



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

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

**Development of lexical competence in the English language through a  
system of didactic exercises**

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LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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# DEVELOPMENT OF LEXICAL COMPETENCE IN THE ENGLISH LANGUAGE THROUGH A SYSTEM OF DIDACTIC EXERCISES

*por* Jaime Andrés Cuenca Cumbicos - Jhonny Paul Lalangui Sedamanos

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## **DEDICATORY**

I would like to dedicate the result of this work to my mom, my siblings and my best friend, who supported and encouraged me in good and bad moments. Thank you all for teaching me how to face difficulties.

*Jhonny Paul Lalangui Sedamanos*

I would like to dedicate the culmination of this project to my family and friends, for their unconditional support and understanding in the moments of greatest dedication and effort. To my educators, for guiding and motivating me along the way. And finally, to all the people who have participated in this project in some way, thank you for your time and collaboration, without your contribution this work would not have been possible.

*Jaime Andre Cuenca Cumbicos*



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I heartily thank my mother for her unconditional support and trust during my university career. I would also like to thank my teachers for providing us with the necessary knowledge for the correct elaboration of this project, as well as for their motivation and efficient guidance in our professional training.

*Jhonny Paul Lalangui Sedamanos*

First of all, I thank God for allowing me to successfully complete my studies. To my mother for always supporting me, because without her help I would not be able to finish my studies. In addition, I would like to express my sincere gratitude to all the teachers who supported me and especially to my scientific research professor for her dedication and commitment to the completion of this research. Her expertise and skills were crucial to the success of this project. In addition, I am grateful for her patience and willingness to answer my questions and guide me through every step of the process. This project would not have been possible without their valuable contribution.

*Jaime Andrés Cuenca Cumbicos*

## **RESUMEN**

La presente tesis se centra en abarcar los principales problemas presentes en el proceso de enseñanza - aprendizaje del idioma inglés en los estudiantes de cuarto año de la escuela de educación básica “La Providencia” en relación al desarrollo de la competencia léxica en vocabulario de este idioma. La investigación se efectúa bajo el paradigma cuantitativo el cual permite responder a las necesidades planteadas a través del uso de métodos de nivel teórico como el analítico sintético, histórico lógico y el hipotético deductivo empleados para la construcción del marco teórico y el análisis de los resultados obtenidos a partir de la aplicación de los métodos empíricos como la observación y la prueba diagnóstica, los cuales permitieron conocer el bajo nivel de competencia léxica en vocabulario. En función de eso, se propone como contribuir a desarrollar la competencia léxica en los estudiantes de la asignatura de inglés, donde se asumen fundamentos de tipo pedagógico y didáctico que permiten la implementación de distintos métodos y técnicas didácticos tanto de nivel teórico como empírico. La propuesta de intervención se basa en un sistema de ejercicios didácticos que se caracteriza por integrar el método lexical como principal componente. Por último, se presentan los resultados de la corroboración teórica y la aplicación del sistema de ejercicios llevado a cabo en la institución educativa, lo que posibilitó valorar su efectividad.

**PALABRAS CLAVE:** Competencia léxica, vocabulario, métodos didácticos, proceso de enseñanza-aprendizaje

## **ABSTRACT**

This thesis is focused on encompassing the main problems present in the teaching-learning process of the English language in students of the fourth "A" of the basic education school "La Providencia" in relation to the development of lexical competence in vocabulary of this language. The research is carried out under the quantitative paradigm which allows responding to the needs posed through the use of theoretical level methods such as the synthetic analytical, historical logical and deductive hypothetical methods used for the construction of the theoretical framework and the analysis of the results obtained from the application of empirical methods such as observation and the diagnostic test, which allowed knowing the low level of lexical competence in vocabulary. Based on this, it is proposed how to contribute to the development of lexical competence in students of the subject of English, where pedagogical and didactic foundations are assumed that allow the implementation of different didactic methods and techniques both at a theoretical and empirical level. The intervention proposal is based on a system of didactic exercises characterized by integrating the lexical method as the main component. Finally, the results of the theoretical corroboration and the application of the system of exercises carried out in the educational institution are presented, which made it possible to assess its effectiveness.

**KEYWORDS:** Lexical competence, vocabulary, didactic methods, teaching – learning process

## INDEX

INTRODUCTION .....	1
CHAPTER 1: THEORETICAL FUNDAMENTS OF DIDACTIC METHODS IN THE ENGLISH LANGUAGE .....	8
1.1 Historical evolution of didactic methodologies in the teaching-learning process of the English language. ....	8
1.2 Theoretical characterization of didactic methods in the English language teaching-learning process and their relation to the development of lexical competence. ....	15
1.2.1 Particularities of the English language teaching-learning process .....	16
1.2.2. Didactic methods in the English language teaching-learning process. ....	19
1.2.3. The development of lexical competence in English vocabulary. ....	23
1.3 Contextual characteristics of the didactic methods in the teaching-learning process of the English language in the students of the fourth "A" of the basic education school "La Providencia". ....	26
1.3.1 The teaching-learning process of the English language in basic general education in Ecuador. ....	26
1.3.2 Diagnosis of the current state of lexical competence in vocabulary in fourth grade students of basic education in the English language. ....	29
CHAPTER 2: METHODOLOGICAL FRAMEWORK.....	33
2.1 Paradigm and type of research .....	33
2.2 Design of the research: .....	34
2.3 Population and sample or object of study .....	35
2.4 Methods of the investigation .....	35
2.4.1 Theoretical methods .....	35
2.4.2 Empirical methods .....	37
CHAPTER III: SYSTEM OF DIDACTIC EXERCISES .....	41
3.1 Theoretical foundations of the didactic exercise system.....	41
3.2 System of didactic exercises to develop lexical competence .....	45
3.3 Description of the didactic exercise system .....	49
CHAPTER IV: ASSESSMENT OF THE EFFECTIVENESS OF THE SYSTEM OF DIDACTIC EXERCISES FOR THE DEVELOPMENT OF LEXICAL COMPETENCE IN THE VOCABULARY OF THE ENGLISH LANGUAGE IN STUDENTS OF FOURTH "A" OF THE BASIC EDUCATION SCHOOL "LA PROVIDENCIA" .....	53
4.1 Description of application of the didactic exercise system .....	53
4.2 Results and discussion of the application.....	55

CONCLUSIONS.....	57
RECOMMENDATIONS.....	58
REFERENCES .....	59
.....	62
ANNEXES .....	70

## INTRODUCTION

The teaching and learning process of the English language is exceedingly essential around the world these days, since it is widely used in several fields such as social, educational, labor, etc. What's more, this language is considered as a key element for global communication. With this in mind, society demands individuals who are able to employ this language correctly and accurately. Therefore, didactic strategies and techniques focused on improving language skills, including lexical competence, must be implemented.

English language has the largest number of speakers around the world and is used as a second language in many countries of the world. This language facilitates communication with most people. It consists of four skills or abilities that help the mastery of it, among them we can find reading, listening as receptive skills and writing, speaking as productive skills. It is to say, to master the English language with greater ease, it isn't only necessary to know it, but also to practice it in order to achieve the desired result. According to Ceballos & Olivé (2017);

La formación y desarrollo de las habilidades no es una prioridad ni exclusividad de la enseñanza-aprendizaje de los contenidos de las lenguas extranjeras. Todo proceso de aprendizaje presupone una adquisición de conocimientos y un desarrollo de determinadas habilidades generales y específicas según la rama del saber donde se realiza el proceso. (p.3).

As for lexical competence, in researches that have been carried out, it has occupied a second place in foreign language teaching with regards to grammar. Nevertheless, in recent years it has been observed that an inappropriate vocabulary management not only does make it difficult the communication, but also impedes it. Lexical competence is part of linguistic competence, this

is why it should be taken into account that by picking up new vocabulary, the different contexts that surround it should be conceptualized, developing and strengthening the associative union of lexical elements.

As Cruz (2012) states, "Para consolidar y mejorar el vocabulario es necesario trabajar el léxico de manera organizada y planificada, sistemática y contextualizada" (p.6). Therefore, all the necessary materials should be made available and accessible, and it should not be forgotten that the methodology used in the classroom by teachers prevents the teaching-learning of lexis from being inadequate.

The main point of this current research is lexical competence, despite the fact that this skill has not received the importance when it comes to learning this language, there are many authors who regard it as the main basis within the learning of a foreign language. As Molina (2018) puts it: "La posesión de un léxico rico y variado adquiere una singular significación en el desarrollo de la metacognición y de habilidades comunicativas en los marcos del aprendizaje, en general, y de la lengua materna y extranjera, en particular" (p. 118).

In other words, as opposed to grammar, to have a wide range of lexical knowledge can constitute and contribute to the development of other skills that exist within the English language, i.e. it can be the basis both productive and receptive skills. In short, a good range of vocabulary provides learners with indispensable knowledge for building up and improving different skills. As in any language, vocabulary is an engine for a language proficiency.

In Ecuador, the English language has had greater relevance in recent years because it's considered a second language. However, a low level can be evidenced in the students, it should be reflected how difficult it's to learn and teach, although a good management of didactic strategies

contributes to the development of this competence in the students of the educational institutions of the country. In order to observe this approach in relation to the teaching and learning of the English language, we will conduct our research focusing on lexical competence and vocabulary development.

From the observations directed at the students of the fourth "A" of the basic education school "La Providencia", the following **external manifestations** were reflected

- Students have a scarce lexical production.
- Students own an insufficient range of vocabulary
- Students have limitations during listening and reading comprehension.
- Little emphasis on the retention of new vocabulary by teachers.

Based on these arguments, it is stated the following scientific problem:

How to develop lexical competence in the vocabulary in students of the fourth "A" of the basic education school "La Providencia"?

Therefore, it is established as **object of study** the teaching-learning process of the English language.

The origin of the problem responds to several possible causes mentioned as follows:

- Employment of basic lexicon in productive language skills.
- Deficit of didactic strategies focused on lexical competence.
- Shortage of praxis of new vocabulary.
- Lack of activities that facilitate the assimilation of new vocabulary.
- Low student participation.



Owing to the possible causes mentioned above, the **general objective** of the present research study is:

To elaborate a system of didactic exercises to develop lexical competence in the vocabulary of the English language in students of the fourth "A" of the basic education school "La Providencia".

Therefore, the **field of research** is delimited in the didactic methods for the teaching vocabulary in the English language.

In order to achieve the development of the present research, the following **specific objectives** were considered:

1. To substantiate from a theoretical point of view the didactic methods in the teaching-learning process of the English language and its relation with lexical competence.
2. To characterize contextually the current state of lexical competence in vocabulary in students of the fourth "A" of the basic education school "La Providencia".
3. To elaborate a system of didactic exercises that benefit the development of lexical competence in students of the fourth "A" of the basic education school "La Providencia".
4. To assess the effectiveness of the system of didactic exercises methods for the development of lexical competence in the vocabulary in students of the fourth "A" of the basic education school "La Providencia".

The **population** to be considered in this study is composed of 35 students of the fourth "A" of the basic education school "La Providencia".

In Consequence of the exposed needs, it is assumed a quantitative research with a pre-experimental and explanatory design, with a diagnostic test and post-test to check the effectiveness of the system of exercises based on a set of didactic strategies.

This research is developed on the basis of the following **scientific hypothesis**: If a system of didactic exercises is elaborated, then it will be developed the lexical competence in the vocabulary of the English language in students of the fourth "A" of the basic education school "La Providencia".

The hypothesis presented in this research study considers the relationship between two variables: the **independent variable** is the system of exercises based on a set of didactic methods, as it enables the process of teaching and learning vocabulary in the English language to be meaningful.

On the other hand, the **dependent variable** is the development of lexical competence in vocabulary, in view of the fact that this will be the one that will be modified as a result of the pedagogical intervention.

In this research was taken into account both theoretical and empirical methods. The **theoretical level methods** used were the following: historical-logical to study the evolution of the object and the field of research, synthetic analytical to literature review, data analysis and obtaining conclusions, and hypothetical-deductive method is focused on the definition and testing of hypotheses.

The **empirical level methods** were used to study the elements, phenomena provided by the formulation of the hypothesis, at the time of the construction of knowledge with the purpose of verifying the previously stated hypothesis. These are detailed below:

- The scientific observation, allowed us to observe the external manifestations of the students in relation to the development of lexical competence.
- Diagnostic test was employed to determine the level of knowledge on a specific topic with respect to vocabulary.

The **importance** of the current research project starts from the application of didactic methods focused on the development of the lexical competence whose purpose is to allow the growth in the development and acquisition of the vocabulary in English language where it is intended to seek a continuous improvement within this competence giving rise to a considerable contribution in the teaching and learning processes and in turn in the construction of knowledge in the students..

The **practical contribution** is the elaboration of a system of exercises based on a set of didactic methods oriented to the development of lexical competence in the vocabulary of the English language in the students of the fourth parallel year "A" of the basic education school "La Providencia". The **novelty** of this research arises from a system of exercises based on a set of didactic methods for students to develop a wide range of vocabulary within this language and that the constant use of this system of exercises contributes significantly to other skills present in this language.

This scientific work presents an organized structure starting from the introduction where the type of research to be carried out will be shown, followed by the theoretical framework where

the historical, conceptual and contextual background is developed and explained in detail, then the methodological framework where the way in which this study is developed is specified, as well as a detailed description of the different methods and techniques used to analyze the problem in this research. In addition, the intervention proposal is explained and finally, it is presented the recommendations and conclusions supported by the bibliographic systematization.

# **CHAPTER 1: THEORETICAL FUNDAMENTS OF DIDACTIC METHODS IN THE ENGLISH LANGUAGE**

This chapter systematizes information of a historical and theoretical nature based on the bibliographic review of the teaching-learning process of the English language and the use of different didactic methods for the development of lexical competence, with a view to providing scientific fundaments for this research. Finally, it is presented the diagnosis of the current state of the teaching-learning process in relation to lexical competence in vocabulary of students in the fourth year of elementary education.

## **1.1 Historical evolution of didactic methodologies in the teaching-learning process of the English language.**

The origin and use of the English language dates back to several centuries ago when it was introduced by Germanic tribes in Great Britain as a consequence of the colonization they carried out at that time, but it was not until the 15th century that this language became a standardized language that spread from London to occupy a larger place around the world, where the governments and the use of the printing press were the main reasons for its expansion.

Consequently, along with the rise of commerce, the need to communicate with other nations was remarkably indispensable, which gave rise to organizations whose main objective was the constant development of the process of teaching and learning a foreign language. From then on, the creation of methodologies for teaching English as a foreign language was encouraged. These methods focused on three linguistic aspects: pronunciation, grammar and vocabulary. In which the following stages were identified:

**First stage (1850 - 1900):** The beginning of the development of the first didactic methods for English language teaching

The 19th century was considered a really important stage for the English language, since, from here, a greater diffusion and a rapid development of methodologies for the teaching of English as a foreign language originated. As a consequence, there was an obligation to develop didactic methods for teaching English, which have been in continuous change up to the present day. In the middle of the 19th century, a method considered as a classic for the teaching of this language was used, which was called grammar conversion and consisted of the translation and use of English grammar.

This method was considered as the forefather of language teaching methods, it was created and exposed by Valentin Meidinger (1756-1822), it is also known as traditional method, it was manifested by the need to provide the teaching of new languages. However, it was not a reliable copy in terms of the teaching that was given in relation to the classical languages (Latin, Greek) so new ideals arose, this was because there was a population that had no schooling and had no methodical basis, for that reason in Europe in the second half of the nineteenth century, a new method was created that would be called direct method. According to Bonilla (2013), “El método Gramática-Traducción es considerado el enfoque más tradicionalista e inefectivo” (p.244).

Afterwards, the first English dictionary called "Dictionary of English language" was published by the English lexicographer Samuel Johnson, which was used as an instrument for self-taught learning at that time. The vocabulary of archaic English was mostly composed of adaptations of foreign words and events that occurred in those years such as the industrial revolution, the growth of technology and the first steps of globalization.

Then, in 1853, the natural method arose, also known as the direct method, was developed by Maximilian Berlitz. It was considered an active method in opposition to the grammar-translation method and emerged as a response to it. This method of language teaching is characterized by the fact that the learners should only use the language they are learning, i.e. they should not translate. However, like its predecessor, it was criticized for eliminating the use of the mother tongue. As Bueno and Martínez (2002) state “el método directo ha sido uno de los que más ha influenciado las corrientes más actuales en la enseñanza de idiomas”(p.6).

On the other hand, a cognitive theory emerged, which was not considered as a method, because of its scarce use and contribution to the language teaching and learning process; it is more appropriate to call it a theory. This theory came into existence as an opposition to structuralism and behaviorism through a linguistic theory known as transformational generative grammar; however, it did not have a great impact on teaching. Nevertheless, it was of great help for pedagogues, linguists, psychologists and teachers to evaluate language teaching methods. According to Bueno and Martínez (2002), “Una prueba de la poca trascendencia de esta teoría en la enseñanza de lenguas es que no se conoce de ningún teórico como el principal exponente del enfoque cognoscitivo.” (p.14).

Since 1886, English language has been internationally recognized as a foreign language for communication. Even so, the search for the right method and approach has put pedagogues, linguists, psychologists and others in a dilemma. Thanks to their findings, English language teaching has a variety of methods dating back to the 16th century and its beginnings.

This stage is characterized by starting from the traditional grammar method to the communicative approach, which teachers share in different centers in the country and also in

different parts of the world. For Bueno and Martínez (2002), “Los métodos de enseñanza-aprendizaje constituyen una de las facetas más fascinantes en el estudio de un idioma extranjero” (p.1).

**Second stage (1910 - 1950):** Emergence of the first methods for oral proficiency in the English language.

At the beginning of the 20th century, the reading method was created by Professor Michael West. This reading method arose as a result of the diverse variations in the educational field and the need to find a more efficient and faster way for students to learn a new language or foreign language. However, like its predecessors, there were those who did not like this method and sought new alternatives. In the words of Bueno and Martínez (2002), “Como consecuencia de los cambios educacionales y la necesidad de una vía más rápida para que los estudiantes aprendieran una lengua extranjera” (p.8).

There were many English language educators who highlighted the importance of the reading approach, as well as questioned the didactic methodology in that time, so they proposed to develop an improvement in the teaching process, so they raised the importance of oral and written proficiency in 1940.

In addition, the situational method was present because it was formed by an aspect of the linguistic theory of structuralism, since it focused on the structure of the relationships and situations of the language in an environment as close as possible to reality, that is, everything that was used in the classroom needed to be related to a specific topic, otherwise, it was considered as an offence. In the words of Cabrera (2014), “considera que es esencial conocer la estructura del idioma para poder hablar dando prioridad a lo oral antes que a lo escrito” (p.20).



As for lexical competence, in the 1960s it was not considered an essential component for learning the English language; rather, it had a secondary role within it because grammar was the central axis for the learning process at that time. As Antonio (2009) puts it, “Así pues, durante los años 40, 50 y 60, el estudio del vocabulario se hallaba enteramente subordinado al de las estructuras gramaticales”. However, years later, vocabulary obtained a leading and fundamental role in the learning of this language.

In the 1950s, Nelson Brooks developed the audiolingual method, which was characterized by repetition, but focused on pronunciation and communicative expression of the English language. It was also called the army method, because it was born in the United States as a political necessity with a view to learning new languages to be able to communicate with the French, Germans, Japanese, Germans, etc. According to, Navarro and Piñeiro (2011), “El método de aprendizaje denominado Audiolingual o Audio-lingüístico es básicamente un hábito de formación mecánica en donde los buenos hábitos se establecen a través de las respuestas correctas en lugar de los errores” (p.119).

**Third stage (1960 - 1980):** Improvement of communicative didactic methods for teaching English.

At the beginning of the 60's of the 20th century, the audiovisual method was developed, this method is similar to the audiolingual method invented in the United States, which was focused on the audiovisual media and had as its main point the use of language in a more natural way, it also consisted of the practice and mechanical repetition of structures without focusing on grammatical rules, that is, it is learned more easily and without considering grammatical or

pronunciation rules. As Bueno and Martínez (2002) explain “El lenguaje es ante todo un medio de comunicación entre los seres o entre los grupos sociales” (p.13).

By the same year (1960), the audio linguistic method took a back seat in the process of teaching English as a second language, due to the centralized approach on other didactic techniques such as memorization and questioning. From then on, the development of new didactic strategies became an ongoing process, among them the method known as community language learning, created in 1972 by the American theologian Charles Curran, which focused on self-correction of pronunciation through a welcoming environment provided by the teacher.

In the early 1970s, many educators and linguists made theoretical contributions in response to the shortage and lack of emphasis on oral language proficiency, giving rise to the development of the communicative approach. This approach emphasizes the importance of interaction and communication. Furthermore, according to Hernandez et. al (2021) “La enseñanza se centra en el papel del alumno en el aprendizaje de lenguas extranjeras y sus necesidades de acuerdo con la comunicación real. Los objetivos se llevan a cabo mediante actividades comunicativas, especialmente mediante tareas.” (p. 7)

Between 1970 and 1972, communicative competence was established as a primary approach for the teaching and learning process of the English language, which focused on the fact that language is not only an object of knowledge but also a tool for communication. As explained by Acosta and González (2007), “transformó todos los enfoques tradicionales precedentes sobre la enseñanza de lenguas extranjeras y estableció el logro de la competencia comunicativa como su objetivo esencial” (p.22).

**Fourth stage (1990 - Present):** Modern revolution of the didactic methodology for the teaching-learning process of the English language.

During 1990, the grammatical aspects of teaching English as a foreign language were taken up again, which consisted of a series of grammatical rules together with a clear explanation of each one of them, in addition they were illustrated generally by sentences. By 1997, teaching was composed of three factors; grammar, discourse and pragmatics of the English language, which gave rise to the development of new methods and approaches whose main objective was to adjust and make adaptations according to different educational situations and needs.

By the year 2000, a revolution in the methodology of the English language emerged in several countries in the world and began to experience a series of transitions and changes ranging from social, political and economic, the latter gave way to what is now seen as critical for international relations and social development. That is why the development of curricula for higher education was opened, which allows graduates to have the ability to communicate professionally in the English language and thus improve their skills in the labor and social environment.

The development of the various methodologies was not only based on the educational area, but also in other fields. The teaching of this language was a concern for many professionals in the field, such as pedagogues and linguists, who provided an outline of the methods used at that time, which consisted of an internal study of the classroom to developing methods for teaching English as a foreign language in a general way. (Bueno and Martínez, 2002).

Based on the above, it can be stated that each contribution made contributed to the search for an adequate methodology for teaching this language. However, the didactic methods and techniques applied at that time were focused on non-communicative skills, but were focused on

grammar and vocabulary because this method was used in the teaching of ancient languages such as Latin and Greek, whose didactics were questioned for their lack of attention to the oral proficiency of the English language.

As Martín (2009) expresses, there have been a series of changes throughout history in relation to the teaching of a foreign language, until it has become a central point in education. “La evolución metodológica de las técnicas, procesos y mecanismos utilizados para la adquisición de una segunda lengua es un aspecto de máximo relieve en materia educativa”. (p. 55). Likewise, the English language stop being an option to becoming a necessity in global communication, being currently the most used language worldwide. As a result, the teaching of this language is exceedingly vital in educational institutions and for society as a whole.

Different authors have mentioned the importance of knowledge and mastery of the English language as a cultural mean. In order to achieve this goal more easily, methods and approaches have emerged that have facilitated the teaching of the English language. The teaching of the English language has been balanced by different approaches and methods such as the need to communicate with different people with different languages, religions, cultures, socio-historical and economic processes as a consequence of the search for exchange.

## **1.2 Theoretical characterization of didactic methods in the English language teaching-learning process and their relation to the development of lexical competence.**

In the field of education, didactics is described as a branch of pedagogy that's in charge of analyzing and studying the different pedagogical resources involved in both teaching and learning processes. Moreover, this discipline is remarkably essential, given that it seeks continuous

improvement of didactic methods and strategies to optimize such processes, as mentioned by Abreu et. al (2017)

Como ciencia orienta, socializa, integra y sistematiza en un cuerpo teórico en evolución ascendente, continua y sistemática, los resultados investigativos y de la experiencia acumulada en la práctica educativa, orientados a la exploración de la realidad del aula, a la detección, el estudio y la búsqueda de soluciones acertadas de los problemas que afectan e impiden el desarrollo óptimo, eficaz y eficiente del proceso de enseñanza-aprendizaje. (p. 89).

In language learning, didactics plays a much more important role, despite that it can be challenging in some cases, the proper use of didactic methods and strategies is fundamental for the correct learning and mastery of a foreign language. Therefore, didactics in the English language focuses its importance on the constant development of didactic alternatives that seek to improve every aspect of the skills present in this language.

### **1.2.1 Particularities of the English language teaching-learning process**

Teaching is defined as a systematic process of human beings, which allows them to develop skills, build knowledge and understand the reality that surrounds them. In the words of Condori (2016), he highlights that “La enseñanza, más que un acto de transmisión de experiencias, es un proceso de creación de condiciones externas o socioculturales que facilitan la construcción de las estructuras internas o personales del sujeto”. (p. 80)

The teaching process in the English language is responsible for transmitting and providing knowledge and techniques for learning, so that students have the opportunity to develop skills through the strategies that the teacher develops for a given purpose. As Barreiro et al. (2022)

expreses, “El aprendizaje de idiomas tiene como objetivo el desarrollo de las habilidades comunicativas (comprensión auditiva y de lectura, expresión oral y escrita)”. (p.490)

On the other hand, the learning process is understood as a natural procedure for acquiring knowledge, skills and abilities. As Zapata (2015) argues "El aprendizaje por tanto conlleva cambios de la estructura cognoscitiva, moral, motivacional y física del ser humano." (p. 74). Therefore, learning isn't only a purely educational process in a classroom, but also involves other processes where human beings can acquire knowledge, including communication and social interaction, since this process is the result of stimuli and responses that are generated based on the surrounding environment

As for the teaching-learning process in the English language, it is characterised by promoting the expansion of individuals' knowledge, as well as developing emotional security and confidence with the aim of improving social communication between them. However, the learning of this language doesn't tend to be a simple process, but requires some considerations during its acquisition, As Navarro & Piñeiro (2014) express “El aprendizaje de una lengua extranjera es un proceso complejo debido a que el aprendiz debe comprender, además de las estructuras de su primer lenguaje, los principios de la lengua extranjera”. (p. 165)

During the learning of the English language, a series of factors are involved which contribute to its correct assimilation, a fundamental factor being the teaching and the methodology employed by the teacher. As if this were not enough, both cognitive and affective factors play an essential role, for example, the student's interest, motivation and social aspects of the educational environment can have a direct and indirect impact on student learning. As for that, Rodríguez et al (2020) expresses:

La motivación es vital para lograr el aprendizaje del inglés como lengua extranjera; es el motor que lleva a conseguir y a superar las metas, es decir, la fuerza que activa y dirige el comportamiento hacia un objetivo concreto con la finalidad de alcanzar. (p. 233)

The educator is in charge of facilitating the process of teaching and learning English by identifying the students' shortcomings and providing them with a series of strategies necessary for their improvement. In addition, the promotes the critical thinking of the students and gives them the freedom to make their own decisions without the influence of others. (Piñeiro et al., 2014)

Navarro & Piñeiro (2014) emphasize that “La comprensión de cómo el estudiante aprende determina también la filosofía utilizada para enseñar, el estilo de enseñanza y las estrategias didácticas de enseñanza y aprendizaje implementadas en clase, es decir, la didáctica del inglés” (p. 165). In other words, the English language requires an appropriate methodology to ensure that the student generates a stimulus for learning this language, and it should be noted that this also depends on the teachers' command of this language.

The process of teaching and learning English from an early age tends to have a greater impact on them, it's much more effective because it helps them to develop cognitive communication skills and abilities, as well as to extend their knowledge in this foreign language. In addition, the presence of English in children improves their interaction skills with others, building both confidence and security in them. It's said that human beings finish learning a language at the stage of puberty, since from birth the brain is in a constant development whose left hemisphere is in charge of linguistic skills and functions.

Within the teaching-learning process, communication plays a fundamental role, as it involves the implementation of pedagogical strategies and there must be a good relationship

between teacher and students in order to provide meaningful learning. In this regard, Arias (2010), “La enseñanza de una lengua extranjera exige una constante interacción de los conocimientos entre el profesor y sus alumnos. Él transmite lo que sabe, pero a la vez, aprende nuevas cosas de sus alumnos”. (p.3)

For the teaching-learning process, students play a factor, that's, the student acquires different techniques and skills that allow him to solve any type of problem through self-learning. In addition, it aims to develop comprehensive training, that's to recognize the capabilities of students, promoting harmonious coexistence in the surrounding environment (Abreu et al.,2018).

Teaching and learning form a single unit in order to develop the capacities and skills that are necessary in the continuous and participatory process that seeks the full formation of the student so that he or she can more easily face the problems that exist within society. According to Piñeiro et al. (2014), “la enseñanza se encarga de guiar y facilitar el aprendizaje, dándole la oportunidad al estudiante de aprender, por medio de estrategias previamente elegidas por el educador para este fin”. (p.165)

### **1.2.2. Didactic methods in the English language teaching-learning process.**

Teaching methods are understood as the procedure that logically organizes each and every one of the components, activities and teaching resources used by the teacher during the teaching and learning process. As stated by Paim et. al (2015) “La metodología didáctica se define como un conjunto de métodos y técnicas de enseñanza para el aprendizaje. El método es el camino para alcanzar una meta, la técnica es el proceso de hacer algo, cómo hacerlo.” (p. 139)

A teaching-learning method is used by the teacher to instruct and deliver his class in order to achieve the desired learning for the students and to meet the proposed objectives. Krutakova



(2013) defines "El método de enseñanza-aprendizaje es el modo de desarrollar el modelo de actividad docente para que los alumnos comprendan mejor los contenidos que se deben abordar ". (p.7)

In the same way, Sánchez & Sánchez (2019) point out that “La metodología didáctica, son métodos, formas que encaminan al proceso de enseñanza aprendizaje, facilitando la transmisión de información del docente hacia el estudiante y que va a depender de que el aprendiz adquiera los conocimientos y destrezas necesarias.” (p. 21). Therefore, methods are a key factor in the teaching-learning process in education, since their importance lies in the result that one wants to achieve as a teacher.

A teaching-learning method plays a very important role in achieving the objectives and topics defined, that's, the student must understand the contents that the teacher imparts through a series of operations in order for the student to develop his or her own abilities and thus achieve the goals he or she wishes to attain. Therefore, a method is used by the teacher to instruct the student about subject to be taught. Alcalde (2011)

According to De la Cruz (2021) “el método un proceso ordenado de pasos, el uso de este permite al estudiante desarrollar su razonamiento al poner en práctica los diversos pasos y procedimientos, también al categorizar y al final llegar a una conclusión con la experiencia debida”. (p. 181). As it was stated above, methods are understood as theoretical foundations that have been verified and established for their validity. Therefore, there's a diversity of methods in teaching, which are divided or divided in terms of their quality and effectiveness, and more will emerge over the years, as long as pedagogy continues to be taught and the aim is to improve meaningful teaching

In the area of English, efficient methodological mastery on the part of teachers reflects their competences in educational work and their ability to develop all the existing skills in this language, which is indispensable in the teaching and learning of English and all that's involved in this process. In the words of Texidor & Reyes (2012):

El uso de los métodos y técnicas participativas en general, y las específicas de la didáctica de la enseñanza de idiomas en particular, favorece el desarrollo del proceso de enseñanza-aprendizaje de la disciplina al promover la participación, el análisis y la reflexión de todos los miembros de un grupo que conduzcan fundamentalmente a una planificación de acciones para la solución de problemas. (p. 339)

The use of an appropriate teaching methodology is key to English language teaching because it will be responsible for the quality of students' English language learning. Therefore, it's essential to choose the right methods, otherwise you may not succeed. Such methodology has to be focused on enhancing the students' level, as well as helping their progress and considering error as a natural part of the language acquisition process.

In the English language there are a variety of didactic methods and techniques that help to develop the different skills present in this language, each of them goes hand in hand and work together to achieve meaningful learning. Nowadays, the use of technological resources can constitute a source of didactic methods for school innovation, as Quevedo, García and Cañizares (2021) assert “La tecnología direcciona el camino del desarrollo educativo, pues en este, los componentes personales del proceso seleccionan una serie de recursos para satisfacer sus necesidades de enseñanza o de aprendizaje” (p. 420).

On the other hand, play methods are becoming more and more popular nowadays in foreign language learning as they seek to create a suitable atmosphere for a proper assimilation of the language. The use of playful games allows the development of the brain in various aspects, such as cognitive, affective and language skills, as Garcés et. al (2017) expresses “El juego permite desarrollar la atención, memoria, concentración, capacidad de seguir reglas. Usa su imaginación y convierte un palo en una espada o soluciona problemas.” (p. 24)

The communicative method allows students to develop and foster communicative skills. To do this, the teacher must know the needs and shortcomings of the student and thus propose activities that generate a communication environment where the student feels confident when using the language, he is learning. As Peña and Ortega (2019) point out “busca que los estudiantes logren desarrollar competencias de comunicación efectiva en el idioma que se encuentran estudiando”. (p.30)

The content-based method allows students to make use of the English language skills or abilities they have assimilated in the course of their learning and thus be able to implement them or insert them as new content in other subjects, such as art, chemistry, physics, among others. As Peña and Ortega (2019) point out “tiene como objetivo el buscar la integración entre el lenguaje y el contenido de materias como Biología, Arte, Historia, entre otras, de forma que se utilice el idioma inglés simultáneamente con la enseñanza de cierto tipo de contenido”. (p.32)

In conclusion, the methods allow the student to put into practice all their previous knowledge and thus be able to broaden and improve their understanding in relation to the teaching and learning of the English language. Therefore, the teacher makes use of didactic resources in order to facilitate the students' learning of a specific subject. According to Peña and Ortega (2019) “el docente utilice el contenido (en inglés) como medio para introducir el lenguaje”. (p.33)

### **1.2.3. The development of lexical competence in English vocabulary.**

When it comes to learning another language, there are several aspects involved in learning a language, such as grammar, pronunciation, listening comprehension, reading comprehension, oral expression and vocabulary. As to vocabulary, it is defined as a group of words or terms that belong to a language, as described in the dictionary of the Royal Academy of the Spanish Language (2022) “Conjunto de palabras de un idioma pertenecientes al uso de una región, a una actividad determinada, a un campo semántico dado”.

Similarly, Núñez and Del Moral (2010) argue that “el vocabulario es el conjunto de términos lexicales que emplea un individuo y que se pone de manifiesto en el conjunto de textos orales o escritos que produce” (p. 93). With this in mind, it is understood that the acquisition of vocabulary constitutes a remarkably basic process that is extremely essential for the development of communication between human beings.

Vocabulary is considered as the skeleton in a language because it is one of the main and important pillars that helps students to foster and acquire new and better knowledge through strategies, methods and techniques used by the teacher to teach and learn it. For Stengers (2009, cited in Sánchez, 2014) “vocabulary can equally well be considered to make up the ‘skeleton’ of a language”

Vocabulary learning is a cumulative process. This process involves a series of situations, i.e., a word cannot be learned in a single class. Therefore, vocabulary acquisition occurs through different learning situations, where the instruction of a word occurs in the different classes taught. According to Oster (2009) “la adquisición de vocabulario es un proceso lento que requiere repetición, reorganización de la información, así como una combinación de distintos tipos y situaciones de aprendizaje”. (p.39)

The lexicon is a set of words that form a lecto, which constitutes linguistic varieties with phonetic and grammatical features that allow the formation of new words and block the formation of others. It is also an element that is related to language, vocabulary and the way of speaking or expressing oneself. As Nation (2001, cited in Sanhueza et al., 2018) states "las palabras no son unidades lingüísticas aisladas, sino, unidades interrelacionadas con sistemas y niveles"

On the other hand, lexical competence is defined as the ability to own a wide range of vocabulary of a particular language and the ability to know how to use it correctly in different situations and contexts, as well as the adequate use of all lexical groups and units present in a language. Similarly, Jiménez (2002) defines this competence as “conocimiento que se debe poseer para poder utilizar la palabra con propiedad como en el sentido de la capacidad de reconocer, aprender, recuperar y relacionar las distintas palabras a nivel oral y escrito.” (p. 152)

Lexical competence is also described as the ability to use adequate lexical knowledge. With regard to lexicon, it is defined as a group of words or phrases of a given language that are used in different contexts. In this regard, Gómez (2004) adds that “Este vocabulario va acompañado siempre de una vigencia de exactitud y precisión, características de los campos científicos, técnicos y profesionales a los que el léxico específico hace referencia y de los que se nutre.” (p. 86)

The development of lexical competence is fundamental in the teaching-learning process of a foreign language. However, lexical knowledge requires a constant process for its acquisition. Just as Alejos (2017) argues:

La competencia léxica conlleva esfuerzos notables para su desarrollo y consolidación. Eso sin contar que no debe perderse de vista que para los campos profesionales (científicos, técnicos y humanísticos), el vocabulario especializado que deben emplear contiene la

exigencia de exactitud y precisión del área de conocimiento a la que hace referencia y de la cual se nutre. (p. 64)

Using the words of Sanhueza (2018) he expounds that “la competencia léxica se define, predominantemente, por el número de palabras que posee el aprendiente en su lexicón mental”. (p. 6). In this way it is stated that lexical competence is described with the broad knowledge of vocabulary in a language, which is a fundamental part for the linguistic and communicative processes of students, i.e. a good lexical management helps significantly to each of the skills or abilities present in the English language.

On the other hand, lexical competence is conceived as a complicated process, where knowledge is generated based on three dimensions involved in its construction. According to Sanhueza (2018) these dimensions are:

- Partial to precise knowledge of meaning.
- Depth of lexical knowledge
- Skills of productive and receptive use of the lexicon.

This competence makes the appropriate use of lexical units that help the learner's development and improvement. In addition, one must know when to apply them, in other words, it must involve the use of a word according to the probabilities of the meanings depending on the context. The CEFRL (2002) defines lexical competence as “el conocimiento del vocabulario de una lengua y la capacidad para utilizarlo; y se compone de elementos léxicos y elementos gramaticales”. (p.108)

Lexical competence helps to foster the development and improvement of students' communicative abilities or skills in relation to the English language, that is the learner has the

ability to propose a linguistic statement and the capacity to recognize, distinguish and explain it. For this reason, vocabulary learning should be recognized as the main point of language teaching (Baralo, 2007).

One of the characteristics of lexical competence is that it is practical and active because every time a new word is learned, the knowledge is reconstructed, in other words, when a new meaning of a word is learned, it is not learned from nothing, but rather by making use of previous knowledge; therefore, not only is new vocabulary acquired, but we can reconstruct the meaning of words that we have already learned previously. According to Jiménez (2002) “La competencia léxica es dinámica en tanto que existe una reconstrucción continua del conocimiento” (p.161)

In summary, the development of lexical competence is essential in the teaching-learning process of the English language, since it involves several aspects of necessary that constitute an important approach for the improvement and mastery of English that affects both its receptive and productive skills, which are reading comprehension, listening comprehension, oral expression and written expression. This is why the importance of lexical competence lies in its relevance, since the broader the quality of vocabulary in the student, the more accurate the student will be in the meaning of a word to be used in different contexts and / or situations.

### **1.3 Contextual characteristics of the didactic methods in the teaching-learning process of the English language in the students of the fourth "A" of the basic education school "La Providencia".**

#### **1.3.1 The teaching-learning process of the English language in basic general education in Ecuador.**

The teaching of English in Ecuador has been constantly evolving since its implementation in the educational system, as a result of economic, social and cultural agreements and treaties, the

need to learn this language arose, which was considered a real challenge since the search for appropriate methods and strategies was crucial at that time. This is why English was established as an essential subject at all academic levels and in other areas, which meant a continuous improvement of the didactic methods used by teachers in order to develop an adequate teaching and learning of this language in the country.

Nevertheless, at that time the teaching of the English language was not still mandatory, but rather it was considered as a not very important subject in the curriculum of basic education due to its little relevance in the country, which caused a low level of English language in both students and teachers. As Peña (2017) puts it, “El aprendizaje de otro idioma no se consideraba como un elemento necesario dentro del currículo, y la educación del país ocurría en términos generales respecto a la llamada “educación bancaria”. (p. 17)

The needs of global communication and the intention of economic development made Ecuador recognize the importance of the English language and in 1992 it was incorporated into the educational system of public and private schools in the country thanks to a cooperation agreement between the Ecuadorian Ministry of Education and the British organization of cultural and educational relations "British Council". As a result, the English language curriculum reform project known as Cradle (Curriculum Reform and Development for the Learning of English) was created.

One of the first changes included in this reform was the increase in class hours in the subject of English in basic education through a project called "Hora de enseñar inglés", whose primary objective was the continuous improvement of the teaching-learning process in students in order to develop linguistic skills in this language, as well as to analyze and optimize the strategies and teaching methods of teachers through various programs and seminars. As Peña (2017) details “Con



esto se procuró mejorar el nivel de competencias lingüísticas de estudiantes a través de la capacitación de docentes en esta área.” (p. 26)

Due to the continuous need to improve English language education in Ecuador, the Ministry of Education developed a "Fortalecimiento" project for the English language teaching and learning process, which sought not only to improve and perfect the linguistic skills of English language teachers, but also their teaching practices in the educational environment. The main focus of this project was to implement aspects of the Common European Framework for Language Teaching. In addition, the Ministry of Education mentions that it started with the delivery of free English books and evaluations for teachers. MinEduc (2016).

On the other hand, scholarship programs were created for Ecuadorian English teachers focused on improving their language skills and abilities. One of them is "Go Teacher", which consisted of teachers traveling to all the universities in the United States in order to learn new techniques, strategies and methods and then be able to apply and implement them in our country. In addition, this program seeks to increase the number of qualified teachers for the teaching and learning of the English language in basic education and baccalaureate

The teaching of English in rural areas in Ecuador has presented a very low level of education, this is due to the lack of various factors and resources, both didactic and human, that were not available for this school environment. Likewise, there were some educational establishments where this subject was not part of their planning. As Ortega and Auccahuallpa (2017) state. “la educación en la asignatura de inglés en la ruralidad adolece de los problemas más graves e imaginables pues no cuentan con los recursos económicos, humanos y materiales necesarios para el aprendizaje de este idioma”. (p.59)

Nowadays, the teaching of English in basic education has not been satisfactory, since there is a deficit of teachers in this area, resulting in several teachers from other areas being in charge of teaching English, although it is not their job. According to the international foreign language teaching company "Education first", Ecuador is one of the lowest countries in this language, with a level below A2 according to the Common European Framework.

In conclusion, although the government has focused on improving English language skills for many years through a series of changes, adaptations and modifications in the Ecuadorian curriculum, as well as scholarship programs, there is still a low level of proficiency in this language. Therefore, it is necessary to take into account all the points that prevent the language from developing adequately in order to improve the aspects involved in the teaching of this foreign language such as teaching methods, teachers, educational establishments, etc.

### **1.3.2 Diagnosis of the current state of lexical competence in vocabulary in fourth grade students of basic education in the English language.**

This epigraph details the results obtained after the application of the diagnostic test on the level of lexical competence of students in the fourth year of basic education. Two instruments were used for the collection of information: the scientific observation guide (ANNEX 1), the diagnostic test (ANNEX 2)

#### **Synthesis of the results obtained from the application of the instruments.**

Firstly, the observation guide was applied, which was elaborated in advance and provided data that allowed to know aspects and characteristics of the development of the students' current lexical competence. As a result, different data were obtained, which are detailed below:

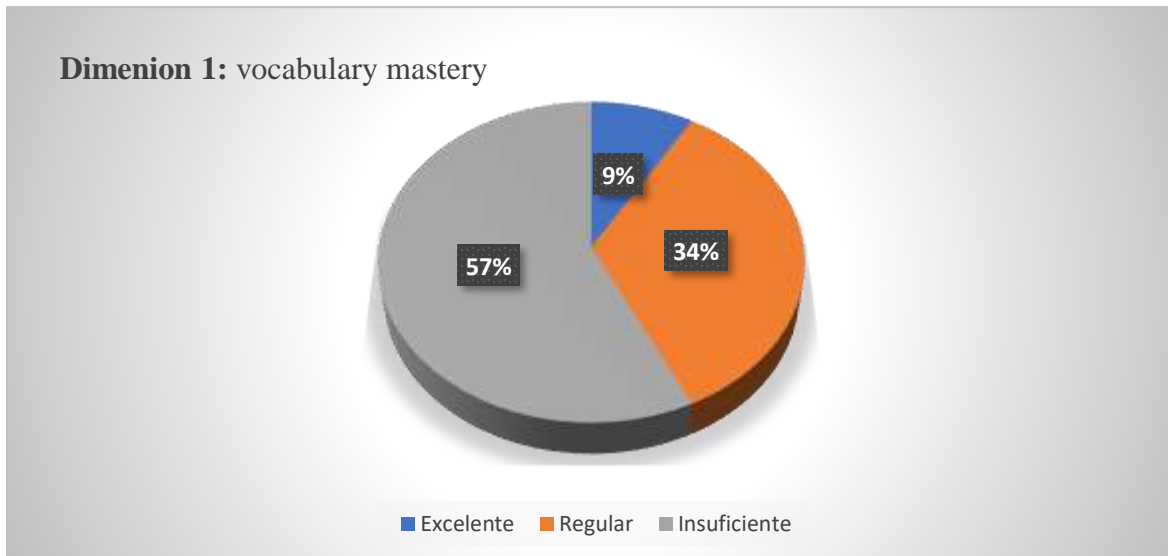
- Students have poor comprehension of the English language when the teacher speaks.

- Students do not have a continuous practice of the new target language learned in the respective class hours.
- The didactic activities used by the teacher do not focus entirely on vocabulary development in the students.
- Students own a low level of comprehension in both spoken and written language.

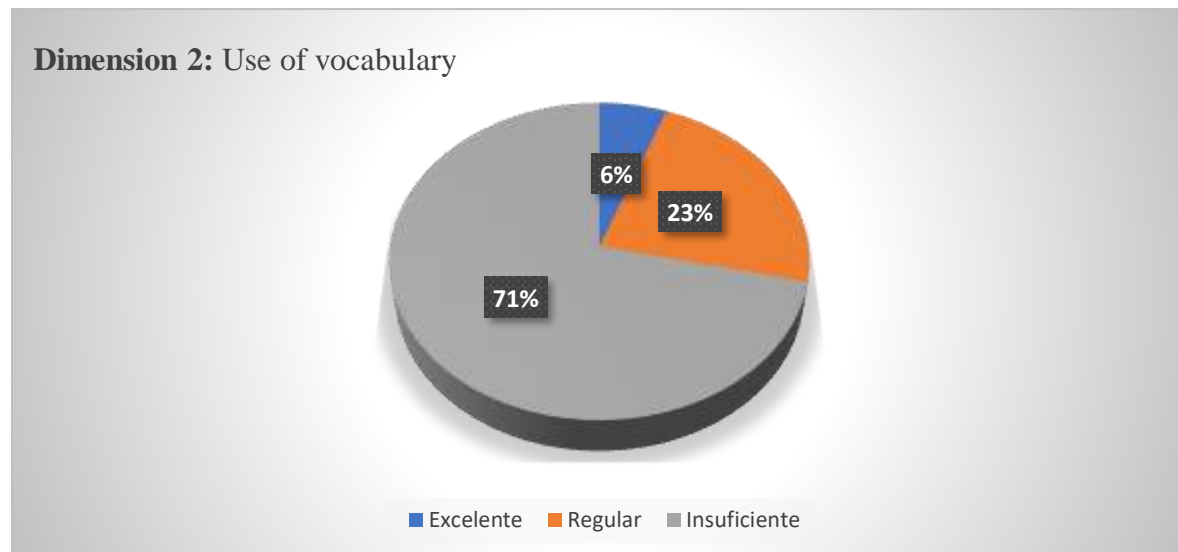
On the other hand, it was applied a diagnostic test to the students (ANNEX 3) to identify the level of development of vocabulary lexical competence. This test consisted of 4 questions, which after its application yielded the following results:

**Results of the diagnostic test**

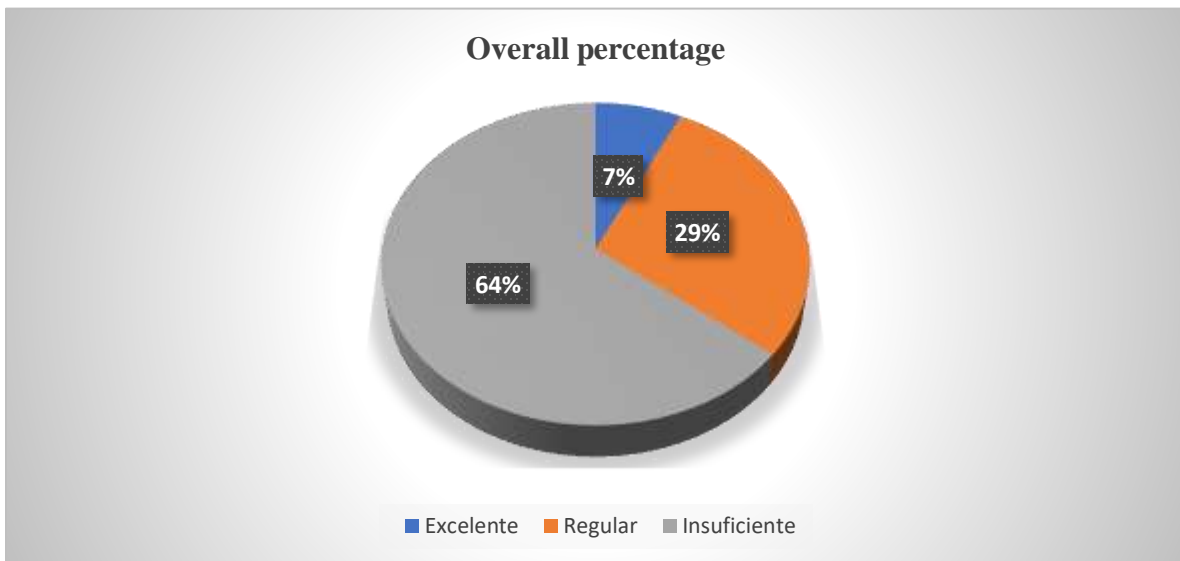
Level	Results	Marks
Excellent	3	9-10
Regular	5	7-8
Insufficient	27	1-6



As to dimension 1, vocabulary mastery; it was measured through the indicators: Production and Reception of language, it was found that 20 students (57%) have an insufficient level of lexical competence, 12 students (34%) have a regular level of knowledge of lexical competence and only 3 students (9%) own an excellent level.



In relation to dimension 2, the use of vocabulary, it was determined according to the indicators: Depth and Breadth, it was found that 25 students (71%) have an insufficient level of lexical competence, 8 students (23%) have a regular level of knowledge of lexical competence and only 2 students (6%) have an excellent level.



According to the results obtained in the chart presented, 64% of the students have an insufficient level of lexical competence, 29% of the students have a regular level of knowledge of regular lexical competence, while only 7% of the students have an excellent level of lexical competence. Therefore, the overall percentage of the group, obtained on the basis of the answers given by the students when applying the diagnostic test, is very low.

As a consequence of the data collection obtained after the application of the instruments, the results show a low knowledge and deficiency in the vocabulary present in the students where it can affect the different skills present in this language, which justifies the need for a pedagogical intervention, in this case a system of didactic exercises focused on lexical competence.

## **CHAPTER II: METHODOLOGICAL FRAMEWORK**

The purpose of this chapter is to provide a detailed description of the methodology used. Among the aspects described are the paradigm, the type of research, the design, the methods at both the theoretical and empirical levels, and the population to be studied. On the other hand, it is detailed the techniques for the analysis and processing of data starting at the application of the different instruments.

### **2.1 Paradigm and type of research**

The research was carried out from a quantitative point of view because it seeks to explain and describe the reality of the phenomenon, test a hypothesis and thus seek an improvement in lexical competence in vocabulary in the English language through a system of exercises based on a set of didactic methods. As defined by Lo (2011) “La metodología cuantitativa utiliza la recolección y el análisis de datos para contestar preguntas de investigación y probar hipótesis establecidas previamente, y el uso de estadística para establecer con exactitud patrones de comportamiento en una población.” (p. 115)

Likewise Sánchez (2019) mentions that the fundamental purpose of quantitative research “radica en la descripción, explicación, predicción y control objetivo de sus causas y la predicción de su ocurrencia a partir del desvelamiento de las mismas, fundamentando sus conclusiones sobre el uso riguroso de la métrica o cuantificación”. (p. 104)

Quantitative research allows to collect and analyze numerical data through variables that have been previously established. Therefore, it makes use of different computer, statistical and mathematical tools to obtain results. As explained by Neill and Cortez (2018), “La investigación cuantitativa es una forma estructurada de recopilar y analizar datos obtenidos de distintas fuentes” (p.69).

It also aims to facilitate the collection of data and their interpretation in a clearer and more accurate way. Moreover, it seeks the most appropriate type of design that will help the research to find the truth about the proposed problem. Therefore, this quantitative research allows to acquire the necessary knowledge and selects the most suitable model that will help to know the reality in a more impartial way. (Herrera 2009, p.4)

## **2.2 Design of the research:**

The design of the present study is pre-experimental, of an explanatory type since it does not only seek to describe the problem or find the causes that originate it, but also verifying the effectiveness of a pedagogical intervention, in this case the application of a system of exercises through a set of didactic methods with a view to improving lexical competence in the English language. The pre-experimental design aims to find a connection between the studied facts and reality and test hypotheses and measure variables (Rodriguez, 2011, p. 148).

The pre-experimental design studies and manages a group to produce and test a hypothesis, as well as to measure and analyze variables and approach the problem by understanding reality. As Saiz (2017) says, “La investigación pre-experimental es aquella en la que el investigador trata de aproximarse a una investigación experimental pero no tiene los medios de control suficientes.” (p.10)

### **2.3 Population and sample or object of study**

The population to study is composed of a total of 35 students of the 4th year of basic education parallel "A" of the school "La Providencia" in the city of Machala, whose ages are between 7 and 8 years old.

### **2.4 Methods of the investigation**

Within the field of research, methods are remarkably important, since they are the way or the path that the researcher uses to support and guide his study, the methods allow the author to approach and provide a solution to what is being investigated and what is desired to achieve. In the words of Aguilera (2013) “Los métodos de investigación pueden valorarse como un conjunto de procedimientos ordenados que permiten orientar la agudeza de la mente para descubrir y explicar una verdad.” (p. 86). Both theoretical and empirical methods were used in this research.

#### **2.4.1 Theoretical methods**

The theoretical method consists in exposing the consequences through the deduction of an assumption or principle. By means of this method, it was possible to know the causes that have an impact on the teaching-learning process, due to the factors that influence the student. In this way, it was possible to know the types of techniques that can be applied to the teaching of the English language and consequently explain which measures are efficient to solve the problems in the educational contexts.

What's more, it is frequently used from the elaboration of the research design, starting at the study of the situation about the scientific problem, to the interpretation and analysis of the data, proven facts and the corresponding conclusions and recommendations (Ortiz, 2012, p. 18).



The theoretical methods used are described below:

- **Analytical-synthetic method.**

It's used to decompose the whole into parts, to know its origins and, starting from this the phenomena are analyzed, disintegrating to study them in their particular form and understand the cause of the problem at the national level. (Véliz & Jorna, 2014, p.11)

- In research the analytical-synthetic method helps to analyze and decompose the phenomena and data by reviewing the literature and bibliography in order to expose the cause of the problem and thus reach conclusions.

- **Historical-logical method**

This method allows to deepen the background of the object and field and its development throughout history up to the present. This type of method uses its dialectical understanding to show the processes of development of the nature of any object of study so as to understand and comprehend its general qualities and the links of its development." (Torres,2019, p.11)

In research the historical-logical method helps to learn or observe the way in which the object of research and study has been evolving or transforming until today. In addition, this method also helps to understand the field where this research is being developed.

- **Hypothetical-deductive method**

It's focused on the definition and verification of hypotheses, that is, hypotheses are the starting point for new deductions. It starts from a hypothesis established in advance, applying the rules of deduction, it's directed to predictions that are subjected to empirical verification, and if

there is relationship or agreement with the facts, the verification of veracity or not of the hypothesis is done. (Rodríguez & Pérez, 2017, p.189).

In research this hypothetic-deductive method, allows the interpretation and verification of the hypothesis through deductions where the hypothesis is subjected to the verification of the veracity of facts in which if the results obtained are equal to the hypothesis, the veracity can be verified otherwise it will not be done.

#### **2.4.2 Empirical methods**

Empirical methods are those that the researcher uses for the collection of data or information, with the objective of evidencing or acquiring knowledge of what is being studied through the understanding of reality. Así como lo expresan Rojas, Vilaú y Camejo (2018) “Los métodos empíricos a emplear en la investigación científica se determinan atendiendo, en primer lugar, a la naturaleza del objeto de investigación y a su estrecha relación con el problema científico, el objetivo de la investigación y las tareas científicas” (p. 239).

The following empirical methods were used in this study:

- **Observation**

Observation makes it possible to describe and explain what has been decided to study, in other words, observation makes it possible to analyze a phenomenon in order to obtain reliable information about it. Así lo corrobora Navarro (2013) “La observación es un proceso sistemático que permite a quien lo realice detectar particularidades dentro de un proceso o contexto determinado.” (p. 56).

An observation guide (ANNEX 1) was used to analyze the external manifestations of students in relation to the development of lexical competence in vocabulary, which details and

categorizes from adequate if students always comply with the statements, not very adequate if students partially comply with what is expressed in the statement, and not adequate if students do not comply with what is expressed in the statements.

- **Diagnostic test**

A diagnostic test is defined as an information-gathering instrument whose purpose is to collect information about individuals in relation to their knowledge, knowledge and skills, which allows to know more accurately their strengths and weaknesses on a particular subject. As Fuentes et al. state (2021) “La evaluación diagnóstica se desarrolla al principio de cada periodo académico y se emplea para que los profesores reconozcan el nivel de competencias que muestran los alumnos al comenzar el proceso de enseñanza - aprendizaje”. (p. 122)

In this research, the diagnostic test (ANNEX 2) was used to determine the level of knowledge in a specific topic with regards to lexical competence in vocabulary.

### Consistency matrix

Problem	Objective	Definition	Dimension	Indicator	Items	Instruments
How to develop lexical competence in the vocabulary in the students of the fourth "A" of the basic education school "La Providencia"?	To elaborate a system of didactic exercises to develop lexical competence in the vocabulary of the English language in students of the fourth "A" of the basic education school "La Providencia".	Lexical competence is defined as the ability to master a wide range of vocabulary of a particular language (ability to produce or receive language) and the ability to know how to use it correctly in a specific context, which is characterized by being <b>deep</b> (number of words known) and <b>broad</b> (how perfect a word is known).	Mastery of vocabulary	<ul style="list-style-type: none"> <li>Language production</li> <li>Language reception</li> </ul>	<ol style="list-style-type: none"> <li>How much vocabulary does the student possess to produce the language?</li> <li>How much vocabulary does the student possess to understand the language?</li> </ol>	<p>Observation guide</p> <p>Diagnostic test</p> <p><b>Synthesis category:</b></p> <p><b>High</b> vocabulary knowledge: when it is integrated mastery and use of vocabulary.</p>
			Use of vocabulary	<ul style="list-style-type: none"> <li>Depth</li> <li>Breadth</li> </ul>	<ol style="list-style-type: none"> <li>How well does the student know a word?</li> <li>How many words does the student know?</li> </ol>	<p><b>Medium</b> vocabulary knowledge: when students have a high range of vocabulary.</p> <p><b>Low</b> knowledge: when students do not know or understand a word.</p>

The information obtained through the application of the different instruments for data collection will be analyzed based on a rating scale of excellent, regular and insufficient with a view to knowing the current level of the students with respect to the knowledge of lexical competence. In which excellent represents a high knowledge of vocabulary, regular when the student has a good knowledge of vocabulary and insufficient when the student presents a low or scarce knowledge of vocabulary.

## **CHAPTER III: SYSTEM OF DIDACTIC EXERCISES**

This chapter presents the system of exercises for the development of lexical competence in the English language, describing the foundations that, from a theoretical point of view, made its foundation possible and emphasizing its characteristics and structure.

### **3.1 Theoretical foundations of the didactic exercise system**

Vocabulary development is a fundamental pillar in the teaching and learning of the English language in today's education. Therefore, its strategies must be adequate to optimize these processes in students. For this, it's extremely essential to manage a good methodological design and an appropriate planning whose activities and didactic methods are aimed at improving the way in which this foreign language is learned. In other words, the methodology should be focused on exploring the cognitive part of the students, which contributes to generate meaningful learning and an active construction of knowledge. As stated by Quesada, Finalet, Recino y Fleites. (2015):

El dominio del inglés requiere de una mejora de la calidad en su aprendizaje, pues este resulta aún limitado para cubrir las necesidades que demanda el desarrollo profesional en el mundo actual. De igual forma deben perfeccionarse métodos y formas de enseñanza y organizarlos de manera que permitan un máximo aprovechamiento de capacidades cognoscitivas de los estudiantes y desarrollen sus posibilidades para trabajar de forma independiente. (p. 138)

For these reasons, it is proposed a system of exercises that helps the development of lexical competence in the English language where all the activities and didactic methods mentioned above are integrated, so that fourth year students in the subject of the English language can effectively learn orally and in writing in the English language.

When talking about a system, it's interpreted as a process structured in an orderly manner so that its procedures are linked and directed towards a common good, and it is also perceived as part of a process related to science. Corresponding to the above, González (2007) attributes the system as a complex process that has a totality of integrated elements whose components are closely related to achieve a certain end (p.20).

From the pedagogical point of view, the system is based on constructivist theory, which is the foundation of the 2016 curriculum for language teaching in the Ecuadorian educational system.

Describing the foundations of the system of didactic exercises to develop lexical competence in the English language makes it possible to identify a connection of the different disciplines and doctrines that contribute to this instrument to cover a complex study. The present system of exercises is based on didactic and pedagogical foundations, as well as the conception of currents related to the development of the language that constitutes a channel to contribute to the improvement of the vocabulary.

From the didactic point of view, the system of exercises for the development of lexical competence in the English language has been of great interest in education, since they form an important basis for the creation and recreation of students' learning experiences in process. Therefore, the exercise system presented in this research is based on cognitive learning, which was created by the Swiss psychologist Jean Piaget and focuses on teaching students how to learn, facilitating new learning through more complex mental processes. In addition, its understanding is deeper and clearer in the change of concepts and ideas in order to find meaningful learning.

According to Tapia (2022) “Se refiere al desarrollo de competencia en un dominio académico que requiere conocimiento de hechos, principios y conceptos en esa área, junto con

estrategias generales que se puedan aplicar en diferentes dominios y estrategias específicas pertinentes a cada área” (p.176). In other words, we can say that this learning method seeks for the student to organize, process and acquire new knowledge. Cognitive learning provides the appropriate strategies so that the students learn and associate information they already have and reconstruct or readjust this information with the new information that is learning.

The system of didactic exercises is based on didactics since it contributes to the development of English language skills through the essential components of the teaching and learning process such as methodology, objectives, contents, as well as those components where the subjects are involved, which are the teacher and the student.

From the pedagogical point of view, the system of exercises for the development of lexical competence in the English language are an inherent part of the development of society, since they seek to promote a good development in the formation of individuals. Therefore, this exercise system encompasses the demands that exist between teaching and learning within the educational field and is based on constructivism, which is a pedagogical current of which Lev Vygotsky (1896-1934) was a precursor, this current is focused on providing both methodological and pedagogical resources to promote the construction of knowledge in students.

According to Bolaños (2020) “Todo indica que el constructivismo direcciona el proceso educativo, particularmente el de facilitar las herramientas que permitan al estudiante organizar la información que reciba” (p. 497). In short, this approach contributes to the improvement of the students' learning process, where the student is attributed as the center of his or her own learning. The constructivist learning model is part of a trend in teaching that prioritizes giving students the tools they need to take responsibility for their own education.



The system of exercises to develop lexical competence is systemic, flexible, adaptable, integrative to achieve the adequate development of lexical competence in the process of teaching and learning English to fourth year students of English.

- **Characteristics of the exercise system**

The characteristics refer to the set of features that highlight or distinguish something or someone and that serve as identification to differentiate it from the rest or within a set of elements of the same type.

The system of exercises to develop lexical competence is composed of interrelated activities, where the work with lexical competence is integrated with each other, gradually moving from the simple to the complex; it is systemic, flexible, adaptable and integrating. The present system of exercises is based on a series of characteristics described below:

- Systemic: the system of didactic exercises is contemplated and governed by a systemic approach, since its set of actions are aimed at improving a problem, where its elements are related to achieve an objective, which seeks to optimize the performance of students, this feature involves an ordered set of actions or processes where its components follow a structured sequence based on objectives and content in such a way that seeks to improve lexical competence.

-Flexible: This particularity allows teachers to modify or vary the system of exercises for a specific content within the classroom, in addition to incorporating new methods which respond to the demands that arise in terms of vocabulary development and it allows modifications to the time used for execution without changing its essence or its purpose for which it was developed.

-Adaptable: The system of exercises is adaptable since educators can constantly adapt the curricular content to meet the needs of their students, that is, each system of didactic exercises is

related to the curriculum that teachers socialize and that they consider necessary and pertinent. For this reason, each content is executed to strengthen the students' capacities according to the educational context in which it was created.

-Integrative: Within the present system integrating different methods and didactic strategies focused on improving vocabulary and thus effectively integrating learning, educators must integrate new ways of teaching. Therefore, they must reform their teaching through the use of an integrative exercise system where teacher and student share new forms of instruction, resources and lived experiences.

On the other hand, a system of exercises has a systemic approach, that is, it is made up of a set of actions that seek to build or modify something in what is being studied. In the case of an educational process, the aim is to change a problem or shortcoming that is present in the students through actions related to each other and thus improve their performance in some way or another (Sánchez and Machado, 2020). In addition, a system of exercises contributes to the educational environment for the fulfillment of objectives and the construction of knowledge.

### **3.2 System of didactic exercises to develop lexical competence**

The present system of didactic exercises has a structural systemic approach where elements of the pedagogical and didactic field are perceived to develop the capacities in terms of vocabulary knowledge, which contributes to the elaboration of the system of exercises in which the results of the diagnostic test are taken into account as the main procedure to obtain relevant information of the population to be studied and thus analyze the current level of the students in terms of the development of lexical competence.

In addition, a general objective is presented where skills present in the lexical competence are integrated, combining the contents and sources that the teacher will use to achieve the objective presented. As for the contents addressed in the system of exercises, these were selected according to the deficiencies and needs obtained from the data collection after the application of the instruments previously described, in addition to taking into consideration the methodology used in English language teaching for the construction of the didactic exercises in order to provide a good understanding of it by the students.

The system of exercises incorporates elements that allow an active role and work the cognitive part of the students from a system approach based on the selected contents. The key element for the development of the exercises are the classes present in the teaching and learning process, since they will help to specify the objectives to be achieved.

The form of evaluation of the exercise system is designed in such a way that students identify their strengths and weaknesses, as well as a continuous work is required between the teacher and the students, these forms of evaluation are peer evaluation, self-evaluation and evaluation by the teacher. Evaluation can be defined and understood as several ways or forms, where the teacher seeks to measure the students' knowledge through a test in order to know the level of knowledge they have and if necessary, implement a series of methods to improve their learning (Mora, 2004, p.2).

This system of exercises is perceived from a developmental approach that allows evidencing an educational and learning change in students. On the other hand, it enables the student to appropriate knowledge from the simplest to the most complex in a creative way, in which it seeks to respond to the shortcomings, problems and deficiencies found in the diagnostic test. The **general objective** of the system of didactic exercises is to contribute to the development of lexical

competence in English vocabulary in fourth grade students of the basic education school "La Providencia".

### **Methodological considerations of the exercise system**

In order to design the exercise system, didactic methods used in English language teaching and bibliography related to the components present in the teaching-learning process of the English subject were taken into consideration. The proposed exercises are based on the contents of the English subject units and their planning. From a didactic perspective, the system of exercises poses **specific objectives**, which are detailed below:

- To contribute to the development of lexical competence in fourth grade students of the basic education school "La Providencia".
- To understand the different aspects involved in the process of learning English vocabulary in students.
- Appropriate the different learning methods that contribute to the development of lexical competence in English vocabulary.

The current research involves and integrates the lexical method, with the aim of covering and responding to the needs present in the group of students and thus provide a continuous improvement in the lexical development in the English language through a system of exercises that is attractive, dynamic and motivating that seeks to awaken the cognitive part of the students and improve their learning process, which is of utmost importance, as expressed by Concha (2015) "Una lengua puede adquirirse a través de estrategias metacognitivas, donde el alumno reflexiona, planifica y hace una autoevaluación de su aprendizaje y sus nuevos conocimientos". (p. 9).

The lexical approach to English language teaching is characterized by giving priority to vocabulary over grammar, in which the focus is on structure, language use, and word grouping. This approach emphasizes the importance of learning lexical units to improve fluency within the language, which has to be rewarding for students because this method will allow them to understand and communicate. Within this approach some techniques used in vocabulary development are employed, among them are:

- Semantic categorization
- Visual recognition
- Contextualized vocabulary

As for the resources to be used, this is defined as tools used to improve teaching, i.e. each material used in this exercise system was created with the purpose of satisfying the student's needs in relation to their learning. In addition, so that the students learn more easily and understand the whole class taught by the teacher. In the current system of didactic exercises, resources such as sheets, blackboard, markers and images are used to show in detail and improve the teaching of vocabulary. In addition, flashcards are used, which help students to better understand the content of the class.

### **Methodological details for the implementation of the exercise system**

Exercises 1, 2 and 3 are incorporated in the first group that belongs to the word family, in which the student performs the categorization exercises with partial help from the teacher, since the teacher must take into account the level of lexical competence in vocabulary. Exercises 4, 5 and 6 are organized according to their degree of difficulty, in this case contextualized vocabulary is used as a technique, in addition to the fact that the teacher provides essential help at the moment of introducing the vocabulary to the students. In the last group, exercises 7 and 8 focus on

awakening the cognitive part of the student, where visual recognition is used to attract the students' attention. The whole system of exercises to develop lexical competence is designed so that it is at the level of the students and doesn't present any level of complexity, as well as it is organized in such a way that the student develops a taste for completing the exercises.

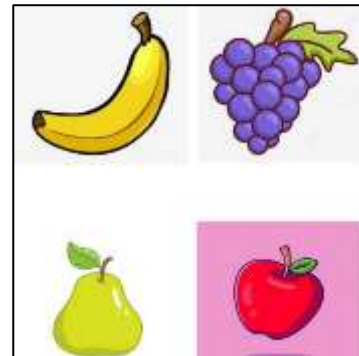
### 3.3 Description of the didactic exercise system

#### CLASS 1

##### Exercise 1

**Unit:** A day on the farm

**Title:** Fruits



**Objective:** To become familiar with fruits through an exercise to develop English vocabulary.

**Procedure:** The teacher gives the topic and introduces the fruits and has the students practice on worksheets, then asks questions about them to measure their ability to remember them.

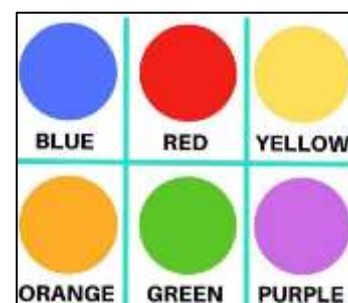
**Teaching aids:** flashcards, worksheets, whiteboard, markers.

##### Exercise 2

**Unit:** A day on the farm

**Title:** Colors

**Objective:** to become familiar with colors through a memory exercise.



**Procedure:** the teacher introduces the names of the colors and asks the students to find an object in the classroom according to the color mentioned by the teacher.

**Teaching aids:** flashcards, worksheets, whiteboard, markers.

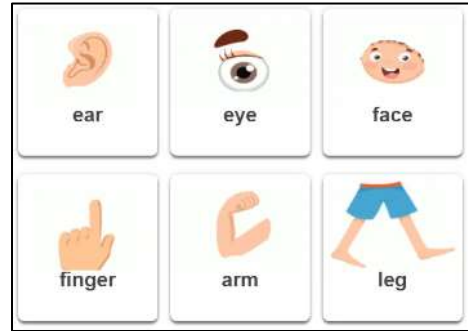
**Evaluation:** Students will be able to use vocabulary about fruits and colors to talk about things they use everyday with their colors, ask questions like; what it is? What color it is?

## CLASS 2

### Exercise 3

**Unit:** family at home

**Title:** parts of the body



**Objective:** to recognize the parts of the body through commands.

**Procedure:** the teacher presents the parts of the body and have the students play a game with the target language. The teacher asks the students to touch the body part he/she mentions.

**Teaching aids:** flashcards, worksheets, whiteboard, markers.

### Exercise 4

**Unit:** family at home

**Title:** Numbers

**Objective:** to recognize numbers from 1 to 20 in order to be able to count things.

**Procedure:** the teacher introduces the topic and has the students count things in the classroom and complete a worksheet.

**Teaching aids:** flashcards, worksheets, blackboard, markers



**Evaluation:** Students will be able to use vocabulary about parts of the body and numbers for describing and count parts of the body and functions of body parts., ask question like what it is?

### CLASS 3

#### Exercise 5

**Unit:** my neighborhood

**Title:** Occupations

**Objective:** to identify professions through image recognition.



**Procedure:** the teacher teaches the class, introduces new vocabulary and asks the students to identify images and write the names according to the illustrations.

**Teaching aids:** flashcards, worksheets, blackboard, markers.

#### Exercise 6

**Unit:** my neighborhood

**Title:** Animals

**Objective:** to identify animals through images in order to acquire new knowledge and vocabulary.



**Procedure:** the teacher introduces the class to new vocabulary and asks the students to identify images and color according to the color of the animals.

**Teaching aids:** flashcards, worksheets, board, markers.



**Evaluation:** Students will be able to use vocabulary about occupations and animals what occupations and animals there are in their city and zoos

### **General conclusion of the didactic exercise system**

In order to respond to the low level of knowledge regarding lexical competence in vocabulary, the present system of didactic exercises was developed to improve the needs and problems encountered by the students and to provide continuous improvement in vocabulary development. In terms of closure, the system of exercises proves that students have greater lexical knowledge after its application.

**CHAPTER IV: ASSESSMENT OF THE EFFECTIVENESS OF THE SYSTEM OF  
DIDACTIC EXERCISES FOR THE DEVELOPMENT OF LEXICAL COMPETENCE  
IN THE VOCABULARY OF THE ENGLISH LANGUAGE IN STUDENTS OF FOURTH  
"A" OF THE BASIC EDUCATION SCHOOL "LA PROVIDENCIA"**

This epigraph presents the results obtained after the application of the system of didactic exercises to develop lexical competence in students of fourth "A" of the basic education school "La Providencia", which was carried out during the week from January 16th to 20th, 2023. The contents of the topics were selected according to the academic program of the English subject.

**4.1 Description of application of the didactic exercise system**

**Class 1**

This class was held on Monday, January 16th, 2023 with a duration of 40 minutes each one and in which the topics Fruits and Colors were taught. During the first class the teacher began by introducing the topic of fruits detailed in the lesson plan (ANNEX 4), with the help of the whiteboard where the fruits were explained through exercises on it. Then the teacher introduced the name of the colors corresponding to the second topic (ANNEX 7)

After the explanation of the class the teacher asks the students to practice by giving them worksheets. Then, he asks questions about the given topic to measure their ability to remember them. the teacher asks the students to name a fruit and object according to the color mentioned by the teacher and ends by making a feedback of the topics taught in class.

## **Class 2**

This class was held on Monday, January 18th, 2023 with a duration of 40 minutes and covered two topics. First of all, the topic "Parts of the body" was presented (ANNEX 8) as detailed in the lesson plan (ANNEX 5), the vocabulary was introduced using flashcards and the whiteboard. It was shown each flashcard and its writing in English respectively. Subsequently, it was taught a structure for asking about body parts "What is this/that?", with the aim of making students practice and easily remember the vocabulary. Finally, it was employed a didactic game called "Tic tac toe" to facilitate the assimilation of the new vocabulary learned, and students were asked to complete exercises on the topic on worksheets that included matching exercises and jumbled words.

During the second session of the class, the other topic on "numbers" was presented, each number was introduced with its respective pronunciation, then students were made to count things they had in their backpack and in the classroom. At the end of the class, students were asked to write in letters the numbers that the teacher wrote on the board. Finally, students were asked to practice the new vocabulary through worksheets.

## **Class 3**

In this class, which was carried out on January 20, 2023, detailed in the lesson plan (ANNEX 5), during the first part of the class, students learned about the occupations where the teacher introduced the vocabulary through a presentation of a set of images to explain each image with its writing and pronunciation, students were made to observe each illustration and say what they were and asked which occupation they already knew and how to say in English some of them, after that all students repeated all the professions. In addition, worksheet exercises were done for

the students to practice the vocabulary learned. Then, illustrations were randomly presented to the group in general and questions were asked to specific students or volunteer students.

In the second part of the class, the other topic was presented, which was "animals", and a series of flashcards were shown, which different animals were shown and the whole group was asked to pronounce each word. Then it was used the game "tic tac toe" again to make them participate in pairs (ANNEX 9) and make it more attractive for the students. Subsequently, the students were made to practice the lexical vocabulary learned through worksheets. To conclude, students were given a post-test (ANNEX 10) with the content seen in all the classes to measure knowledge and evaluate the effectiveness of the didactic exercise system.

#### **4.2 Results and discussion of the application**

After concluding the application of the system of didactic exercises, it is of utmost importance to discuss the results obtained, which focus on the development of lexical competence in vocabulary in the teaching-learning process of the English language.

According to the information obtained, it was evidenced that lexical competence is remarkably essential for language development because vocabulary helps to develop all the skills present in this language. Therefore, the application of didactic activities can contribute to vocabulary development. In this case, it was elaborated a system of exercises focused on improving the vocabulary level of the students. It was used a system of exercises that integrates the dimensions present in lexical competence, which were also taken into account in the initial evaluation along with their respective indicators.

**Dimension 1: Mastery of vocabulary.** Improvements were evidenced through the respective indicators.

As for the first indicator language production 20 students (28%) obtained a score of 9 to 10, they have an excellent level, 14 students (20%) obtained a score of 7 to 8 and have a regular level of knowledge of lexical competence and only 1 student (2%) obtained 1 to 6, which has an insufficient level. As to the reception of language 20 students (29%) obtained a score of 9 to 10, possessing an excellent level, 14 students (20%) obtained a score of 7 to 8, having a regular level and only 1 student (1%) obtained 1 to 6, which possesses a low level.

**Dimension 2: use of vocabulary.** Remarkable improvements were obtained in each one of the indicators measured

Regarding to the first indicator of breadth, 23 students (33%) obtained a score of 9 to 10 and are in the excellent level, 11 students (16%) with a score of 7 to 8 are in the regular level and only 1 student (1%) is in the insufficient level with a score between 1 and 6. With respect to the depth indicator, 23 students (33%) obtained a score of 9 to 10 and are in the excellent level, 11 students (15%) with a score of 7 to 8 were in the regular level and only 1 student (2%) is in the insufficient level with a score between 1 and 6, whose student presented a learning problem and was unable to infer the meaning of the words.

## CONCLUSIONS

The bibliographic review allowed to understand that the teaching and learning of the English language in terms of the development of lexical competence in vocabulary has shown that there are no methods that make possible the development of vocabulary in particular, where certain limited methodologies are contemplated to develop this skill.

The different instruments applied allowed relevant information about the population studied, which was at a level and with existing insufficiencies in lexical competence, so it was notably necessary to elaborate a system of didactic exercises.

The elaboration of a system of didactic exercises was carried out taking into account the contents present in this subject e study plan of the English that contributes to its development, which is characterized by being flexible, integrative, adaptable and systemic whose exercises are dynamic for the students.

After the application of the system of didactic exercises, it was possible to corroborate a remarkable and improvement in the students of the fourth year of EGB in terms of vocabulary knowledge, who showed great interest during its application.

## **RECOMMENDATIONS**

Continue researching and deepening this topic in order to find other solutions, which may be through methods, strategies, exercises, activities, etc., so that it can help the development of lexical competence in vocabulary in students within the teaching-learning process of the English language.

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## ANNEXES

### ANNEX 1

#### GUÍA DE OBSERVACIÓN

**Tabla de valores**

Niveles	Observación
Siempre	Adecuado
A veces	Poco adecuado
Nunca	No adecuado
<b>Unidad de análisis:</b> Dominio de las habilidades productivas y receptoras empleando la competencia léxica.	
<b>Dimensión:</b> Dominio del vocabulario	
El estudiante siempre entiende al docente cuando habla inglés	
El estudiante a veces entiende al docente cuando habla inglés	
El estudiante nunca entiende al docente cuando habla inglés	
El estudiante siempre entiende palabras en inglés en texto escrito	
El estudiante a veces entiende palabras en inglés en texto escrito	
El estudiante nunca entiende palabras en inglés en texto escrito	
El estudiante siempre pronuncia correctamente las palabras en inglés	
El estudiante a veces pronuncia correctamente las palabras en inglés	
El estudiante nunca pronuncia correctamente las palabras en inglés	
El estudiante siempre habla en inglés durante las clases	
El estudiante a veces habla en inglés durante las clases	
El estudiante nunca habla en inglés durante las clases	
<b>Unidad de análisis:</b> Uso activo de la competencia léxica del idioma inglés	
<b>Dimensión:</b> Uso del vocabulario	
El estudiante siempre hace uso del vocabulario del idioma inglés	
El estudiante a veces hace uso del vocabulario del idioma inglés	
El estudiante nunca hace uso del vocabulario del idioma inglés	
El estudiante siempre pone en práctica el vocabulario aprendido	
El estudiante a veces pone en práctica el vocabulario aprendido	
El estudiante nunca pone en práctica el vocabulario aprendido	
El estudiante siempre hace uso correctamente una palabra en inglés	
El estudiante a veces hace uso correctamente una palabra en inglés	
El estudiante nunca hace uso correctamente una palabra en inglés	
El estudiante siempre hace el uso correcto del vocabulario en un tema determinado.	
El estudiante a veces hace el uso correcto del vocabulario en un tema determinado.	
El estudiante nunca hace el uso correcto del vocabulario en un tema determinado.	

ANNEX 2



**UNIVERSIDAD TÉCNICA DE MACHALA**  
*"Calidad, Pertinencia y Calidez"*  
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR  
**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**  
**PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS**



**DIAGNOSTIC TEST**

**Student's name:**

**Class:**

**Date:**

**Instructions:**

1. Read instructions carefully.
2. Mark your answers completely, otherwise it will not be graded.
3. Do NOT make any crossing-out.

**1. Match the body parts with their names**

Mouth



Legs



Eyes



Ears



Hands



**2. Write the name of the fruits**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**UNIVERSIDAD TÉCNICA DE MACHALA**  
*"Calidad, Pertinencia y Calidez"*  
D.L. No. 69-64 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO - REPUBLICA DEL ECUADOR  
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**PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS**



**3. Complete the names of the colors**

a) Y \_\_\_\_\_ W

b) R \_\_\_\_\_

c) B \_\_\_\_\_ E \_\_\_\_\_

d) G \_\_\_\_\_ E \_\_\_\_\_

e) W \_\_\_\_\_ T E \_\_\_\_\_

**4. Match the numbers with their names**

FOUR

. 2

SIX

. 5

TWO

. 4

FIVE

. 3

THREE



. 6

**ANNEX 3**



Taking the diagnostic test



ANNEX 4



		<b>UNIVERSIDAD TÉCNICA DE MACHALA</b> <i>"Calidad, Pertinencia y Calidez"</i> <b>UNIDAD ACADÉMICA DE CIENCIAS SOCIALES</b> <b>CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</b> <b>Lesson Plan No. 1</b>			
<b>SCHOOL:</b> "La Providencia"		<b>SUBJECT:</b> English		<b>LEVEL:</b> 4 Educación Basica	
<b>DIDACTIC UNIT Nº 2:</b> A day on the farm		<b>TOPIC:</b> Fruits and colors		<b>APPROACH:</b> Communicative <b>LESSON TIME:</b> 40 min.	
<b>TEACHER:</b> Jaime Cuenca, Jhonny Lalangui		<b>ACADEMIC PERIOD:</b> 2022 - 2023			
<b>OBJECTIVE:</b> To become familiar with fruits through an exercise to develop English vocabulary; to become familiar with colors through a memory exercise.					
<b>PREVIOUS KNOWLEDGE:</b>				<b>DATE:</b> 16/01/2023	<b>WEEK:</b>
<b>SYSTEM OF CONTENTS</b>	<b>STAGES</b>	<b>ACTIVITIES</b>	<b>METHODS AND TECHNIQUES</b>	<b>TEACHING RESOURCES</b>	<b>ASSESSMENT PARAMETERS</b>
<ul style="list-style-type: none"> <li>Vocabulary about fruits and colors.</li> <li>Ways to learn new vocabulary through a system of exercises</li> </ul>	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introduction</li> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Drilling</li> </ul>	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>Markers</li> </ul>	Students will be able to use vocabulary about fruits and colors to talk about things they use everyday with their colors, ask questions like; what it is? What color it is?
	<b>DEVELOPMENT</b> (30 min)	<ul style="list-style-type: none"> <li>Brainstorming of the new topic</li> <li>Explanation</li> <li>Group work explanation</li> <li>Students must to use the topic to describe objects</li> <li>Students apply the vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>Questions and answers</li> <li>Auditory</li> <li>Visual</li> <li>Elicitation</li> <li>Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Images</li> <li>Flashcards</li> <li>Illustrations</li> <li>worksheets</li> </ul>	
	<b>CONCLUSIONS</b> (5 min)	<ul style="list-style-type: none"> <li>Set an assignment about the topic</li> </ul>	<ul style="list-style-type: none"> <li>Closure</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Feedback</li> <li>worksheets</li> </ul>	
<b>RESEARCH:</b>					
<b>AUTONOMOUS WORK:</b>					

ANEXO 5

		<b>UNIVERSIDAD TÉCNICA DE MACHALA</b> <i>"Calidad, Pertinencia y Calidez"</i> <b>UNIDAD ACADÉMICA DE CIENCIAS SOCIALES</b> <b>CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</b> <b>Lesson Plan No. 2</b>					
<b>SCHOOL:</b> "La Providencia"		<b>SUBJECT:</b> English		<b>LEVEL:</b> 4 EGB			
<b>DIDACTIC UNIT:</b> family at home		<b>TOPIC:</b> Parts of the body and numbers		<b>APPROACH:</b> Lexical <b>LESSON TIME:</b> 40 min.			
<b>TEACHER:</b> Jhonny Lalangui		<b>ACADEMIC PERIOD:</b> 2022 - 2023					
<b>OBJECTIVE:</b> To recognize numbers from 1 to 20 in order to be able to count things.							
<b>PREVIOUS KNOWLEDGE:</b>						<b>DATE:</b> 18/01/2023	
SYSTEM OF CONTENTS		STAGES	ACTIVITIES	METHODS AND TECHNIQUES	TEACHING RESOURCES	ASSESSMENT PARAMETERS	
<ul style="list-style-type: none"> <li>Vocabulary about parts of the body</li> <li>Numbers</li> </ul>		<b>INTRODUCTION</b> (10 min)	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introduction first topic</li> <li>Present vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Drilling</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>whiteboard</li> </ul>	Students will be able to use vocabulary about fruits and colors to talk about things they use every day with their colors, ask questions like; what is? What color it is?	
		<b>DEVELOPMENT</b> (25 min)	<ul style="list-style-type: none"> <li>Group work explanation</li> <li>Ask questions</li> <li>Play a game</li> <li>Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Questions and answers</li> <li>Discussions</li> <li>Independent work</li> </ul>	<ul style="list-style-type: none"> <li>images</li> <li>worksheets</li> </ul>		
		<b>CONCLUSIONS</b> (5 min)	<ul style="list-style-type: none"> <li>Set an assignment about the topics</li> </ul>	<ul style="list-style-type: none"> <li>Closure</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Feedback</li> <li>worksheets</li> </ul>		
<b>RESEARCH:</b>							
<b>AUTONOMOUS WORK:</b>							



ANEXO 6

		<b>UNIVERSIDAD TÉCNICA DE MACHALA</b> <i>"Calidad, Pertinencia y Calidez"</i> <b>UNIDAD ACADÉMICA DE CIENCIAS SOCIALES</b> <b>CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</b> <b>Lesson Plan No. 3</b>					
<b>SCHOOL:</b> "La Providencia"		<b>SUBJECT:</b> English		<b>LEVEL:</b> 4 EGB			
<b>DIDACTIC UNIT:</b> my neighborhood		<b>TOPIC:</b> occupations and animals		<b>APPROACH:</b> Lexical <b>LESSON TIME:</b> 40 min.			
<b>TEACHER:</b> Jhonny Lalangui		<b>ACADEMIC PERIOD:</b> 2022 - 2023					
<b>OBJECTIVE:</b> To identify occupations through image recognition.							
<b>PREVIOUS KNOWLEDGE:</b>				<b>DATE:</b> 20/01/2023		<b>WEEK:</b>	
SYSTEM OF CONTENTS	STAGES	ACTIVITIES	METHODS AND TECHNIQUES	TEACHING RESOURCES	ASSESSMENT PARAMETERS		
<ul style="list-style-type: none"> <li>Vocabulary about occupation and animals</li> </ul>	<b>INTRODUCTION</b> (10 min)	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introduction first topic</li> <li>Present vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Drilling</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to use vocabulary about occupations and animals what occupations and animals there are in their city and zoos</li> </ul>		
	<b>DEVELOPMENT</b> (25 min)	<ul style="list-style-type: none"> <li>Group work explanation</li> <li>Ask questions</li> <li>Say the name of the picture</li> <li>Play a game</li> <li>Exercises about the topic</li> </ul>	<ul style="list-style-type: none"> <li>Questions and answers</li> <li>Discussions Independent work</li> </ul>	<ul style="list-style-type: none"> <li>Images worksheets</li> </ul>			
	<b>CONCLUSIONS</b> (5 min)	<ul style="list-style-type: none"> <li>Set an assignment about the topics</li> </ul>	<ul style="list-style-type: none"> <li>Closure</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Feedback</li> </ul>			
<b>AUTONOMOUS WORK:</b>							

## During the class

### ANNEX 7



### ANNEX 8





**ANNEX 9**



# POST TEST

## ANNEX 10

 <p><b>UNIVERSIDAD TÉCNICA DE MACHALA</b> <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 09-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO - REPUBLICA DEL ECUADOR <b>UNIDAD ACADÉMICA DE CIENCIAS SOCIALES</b> <b>PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</b></p> 												
<b>POST TEST</b>												
<b>Student's name:</b>												
<b>Date:</b>												
<b>Instructions:</b>												
1. Read instructions carefully.												
2. Mark your answers completely, otherwise it will not be graded.												
3. Do NOT make any crossing-out.												
<b>1. Classify the words into the correct group.</b>												
LEG – APPLE – ORANGE – MOUTH – HAND – GRAPE – EAR – BANANA – EYES - WATERMELON												
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 50%; text-align: center;">FRUITS</th><th style="width: 50%; text-align: center;">PARTS OF THE BODY</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	FRUITS	PARTS OF THE BODY										
FRUITS	PARTS OF THE BODY											
<b>2. Match the family words.</b>												
<table style="width: 100%;"><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">ONE</td><td style="width: 20%;"></td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">YELLOW</td></tr><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">BLUE</td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; text-align: center;"><b>COLOURS</b></td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">FIVE</td></tr><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">THREE</td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; text-align: center;"><b>NUMBERS</b></td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">SIX</td></tr><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">GREEN</td><td></td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">RED</td></tr></table>	ONE		YELLOW	BLUE	<b>COLOURS</b>	FIVE	THREE	<b>NUMBERS</b>	SIX	GREEN		RED
ONE		YELLOW										
BLUE	<b>COLOURS</b>	FIVE										
THREE	<b>NUMBERS</b>	SIX										
GREEN		RED										



# UNIVERSIDAD TÉCNICA DE MACHALA

*"Calidad, Pertinencia y Calidez"*

D.L. N.º 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO - REPUBLICA DEL ECUADOR

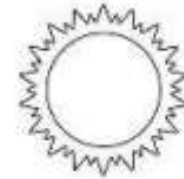
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

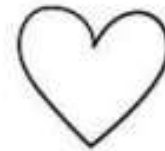


## 3. Color the pictures according to the name

**YELLOW**



**RED**



**GREEN**



**PURPLE**

