



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**Didactic strategy to improve the vocabulary of English by establishing the
differences between American and British English**

**LUCAS ESTUPIÑAN EMILY ESTEFANIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
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CHAMBA ZAMBRANO JONH MARCELO

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por Emily Estefanía Lucas Estupiñán

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LUCAS ESTUPIÑAN EMILY ESTEFANIA

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DEDICATION

I dedicate my research work to my mother Rosa Estupiñan for always being with me in every decision I have made and to my closest friends. I will always be grateful for all the support I have received from them, especially to Johan, who has been encouraging me not to give up and to finish this chapter of my life.

GRATITUDE

I thank my family, friends, and especially Mr. Chamba for all the support they have given me in this research, thanks to life for showing me how wonderful in every way that has predisposed me and every learning that this gives me, it has not been easy so far, but every contribution, love and immense kindness and unconditional support has helped me to complete this goal, with obstacles, successes, and failures, but if it were not for you, none of this would be possible.

SUMMARY

La siguiente investigación se llevó a cabo con la finalidad de indagar en las posibles causas del déficit de vocabulario en inglés en la variante del inglés británico, presente en los estudiantes del sexto año de la Escuela de Educación Básica Particular “Nueva Aurora” una institución educativa machaleña y de la misma manera ofrecerle a la comunidad educativa una solución viable para tratar la problemática, de tal manera que se oferta la inserción de una estrategia didáctica para mejorar el vocabulario del inglés estableciendo las diferencias entre el inglés americano y británico. La investigación ahonda en el uso de estrategias didácticas y aplicación en la enseñanza de idiomas mediante un enfoque cuantitativo de tipo explicativo y diseño experimental.

Palabras clave: Estrategia didáctica, vocabulario, inglés, mejora, diferencias, inserción.

ABSTRACT

The following research was carried out in order to investigate the possible causes of the deficit of vocabulary in English in the variant of British English. present in the students of the sixth year of the School of Private Basic Education "Nueva Aurora" an educational institution machaleña and in the same way offer the educational community a viable solution to deal with the problem, in such a way that the insertion of a didactic strategy is offered to improve the vocabulary of English by establishing the differences between American and British English. The research delves into the use of didactic strategies and application in language teaching through a quantitative approach of explanatory type and experimental design.

Key words: Didactic strategy, vocabulary, English, improvement, differences, insertion.

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INTRODUCTION

English is undoubtedly the universal language, the bridge of communication that allows the world to know, the advances of science and technology, today it is still the most learned language in the world, that is why, to learn and teach it, several methods and approaches have been created to facilitate its learning, as well as, methodologies that have been innovated to achieve this goal.

It should be noted that learning theories have helped to better understand how new knowledge is acquired. In this regard, Aras & Murat express that “cognitivism and constructivism have one thing in common, they all claim that learning is mostly a biological process and it occurs in the human brain”, that is, they make an explanation and against (Bozkurt & Ataizi, 2015, pág. 157)the different theories and their impact on learning, for example, the fact that behaviorism ignores internal processes, On the other hand, cognitivism focuses on internal learning processes, constructivism on the other hand focuses on experience.

As for vocabulary together with grammar, they have been the elements of evaluation most used indiscriminately in diagnostic tests, location in the various educational strata at the regional level and particularly in our country. It should be remembered that these two *issues* complement the integration of receptive (listening, reading) and productive (speaking and writing) skills. For some authors and grammarians like (Steward, Fryer, & Gibson, 2013, pág. 68), vocabulary is a sub skill.

L2 vocabulary knowledge can be represented by not only a general fact or of vocabulary knowledge but also identifiable sub-skills, and therefore can be considered to

be multi-dimensional in nature, justifying individual attention to each of these skills in language education.

This implies that the four language skills accompanied by grammar and vocabulary must be taken into consideration to determine foreign language proficiency. No language is uniform, each language has variations as a result of its geographic location, generational and social culture. An example in our country is the variation of accent between morlacos and costeños. As Paul Tench argues "every language varies in different ways as a result of different factors... Language varies from area to area and this accounts for what we call 'regional dialects'" (Tench, 1991, page 11).

In the same vein, the vocabulary in the English language has a divergence in the region of North America and England which over time has generated confusion on the part of those who seek to acquire the English language as a second language or L2 "A second language is any language that a person uses other than a first or native language." (Nordquist, 2020) . The vocabulary of a language encompasses much more than the words or expressions found in a dictionary, as differences in it stem from several factors, including demographic and cultural factors, creating the need to adapt to linguistic jargon and forcing native speakers to change certain aspects of the language.

Slang is therefore important in foreign language learning, and students must be well aware of it: first, a passive knowledge of slang is often vital for understanding conversations in the media and real situations and may allow learners to identify people's origin and their belonging to a social group or place (Mattiello, 2005).

To fill students' English vocabulary gaps, teachers should pay more attention to the vocabulary difference between British and American English, raise awareness of gaps in words or expressions that can confuse intercultural communication, and develop and teach strategies to understand different adaptations of English vocabulary.

It is very important to attempt and examine various vocabulary teaching techniques and strategies so as to find the most effective ones which may help a lot in developing students' vocabulary, and as a result, to improve their reading comprehension skills. Thus, the purpose of this study is to investigate the effect of a combination of explicit and implicit vocabulary strategies on the development of EFL learners' vocabulary (A & Al-Darayseh, 2014).

There is no doubt that English is an influential language worldwide and the importance of learning and mastering it is well known, since it is stated that knowledge of English increases the opportunities of those who speak it to participate in different contexts such as: work, social, cultural and educational; Focusing on this last scenario, it is very important to recognize if students are understanding the language and the terminological differences within it, since there is a conflict in the educational system when selecting the teachers who teach the subject of foreign language and it is the case that students reach a level to learn the language with a different jargon than the previous level.

Awareness must be created among teachers so that, when selecting the didactic support material that will be used in their classes, they reflect on whether it contains or

mixes American English with British, as it can cause confusion and bad habits that will be reflected when students face real-life situations. However, if it is decided that you have no other option and that you should make this combination, it is necessary to inform the students of what is happening, so that they are aware that, although they are practicing the English language, it is integrating and combining the pronunciation or writing of different countries. (Sanchez, 2020, p. 5)

There are factors that influence the learning of vocabulary of an L2 and are closely related to the strategies used in the acquisition process, the motivation and stimuli that are given to the student directly affects their training, so it is necessary to learn to identify the needs of the student taking into account their age, skills and abilities, in order to make good use of the methodology.

Vocabulary learning not only refers to mastering a certain number of words or phrases, but also includes the ability to use vocabulary correctly. Therefore, correct vocabulary learning strategies are very important to students... Each language learner should try to find one or some proper ways that suit for him to enlarge their vocabulary and improve their English learning. (Bai, 2018, p. 854)

It is evident that vocabulary and its learning are an important part of the process of learning the English language as a foreign language, given this fact it is essential to emphasize that the use of didactic strategies is of vital significance within the path of bilingualism. Vadillo & Klingler (2005) cited by (Navarro & Piñeiro, 2012, p. 234) , state that "didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input".

In addition, authors such as Boghian, I (2012), Cifuentes, J., & Palacios, A. (2019), Camelo, J (2017), Pereira, Z., & Peña, R. (2022), support through their different publications and studies the fact that didactic strategies are a fundamental element for the acquisition of vocabulary and subsequently the development of the skills contemplated by the English language. Consequently, their bibliographic contributions contribute to the theoretical training that supports that didactic strategies can improve the vocabulary of American and British English in students of the 6th year of basic education belonging to the Nueva Aurora School of Private Basic Education, who are subject to a series of difficulties regarding vocabulary, which are detailed below:

- Students are almost unfamiliar with the basic terminology of the language.
- English vocabulary is not used in the slightest.
- Difficulty differentiating between a variant of British and American vocabulary.
- Presence of recurrent English spelling errors.

In the presence of the aforementioned conditions, the following scientific problem arises: How to improve the vocabulary of English in students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School?

According to the perceptions of the researcher, it is highlighted that the possible causes that give rise to the problem are the following:

- Inadequacies in reinforcement for vocabulary teaching.
- Lack of didactic strategies that encourage vocabulary learning.

- No incentive for the use of vocabulary and its differentiation.
- Little guidance as to the change or belonging of the British and American vocabulary.

For this reason, the teaching and learning process in basic education is established as an **object of study**.

The **general objective** pursued by this research is to implement a didactic strategy establishing the differences between American and British English for the improvement of English vocabulary in students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School.

Subsequently, the following **specific objectives** are established:

1. Theoretically founded the implementation of didactic strategies for the improvement of the vocabulary of English by establishing the differences between American and British English.
2. Diagnose the current level of vocabulary possessed by students of the 6th year of basic education belonging to the Nueva Aurora School of Private Basic Education.
3. Design a didactic strategy based on establishing the differences between American and British English that improve the vocabulary of English possessed by students of the 6th year of basic education of the Nueva Aurora Private Basic Education School.
4. To evaluate the effectiveness in the vocabulary of the application of the didactic strategy establishing the differences between American and British English in the

students of 6th of basic education belonging to the Nueva Aurora Private Basic Education School.

The research that is developed is experimental (pedagogical pre-experiment, with pre and posttest) and is projected from a quantitative **methodological paradigm**, which seeks to verify the following:

Scientific hypothesis: The application of didactic strategies based on the differences between American and British English can improve the vocabulary of English in 6th grade students belonging to the Nueva Aurora Private Basic Education School.

The hypothesis raises the relationship between two variables, the **dependent** variable being the development of English vocabulary and the **independent variable** a didactic strategy based on the differences between American and British English.

As for the **research population**, the researcher takes as subjects the 15 students that make up the 6th year of basic education belonging to the School of Private Basic Education "Nueva Aurora".

Within the development of this research, a series of research methods related to both the theoretical and empirical levels were taken into account; Therefore, each of them is detailed below

As for **the theoretical methods** it is possible to point out

- The **historical-logical method** to detail in a chronological and truthful way the development of the phenomenon of study both worldwide and in the context of the

researcher, in order to better understand its origin and development in alternate realities to the research scenario through the passage of time.

- The **analytical-synthetic** method with the aim of through the division of the whole into its parts to understand in a deeper way everything that composes and also covers the research phenomenon that this study aims to investigate.
- The **hypothetical-deductive** method to be able not only to generate but also to verify the hypotheses that have been raised by the researcher throughout the research work.

On the other hand, regarding the **empirical methods**, the researcher that the following are conducive to the development of the research

- **Method of observation** to identify and delimit the problem and the possible origin of it.
- **Experimental method** to record the effects caused in the development of vocabulary given before, during and after the application of a didactic strategy based on establishing the differences between American and British English.
- **Pedagogical tests** to recognize the strengths and weaknesses of the population in terms of vocabulary and their differentiation between the North American and British variants of English.
- **The statistics to** compare the results obtained prior to the application of the pedagogical proposal and after the implementation of the same, so that it is much easier to show the change experienced by the pre and post experimentation variables.

The research is important because it will contribute not only to the acquisition and development of English language vocabulary in the selected population, but will also allow elected subjects to learn to differentiate between North American and British variants of the language. On the other hand, the practical contribution of the research is the didactic strategy based on the differences between American and British English, which is proposed as the pedagogical proposal of the research.

This research report has a structure consisting of, the introduction itself, which provides a quick look at what the research comprises; It also has three epigraphs which are divided in the first place the theoretical background that guides the reader about the transcendence of the research problem in various realities through the passage of time, secondly the theoretical framework in which the methodology selected by the researcher for the thorough realization of this work is detailed in depth, followed by the third section entitled Pedagogical proposal where the structuring and operation of the didactic strategy based is described, establishing the differences between American and British English applied by the researcher in order to improve vocabulary development. Finally, the bibliography is located as a whole of the conclusions, recommendations and annexes.

CHAPTER I THEORETICAL BACKGROUND

In the epigraphs shown throughout the current chapter, the historical, conceptual and contextual background related to the research problem are addressed, so that readers be able to experience a deeper insight of how it has taken its place in history, the different definitions in connection with it and its embodiment in the research field.

1.1 Historical background of the study of vocabulary in the EFL teaching-learning process

It is no longer news that nowadays English is recognized as a world language, since it makes possible that half of the different communities in the world share a common communication channel. However, it is necessary to know its origins. The birth of English as a language according to various sources is divided into three sections in time: Anglo-Saxon English, Middle English and Modern English.

The English called Anglo-Saxon arises from a Germanic language, which arrived in Anglo-Saxon Britain around the fifth century and spread as a new language thanks to the native tribes that lived in that era, said tribes already had their own glossary from the Celtic languages widely spread at that time. The construction of the vocabulary of Old English went through a lot of difficulties due to the lack of own words, that is why historians mention the fact that English in its beginnings borrowed some terms from Latin; another very popular language at that time, in order to fill gaps in its lexicon.

Just like in the case of Spanish. When the English colonists arrived in America, they brought with them the language with the original accent, the so-called 'rhotic accent' "el inglés

americano pronuncia siempre la ‘r’ algo que no ocurre en la mayoría de los dialectos británicos” (Learn with Bel, 2020, p.1)

Over time, the colonization and expansion of the conquering tribes, the language evolves thanks to the mixture between languages. It is at this point that English begins to become more formal and it acquires a much more structured lexical and phonological system. According to Peña (2019, p. 22)

The English language became significant in London, it experienced a gradual evolution and it began to gain ground; In addition, due to colonization processes, there were changes in pronunciation that affected the sounds of long vowels for language standardization.

As for modern English, "it was born at the time when the British writer William Shakespeare began to become famous" (Marín, 2011, p. 1). Its peak dates back to the late sixteenth and early seventeenth centuries, but it is only in the years around 1708 that its teaching is propitiated given the territorial and economic expansion of Great Britain, that by then outstood as a leading country; in such position, this nation sought to expand its culture and language. It is around 1760 that the British venture into the teaching of English as a foreign language and years later, after the independence of the United States from the British yoke, the colonization of North America adds to the expansion of English around the world. However, it is the British who are credited with engaging their language as a subject of schooling.

From this point the language ceases to be only a language or communication means, to become one of the most taught subjects worldwide at that time and the present today. It is essential to recognize that many forms and methods were devised for their teaching, since over time the pupils presented new difficulties and needs. The first method of schooling coined to the teaching

of English was at the beginning of the nineteenth century in Spain, where the interest in learning the language increased thanks to the commercial relations of this country and England. In this period, English teaching schools and centers were created, labeled as primary, secondary, in the latter it was subdivided into general and expansion and as a teaching approach the natural method was used, which consists of the student learning the foreign language with the same process followed in the mother tongue (Fernández, 2011)

Later, different methods would be used, such as: the grammar *translation method*. Which Ro`zimova, Allaberganova & Ro`zmetov (2021, p. 1) define as

a method of second language instruction based mostly on the translation of passages from the native language into the target language. Along the way, students are explained the grammar rules, etymology, and syntax of the target language in a more linguistic than communicative way.

Such method prioritizes learning by translating from the learners' mother tongue into the new language and proved to be of great help in the early days of the bilingual school, as it worked well for teaching other languages such as Latin and Greek long before English. From there on, it is possible to notice how vocabulary already plays a fundamental role for learning English, because without its foundations and knowledge, it is very unlikely to learn it.

However, it is in 1982 in the United States and with the North American variant of English that vocabulary becomes much more important thanks to the arrival of the well-known direct *method*. This method handles a different position from the translation method since “analizaba el lenguaje en tres subsistemas: el fonológico, el morfológico y el sistema de unidades asociadas al significado para la comunicación” (Pérez, 2014, p 166) to mediate learning more efficiently.

Taking into account that in the mid-twentieth century not only the teaching of British English expanded, but also its North American variant through various somewhat more pedagogical ways, the recognition of formal teaching and vocabulary as a fundamental basis for learning English as a second language is finally offered “without vocabulary nothing can be conveyed.” (Wilkins, 1972 p. 111, quoted by Carter y McCarthy, 1988, p. 42). That is, from here vocabulary prevails in language teaching, and transcends its inclusion as learning content through various methods and its importance for the development of the language skills that speaking English demands.

1.2 Conceptual and referential background about vocabulary in the teaching-learning process of English and its British and American variant

Vocabulary and its learning involve much more than just learning the meaning of words, as it is technically one of the primary bases for language learning regardless of what it is, since “el aprendizaje de vocabulario no es un fin por sí mismo, sino una manera de enriquecer las habilidades de escucha, habla, lectura y escritura del estudiante, lo que finalmente desemboca en una mayor fluidez en la lengua” (Nation, 1994 citado por Medellín, 2008, p. 12), therefore, it is essential to delve into what vocabulary means, what aspects compose it, the strategies for its learning, and its differences between one variant of English and another, to better understand the importance it represents. Therefore, these aspects are described as follows.

1.2.1 Characterization of vocabulary development in the teaching-learning process of English

To better understand what the term vocabulary implies, it is vital to review the definition that this word conveys, in the words of the CC. OO Teaching Federation of Andalusia (2010, p. 1) “El vocabulario es el conjunto de palabras que forman parte de un idioma específico y son conocidas por las personas que hablan dicho idioma”. Taking into account this point of view, it can be said that vocabulary is all those words that make up a language and which in turn are used by people from one or more communities to communicate with each other or with other subjects. On the other hand, Siqueira (2007, p 458), mentions that vocabulary “incluye todas las clases de palabras léxicas que se conoce desde la gramática normativa hasta las expresiones, las «muletillas», las jergas, entre otras” which leads us to conclude that vocabulary is something more than just written words, since it includes morphological, semantic and syntactic structures.

Therefore, it is necessary to ponder the existence of different types of vocabulary such as: active vocabulary, passive vocabulary and reserve vocabulary. Firstly, active vocabulary is defined as all the formal oral or written lexicon that individuals make regular use of; on the other hand, passive vocabulary is all that lexicon that is known but not used due to ignorance of its meaning, writing, pronunciation or some other aspect; finally, the reserve vocabulary is the one that language users usually hear, hear, read or observe but that in the same way is not used recurrently neither when speaking nor when writing.

At first glance it can be said that vocabulary is essential for the development of language and communication since:

Learning a language is necessarily (although not exclusive) learning its vocabulary, because in the lexicon all the knowledge of phonology, morphology, semantics, pragmatics are integrated, and it is through the considerable potentialities of words, that man can refer to the extralinguistic world and to the linguistic world itself (Cruz, 2012, p.3)

Regarding the learning of foreign languages, vocabulary and its learning receive great recognition since “gracias a la adquisición de vocabulario nos es más fácil el aprendizaje de las restantes actividades lingüísticas, como, por ejemplo, la escritura, lectura, composición” (Pérez, 2010, p.1). In other words, vocabulary is the basis for the development of language skills.

Likewise, the acquisition of vocabulary may vary depending on the difficulties and needs presented by the learner in question; However, for this same reason there are a number of methods, techniques and didactic and teaching - learning pedagogical strategies. With regard to pedagogical instruction, there are two main variants: direct and indirect instruction. The first merits that for learners to acquire vocabulary they must focus specifically on words and their meanings, while indirect instruction for vocabulary appropriation requires learners to learn words and their meaning through exploration. Which leads to associate this teaching approach with constructivism which expresses that:

The learner is able to produce knowledge based on the information exposed. Learning takes place in community, is constructed, takes into account the context and previous experiences of students. Likewise, the new knowledge is added to the previous one that the student already has and the teacher is the one who makes the classes active participatory with the purpose that new meaning is built between them. (Yurani, 2016, p. 23)

With regard to methods, techniques and strategies for teaching and learning vocabulary, a wide range of options is currently offered, such as the new teaching models based on kinesthetic learning (games, dynamics, songs, phonemics, etc.), the inclusion of materials and didactic resources (flashcards, posters, worksheets, etc.) and the inclusion of ICT (videos, interactive pages, video games, virtual simulators, web platforms, etc.) With the purpose of making the teaching process a recreational and innovative space in which the student, instead of feeling learning as an obligation, appreciates it as a fun and meaningful experience.

On the other hand, it should be noted that among the pedagogical models suitable for teaching and learning the vocabulary of English as a foreign language, the *PPP approach* and the *TPR approach* stand out, since they are very effective within the process of vocabulary acquisition depending on the fact that it needs to be taught through a structuralist approach. *Ppp approach* is defined as “a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom” (Kostoulas, 2012, p.1). On the other hand, *TPR method* “approach encourages to teach language through physical actions, gestures, and commands” (Shi, 2018, p.1087)

Among the principles for teaching vocabulary proposed by McCarten (2007 p.) highlights that the

Offer variety. That is, the material used for the presentation of vocabulary must be varied and attractive appealing to the content. Include images, sounds, different types of texts, such as stories, conversations, web pages, quizzes, news reports, etc. on topics that are relevant to the interests of the students. Variety also involves considering learning

styles, so it is necessary to provide different activities that require seeing, listening, analyzing, experimenting or producing something and expressing ideas.

The above supports the fact that pedagogical models such as PPP and TPR work in an ideal way for teaching and learning vocabulary, since both allow the student to acquire the English lexicon through their exposure and interaction with it in the environment in which they develop through controlled tasks or activities.

1.2.2. Conceptual rationale for the use of British and American English variants in vocabulary development

In order to understand in an affordable way, the use of British and American English variants in vocabulary development, it is imperative to be aware of what a variant means; according to the Royal Spanish Academy (2022, definition 3) a variant is conceptualized as a "variety or difference between different classes or forms of the same thing". Taking into account this connotation and orienting the term to linguistics Hernández, Butragueño, Barriga, Demonte, García, Gutiérrez, Herrera, Pérez and Pozas (2015, p.407) mention that "Variation is an inherent feature of natural languages motivated both by internal factors of their systemic structure and by external factors, conditioned by the geographical, sociocultural, historical and individual situation of their speakers".

With the basic terminology clarified, it is vital to know how the variants of a language are born, in the words of Zanfardini (2018, p.24), "la variación lingüística sucede cuando un hablante puede alternar diferentes formas lingüísticas distintas con el fin de crear un mensaje equivalente". However, a document provided by California State University, Bakersfield (2018, p.1), states that "La lengua puede presentar en sus manifestaciones concretas (el habla) diferentes variedades

debidas a distintas causas que se producen en el proceso de comunicación”. It is possible to emphasize that the variations of a language are given by cultural, social, demographic and even stylistic reasons.

It is common knowledge that English has been a language that has predominated in the world for many years, therefore, likewise its origin precedes for a long time in history. However, how did language variants originate? These as in any other language were carried out and established in various territories thanks to the English expansion and the imposition of their language in foreign lands, giving way to linguistic adaptations with different intonations, pronunciations, slang and dialects.

In the late eighteenth and early nineteenth centuries we find what is basically English today. Some words are the product of technology or new concepts in the scientific field... English had been characterized by several regional dialects. The greatest development and diffusion of the language begins in the nineteenth century and continues without interruption. Numerous words are incorporated into English as a result of British colonial expansion (López y Montero, 2007, p.18).

Going back to the colonial era North America it is necessary to recognize that English is positioned as a language in North America around the seventeenth century with the arrival of the British colonists. With the passage of time and the congregation of the small colonial cities an English linguistic system is established with bases influenced by several British, Irish and Scottish dialects given the residence of individuals from these countries in the United States of that time, giving way to the linguistic origin of American English which adopted characteristics of these words merging them and building their own variant, Same that years later thanks to technology and globalization would become the most popular in the world.

"The language of American culture is influencing globally through the media with television commercials and even music. This type of cultural influence is connected to cinema, the Internet and new technological advances" (Cledera, 2009, p.1).

Both British English and its American variant drag a similar origin that is summarized in colonization, territorial expansion and influence of other languages. However, what are the aspects that differentiate them? According to a post by the British Council (2020 "el inglés británico y el inglés americano se encuentran diferenciados uno del otro por cuatro estamentos en general: la pronunciación, el vocabulario, la ortografía y la gramática". Therefore, it is understood that if we want to learn to differentiate or speak British or American English it is essential to know aspects such as pronunciation, vocabulary, spelling and grammar of each variant. However, a press release issued by Cambridge English Language Assessment (2017) denotes that "Expertos de la Universidad de Cambridge han analizado los acentos, el vocabulario y la ortografía como las claves para comunicar en inglés en cualquier región del Planeta".

As for when and where to use one variant or another, we must bear in mind the objectives to achieve with language learning since:

"One of two varieties of reference English, British English or American English, is usually used. In turn, within these varieties there is a wide variety of accents or dialects depending on the geographical area, with characteristics different from the reference variety, which is actually more a term to group several accents or dialects of an area than a real variety "(González, 2015 cited by Sánchez, 2020, p.2)

1.3 Contextual background

The teaching of English as a foreign language or TEFL has become paramount within the various educational systems worldwide, so the Ecuadorian education system is no exception. English and its teaching in the Ecuadorian context as in other contexts have undergone a series of transformations throughout history, however the mandatory imposition of the teaching of English for the secondary level of Ecuadorian education since 1992 and the joint creation of the Department of Foreign Language in the ministry were some of the most significant government decisions established by the Ministry of Education of Ecuador of that time. Notwithstanding, this fact does not mark the beginning of language teaching in Ecuador, this event dates back almost 90 years before; However, it is only in 1950 that English is inserted as a subject of study in the national curriculum.

At the end of the 90's, although English had long been a subject that figured within the curriculum, its instruction was not in charge of professionals trained in that field, but in the hands of "amateur" teachers who knew little about foreign language teaching and about the strategies used in the classroom to promote such learning (Castro, Abreus y Hernández, 2016, p.569).

And that showed that the country even for those instances and 40 years after the inclusion of English as a subject was not competent in terms of teaching aspects.

Regarding English teaching in classrooms, the British variant is the one chosen given "an agreement between the MinEduc and the British Council" (Ortega and Argudo, 2016, p.170) carried out in 1992. However, with the arrival of the US transnationals after the banana boom of 1948, the teaching of the North American variant offered within the school facilities that belonged to these transnationals such as the United Fruit Company and others was also popularized. For the

2002 year, along with the creation of the Common European Framework of Reference for Languages which would provide a guide to teachers responsible for teaching foreign languages, there is a small evolution in terms of language teaching in Ecuador and in turn reaffirms that the English teaching standard is in favor of its British variant.

But it is only in 2008 thanks to the reform of the constitution during the mandate of Rafael Correa who calls the Ecuadorian state as democratic, sovereign, independent, unitary, independent, unitary, intercultural, plurinational, sociocultural, and fair that promoted

a new legal framework for education, which constitutes in the deepest change Ecuador's education has face in the last century. It is a necessity of the third world countries, to create a curriculum that allows to develop capacities and skills that allow us to compete with the purpose of achieving a fair distribution of the wealth and to incline to reach not only the Total Quality as the merchants of the education proclaims, but reaching the Social Quality (Cadena, Castillo, Céleri and Damían, 2018, p.128)

It has been evident that for a long time in Ecuador English has been existing, as well as the teaching of both variants given the different historical events that have caused a change in the country. But, defining which of the variables is taught officially depends on each educational institution since the Ministry of Education (MinEduc) highlights that

the curricular proposal is flexible, worked by sublevels, developed in five (5) curricular blocks aligned with the exit profile and the values of justice, innovation and solidarity that it promotes, as well as with the Common Framework of Reference for Languages (Ministry of Education, 2016).

That is to say, the learning or teaching of a specific variant is not specifically required as long as the educational process complies or is oriented according to the curricular proposal established by the Ministry of Education. Hence, both languages are present in educational establishments, in addition to technological advances and communicational media exposure make the mixture between variants much more noticeable, given that while in schools and colleges the variant of British English is taught, meanwhile the media, cinema, music, video games, television and other sources to which learners are exposed reinforce the use of some other variant such as the North American variety, which is the most popular in these areas.

The present research is developed in the School of Private Basic Education "Nueva Aurora", an institution that as its name indicates is private. In the past, the institution was known as "La Aurora" preschool and elementary school, this symbolic and significant letterhead was replaced in order to pay tribute to its owner manager Mr. Manuel Bueno Fajardo. The academic establishment has been providing its services to the Orense community since 1994. Since its foundation, it has promoted quality education for the student generations that have passed through its classrooms, whose mission is to develop ethical, moral and spiritual values.

Today the institution has 121 students, 11 teachers who are under the direction of Johan Alberto Pacheco Delgado who appears as the principal. It should be noted that the school has a wide academic offer ranging from comprehensive preschool education to the academic sublevel of secondary basic education.

In consideration that English and its development is not in optimal conditions within the academic institution, through an institutional agreement made with the Technical University of Machala where Mr. Jonh Chamba Zambrano, coordinator of the career of Pedagogy of National

and Foreign Languages, made it possible that students of the aforementioned major carry out the development of their pre-professional practices with thesis work in this educational establishment.

1.3.1 Diagnosis of the level of vocabulary and awareness of differentiation between the British and American variants possessed by students belonging to the 6th year of basic education at Nueva Aurora Private Basic Education School.

Within this section, the results obtained after the observations made by the researcher will be described, as well as those generated through the diagnostic test applied to the students in order to know the level of vocabulary and awareness of differentiation between the British and American variants that the students belonging to the 6th year of basic education at Nueva Aurora School of Private Basic Education have.

Analysis of the results:

Observation

- According to the observations made regarding the frequency of vocabulary use, it can be noted that students use the vocabulary of the language regularly.
- Regarding the presence of activities that promote the use of vocabulary, it was observed that in fact activities that encourage the use of vocabulary are carried out during EFL classes.
- As for the didactic strategies that contribute to the acquisition and differentiation of vocabulary between the American and British variants, it is important to emphasize that the observations object the statement that EFL teaching process is exclusively

American, therefore the pedagogical instruction is directly oriented to that variant of the language.

- Finally, regarding the level of discernment between the presence of one or another variant of the language, students present a nullity in the face of the differentiation of the variants of British and American English.

Diagnosis.

Concerning the diagnostic test, by tabulating the results obtained after its application, it evidenced individually and in groups the data graphed in the table below.

Board 11 Processing: for resignations (dimension 1)

DIMENSION 1	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2,99– 2.50)	Good (2.49 – 1.50)	Regular (1,49- 0,50)	Insufficient (-0.50)
Amplitude (4 points)				2,12		

Source: authors.

Board 22 Processing: by dimensions (dimension 2)

DIMENSION 2	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2,99– 2.50)	Good (2.49 – 1.50)	Regular (1,49- 0,50)	Insufficient (-0.50)
Depth (4 points)					0,57	

Source: authors.

Board 33 Processing: by dimensions (dimension 3)

DIMENSION 3	Very satisfactory (2)	Satisfactory (- 2 - 1,70)	Very good (-1.70 - 1.40)	Good (- 1.40 -1.10)	Regular (- 1,10 - 0,80)	Insufficient (-0,)
Variant recognition (2 points)				1,17		

Source: authors.

Board 44 Processing: Dimension Set

Dimension set	Very satisfactory (10- 9)	Satisfactory (8,9 – 8)	Very good (7,9 – 7)	Good (6,9 - 6)	Regular (5,9 - 5)	Insufficient (-5)
Sum of the set of dimensions						3,86

Source: authors.

Board 55 Processing: diagnostic test

INSTRUMENTS	Very satisfactory (10- 9)	Satisfactory (8.9 – 8)	Very good (7.9 – 7)	Good (6.9 - 6)	Regular (5.9 - 5)	Insufficient (-5)
Diagnostic test						3,86

Source: authors.

From the graphically represented results above, it is possible to conclude that the students taken as a population reflect an insufficient level in terms of the development of the vocabulary of the English language and the differentiation of its variables. Since Siqueira (2007, pp. 458 – 459) states that to be aware of a word is the subject.

- Can pronounce it.
- Can write it correctly.
- Knows how to recognize it by hearing it — in isolation and in combination with other words—or when it is seen in writing.
- It comes to mind at the moment it is needed.
- Knows how it works grammatically, that is, if it is a verb the conjugation is known, in the case of an adjective, its concord, etc.
- The relevant meanings are known.
- Can use it appropriately in the context. Knows the connotations both geographically and socially.
- Knows how not to abuse it.

What supports the statements of the author, given that students show a good level in terms of breadth which involves the number of known words and the recognition of their respective meanings and although this is not problematic, it should be noted that students show decadence with levels that appear between regular and good in terms of depth and recognition of language variables which if we take into account the words already quoted from Siqueira to say that a subject has a satisfactory vocabulary in terms of foreign languages the individual to know " how it works grammatically, that is, if it is a verb the conjugation is known; in the case of an adjective, its agreement, etc.", which is not visible in the subjects under evaluation.

Therefore, it is determined that students from to the 6th year at Nueva Aurora private basic education school have an insufficient level registered on a scale of one (1) to ten (10) in which vocabulary development is considered insufficient when their progress is recorded with a value of minus five (-5) points to one (1); regular from five point nine (5.9) to five (5) points; good, from six point nine (6.9) to six (6) points; very good from seven point nine (7.9) to seven (7) points; satisfactory from eight point nine (8.9) to eight (8) points and very satisfactory from nine (9) to ten (10) points; in which students reflect a total average of three point eighty five over ten (3.85/10).

CHAPTER II

METHODOLOGICAL FRAMEWORK

The following chapter details the different methodological aspects that the researcher took into account for the development of this research. It describes from the definition and orientation of the paradigm and type of research to the variables studied, without leaving aside other indispensable points such as the research design, the population and sample, the theoretical and empirical methods, the data processing techniques and the work with the research variables.

2.1 Paradigm and type of research

According to the objectives that the research aims to achieve, it is established that it has a methodological paradigm oriented to the quantitative, since it is intended to evaluate the effectiveness of the application of didactic strategies in terms of the development of English language vocabulary, in addition to the fact that from this approach, hypotheses are postulated to be tested during the progressive progress of the research and the implementation of the pedagogical proposal that it proposes. For this same reason, it is stated that the research is of an explanatory type.

Mertens (2005, p.8) and Creswell (2003, p.7) quoted by (Mackenzie and Knipe, 2006, p. 195) they express us that the quantitative or positivist paradigm "is based on the rationalistic, empiricist philosophy that originated with Aristotle, Francis Bacon, John Locke, August Comte, and Emmanuel Kant" and "reflects a deterministic philosophy in which causes probably determine effects or outcomes".

2.2 Research design

Regarding the research design, the researcher determines that the study is classified within an experimental design, since it is planned to carry out the application of a pedagogical experiment with pre- and post-test with the objective of evidencing the changes generated in the development of vocabulary through the immersion of didactic strategies.

(Chaloner and Verdinelli, 1995, p. 2073) Experimental design involves the specification of all aspects of an experiment. Common sense, available resources and knowledge of the motivation for carrying out the experiment often help in selected important features that depend on the specific problem. Not all aspects of experimental design are susceptible to abstract mathematical treatment, but the choice of values for those variables that are under the control of the experimenter can be simply expressed in a mathematical framework.

2.3 Population and sample or object of study

The population and sample of the research, also called the object of study, is made up of the 15 students who are part of the 6th year of basic education at the Nueva Aurora School.

(Arias, Villasís y Miranda, 2016, p.202) The study population is a defined, limited and accessible set of cases, which will form the reference for the choice of the sample, and which meets a series of predetermined criteria. It is necessary to clarify that when we speak of a study population, the term does not refer exclusively to human beings, but can also correspond to animals, biological samples, files, hospitals, objects, families, organizations, etc.

2.4 Research methods

For the development of the research, the researcher has taken into account a diverse number of methods of different natures, since each and every one of them plays an important role in the construction and development of the study and its results. For this reason, the methods used are described in the following lines.

2.4.1 Theoretical methods

It is essential to know what is meant by the title theoretical methods according to Alejandro and Curillo (2022, p.31) "Theoretical methods are those that guarantee the discovery of fundamental qualities and relationships of the object of research, facilitating the possibility of interpreting in a conceptual way those empirical data that were previously found".

In other words, they make possible the documentation and substantiation of the empirical facts that guided the researcher to develop his study. In the present work, use is made of:

- The **historical-logical method**, which is intended to describe in detail the historical background of the history of the development of the problem, "the historical method does not simply serve the purpose of legitimising the object's history, its conception, existence, development and possible demise" (Ivanov and Chehlarova, s.f, p.3). In this research, its function was to capture in a chronological and historical manner the development of the phenomenon under study both at a global level and in the context of the researcher, in order to better understand its origin and development in realities other than the research scenario through the passage of time.
- The **analytical-synthetic method** itself that through the division of the whole into its parts allows to obtain a much broader view of what the study phenomenon implies. It

makes its appearance in this research with the objective of giving a deeper understanding of everything that composes and also encompasses the research phenomenon that this study intends to investigate.

- The **hypothetical-deductive method**, which enables the generation and testing of hypotheses, was used to be able not only to postulate but also to verify the assumptions made by the researcher throughout the research work.

2.4.2 Empirical methods

Regarding empirical methods Dan (2017, p.1) states that “empirical methods see systematic collection of material and/or analysis of data as the way to acquire knowledge”. With this in mind, the researcher suggests that the following methods of an empirical nature are conducive to the development of the investigation.

- **Observation method** “is the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting” (Cowie, 2009, p.166). Applied to the research in question was used to identify and delimit the problem and its possible origin.
- **Experimental method** was applied with the purpose of verifying the changes generated in the development of the vocabulary given before and after the application of didactic strategies that establish the differences between American and British English.
- **Pedagogical tests** in order to provide the researcher with a starting point between the strengths and weaknesses of the population in terms of vocabulary and its differentiation between the American and British variants of English.

- **Statistics** to analyze and graphically represent the results obtained prior to the application of the pedagogical proposal and after the implementation of the same, so that it is much easier to distinguish the change experienced by the variables pre and post experimentation.

2.5 Data processing techniques

The data collection of this research is carried out through the application of various techniques, in order to support each of the parameters covered by the research. In the following lines the techniques used are shown.

2.5.1 Consistency matrix

By using a consistency matrix, the researcher intends to present in detail the variables to be studied, the data to be obtained and the way to do it, as well as the hypotheses to be tested and how the research is structured based on its objectives. Therefore, it is essential to be aware of what a consistency matrix represents; in the words of Vera and Lugo (2016) a consistency matrix

It is a horizontal table, made up of columns and rows, which consists of presenting and summarizing in an adequate, panoramic and succinct way the basic elements of the research project, to understand and evaluate the coherence and logical connection between the problem, the objectives, the hypothesis, the variables and methodology in the research to be carried out.

2.6 Working with the variable

Problem	Objectives	Hypothesis	Variables and indicators																																				
<p>General Issue:</p> <p>How to improve the vocabulary of English in the students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School?</p> <p>Specific Problems:</p> <p>- What is the level of breadth of vocabulary possessed by 6th grade students belonging to the Nueva Aurora Private Basic Education School?</p> <p>What is the level of depth of vocabulary available to 6th grade students belonging to the Nueva Aurora Private Basic Education School?</p> <p>In what moderation are students able to recognize variants of English vocabulary?</p>	<p>General objective:</p> <p>Implement a didactic strategy establishing the differences between American and British English for the improvement of English vocabulary in students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School.</p> <p>Specific objectives:</p> <p>Theoretically substantiate the implementation of didactic strategies for the development of English vocabulary establishing the differences between American and British English.</p> <p>Diagnose the current level of vocabulary possessed by students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School.</p> <p>Design a didactic strategy based on establishing the differences between American and British English that improve the English vocabulary possessed by students of the 6th year of basic education of the Nueva Aurora Private Basic Education School.</p> <p>To evaluate the effectiveness in the vocabulary of the application of the didactic strategy establishing the differences between American and British English in the students of 6th of basic education belonging to the Nueva Aurora Private Basic Education School.</p>	<p>General hypothesis:</p> <p>The application of didactic strategies based on the differences between American and British English can improve the vocabulary of English in 6th grade students belonging to the Nueva Aurora Private Basic Education School.</p> <p>Specific hypotheses:</p> <p>The application of didactic strategies based on the differences between American and British English can improve the breadth of English vocabulary in 6th grade students belonging to the Nueva Aurora Private Basic Education School.</p> <p>The application of didactic strategies based on the differences between American and British English can improve the depth of English vocabulary in 6th grade students belonging to the Nueva Aurora Private Basic Education School.</p> <p>The application of didactic strategies based on the differences between American and British English can improve the recognition of variants of English vocabulary in 6th grade students belonging to the Nueva Aurora Private Basic Education School.</p>	<p>Variable 1: Didactic strategy based on the differences between American and British English.</p>																																				
			<p>(Ferreiro 2012 cited by Reynosa, Serrano, Ortega, Navarro, Cruz and Salazar, 2019, p.265) Didactic strategies are an essential component of the teaching-learning process. They allow the performance of a task with the required quality due to the flexibility and adaptability to existing conditions. They facilitate the confrontation (interactivity) of the subject who learns with object of knowledge, and the relationship of help and cooperation with other colleagues during the learning process. They guide the psychic activity of the student so that he learns meaningfully.</p>																																				
			<p>Variable 2: The development of English vocabulary</p> <p>Alfaki (2015, p. 1) “vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do”.</p>																																				
<table border="1"> <thead> <tr> <th data-bbox="1098 542 1314 626">Dimensions</th> <th data-bbox="1318 542 1535 626">Indicators</th> <th data-bbox="1539 542 1709 626">Items</th> <th data-bbox="1713 542 1877 626">Measurement scale 10/10</th> <th data-bbox="1881 542 2064 626">Levels and ranges</th> </tr> </thead> <tbody> <tr> <td data-bbox="1098 630 1314 698">● Amplitude</td> <td data-bbox="1318 630 1535 698">● Number of known words</td> <td data-bbox="1539 630 1709 698">1) Look at the chart and colour the words that you know</td> <td data-bbox="1713 630 1877 698">2/2</td> <td data-bbox="1881 630 2064 698">Very satisfactory (10- 9)</td> </tr> <tr> <td data-bbox="1098 701 1314 951"></td> <td data-bbox="1318 701 1535 951">● Recognition of meanings</td> <td data-bbox="1539 701 1709 951">2) Match the picture with the correct word</td> <td data-bbox="1713 701 1877 951">2/2</td> <td data-bbox="1881 701 2064 951">Satisfactory (8.9 – 8)</td> </tr> <tr> <td data-bbox="1098 954 1314 1114">●Depth</td> <td data-bbox="1318 954 1535 1114">● Syntax</td> <td data-bbox="1539 954 1709 1114">3) Classify the parts of the next sentences</td> <td data-bbox="1713 954 1877 1114">4/4</td> <td data-bbox="1881 954 2064 1114">Very good (7.9 – 7)</td> </tr> <tr> <td data-bbox="1098 1117 1314 1341">●Variant recognition</td> <td data-bbox="1318 1117 1535 1341">●Morphology of words</td> <td data-bbox="1539 1117 1709 1341">4) Read and choose from the highlighted word the correct English variant: American or british</td> <td data-bbox="1713 1117 1877 1341">2/2</td> <td data-bbox="1881 1117 2064 1341">Good (6.9 -6)</td> </tr> <tr> <td data-bbox="1098 1344 1314 1412"></td> <td data-bbox="1318 1344 1535 1412">●Recognition of English vocabulary variables (British and American)</td> <td data-bbox="1539 1344 1709 1412"></td> <td data-bbox="1713 1344 1877 1412"></td> <td data-bbox="1881 1344 2064 1412">Regular (5.9 - 5)</td> </tr> <tr> <td data-bbox="1098 1416 1314 1484"></td> <td data-bbox="1318 1416 1535 1484"></td> <td data-bbox="1539 1416 1709 1484"></td> <td data-bbox="1713 1416 1877 1484"></td> <td data-bbox="1881 1416 2064 1484">Insufficient (-5)</td> </tr> </tbody> </table>					Dimensions	Indicators	Items	Measurement scale 10/10	Levels and ranges	● Amplitude	● Number of known words	1) Look at the chart and colour the words that you know	2/2	Very satisfactory (10- 9)		● Recognition of meanings	2) Match the picture with the correct word	2/2	Satisfactory (8.9 – 8)	●Depth	● Syntax	3) Classify the parts of the next sentences	4/4	Very good (7.9 – 7)	●Variant recognition	●Morphology of words	4) Read and choose from the highlighted word the correct English variant: American or british	2/2	Good (6.9 -6)		●Recognition of English vocabulary variables (British and American)			Regular (5.9 - 5)					Insufficient (-5)
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Level - research design	Population and sample	Techniques and instruments	Statistics to be used
<p>Level: Basic</p> <p>Design: Experimental</p>	<p>Population: 15 students</p>	<p>Variable 2: The development of English vocabulary</p> <p>Techniques: Observation Pedagogical test</p> <p>Instruments:</p> <ul style="list-style-type: none"> - Observation sheet - Diagnostic, formative and summative evaluation <p>Author: Emily Estefania Lucas Estupiñán</p> <p>Year: 2023</p> <p>Monitoring: Face-to-face</p> <p>Scope: Students of the 6th year of basic education belonging to the Nueva Aurora Private Basic Education School</p> <p>Form of Administration:</p> <ul style="list-style-type: none"> - Observation: Group-Face-to-face - Pedagogical Test: Individual – Face-to-face 	<p>DESCRIPTIVE:</p> <p>INFERENTIAL:</p>

CHAPTER III. INTERVENTION PROPOSAL

Within chapter number three of this research will describe in detail the pedagogical proposal of intervention raised by the researcher as a tool to help the educational community, proposes the use of a didactic strategy to improve the vocabulary of English establishing the differences between American English and British in students of the 6th of basic education belonging to the School of Private Basic Education Nueva Aurora.

3.1 Theoretical foundation of the use of didactic strategy to improve the vocabulary of English by establishing the differences between American and British English

Taking into account that the problem that the research tries to solve is summarized in how to improve the vocabulary of English in the students of the 6th of basic education belonging to the School of Private Basic Education Nueva Aurora and that the students reflect difficulties in terms of mastery and development of vocabulary and the differentiation of variants of said language according to the results obtained through the application of a diagnosis; It is suggested as a possible solution the implementation of didactic strategies to improve the vocabulary of English by establishing the differences between American and British English.

First of all, it is essential to know how to recognize what a didactic strategy is, since this term can be confusing for some. According to Gutiérrez, J., Gómez and Gutiérrez (2018, p. 2 and 3) "The didactic strategy is a pedagogical procedure that contributes to achieving learning in students, in itself, it focuses on the orientation of learning." On the other hand, Mansilla and Beltrán (2013, p.29) cited by Orellana (2016, p. 3) define it as follows: "The didactic strategy is conceived as the structure of activity in which the objectives and contents become real". Taking into consideration both definitions, it is possible to point out that a didactic strategy is a set of

systematically structured guidelines mediated by the use of different techniques and resources in order to achieve the same teaching and/or learning objective.

Examples of practical teaching strategies that are popularly used in classrooms include visual materials such as collages, frieze, infographics, *flashcards*, among others. Likewise, there are materials associated with ICTs such as games, interactive pages, video tutorials, songs, audiobooks, etc. Some others associated with physical/social interaction are role-playing or role-playing. Although there are as many didactic strategies as their use benefits the learning process, Jiménez and Robles (2016, p. 108) mentions that "didactic strategies as an element of reflection for the teaching activity itself, offer great possibilities and expectations of improving educational practice. The teacher to communicate knowledge uses strategies aimed at promoting the acquisition, elaboration and understanding of it. "

The author of this research work has considered propitious the insertion of a didactic strategy to improve the vocabulary of English establishing the differences between American and British English, so *flashcards* have been selected as the vehicle and resource that through various activities and exercises will base the strategy planned by the researcher. It should be noted that the versatility of the pictographic cards is adapted to the intervention proposal.

Regarding the use of didactic strategies within the teaching and learning process, the researcher has chosen to structure it based on the technique of fixing and integrating content, since this through the repetition and constant practice of what has been learned through exercises and varied activities allows students to acquire skills. This conception can be associated with what Piaget stipulates in the constructivist theory on cognitive change and the development of adaptation processes which develop on the basis of assimilation and accommodation.

Assimilation involves the interpretation of external events according to the cognitive structure present in the subject, while accommodation is related to the way in which the process of adapting these cognitive structures to external stimuli (Limas, 2018, p.28).

What makes it possible to believe that the *flashcards* would detonate the visual stimulus that students need to carry out the process of assimilation and accommodation of the new vocabulary that will be presented in them through the tasks modeled for the implementation of the didactic strategy that will allow the improvement of the vocabulary of English establishing the differences between American and British English.

Regarding the teaching method selected to carry out the development of the didactic strategy, the author determines that the use of the presentation, practice and production method or also known as *P-P-P Approach* is *suitable*. About this method Harmer (2005) cited by Infante and Flores (2023, p. 10) mentionsthat

PPP approach allows to systematize the lesson of a class in a foreign language classroom, which is carried out through 3 phases, called presentation, practice, and production. The objective is to prepare students for the last phase where they can use all the knowledge learned in phase 1 and 2 in a communicative and interactive way among their classmates. Additionally, PPP approach permits students to produce the language spontaneously because before producing it they have controlled practice.

The reason behind the choice made by the researcher is the fact that the population that makes up the research ranges between 10 and 11 years of age, therefore, the method is propitious; since its use is mostly effective to teach basic level learners. In addition, due to the structure of this method, it is possible that the activities proposed for the insertion of the methodological

strategy are interrelated and carry out the acquisition of knowledge through the scaffolding of the presentation of the content, the practice of the same and a demonstration of the student.

The author's position regarding the use of the presentation-practice-production teaching method is reaffirmed, given that other researchers such as Calle (2022, p.36) argue that

In vocabulary instruction this method would be effective, since it is important to provide a situation so that students have an idea of what they are going to learn, in addition, it is an opportunity to collect previous knowledge. Additionally, it is key to present the meaning and form of words through images, real objects, etc. Then, in practice and production, students have different opportunities to use vocabulary in certain situations, such as talking about daily routines, skills, or experiences.

3.2 Planning the use of a didactic strategy to improve English vocabulary by establishing the differences between American and British English

The intervention proposal has a practical-didactic approach since through it it is intended that students develop the different stages that the process of acquiring knowledge implies, in addition to providing a comfortable and playful space in which the appendices perceive themselves as the main characters of their learning.

It should be noted that the pedagogical proposal aims to improve the vocabulary of the English language in students of the 6th year of basic education belonging to the School of Private Basic Education "Nueva Aurora" and that these in turn refine their ability to establish the differences between American and British English regarding vocabulary. It is also appropriate to mention that the structuring of the different exercises and practical activities that make up the didactic strategy was systematically raised taking into account various factors such as the learning

contents previously planned by the teacher of the educational institution, the predisposed schedule for the development of English classes, the space dedicated to research imposed by the teacher of header and the difficulties that students reflect in terms of vocabulary.

Regarding the contents and the theme chosen for the development of the proposal, it is necessary to clarify that they were selected as mentioned above based on various factors, but for this specific issue the researcher decided to opt for the differences in vocabulary between American and British English since the proposal is aimed at making the vocabulary increase in breadth and depth and also in increasing The ability of students to differentiate the vocabulary of both variants through the use of the planned methodological strategy.

It should be clarified that the pedagogical proposal intends that the student is conceived as the protagonist within his learning process and that at the same time supported by his teacher who appears as a guide are able to realize a significant learning regarding the vocabulary of the English language. Likewise, it should be clear that for monitoring and evaluation before, during and after the application of the proposal, there is the design of data collection instruments such as a diagnosis, observation sheets and a final test.

As mentioned above, the strategy is implicitly and systematically structured so that its application is simple and can also be extrapolated to different realities or themes that require attention regarding the difficulties with the development of the vocabulary of the English language.

Methodological considerations of using a didactic strategy to improve English vocabulary by establishing the differences between American and British English

For the design and selection of the didactic strategy, the researcher considers it necessary to take into account aspects such as the micro-curricular planning already established by the

teacher of the institution, so that the insertion of the methodological proposal does not formulate interruptions with the predisposed activities. Likewise, it is planned that the research will be coupled with a teaching and evaluation method that allows students to generate significant learning regarding the contents that are planned to be taught in order to improve vocabulary and differentiation between American and British English.

It should be noted that the intervention proposal includes the following objectives:

- To enable the development of the breadth of the vocabulary of the English language as a foreign language through the application of a didactic strategy to improve the vocabulary of English by establishing the differences between American and British English.
- Facilitate the development of depth by practicing the syntax and morphology of the vocabulary of the English language as a foreign language through the application of a didactic strategy to improve the vocabulary of English by establishing the differences between American and British English.
- Promote the development of the ability to differentiate the variants of the English language as a foreign language through the application of a didactic strategy to improve the vocabulary of English by establishing the differences between American and British English.
- Introduce the use of didactic strategies to improve the vocabulary of English by establishing the differences between American and British English within the process of teaching English as a foreign language.

- To verify that the use of didactic strategies contributes to the process of improving the vocabulary of English by establishing the differences between American and British English.

System of contents and skills to improve the vocabulary of English establishing the differences between American and British English

Knowledge system:

To talk about improving vocabulary you must have knowledge about the different components that make it up as they are

- The lexical component
- The semantic component
- The morphological component
- The syntactic component

Skill system:

English skills: *Listening, Speaking, Reading and Writing*

Area to develop: Vocabulary.

Sub-skills by dimension:

- **Amplitude:** *Number of known words and recognition of meaning*
- **Depth:** *Syntax and morphology of words.*
- **Differentiation of variants:** *Recognition of English vocabulary variables (British and American)*

Methodological clarifications for the implementation of a didactic strategy to improve the vocabulary of English by establishing the differences between American and British English

It is important to emphasize that the activities proposed by the researcher through which the use of a didactic strategy that contributed to the process of improving English vocabulary by establishing the differences between American and British English will be described below. It is also significant to specify that these activities were chosen taking into account various factors such as the learning needs reflected by the students, age, level of knowledge regarding the language and the use of a methodology that conforms to these aspects.

As a first exercise, the presentation of the new vocabulary through the use of *flashcards* is proposed (annex 5). It is essential to emphasize that this didactic strategy can be adapted to any group or vocabulary theme that you want to teach. Proceeding in the first instance with the presentation of the lexicon through the use of this resource will allow students to grasp the new content through their visual perception, which will mean that suddenly they will be able to familiarize themselves and have a first idea of what they will learn during that lesson.

For the second activity a practice of group repetition or as it is known in English *Choral Drilling is suggested*, this exercise is recommended supported by the use of *flashcards* since students can practice together the pronunciation of the new words to know and likewise by visualizing the pictographic cards associate the words, its meaning and difference between variants. As proposed, this will allow us not only to acquire new knowledge (pronunciation) but also to reinforce the aspects explained in the presentation of the content.

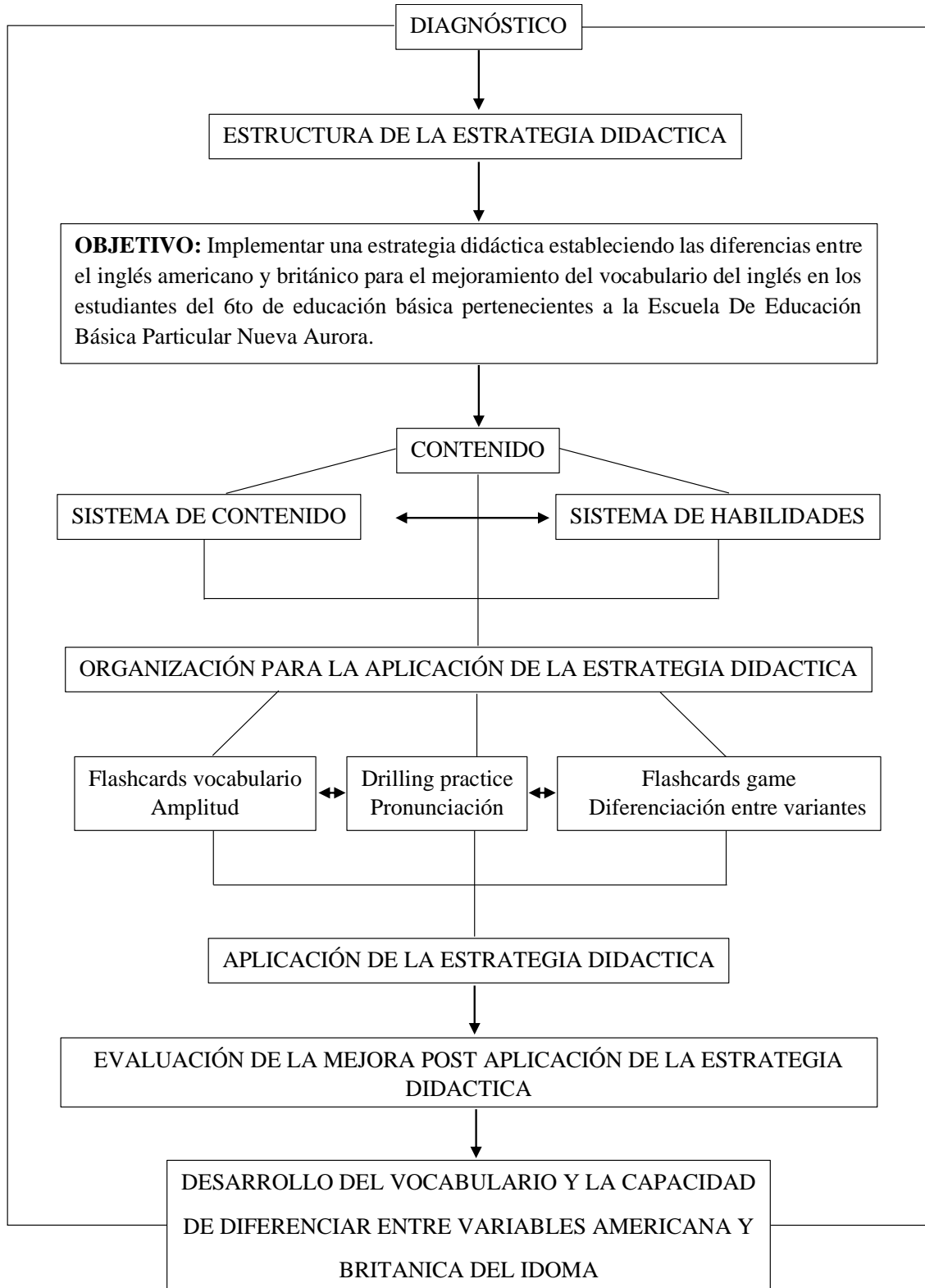
Subsequently, it is advisable to continue with a playful activity such as classification or labeling games. Through both activities students will be able to put into practice what they have been

learning throughout the lesson in a fun and comfortable way. In addition, this type of exercise will allow the teacher to notice at what level students have managed to understand the vocabulary taught. Likewise, when using a special flashcard game that adapts to both activities (annex 5) it will also be possible to verify if students are able to differentiate between language variants. Since the order for the classification game will consist of placing the figures in a column and winging of each figure two more columns with the title *American* and *British* where students will locate the *flashcard* that corresponds to the writing of each object in the different variants.

Finally, a task is proposed in which students can demonstrate and concretize their learning. Therefore, it is induced to carry out a writing exercise in which the learners write sentences choosing two of the words that make up the lesson of vocabulary learned and apply both variants in their writing. This small exercise will allow them to interfere with what they have learned in the communicative fields and in turn be aware of how to communicate the same idea using two variants of the same language.

It is essential to mention that all these exercises are conceived on the basis of the application of the methodological strategy chosen by the researcher, for this same reason they are organized sequentially since in this way through the visual fixation and integration of the content through practice in various circumstances it is intended that the learning of vocabulary and the differentiation of the same between variants of the language improve progressively converting to Students are the main builders of their learning in a dynamic and interactive space.

Exemplary representation of the didactic strategy to improve the vocabulary of English by establishing the differences between American and British English



3.2.1 Didactic strategy to improve English vocabulary by differentiating between American and British English

Class 1: American English Vs British English vocabulary differences.

Content: Differences between American and British English (Vocabulary)

Objective: By the end of the lesson, students will be able to identify the vocabulary differences between American and British English through the use of flashcards to in future demonstrating consciousness to using the vocabulary items in writing or oral context.

During the class

Time: 80 minutes

Introduction (5 minutes):

Warm up: Brainstorm -what do you know about American English and British English differences?

Objective: Students will be able to name the different between both English variants that they know

Development

Presentation (30 minutes)

- **Introduce:** Differences between American and British English.
Objective: Students will be able to know what the differences between American and British English are.
- **Present** vocabulary through flashcards
Objective: Students will be able to visualize vocabulary items.
- **Pronunciation** choral drilling practice
Objective: Students will be able to listen and practice the correct pronunciation of vocabulary items.

Practice (20 minutes)

- **Classification + Labelling** pictures exercise

Objective: Students will be able to recognize and classify words between American and British English.

Production (15 minutes)

- **Writing sentences vocabulary sentences:** choose three items and write 3 sentences using both English variants.

Objective: Students will be able to write sentences using the vocabulary items from both English variants.

End

Exit Slip (10 minutes)

- **Feedback questions:**
 - What did you learn today?
 - Name two examples.

Objective: Students will be able to reinforce content learned

Resources:

- Blackboard
- Markers
- Eraser
- Slides
- Computer
- Projector
- Eraser
- Masking tape
- Flashcards
- Pencils
- Sharpener
- Game flashcards
- Student's notebook

Conclusions

The researcher proposes as a possible solution to the present difficulties regarding vocabulary and differentiation of English language variables in students of 6th year of basic general education of the School of Private Basic Education "Nueva Aurora" the use of didactic strategies that facilitate this process and contribute to its improvement.

Unlike other didactic strategies proposed by various researchers, the one proposed in this research is characterized by through it (*flashcards*) exemplifying the difference in vocabulary that exists between both variants of the language such as the American and British variant of English, thus giving students a simple way to recognize not only the graphological difference in vocabulary between both variants but also distinguish their meaning through the graphic representations shown in it. As if that were not enough, the researcher proposes various ways to use this didactic strategy in a single class through different exercises and activities in order to maximize the use of the strategy.

CAPITULO IV. DISCUSSION OF THE RESULTS

The chapter below details the results obtained after the insertion of the didactic strategy to improve the vocabulary of English establishing the differences between American and British English. In the same way, the researcher specifies the different procedures carried out for the data processing process, thus demonstrating the veracity of the hypotheses raised at the beginning of the research regarding the development of vocabulary in students of the 6th year of basic education belonging to the School of Private Basic Education "Nueva Aurora".

DISCUSSION

Vocabulary is known today as the centerpiece of a language and consequently it is also known as the learning of any of them, because without it it would not be possible to develop the necessary communicative skills and therefore there would be no such acquisition. On the other hand, knowing vocabulary discriminating the American and British differences, increases its importance since thanks to this the communication process becomes much more effective and comfortable.

Regarding the results obtained through the evaluations applied both at the beginning and at the end of the research, it is possible to show that the subjects that made up ours, in fact demonstrated a positive change in terms of the development of their vocabulary and their ability to differentiate between language variants. Since, the average obtained in the so-called final test (annex 7) to which the research subjects were subsequently subjected to the application of the intervention proposal showed an increase of approximately 2% of improvements.

In the table below which represents the processing through the statistical function Chi square reflects the changes experienced since the application of the relevant diagnosis

Table 6. Data table

	Very satisfactory	Satisfactory	Very good	Well	Regular	Insufficient	TOTAL
DIAGNOSTIC	0	0	0	1	2	12	15
TEST FINAL	0	1	1	5	6	2	15
TOTAL	0	1	1	6	8	14	30

Source: authors.

The chi-square (annex 8) calculated with the data obtained was 15, to which a significance level of $p > 0.05$ was applied, being $X^2 = 36 >$ than the critical value with a difference of 1.73 points. According to what was said in a video by Camones (2020) "we must reject the null hypothesis when the calculated value is greater than the critical value", therefore it is possible to accept the scientific hypothesis proposed by the researchers which determines that the application of didactic strategies based on the differences between American and British English can improve the vocabulary of English in students of 6th grade of basic education belonging to the School of Private Basic Education Nueva Aurora.

CONCLUSIONS

- Vocabulary and its learning are essential factors for the acquisition of other languages as a foreign language, since vocabulary represents a fundamental pillar in terms of the development of the skills that language education requires.
- The diagnosis applied to the students revealed the difficulties they had in terms of vocabulary and the ability to differentiate language variants at the beginning of the research, which in turn allowed the researcher to think of a tool that would enable the improvement of this deficiency.
- The author of the research determines that a beneficial solution to the identified problem would be the implementation of a didactic strategy to improve the vocabulary of English by establishing the differences between American and British English.
- Through the insertion and evaluation of the use of a didactic strategy that allows to establish the differences between American and British English, there was the possibility of verifying the proposed hypotheses regarding their effectiveness in terms of vocabulary improvement, which were positive against the development of the lexicon.

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ANNEXES.

ANNEX 1. Observation sheet

Record of observation

RESEARCHER:	Emily Lucas	
DATE:	06/01/2023	
N° of students:15	Course: 6th	Parallel: "A"
Items	Remarks	
How often students use English language vocabulary in class	Use vocabulary regularly	
Presence of activities that promote vocabulary use	If they carry out activities related to the use of vocabulary.	
Use of didactic strategies that contribute to the acquisition and differentiation of vocabulary between the American and British variants.	The teaching of the English language in the institution is distinctly American.	
Level of discernment between the presence of one or another variant of the language.	They do not differentiate language variants.	

Photographic evidence



ANNEX 2. Application of the diagnostic test Observation sheet

Diagnostic test

Student's name: _____

Date: _____

Course: _____

Score: _____

1. Look at the chart and colour the words that you know (2 points)

lift	check	college	petrol	can
elevator	vacation	chips	believe	trousers
flat	pacifier	dustbin	pavement	pants
apartment	soccer	holiday	gas	timetable
biscuit	cookie	handbag	post	schedule
movie	chips	fall	mail	trolley
cap	trashcan	university	pub	cart
dummy	autumn	cinema	bar	Jumper
crisps	purse	Frisian	eraser	Sweater
napper	bill	diaper	rubber	Football

2. Match the words that have the same meaning with the images. (2 points)

1. trolley/cart



2. pacifier/dummy



3. biscuit/cookie



4. pharmacy/ chemist



5. College/ University



3. Classify the parts of the next sentences. (4 Points)

- My sister is playing soccer.
- The student is not on vacation.
- They study at college.
- I cannot change that cheque.
- We don't read comics in class.

Subject	Auxiliary/ Modal	Verb	Complement
My sister	Is	playing	soccer

4. Read the highlighted word and tick (✓) the correct American or British English variant. (2 points)

- What about another chocolate **biscuit**?
 British English American English
- What about another chocolate **cookie**?
 British English American English
- He loves travelling by train on **vacation**.
 British English American English
- He loves travelling by **underground**.
 British English American English
- The **lift** is not working.
 British English American English
- The **elevator** is not working.
 British English American English
- Put this box into the **trash can**, please.
 British English American English
- Put this box into the **garbage can**, please.
 British English American English



ANNEX 3. Diagnostic processing

PROCESSING: BY DIMENSIONS (GENERAL)

Method: Descriptive statistics (Average)

Dimension 1: Amplitude

Average indicator 1: $5.76 / 15 = 0.38$

Average indicator 2: $26 / 15 = 1.73$

Indicator 1 + indicator 2 = total average per dimension

$0,38 + 1,73 = 2,12$

Dimension 2: Depth

Indicator 1 + indicator 2 / 15 = total average by dimension

$8,5 / 15 = 0,57$

Dimension 3: Recognizing Language Variants

Indicator 1 / 15 = total average by dimension

$17,5 / 15 = 1,17$

Total sum of dimensions:

Average dimension 1 + Average dimension 2 + Average dimension 3 = total average

$2,12 + 0,57 + 1,17 = 3,86$

DIMENSION 1	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2.99- 2.50)	Good (2.49 – 1.50)	Regular (1,49- 0,50)	Insufficient (-0.50)
Amplitude (4 points)				2,12		

DIMENSION 2	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2.99- 2.50)	Good (2.49 – 1.50)	Regular (1,49- 0,50)	Insufficient (-0.50)
Depth (4 points)					0,57	

DIMENSION 3	Very satisfactory (2)	Satisfactory (- 2 - 1,70)	Very good (-1.70 - 1.40)	Good (- 1.40 -1.10)	Regular (- 1,10 - 0,80)	Insufficient (-0,)
Variant recognition (2 points)				1,17		
Dimension set	Very satisfactory (10- 9)	Satisfactory (8.9 – 8)	Very good (7.9 – 7)	Good (6.9 -6)	Regular (5.9 - 5)	Insufficient (-5)

Sum of the set of dimensions						3,86
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GENERAL DIAGNOSTIC PROCESSING


DATA: $5.53 + 2.99 + 2.56 + 3.37 + 3.59 + 3.15 + 1.93 + 3.94 + 4.57 + 4.31 + 1.88 + 4.03 + 6.19 + 5.86 + 3.86 = 57.76$

MEDIA: $57,76 / 15 = 3,86$

INSTRUMENTS	Very satisfactory (10- 9)	Satisfactory (8.9 – 8)	Very good (7.9 – 7)	Good (6.9 - 6)	Regular (5.9 - 5)	Insufficient (-5)
Diagnostic test						3,86

In accordance with the results obtained after the tabulation and analysis of the same, it is possible to distinguish that it is determined that the students belonging to the 6th year of the Nueva Aurora Private Basic Education school have an insufficient level registered on a scale of 1 to 10. This level can be expressed since the individualized analysis of each question and the results of these analyses corroborate the fact that learners have low levels in terms of breadth and depth of vocabulary and even more with respect to distinction between language variants.

ANNEX 4. Didactic strategy applied in a class planning

 PRIVATE BASIC SCHOOL "NUEVA AURORA"				
GRADE: 6 th EGB		SUBJECT: English as a foreign language		SCHOOL YEAR: 2022 – 2023
Nº STUDENTS: 15 students		LEVEL: Basic (A2.1)		DATE:
TEACHER: Emily Estefanía Lucas Estupiñán			TIME:	
AREA: English vocabulary		THEME: American English Vs British English vocabulary differences.		TEACHING METHOD: P-P-P Method
OBJECTIVE: By the end of the lesson, students will be able to identify the vocabulary differences between American and British English through the use of flashcards to in future demonstrating consciousness to using the vocabulary items in writing or oral context.				
PHASES AND TIMING	ACTIVITIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction: 05 minutes	<ul style="list-style-type: none"> Brainstorm: what do you know about American English and British English differences? 	<ul style="list-style-type: none"> Students will be able to name the different between both English variants that they know 	<ul style="list-style-type: none"> Blackboard Markers Eraser 	<ul style="list-style-type: none"> students
Presentation: 30 minutes	<ul style="list-style-type: none"> Introduce: differences between American and British English. Present vocabulary through flashcards Pronunciation choral drilling practice 	<ul style="list-style-type: none"> Students will be able to know what the differences between American and British English are. Students will be able to visualise vocabulary items. Students will be able to listen and practice the correct pronunciation of vocabulary items. 	<ul style="list-style-type: none"> Slides Computer Projector Blackboard Markers Eraser Masking tape Flashcards 	<ul style="list-style-type: none"> Teacher and students

Practice: 20 minutes	<ul style="list-style-type: none"> Classification + Labelling pictures exercise 	<ul style="list-style-type: none"> Students will be able to recognize and classify words between American and British English. 	<ul style="list-style-type: none"> Pencils Eraser Sharpener Game flashcards Tape 	<ul style="list-style-type: none"> Teacher and students
Production: 15 minutes	<ul style="list-style-type: none"> Writing sentences vocabulary sentences: choose three items and write 3 sentences using both English variants 	<ul style="list-style-type: none"> Students will be able to write sentences using the vocabulary items from both English variants. 	<ul style="list-style-type: none"> Student's notebook Pencils Eraser 	<ul style="list-style-type: none"> Students
Exit slip: 10 minutes	<ul style="list-style-type: none"> Feedback questions: <ul style="list-style-type: none"> What did you learn today? Name two examples. 	<ul style="list-style-type: none"> Students will be able to reinforce content learned 	<ul style="list-style-type: none"> Blackboard Markers Eraser 	<ul style="list-style-type: none"> Students

Photographic evidence



ANNEX 5. Didactic Strategy

1er grupo de Flashcards

 1	 2	 3	 4
 5	 6	 7	 8

2of the group of Flashcards

 1	 2	 3	 4
 5	 6	 7	 8

ANEXO 6. Post-tis

Final test

Student's name: _____

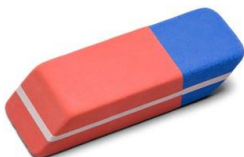
Date: _____

Course: _____ **Score:** _____

1. Look at the chart and colour the words that you know (2 points)

Lift	check	college	petrol	can
elevator	vacation	Chips	believe	trousers
Flat	pacifier	dustbin	pavement	pants
apartment	soccer	holiday	gas	timetable
biscuit	cookie	handbag	post	schedule
movie	chips	Fall	mail	trolley
cap	trashcan	university	pub	cart
dummy	autumn	cinema	bar	Jumper
crisps	purse	Frisian	eraser	Sweater
Naper	bill	diaper	rubber	Football

2. Match the words that have the same meaning with the images. (2 points)



1. Color/Colour

2. Eraser/Rubber

3. biscuit/Cookie

4. Chips/ Frisian

5. Trash can/ Dustbin



3. Read and color the sentences according to the pattern. (4 Points)

Subject	Auxiliary/ Modal	Verb	Complement
---------	---------------------	------	------------

Example: My sister is playing soccer

- My cats are eating fish.
- You can play soccer.
- Jake doesn't make a cake.
- She can't drink soda.

4. Read the highlighted word and tick (✓) the correct American or British English variant. (2 points)

- What about another chocolate **cookie**?
 British English American English
- What about another chocolate **biscuit**?
 British English American English
- He doesn't like wearing **pants**.
 British English American English
- He doesn't like wearing **trousers**.
 British English American English
- I really like eat **chips** while I'm working.
 British English American English
- I really like eat **fries** is not working.
 British English American English
- She loves play **football**.
 British English American English
- She loves play **soccer**.
 British English American English

ANNEX 7. Final test processing

PROCESSING: BY DIMENSIONS (GENERAL)

Method: Descriptive statistics (Average)

Dimension 1: Amplitude

Average indicator 1: $13.20 / 15 = 0.88$

Average indicator 2: $28.40 / 15 = 1.89$

Indicator 1 + indicator 2 = total average per dimension

$$0,88 + 1,89 = 2,77$$

Dimension 2: Depth

Indicator 1 + indicator 2 / 15 = total average by dimension

$$23 / 15 = 1,53$$

Dimension 3: Recognizing Language Variants

Indicator 1 / 15 = total average by dimension

$$24,5 / 15 = 1,63$$

Total sum of dimensions:

Average dimension 1 + Average dimension 2 + Average dimension 3 = total average

$$2,77 + 1,53 + 1,63 = 3,86$$

DIMENSION 1	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2,99- 2,50)	Good (2,49 - 1,50)	Regular (1,49- 0,50)	Insufficient (-0,50)
Amplitude (4 points)			2,77			

DIMENSION 2	Very satisfactory (4)	Satisfactory (3,99 - 3)	Very good (2,99- 2,50)	Good (2,49 - 1,50)	Regular (1,49- 0,50)	Insufficient (-0,50)
Depth (4 points)				1,53		

DIMENSION 3	Very satisfactory (2)	Satisfactory (- 2 - 1,70)	Very good (- 1,70 - 1,40)	Good (- 1,40 - 1,10)	Regular (- 1,10 - 0,80)	Insufficient (-0,)
Variant recognition (2 points)			1,63			

Dimension set	Very satisfactory (10- 9)	Satisfactory (8.9 – 8)	Very good (7.9 – 7)	Good (6.9 -6)	Regular (5.9 - 5)	Insufficient (-5)
Sum of the set of dimensions					5,94	

GENERAL DIAGNOSTIC PROCESSING

DATA: 8.4 + 5.7 + 5.14 + 5.23 + 5.7 + 6.3 + 4.9 + 6.38 + 7.35 + 6.88 + 4.02 + 5.06 + 6.56 + 6 + 5.48 = 89.10

MEDIA: 89,10 / 15 = 5,94

INSTRUMENTS	Very satisfactory (10- 9)	Satisfactory (8.9 – 8)	Very good (7.9 – 7)	Good (6.9 -6)	Regular (5.9 - 5)	Insufficient (-5)
Diagnostic test					5,94	

According to the results reflected after the tabulation and analysis of the same, it can be determined that students belonging to the 6th year of the Nueva Aurora Private Basic Education School have a regular level with respect to vocabulary knowledge recorded on a scale of 1 to 10 after the application of a methodological strategy. This level can be expressed since the individualized analysis of each question and the results of these analyses corroborate the fact that learners have somewhat higher levels compared to the results obtained the first time they were evaluated.

ANNEX 8. Chi-square analysis

H0: The application of didactic strategies based on the differences between American and British English cannot improve the vocabulary of English in 6th grade students belonging to the Nueva Aurora Private Basic Education School.

H1: The application of didactic strategies based on the differences between American and British English can improve the vocabulary of English in 6th grade students belonging to the Nueva Aurora Private Basic Education School.

Data table

	MS	S	MB	B	R	INTO-	TOTAL
DIAGNOSTIC	0	0	0	1	2	12	15
TEST FINAL	0	1	1	5	6	2	15
TOTAL	0	1	1	6	8	14	30

Percentage values

DIAGNOSTTICO		TEST FINAL	
MS	0%	MS	0%
S	0%	S	100%
MB	0%	MB	0%
B	17%	B	83%
R	33%	R	100%
INTO-	75%	INTO-	25%

Expected frequencies.

DIAGNOSTIC		TEST FINAL	
MS	0	MS	0
S	0,5	S	0,5
MB	0,5	MB	0,5
B	3	B	3
R	4	R	4
INTO-	7	INTO-	7

DEGREE OF FREEDOM

ROWS AND COLUMNS

$$\begin{aligned}
 V &= (\text{NUMBER QUEUES} - 1) * (\text{NO. COLUMNS} - 1) \\
 &= (2 - 1) * (6 - 1) \\
 &= 1 * 5 \\
 &= 5
 \end{aligned}$$

MARGIN OF
ERROR

0,05

VALOR CRITICO

11,07

Data table

	MS	S	MB	B	R	INTO-	TOTAL
DIAGNOSTIC	0	0	0	1	2	12	15
TEST FINAL	0	1	1	5	6	2	15
TOTAL	0	1	1	6	8	14	30

CHI SQUARE							
	MS	S	MB	B	R	INTO-	TOTAL
DIAGNOSTIC	0	0,5	0	1,33333333	1	3,571428571	
TEST FINAL	0	0,5	0	1,33333333	1	3,571428571	12,810

DIFFERENCE	V. ° chi square – V. ° Critic
	12,810 – 11,07 1,739

The chi-square calculated with the data obtained was 15, to which a significance level of $p \geq 0.05$ was applied, being $X^2 = 36 >$ the critical value with a difference of 1.73 points. According to what was said in a video by Camones (2020) "we must reject the null hypothesis when the calculated value is greater than the critical value", therefore it is possible to accept the scientific hypothesis proposed by the researchers which determines that the application of didactic strategies based on the differences between American and British English can improve the vocabulary of English in students of 6th grade of basic education belonging to the Nueva Aurora Private Basic Education School.