of the topic he is dealing with and as a result of this offer students interactive tasks that are related to what they saw or heard, such as making use of applications such as zoom to create dialogues of the images that were taught and then present it in class, taking into account that one should not judge negatively the mistakes that the student may have made when pronouncing or misspelling a word, but rather go to advice that can improve these shortcomings.

The use of technological tools in the classroom, stimulates students to enhance the skills required in the English language, along with oral communication and the use of vocabulary learned much more easily.

Therefore, the role of the teacher as facilitator and mediator between learning and the student, will be to evaluate the place and space to implement the appropriate methodology according to the factors mentioned above, and in relation to the different learning rhythms and pedagogical needs of each student.

It should be emphasized that technological environments within the learning of the English language allow the student to work personally in the elaboration of his own knowledge, since the acquisition of information at the moment of manipulating technology does not have a measured time, it will favor the development of new vocabulary and the use of the same in the different communicative skills.

As a result of the use of the technological boom in English classes, a greater communicative exchange is achieved, so that the student is able to assimilate and express what he has learned, thus incorporating it into his daily routine. (Venzal, 2012). Today, teachers can make use of numerous tools to attract the attention of students, among which stands out the implementation of gamification, where the game in

pedagogical environments is the main participant, so that not only improves student participation but the diversity in which this tool can be used in different educational contexts. Emphasizing the learning of English, the use of gamification as the main didactic resource has a great value when developing and polishing oral expression skills.

Therefore, (Orade, 2012) cited by (Molina, 2021) points out that in order to achieve a significant increase in students' communication skills, several activities are required, such as: games, puzzles, problem solving, fill in the blanks, among others. Implementing gamification within the learning process of a foreign language will serve as an important strategy to capture the attention from the beginning of the teaching of this language, which will cause the participants of this process to raise their expectations of what they want to achieve by learning this language.

The use of gamification for the improvement of vocabulary in the English language will also help the student to generate in himself a self-interest to look for new words within applications that give them the opportunity to continue advancing in their need to expand dialogues, which in turn will improve their oral expression and will have more confidence when speaking in the classroom. It is important to emphasize that this is also a medium that will develop competitiveness in students since many of the applications include a timed time for the completion of activities along with the score obtained, which can allow the teacher to constantly evaluate the achievements of their learners.

1.2.3. Vocabulary development in a second language for the improvement of oral expression.

For Genouvrier (s. a) cited by Canizales and Moreno (2013), the lexicon "is the set of all the words that are available to the speaker at a given time" according to the aforementioned we can have an idea of what it means, that is, it is everything that constitutes a language, while vocabulary is detailed as "the set of words actually used by the speaker in a specific speech act", so that the lexicon is considered as something more personal, since it is the set of words used on a daily basis, while the vocabulary is the grouping and integration of new words to be used in the lexicon.

Ellis (1985) cited by Vivanco (2001) argues that the acquisition and learning of a second language is influenced by causalities between the learner and the learning, so it becomes difficult to predict what kinds of results will be obtained.

However, the process of second language acquisition is strongly influenced by the mother tongue, which presents a problem in students who do not come from English-speaking environments, as opposed to the visible advantage of students who, despite being Spanish-speaking, have grown up using a second language at an early age.

According to Cárter and Mc Carthy (1987, p. 174) cited by Vivanco (2001), they state that there is a certain similarity between the lexicon acquired when learning a new language and the lexicon acquired in the mother tongue. Both are based on personal, socio-affective, psychological and occupational cases. For example, a doctor who needs to use English for occupational purposes will master the vocabulary corresponding to medicine and health. In other words, the interaction between these two languages will be constantly influenced by each other.

Several years ago, it was common to learn vocabulary by memorizing long concepts or lists of verbs, adjectives, pronouns, adverbs, among others. However, this has been changing over time, so the teacher's duty is to encourage the taste for learning through interactive resources, because through them you can refresh the previous knowledge of students, thus the terminology learning would be in the hands of students, because this is considered as something personal.

When teaching new vocabulary, not only is it helping the students to assimilate its meaning, but it will also help them to understand a written text or to differentiate the words taught through their pronunciation, this is why it's so essential to use it constantly in the teaching of a language. A great way to understand how to use it would be to teach a new topic which has unknown words for the learners, this will serve as a starting point for them to search in dictionaries or on the internet for its translation or meaning. Another point of improvement would be their oral expression since through these students have the facility to build dialogues using these words, if the teacher does this it is easy for students to lose their fear of speaking and enhance their interest in learning.

To introduce the use of vocabulary, several tricks can be used such as memorization, repetition, interactivity among classmates, the constant use of new words in everyday life or in the formation of sentences in class, in this way the student will be gradually assimilating the writing and improving their oral communication in the English language.

Oral expression should be on par with the grammar of a new vocabulary because if the student does not have a good command of it, at the moment of speaking it could generate confusion, especially in pronunciation, which will produce that the communicative message that one wants to achieve is not understandable for the

addressee, hence the importance of strengthening the ability of speech in students and their confidence when expressing themselves on an educational topic or of their personal interest.

1.3. Contextual characterization of the English language teaching and learning process in the high school of Carmen Mora de Encalada High School.

In Ecuadorian educational institutions there have been significant changes in the teaching of the English language due to the actions proposed by the Ministry of Education in recent years, which has given more prominence to the learning of native and foreign languages in the country, with English as the main reference, since it is the target language worldwide for communication in the most important sectors of society.

Artículo 3.- DISPONER que para la implementación de la asignatura de inglés las instituciones educativas públicas incorporen a su planta docente, personal con calificación mínima de B2 de acuerdo con la escala del Marco Común Europeo de Referencia para las lenguas, y pongan a disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá emitir a la respectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés. (MINEDUC, 2014)

The Carmen Mora de Encalada school has been a great support for university students in the branch of pedagogy of national and foreign languages to exercise their community service practices contributing to the development of education in the student body with the help of teachers in this area to provide the necessary experience in their future work, where you can see the great commitment that their leaders have to

teach this language and there is also a small group of students who lie with the necessary knowledge according to their level and thanks to this some are creditors of scholarships.

Another highlight of this institution is that it is considered the only one in the canton of Pasaje to offer the international baccalaureate program which is aimed at students between 16-19 years of age, and aims to provide an effective teaching-learning process in compliance with international standards.

1.3.1. The process of teaching and learning English in Ecuador. Its characteristics in high school.

In Ecuador, the teaching and learning of a foreign language such as English has become necessary due to the new horizons that technology has brought with it, so that English has become a global communicative medium. However, Ecuador does not meet the required standards due to the lack of development of linguistic competencies of its students and poor teacher preparation.

According to agreement 0041-14 of MINEDUC (2014) stipulates the introduction of English as a subject with a 5-hour weekly load starting in the eighth year of basic education. Following this fact, in 2013 the teachers of this subject were evaluated through the TOEFL international certification exam, whose results were quite unfavorable, with 74% being considered with a basic level, in reference to the B2 level required to be able to practice.

It should be noted that the poor development of language skills of teachers together with the unassertive way of transmitting new information affect the learning process in Ecuadorian students, since they acquire a knowledge with shortcomings, whose errors will be reflected in future levels.

In 2016, The Ministry of Education decreed as mandatory the teaching of the English language, with the aim that the student at the end of their way through high school, their skills have reached the B1 as stipulated in the CEFR (The Telegraph, 2017). If we talk about its characteristics in high school students should culminate their studies with a level of A2 or B1 as explained in the previous paragraph, but this is not reflected since most of them only reach a basic level and this is given on many occasions by the lack of strategy or pedagogical preparation that teachers employ within the teaching of this language and the little disposition that students present when learning this language.

Although it can also be associated with external factors especially in public institutions where you can find more cases of the large number of students that exist in each classroom which will only cause that the experiences of each student will not be the same since it will only be a general teaching for the group and not an individualized one as the one that can be applied in smaller groups of studies although this will only depend on the teachers and their interest in reaching the knowledge of all their students, Another point is the little importance given to this subject where there are very few workshops or events that represent the great importance of learning this language in Ecuador and where the emphasis should be placed on the work and academic opportunities that knowing English can provide in the future.

The curriculum offered by the Ministry of Education for the different levels meets all the quality standards to offer a good education in the public education system, but that does not mean that it is applied as it is in the institutions, so it is necessary to follow up and improve infrastructure and administrative issues, especially in rural areas

which do not have the implementation of technological resources compared to schools in the urban sector.

On the other hand, the Ministry of Education delivers educational texts including the subject of English, which have the appropriate theoretical material for each grade and guides on activities to put into practice the knowledge acquired during the course of the class, which is beneficial for the teacher since he/she has a didactic resource to rely on.

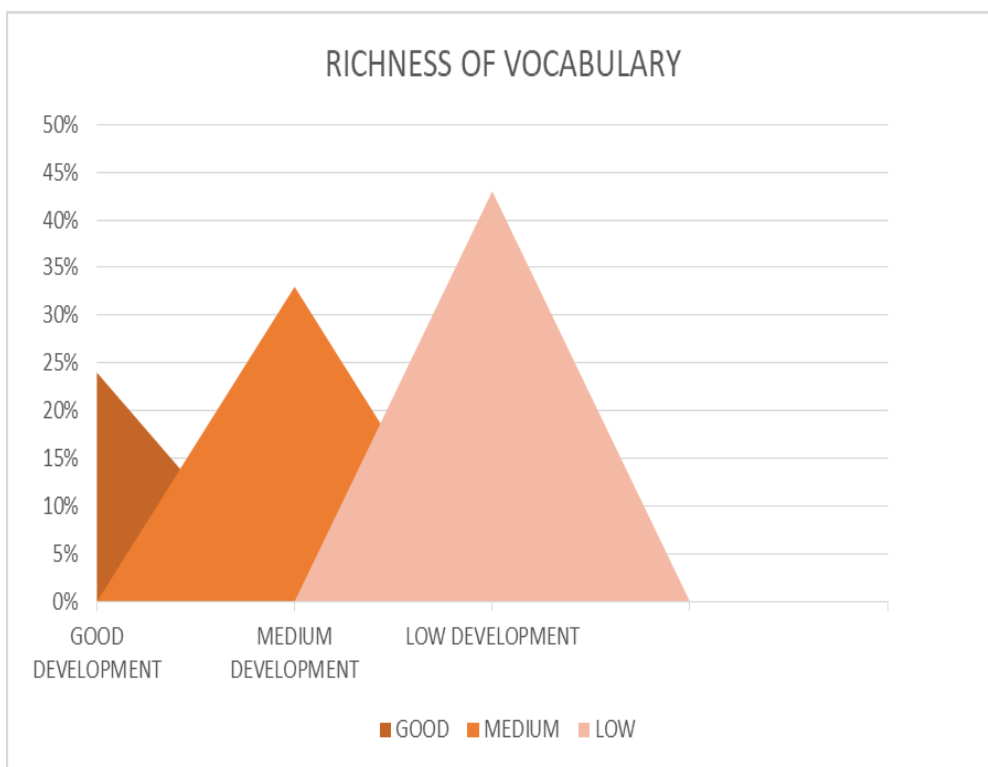
1.3.2. Analysis of the diagnostic test results

According to the instruments applied, it was possible to obtain the results of the diagnostic test applied to the students (Annex 1), which shows the level of vocabulary of the students, taking into account important points such as pronunciation, writing and mastery of the words acquired in the course of their school life.

Throughout the class of the 2nd parallel baccalaureate group "A", which has 26 students, it has been possible to demonstrate the lack of use of didactic resources, little dynamism, a lot of theory, and activities that do not give them the necessary practice to use what they have learned, which is why they cannot retain new words in the long term, making this a negative point, since the development of new vocabulary is a very important pillar to form simple sentences and thus advance to something more complex.

Diagnostic Test (Pre-test)

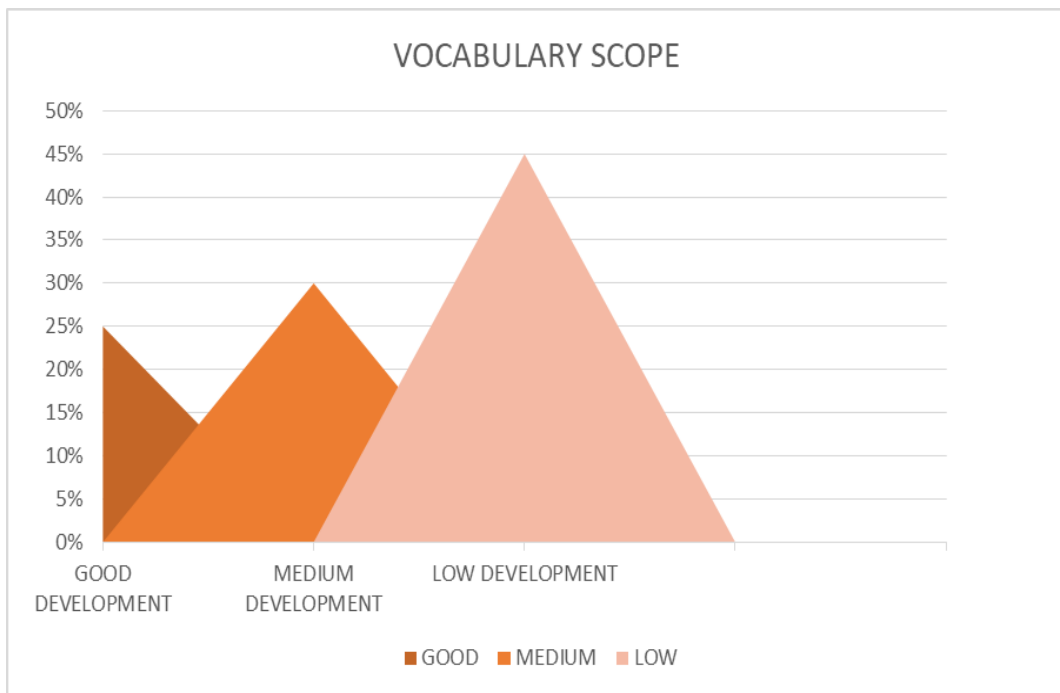
According to the results shown in Figure 1, which refers to the richness of vocabulary, i.e., the student's mastery of the vocabulary of both the previous and the current level, the following results were obtained:



LEVEL	STUDENTS
GOOD	6
MEDIUM	8
LOW	12

The richness of the vocabulary shows that only 6 students (24%) showed a great command of the English words they have learnt in the course of their schooling in this subject, 8 of them (33%) obtained an average development showing some deficiencies when pronouncing and writing certain words, and 12 students (43%) presented problems in completing the test, with a very scarce vocabulary that did not allow them to express ideas coherently.

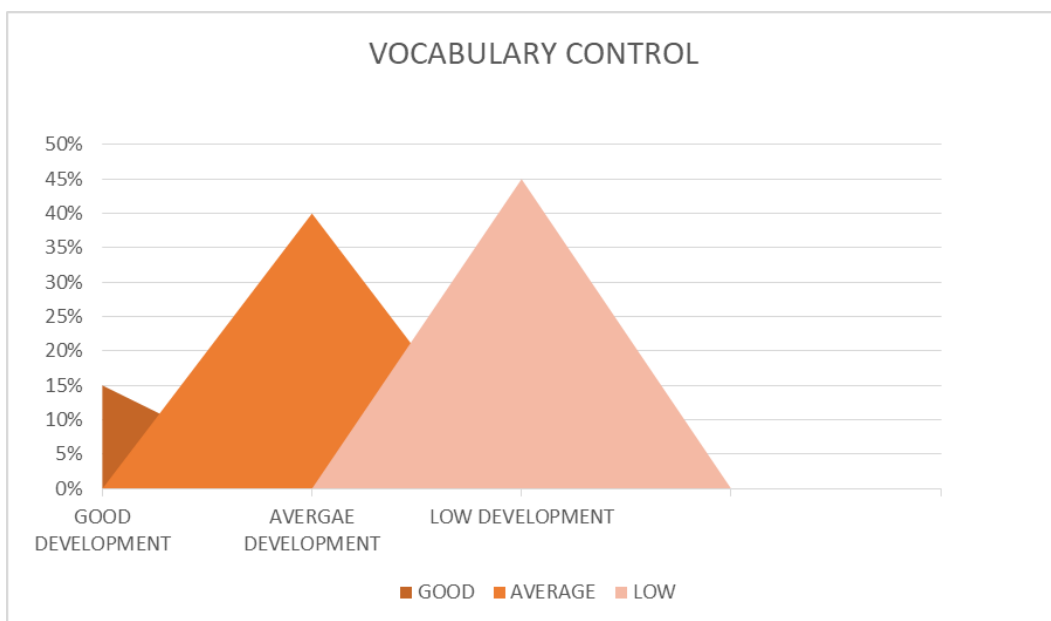
On the other hand, Figure 2: Vocabulary scope, which corresponds to the use of words related to a specific context, showed the following results:



LEVEL	STUDENTS
GOOD	7

MEDIUM	8
LOW	11

The scope was measured with the following levels: good which only 7 students (25%) maintained an excellent level according to the questions posed, which denotes that they can use the words related to concrete needs that they master, the next is the medium level which indicated that 8 students which would be equivalent to 30% reached an acceptable level in the scope they have to identify the words, Lastly, 11 students (45%), which is a large majority, did not meet the standards of this test, which is a worrying figure given that they do not remember many of the words given in the previous level or in the current one, which shows how little retentiveness they have used in this subject.



LEVELS	STUDENTS
GOOD	4
MEDIUM	10
LOW	12

Finally, Figure 3: Vocabulary Control, which analyzes the mastery of the learned words used in everyday life, showed that:

Only 15% (4 students) manifested to make good use of the vocabulary learned in their daily life, while 40% (10 students) presented slight errors at the time of pronunciation and differentiation of homophone words, and finally, 45% (12 students) showed great difficulty in using words to express their daily routine and problems in grammar.

The diagnosis made of all the topics proposed in each of the classes gave as a result that the vocabulary bank that most of the students have is very basic, which gives us a reference of the shortcomings that exist during the teaching-learning process of vocabulary and gives us a broader view of what system of activities we can implement and structure to seek improvements, taking into account that the institution does not have the necessary resources to implement and develop receptive and productive skills. Therefore, we looked for a way to have these resources to teach the classes and for the

students to have this support to capture their attention immediately with a subject that they are very familiar with, such as technology.

2. METHODOLOGICAL FRAMEWORK

This section presents the methodological framework of this research, determining the paradigm, design and type of research. Likewise, the chosen population is detailed together with the techniques and instruments to be applied to the subjects of the study, for the collection, application, verification, and analysis of the information in order to extract the results and achieve the conclusions which respond to the problem of the study.

2.1. Type of research

The present research was approached from a quantitative methodological paradigm, which is based on the measurement of observable phenomena by statistical, experimental, analytical, and numerical methods of a population amount to be studied for subsequent generalization for the obtained results. For Sampieri R. et al (2004) “El enfoque cuantitativo se fundamenta en un esquema deductivo y lógico que busca formular preguntas de investigación e hipótesis para posteriormente probarlas”.

2.2 Research Design

The research is carried out under an experimental design which is aimed through the behavior observation, manipulation of the variables that affect the research subject, and the analysis of its effect in the action field. It is a pre-experimental type, which is characterized by not having any type of control and does not intervene in the independent variable. According to Campbell (1969) cited by Chavez, et. (2019) mentions that "pre-experiments serve to approach the phenomenon being studied, administering a treatment or stimulus to a group to generate hypotheses and then measure one or more variables to observe their effects" for which a pre-test will be

performed in order to measure knowledge before the pedagogical procedure and a post-test to verify and observe its effect.

According to the level of analysis of its object, the research is of an explanatory type, since through the methods to be used it is possible to decree the cause and effect relationship, that is, it allows us to establish a hypothesis and describe the problem under investigation, as well as to find the causes of the same.

2.3. Population

We proceed to take a random probability sample that takes into account 12 students among a population of 26, who have presented problems in the development of oral expression. The selected students have an age range between 16 and 17 years old in the second baccalaureate students form Carmen Mora high school.

2.4. Research Methods

For this investigation the empirical and theoretical methods were used.

2.4.1. Empirical method

They reveal and explain the phenomenological characteristics of the object. They are mainly used in the first stage of accumulation of empirical information and in the third stage of experimental testing of the working hypothesis. (Cobas, et. al 2010)

RESEARCH MATRIX					
PROBLEM	STUDY VARIABLE (CONCEPTUAL DEFINITION)	DIMENSIONS	INDICATORS	INSTRUMENTS	ITEMS OR QUESTIONS
How to improve the vocabulary of the English language in the students of group A of the 2nd year of high school of the Carmen	Vocabulario: Sub habilidad del lenguaje que se refiere al dominio de las palabras y que se caracteriza por su riqueza, lo cual se refiere al número de palabras o expresiones que debe manejar el estudiante; el alcance, es decir los temas que debe saber el estudiante y el control que es el correcto uso que hace el estudiante	Richness of vocabulary Scope Control	Words mastered by the student Words related to specific needs mastered Words actually used	Pedagogical test	How many vocabulary words from the level or above do you identify? What vocabulary words from the previous or vocabulary words from the previous or current level related to the context of the communication? Which of these words do you actually use? Summary Category

<p>Mora de Encalada school?</p>	<p>de la lengua. (Pérez, N. (2013) (Pérez,N. (2013). Aprendizaje de vocabulario en inglés a través del enfoque por tareas en educación primaria para adultos. Tesis de Grado. Universidad Libre de Colombia)</p>				<p>Good Vocabulary Development: When it meets the dimensions of richness, range, and control.</p> <p>Medium vocabulary development: When you have good range and control over the application but a small number of words for the grade level.</p> <p>Low Vocabulary Development: Vocabulary is not rich and does not meet the specific needs included in the grade-level curriculum.</p>
---------------------------------	--	--	--	--	---

CHAPTER III: INTERVENTION PROPOSAL

The benefits that this work makes available to the educational sector for the teaching of new vocabulary in the subject of English, which would also benefit the improvement of skills such as speaking and pronunciation, are presented. Therefore, the use of didactic resources, specifically gamification and audiovisual resources, should be in accordance with the level of the students, thus promoting the development of vocabulary in the students of second year of high school parallel "A" of the Carmen Mora De Encalada school.

3.1 Theoretical foundation of a system of activities using didactic resources for the development of vocabulary in high school group A students of the Carmen Mora de Encalada School.

Connectivism according to George Siemens cited by Coria and López (2013) tries to integrate the technology that is so immersed in today's world and bring it to education, since it focuses on the limitations of three fundamental theories within teaching, which are behaviorism, constructivism and finally cognitivism, which seeks to explain how this technology can help people learn to take advantage of these resources and find in them a support to acquire new learning styles and in a more personalized way. Therefore, the digital era in which we are living offers countless opportunities for teachers and students to expand their knowledge without limitations.

A system of activities is defined according to Martinez (2006) cited by Romero, et al. (2011) as a set of interrelated activities that are integrated into a unit and thus contribute to the fulfillment of the objectives set to provide a solution to a predetermined scientific problem. A set is a system if there are connections between its

elements, each element of the system is considered indivisible and they interact as a whole.

A didactic resource is understood as any support material used by teachers of different learning areas to complement their classes according to the subject being taught, they are also of pedagogical help in students with different learning difficulties, being used as a more personalized guide in their studies for which the teacher must be in constant training of the new trends that cover these resources so that the teacher is able to diagnose the learning of their students so that they can put into practice what they have learned in their classes.

“Los recursos didácticos en la educación asumen un rol fundamental en el currículo educativo y la planificación macro, meso y micro curricular, los materiales didácticos y concretos en el proceso enseñanza–aprendizaje en el aula generan interacción, creatividad e innovación, por tal razón los recursos didácticos se articular con los objetivos, objeto de estudio problema, contenidos, formas de enseñanza, métodos, técnicas de trabajo cooperativo, recursos y la evaluación.” (Jirón, et. al. 2017)

The implementation of the system of activities using didactic resources should be carried out in an organized manner, for example, by planning the class, taking into account the objectives and skills that are expected to be improved during the course of the class, as well as adapting to the exact times when it is expected to make use of these resources and in which activity the teacher considers that it would be better to carry out these actions.

It should be noted that the teacher is the main developer of the system of activities, and should also be involved in identifying the needs of his or her students, since this process will benefit the student in the teaching and learning process of this foreign language.

The proposed system of activities for vocabulary development consists of the following didactic components:

Introduction: where the scope is established by providing information that serves as background, prior to the information that will be given.

Medium: providing and sharing access to the different digital resources.

Organization: time allocation for each activity and the way of grouping students.

Activities: Tools designed for the system of activities, where the student makes use of the information that together with the didactic resources has been obtained.

Resources: selection of didactic resources and digital platforms for student practice.

Process: explanation of the steps to follow for the fulfillment of the designated activities.

Evaluation: make known how and what content will be evaluated.

3.2 Didactic rationale of the system of activities using didactic resources.

What is expected with this system of activities is to facilitate the acquisition of new vocabulary to those students who present difficulties in learning this language, and that they can put it into practice in real contexts, either in the classroom or in their daily

life, which will favor the full development of the other skills that coexist with vocabulary.

It is expected that by including these didactic resources in the teaching-learning process of group A belonging to the 2nd year of High School, of the "Carmen Mora de Encalada" School, the students will be able not only to know their writing, but also the respective meaning and correct pronunciation through repetition during the classes where the system of activities was applied.

3.3. Characterization of the didactic resources for the development of vocabulary in the English language.

For the development of methodological planning, the classes will be taught with the use of didactic resources specifically designed for vocabulary development. Gamification as a resource is of vital importance since it puts into practice what we seek to teach through structured games designed for the learning of specific vocabulary.

Gamification is a flexible resource that can be used to teach any class, in this case, vocabulary learning. Classes will be given using didactic resources with the objective of diagnosing and putting into practice the material developed with the selected group. In the development of the last activities, it will be possible to verify their progress in terms of the learning acquired and how effective was the use of didactic resources in the teaching and learning of the planned vocabulary and if it can be used integrally with the English language skills.

Class N°1:**Title:** Pre-test**Objective:** To identify students' strengths and weaknesses in terms of vocabulary learned in previous levels through the pre-test.**Procedure:** The teacher will give a pre-test guide to the students about what the pre-test will be about, which will have multiple-choice questions, to make it easier for them to answer them.**Resources:** Evaluation sheet**Class N°2:****Title: Present Simple and Daily Routines****Objective:** To produce oral texts about daily routines using the Present Simple with the given indications.**Procedure:** At the beginning of the class, a brief introduction of the topic to be taught will be given, the warm up will be used, which will be of help both to know the previous knowledge and to familiarize the students with the new vocabulary, then we will proceed to teach the topics using slides and images that will serve as support for the students to learn in a better way, and by means of the audiovisual materials we will capture the attention of the students, being able to effectively develop the required skills.

First, cards containing images that refer to daily routines will be provided, and in a given time they will have to memorize the words corresponding to the image, and

then make use of the words learned by means of simple sentences that will be carried out in the role-play activity. And finally the teacher will perform a small activity through a digital platform, in order to put what they have learned into practice, this activity consists of observing the images and choosing the correct answer, which will be manifested in geometric figures to make it more fun and innovative.

Resources: Images, slides, cards, audiovisual material, Kahoot, pair work.

Class N°3:

Title: Adjectives

Objective: To observe images that help students remember adjectives in order to make descriptions, narrations and short descriptions.

Procedure: The class will begin with images that will help students identify adjectives. The next thing will be to send them a link that will take them directly to an educational game that refers to the topic so that the class becomes more dynamic and finally they will have to apply what they have learned through a brief demonstration that will have to be done in pairs describing each other.

Resources: images and online games.

Class N°4:

Title: Family members and Professions

Objective: To identify and correctly pronounce the new vocabulary items that will be taught in this class so that students can retain this knowledge in the long term.

Procedure: To begin this class the teacher will give a brief introduction that will consist of remembering the vocabulary related to Family members and Professions and then proceed to ask questions about how their family is made up relating it to what type of profession each one of them has and then share it with the class in a more synthesized way and will provide a booklet containing all the words of this vocabulary learned with its translation into Spanish so they can make an essay making use of this vocabulary. Finally, as an evaluation of the knowledge acquired, an activity will be carried out in worksheets using the scramble method, which consists of ordering the words.

Resources: Handouts, Worksheet

Class N° 5

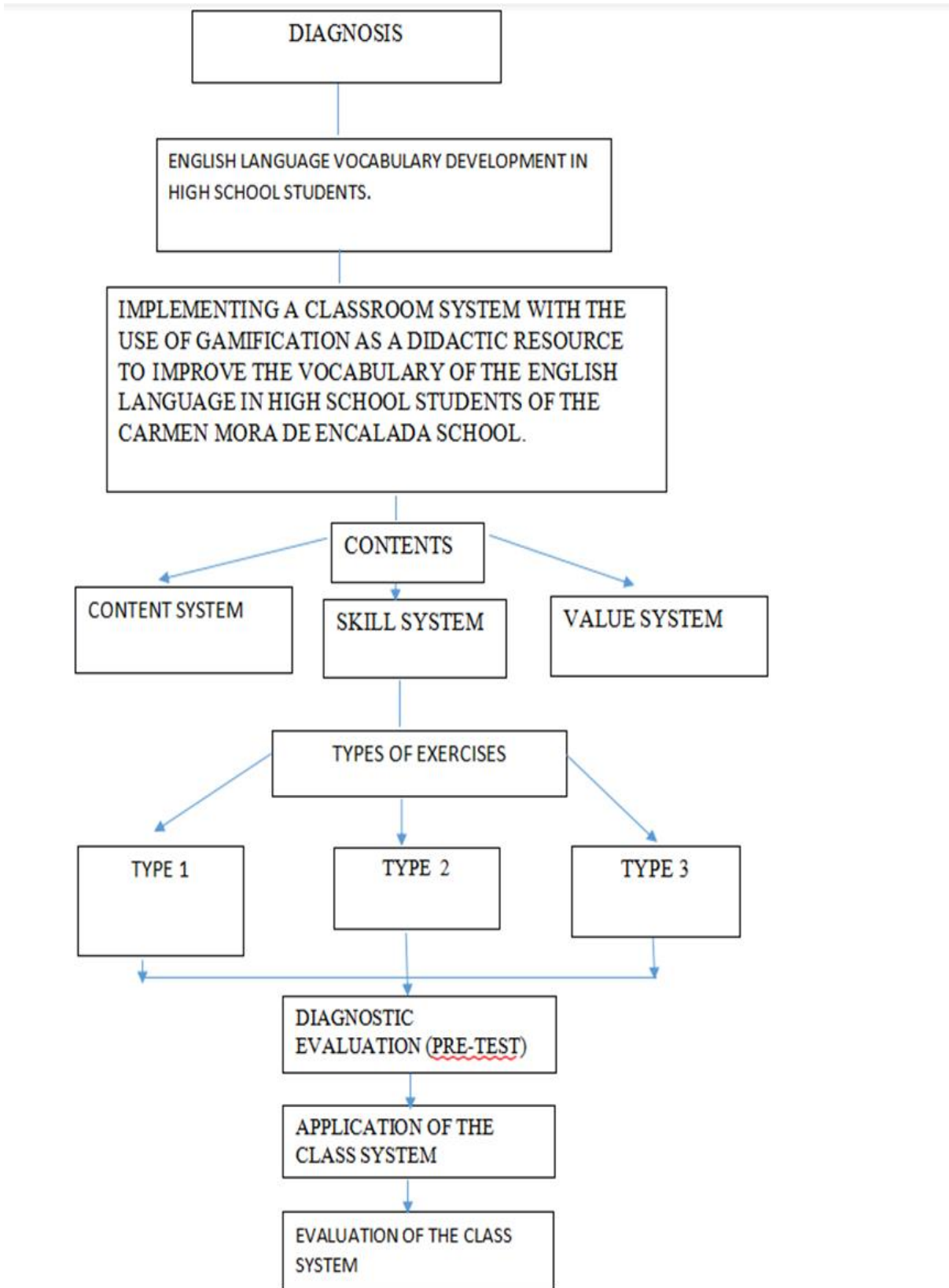
Integral Evaluation

Objective: To evaluate the progress obtained after the application of the didactic resources and gamification detailed in the proposal.

Evaluation Stage: After implementing the system of activities structured for students to develop a more extensive vocabulary, evaluations were taken at the end of each class corresponding to the following topics: Daily Routines, Adjectives, Family members and Professions, which were supported by didactic resources: Daily Routines, Adjectives, Family members and Professions, which were supported by audiovisual didactic resources and educational virtual games.

Then an integral evaluation was designed, which was a general study based on the topics covered using virtual environments to make it dynamic and easy for students to execute. After applying all this, significant results were obtained in comparison with the pre-test, 7 of the 12 students obtained the maximum grade which was 10 out of 10,

3 obtained 8 and 2 obtained 7. These results indicated that the resources and gamification used in the course of this project achieved a positive and noticeable change in this sample of students, who were the ones who presented the most difficulties on these topics that are very basic for the level in which they are.



CHAPTER 4: DISCUSSION OF RESULTS

This chapter shows the results obtained after the development of this research making use of didactic resources which together with gamification improved the development of vocabulary in students of the second year of high school parallel "A" of the "Carmen Mora De Encalada" Educational Unit.

This project has a quantitative methodological approach referring to a learning theory called connectivism, which integrates technology in the educational context, which is the line being followed in this research. Thanks to the fact that it was possible to demonstrate the students' deficiencies in the use of vocabulary, it was decided to use a pre-experimental design, which contains the pre-test, in order to make a diagnosis about the lexical level, and a post-test to observe the progress obtained in the process, using techniques such as evaluations, documents, observations, statistical graphs and learning based on images.

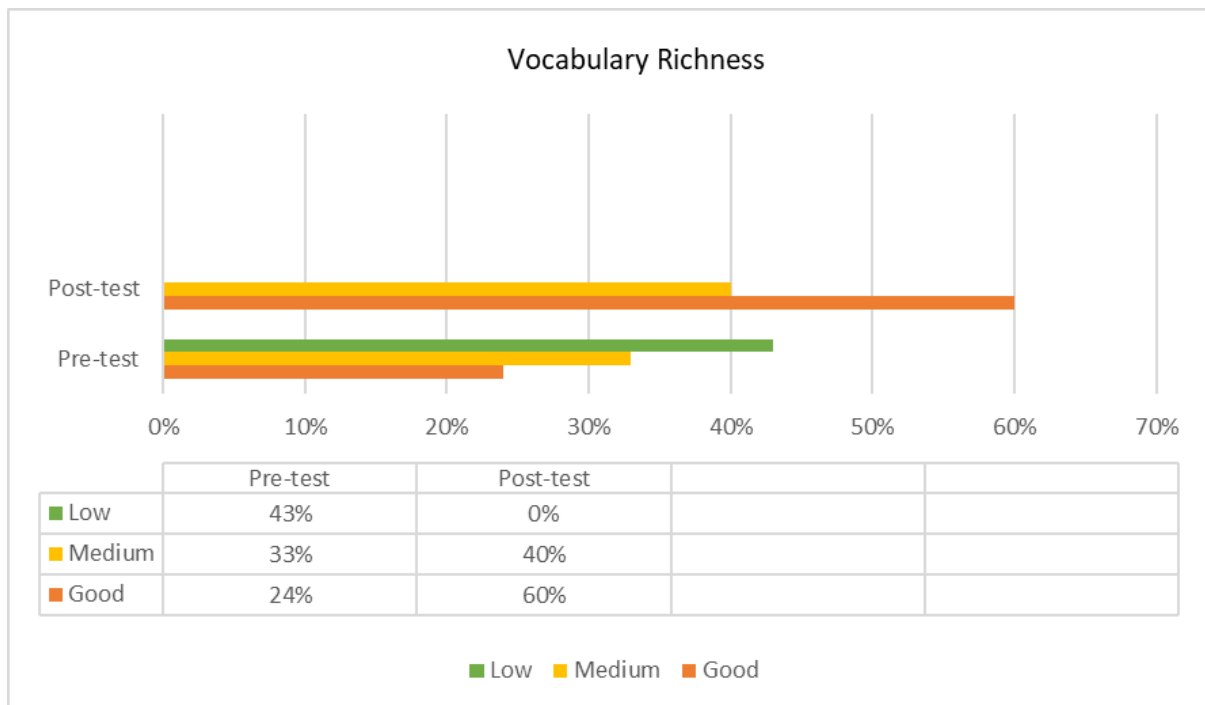
During the four classes described in chapter three, the role that each of these techniques played in the process of learning new vocabulary in the students can be evidenced to corroborate that the objectives that were set at the beginning of this research were being met so that the results were gratifying for all the individuals who made up this project.

At the beginning, the results showed that 12 students out of 26 had a poor command of vocabulary, so they were chosen as a sample, therefore, a system of activities was planned using gamification in conjunction with other didactic resources and the necessary instruments were applied to the object of study to achieve a better development of vocabulary in the subject of English as a foreign language. A

comprehensive evaluation is then carried out to show the results and verify if the desired impact was achieved.

4.1. Integral evaluation (post-test)

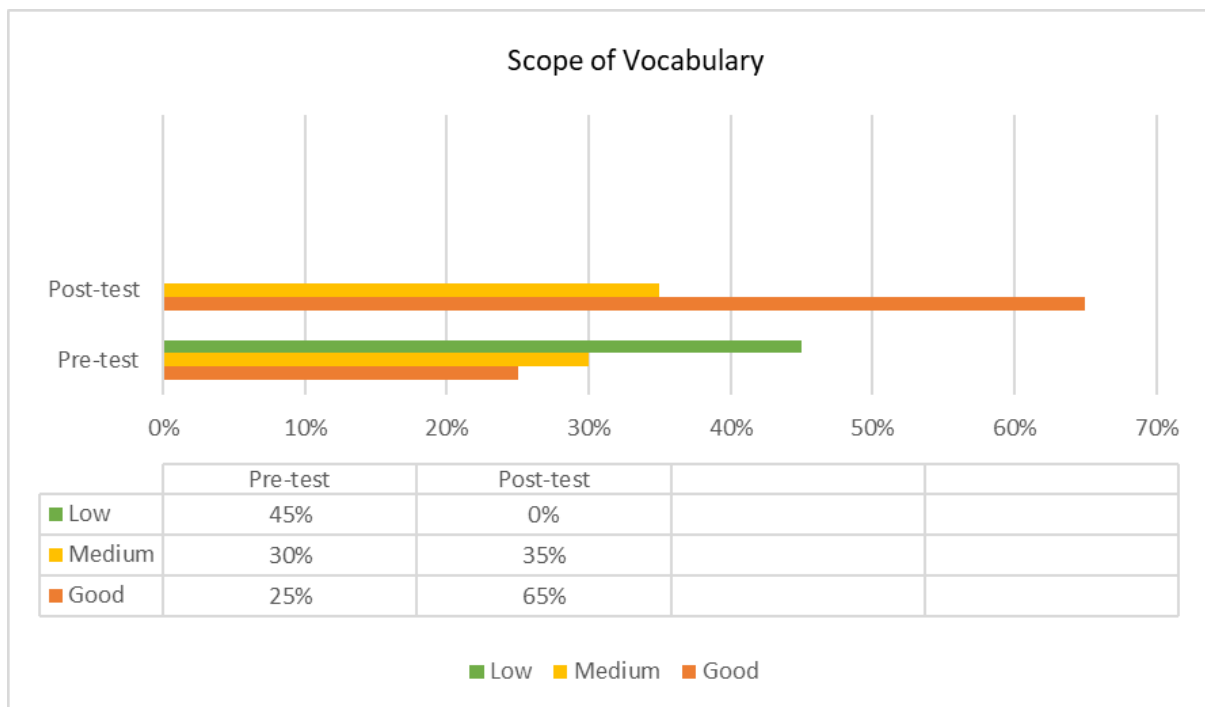
The skills taken into account as parameters were the same as those evaluated in the diagnostic test, in order to compare results and check the effectiveness of the instruments applied to the object of study. The evaluation was taken from the 26 students, including the 12 who were selected as a sample for the application of the system of activities. The following statistics show a great difference between the results obtained in the pre-test, which were relatively low, compared to the post-test.



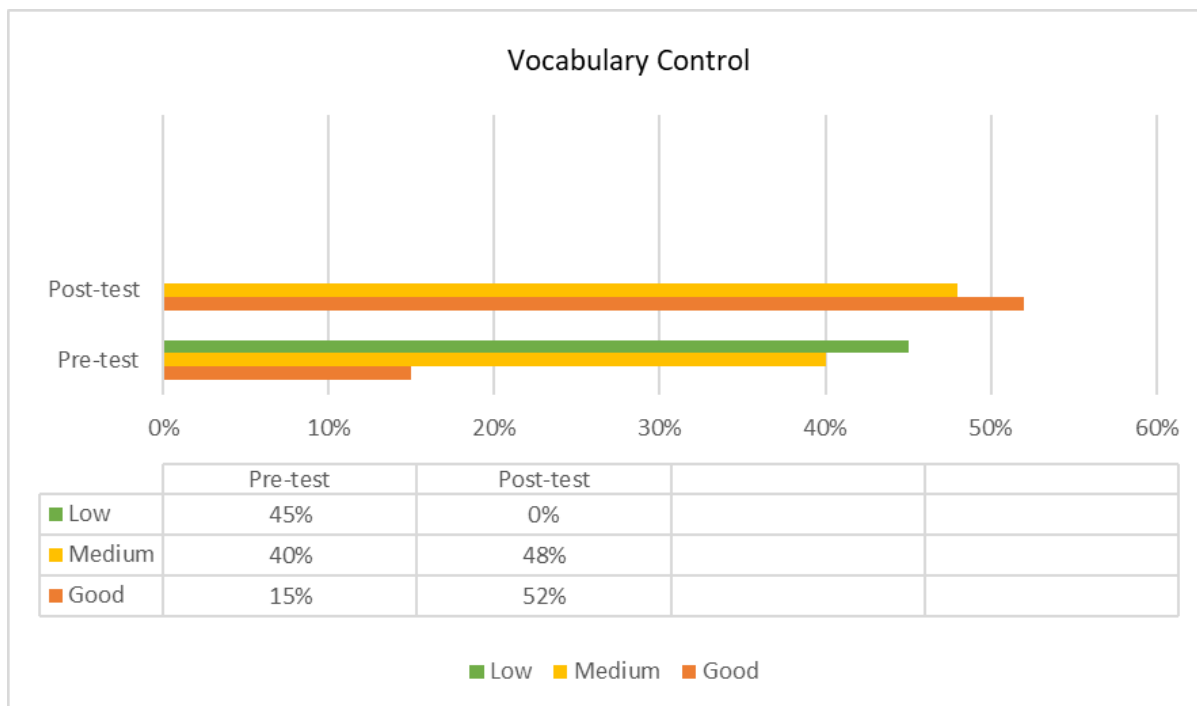
In the first table of values corresponding to the skill: Vocabulary Richness, we have an abysmal difference, while in the pretest, only 24% (6 students) reached the maximum grade, in the post-test performed, 60% (16 students) were able to correctly solve the evaluation.

In the medium level of the post-test, there was an increase of 7%, i.e., 10 students (40%) were able to complete the assigned activities using the established resources.

Forty-three percent of the students had problems in completing the activity, in contrast to the comprehensive evaluation, where the percentage of students who presented deficiencies is 0%.



In figure two we can see that 65% of the 26 students obtained a good level in the scope of vocabulary demonstrating that through the virtual games implemented in class and the audiovisual resources used in most of the time in which the classes are taught helped their scope in vocabulary to improve significantly compared to the pre-test taken previously. Continuing with the same in the intermediate level we find that 35% of the whole group achieved acceptable grades which shows improvements since none of these obtained low grades remaining at 0% here it can be distinguished that the 12 students who were taken as a sample reached the desired objectives.



To conclude the analysis of the post-test that gives us reference to the vocabulary control, we obtain that 52% of the 26 students have scores of 10 and 9 in the integrative evaluation, which shows that they manage very well the vocabulary taught on the given topics and can also express their ideas in a more coherent way. In the medium level we have the remaining 48% reaching scores of 8 and 7 out of 10, showing that they all understood satisfactorily the topics given through the didactic resources and gamification.

Through the results that were evidenced graphically and described it can be concluded that the implementation of a correct system of activities which contained the necessary didactic resources to reach the knowledge of each of the students along with the use of technology which was given through the gamification of each of the classes taught, worked so that the sample of 12 students who did not have an optimal level for the educational level in which they were, not even in basic vocabulary, would reach the

desired results for this research to be successful, since none of them obtained grades below seven out of ten.

4.2 Hypothesis Testing

Scientific hypothesis: The implementation of a class system with the use of gamification as a didactic resource will improve the English vocabulary of the students of the second year of baccalaureate parallel “A” at Carmen Mora de Encalada school.

Margin of error: 0.5

	GOOD	MEDIUM	LOW	TOTAL
PRE-TEST	5	9	12	26
POST-TEST	10	16	0	26
TOTAL	15	25	12	52

H0: The implementation of a class system with the use of gamification as a didactic resource will NOT improve vocabulary.

H1: The implementation of a class system with the use of gamification as a didactic resource, YES, it will improve vocabulary.

4.2.1 Expected and Observed Frequencies

PRE-TEST	OBSERVED	FORMULA	ESPERADO	CHI
GOOD	5	$15 \cdot 26 / 52$	7,5	0,83
MEDIUM	9	$25 \cdot 26 / 52$	12,5	0,98
LOW	12	$12 \cdot 26 / 52$	6	6

POST-TEST	OBSERVED	FORMULA	ESPERADO	CHI
GOOD	10	15*26/52	7,5	0,83
MEDIUM	16	25*26/52	12,5	0,98
LOW	0	12*26/52	6	6

4.2.2. Chi-Cuadrado calculation

PRE-TEST	POST-TEST	TOTAL
7,81	7,81	15,62

Tabla Distribución Chi Cuadrado χ^2

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Figure 5: Chi-Square Distribution Table

As shown in Figure 4, at the 0.05 margin of error, the Chi-squared value presents a value of 5.9915, while the result of the Chi of the investigation was 15.62. It should be noted that, if the result of the Chi of the investigation is less than the amount assigned in the table of values, the hypothesis is rejected. Therefore, it is concluded that the implementation of a class system with the use of gamification as a didactic resource does improve vocabulary.

CONCLUSIONS

The theoretical background of the use of gamification as a didactic resource in the process of teaching and learning English for vocabulary development was determined through an exhaustive search in journals, monographs, essays, repositories and digital resources.

The vocabulary development of the students of 2nd A of high school of the Carmen Mora de Encalada School was diagnosed through the use of a diagnostic evaluation as an instrument which was the fundamental basis to know in what level these students were in terms of vocabulary, so that, after applying the system of activities, the lexical growth of the students could be verified through a comprehensive evaluation of all the given topics.

A class system was implemented with the use of gamification as a didactic resource for the improvement of English vocabulary that was composed by the use of didactic resources in conjunction with gamification helped to correct with the shortcomings found at the beginning of this research, as for example, the school environment changed completely by including these activities, which influenced the mood of the students, so that their attitude when presenting the class and participating in the assigned tasks were of great help for their learning.

It was corroborated that the class system with the use of gamification as a didactic resource influenced the students of the second year of high school parallel A of the Carmen Mora de Encalada institution to achieve the expected vocabulary development, generating in the students more confidence at the moment of using the vocabulary learned in small speeches within the classes and without fear of making mistakes they formed sentences correctly following the grammatical structure, being of

great help the use of games and virtual platforms as didactic resources, where they can make mistakes but rectify them instantly in a more dynamic and fun way.

REFERENCES:

Atiés, T., García, S., Vladimir, G., García, L., & Vega, R. (2006). Inicio y desarrollo de la enseñanza del inglés en la universidad médica. 4(1), 53-56. Obtained by Redalyc: <https://www.redalyc.org/pdf/1800/180019846012.pdf>

Bañuelos Carolina. (s.f.). *Un estudio sobre la producción oral del idioma inglés*. Tijuana. Obtained by <https://studylib.es/doc/5658563/un-estudio-sobre-la-produccion-oral-del-idioma-ingles>.

Bedregal, N., Jimenez, L., Sharhorodoska, O., & Arce, R. (2019). *Gamificación como estrategia para potenciar el aprendizaje de la astronomía en la educación secundaria*. Madrid. Obtained by <https://zagan.unizar.es/record/84657/files/147.pdf>

Bonilla, C. (2013). Método "traducción gramatical", un histórico error lingüístico de perspectiva. *Revista de Investigación y Pedagogía: Praxis & Saber*, 4(8), 243-263. Obtained by https://revistas.uptc.edu.co/index.php/praxis_saber/article/view/2660

Canizales, I., & Moreno, J. (2013). *MEJORAMIENTO DEL INGLÉS A TRAVÉS DEL INCREMENTO DEL VOCABULARIO*. BOGOTÁ. Obtained by shorturl.at/aFLN2

Cobas, J., Valle, A., & Macías, Y. (2010). La investigación científica como componente del proceso formativo del Licenciado en Cultura Física. *Podium*, 5(11). Obtained by <https://bit.ly/405TJW9>

Díaz, C., Aguilera, K., Fuentes, R., & Perez, P. (2013). LOS RECURSOS DIDÁCTICOS EN LA ENSEÑANZA Y APRENDIZAJE DEL INGLÉS: UNA APROXIMACIÓN EXPLORATORIA. 13(02). Obtained by <http://dx.doi.org/10.5377/rci.v13i2.1274>

Education First. (2021). *EF EPI Índice del Dominio del Inglés de EF*. Obtained by <https://www.ef.com.ec/eipi/>

Ericka, M., & Huaman, K. (2018). *Los materiales didácticos y su relación con el aprendizaje del idioma inglés en estudiantes de primer grado de secundaria de la Institución Educativa Edelmira del Pando, Ate Vitarte, 2016*. Lima. Obtained by <https://bit.ly/3BwVfHp>

González, D. (2009). *Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana*. Bogotá. Obtained by <https://repository.javeriana.edu.co/handle/10554/5855>

Irigoyen Coria, A., & Morales López, H. (2013). La obra de George Siemens: una alternativa para el aprendizaje en la era digital. *Archivos en medicina familiar*, 15(4), 53-55.

Jirón, J. G. (2018). Herramientas pedagógicas para un. (E. UTMACH, Ed.) 25. Obtained by <https://bit.ly/3ZIFGWH>

Madrid, D. (2001). MATERIALES DIDÁCTICOS PARA LA ENSEÑANZA DEL INGLÉS EN CIENCIAS DE LA EDUCACIÓN. *Perspectivas actuales en la metodología de la enseñanza del inglés en las Universidades andaluzas*, 213-232. Obtained by <https://dialnet.unirioja.es/servlet/articulo?codigo=2731098>

MINEDUC. (2014). *Acuerdo-0052-14*. Quito. Obtained by <https://bit.ly/3L44BgM>

Molina, P., Molina, A., & Gentry, J. (2021). La gamificación como estrategia didáctica para el aprendizaje del idioma inglés. *Dominio de las ciencias*, 7(1), 722-730. Obtained by <https://dominiodelasciencias.com/ojs/index.php/es/article/view/1672>

Moreira, M. (2007). *LOS MATERIALES EDUCATIVOS: ORIGEN Y FUTURO*. Veracruz. Obtained by <https://bit.ly/3LbpG9e>

Moya, A. (2010). *Recursos Didácticos en la Enseñanza*. Obtained by <https://bit.ly/2IRdvhk>

Ortiz, E. (2012). Los niveles teóricos y metodológicos en la investigación educativa. *Cinta de moebio*, (43), 14-23.

Palacios, J., & Bravo, S. (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*, 7(5), 40-52. Obtained by <https://polodelconocimiento.com/ojs/index.php/es/article/view/3943>

Peña, V. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas*. Quito. Obtained by <https://repositorio.uasb.edu.ec/handle/10644/6603>

Romero Fernández, B., Garriga Alfonso, N. E., & Martínez Pichardo, R. R. (2011). Sistema de actividades metodológicas con enfoque de competencia didáctica para profesores de Farmacología I, de la carrera de Medicina. Matanzas. *Revista Médica Electrónica*, 33(3), 320-328.

Sarah Margarita Chávez Valdez, Ó. A. (2020). *DISEÑOS PRE EXPERIMENTALES Y CUASI EXPERIMENTALES APLICADOS A LAS CIENCIAS SOCIALES Y LA EDUCACIÓN*. Revista CNEIP. Obtained by <https://revistacneip.org/index.php/cneip/article/view/104>

Sampieri, R., Fernández, L., & Batista, L. (2004). Libro metodología de la investigación. Colombia: McGraw-Hill.

Siqueira, V. (2007). *¿Por qué y para qué enseñar vocabulario?* Obtained by <https://bit.ly/2Rr1Auu>

TOMALÁ, K., & Murillo, E. (2013). *Recursos Didácticos En La Enseñanza Aprendizaje Significativo Del Área De Estudios Sociales*. Milagro. Obtained by <https://bit.ly/2rB3v4v>

Vargas, G. (2017). Recursos Educativos Didácticos En El Proceso Enseñanza. *Cuadernos*, 58(1), 69-74. Obtained by <https://bit.ly/3Bt9DjQ>

Vega, G. (2006). Estrategias metodológicas para el enriquecimiento léxico en estudiantes de Tercer Ciclo de la. *Revista Educación*, 30(1), 174. Obtained by <https://www.redalyc.org/pdf/440/44030111.pdf>

Venzal, R. (2012). *Las TICs en la enseñanza del inglés*. Obtained by <https://core.ac.uk/download/pdf/143455116.pdf>

ANNEX 1



TECHNICAL UNIVERSITY OF MACHALA

Quality, Relevance and Warmth



ACADEMIC UNIT OF SOCIAL SCIENCES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Escuela de Educación Básica "Manuel Isaac Encalada"			
Teacher: <u>Davanna Murguettio</u> – <u>Nayeli Pineda</u>	Subject: English	Level: A2	
Grade: 2nd Grade "A"	Length: 1 hour.	N° students: 25	Date:
Age: 16 years	Topic: Daily routine and Present simple.		OBJECTIVE: Students at the end of the class will be able to expand their vocabulary with the activities provided.
Approach:	Communicative Approach – language use.	Skills:	Speaking, Listening and Writing

LESSON PLAN

CONTENT	ACTIVITIES	DESCRIPTION	LENGTH	GOALS	OUTCOMES	RESOURCES
PRE-TEST	<u>Pre-test</u>	At the beginning of the class, the teacher will take a pretest to observe the previous knowledge about the general	10 minutes	Assess prior knowledge.	Students will be able to answer the questions correctly.	Worksheet.

		vocabulary of the topics to be covered.				
DAILY ROUTINE	Warm up	Questions about your daily routines.	5 minutes	Familiarize students with the topic to be taught.	Students will be able to answer questions about their routine orally.	Images.
	Presentation	The topic will be given through the use of didactic resources.	10 minutes	Acquire new words through audio-visual and print resources..	Recognize and use verbs corresponding to daily action.	Slides, printed images and videos.
	Practice activities.	En pairs will play a card memory game.	15 minutes	Encourage dynamic learning and group work.	Understand and perform the activity imposed by the teacher.	Cards and work in pairs.

	Conclusion.	By means of the didactic resources, it has been possible to encourage pair work and also to complement the class by means of dynamics together with the necessary materials to reach the knowledge of all the students and thus achieve the main objective of this class.	5 minutes	Questions and answers.	Students were able to understand the topic explained clearly.	
--	-------------	---	-----------	------------------------	---	--

ANNEX 2

Escuela de Educación Básica "Manuel Isaac Encalada"			
Teacher: <u>Davanna Murgueitio</u> – <u>Nayeli Pineda</u>	Subject: English	Level: A2	
Grade: 2nd Grade "A"	Length: 1 hour.	Nº students: 26	Date:
Age: 16 years	Topic: Daily routine and Present simple.		OBJECTIVE: Students at the end of the class will be able to expand their vocabulary with the activities provided.
Approach:	Communicative Approach – language use.	Skills:	Speaking, Listening and Writing

LESSON PLAN

CONTENT	ACTIVITIES	DESCRIPTION	LENGTH	GOALS	OUTCOMES	RESOURCES
PRESENTE SIMPLE	Warm up	The topic previously seen will be recalled and related to the topic to be discussed.	5 minutes	Students are able to recall the previous topic and master it.	Ask students to talk to their classmates about their daily routine and let some of them talk about their classmates' routines.	voice
	Presentation	A brief introduction to the topic will be given and examples will be given using the	15 minutes	Acquire the necessary knowledge to apply them in the	They will form simple sentences with words seen in the daily routine.	Illustrative slides and videos.

		vocabulary learned.		proposed activities.		
Practice activities	Use of <u>gamification</u> for practice through exercises to be solved individually.	15 minutes	<i>Students will be able to recognize the structure of the present simple tense.</i>	Put into practice the knowledge acquired through virtual games shared with the whole class.	Digital platform: <u>kahoot</u> , Projector, computer and cell phones.	
Post-test	Evaluate the knowledge acquired.	10 minutes	Observe and compare progress in terms of vocabulary acquired.	Through a bank of multiple-choice questions.	Evaluation sheet and online games	

ANNEX 3



Universidad Técnica de Machala
Unidad Académica de Ciencias Sociales
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
English B2.2



PRE-TEST

INSTRUCTIONS: CHOOSE THE BEST ANSWER

1. LOOK AT THE PICTURE AND CHOOSE THE RIGHT ANSWER.

(Mira la imagen y escoge la respuesta correcta)



A. Do the dishes

B. Brush the teeth

C. Cooking

2. LOOK AT THE PICTURE AND CHOOSE THE RIGHT ANSWER. (Mira la imagen y escoge la respuesta correcta)



A. Eat the breakfast

B. Wake up

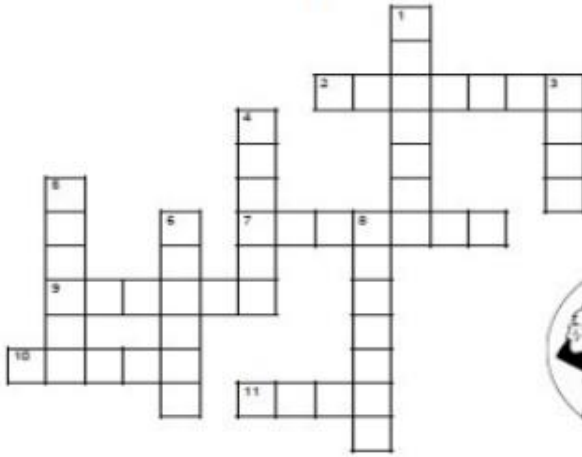
C. Take a shower

3. Translate to English the words given (Traducir al inglés las palabras dadas)

1.	<u>Hermoso</u>	
2.	<u>Gordo</u>	
3.	<u>Flaco</u>	
4.	<u>Grande</u>	
5.	<u>Alto</u>	

4. Fulfill the following Crossword with the family members (Llene el siguiente crucigrama con los miembros de la familia)

Family Crossword



Across

2. gr _ _ d _ a (7)
7. h _ s _ _ _ d (7)
9. s _ s _ _ r (6)
10. un _ _ _ (5)
11. w _ f _ (4)

Down

1. g _ _ _ dm _ (7)
3. a _ _ t (4)
4. f _ th _ r (6)
5. c _ _ s _ n (6)
6. m _ th _ r (6)
8. br _ _ _ er (7)

5. Search and find the name of the professions.

BUSCA Y ENCUENTRA EL NOMBRE (EN INGLES) DE ESTOS OFICIOS Y PROFESIONES



N	U	R	S	E	N	J	C	O	O	K
B	U	T	C	H	E	R	Y	K	S	R
C	B	P	O	L	I	C	E	M	A	N
F	I	S	H	E	R	C	L	O	W	N
D	H	M	G	P	A	I	N	T	E	R
F	I	R	E	M	A	N	C	F	H	T













ANNEX 4



ANNEX 5



ANNEX 6



ANNEX 7



ANNEX 8

