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Resumen

La presente investigación tiene como finalidad desarrollar el vocabulario en inglés de los estudiantes de 4to "A" de la escuela de educación básica 24 de Junio, mediante la implementación de un sistema de clases basado en el uso de Teaching Proficiency through Reading and Storytelling como estrategia didáctica. Así mimo, el estudio se orientó en el paradigma cuantitativo con un diseño pre-experimental de tipo descriptivo, haciendo uso de métodos teóricos para la fundamentación histórica y conceptual del objeto de estudio, además de la aplicación de métodos empíricos para la recolección de datos, mediante el empleo de instrumentos tales como la guía de observación, prueba pedagógica y la entrevista dirigida al docente. Como resultado de la intervención del aporte práctico, los datos obtenidos del post test en contraste al pre-test evidenciaron cambios favorables en el conocimiento de los sujetos de estudio, en base a ello se concluye que la implementación de la estrategia TPRS tiene una influencia positiva en el desarrollo de vocabulario del idioma inglés.

Palabras clave: *vocabulario, proceso de enseñanza-aprendizaje, desarrollo, estrategias didácticas, sistema de clases.*

Abstract

The purpose of this research was to develop the English vocabulary of 4th grade "A" students at the 24 de Junio elementary school, through the implementation of a class system based on the use of Teaching Proficiency through Reading and Storytelling as a didactic strategy. Thus, the study was oriented in the quantitative paradigm with a descriptive pre-experimental design, making use of theoretical methods for the historical and conceptual foundation of the object of study, in addition to the application of empirical methods for data collection, through the use of instruments such as the observation guide, pedagogical test and teacher interview. As a result of

the intervention, the data obtained from the post-test in contrast to the pre-test evidenced favorable changes in the knowledge of the study subjects, based on this it is concluded that the implementation of the TPRS strategy has a positive influence on the development of English language vocabulary.

Keywords: *vocabulary, teaching strategies, class system, Teaching Proficiency through Reading and Storytelling.*

GENERAL INDEX

INTRODUCTION

As a result of the phenomenon known as globalization, the English language has gained relevance in the most important areas of society. It is currently considered the universal language in education, science, economy, and politics; it is recognized as the international language for communication, where English has been adopted as a second language in many countries. In this sense, the acquisition of this language in the contemporary world is the starting point for accessing new knowledge and cultures and is even a determining factor for obtaining better opportunities in the labor market as well as in the academic life of people (López & Sánchez, 2019).

Therefore, the teaching-learning process of English has been an important focus in nations as a response to improve their status. However, due to the increase of the world's population in recent years, as well as the struggle for access to public education, this has created the need for more and more qualified teachers. Within this framework, the World Bank (2022) states that "los países en desarrollo han conseguido enormes avances en materia de asistencia a clase, y la cantidad de niños escolarizados ha aumentado en todo el mundo" (para. 3), bringing with it a shortage of teaching staff, especially those specialized in teaching English as a foreign language, highlighting the need to train bilingual professionals with quality education.

Though, the reality of Ecuadorian context schools, concerning English teaching, is a reflection of the inadequacies to meet the goals raised by the Ministry of Education. To illustrate this, when educational institutions do not have English teachers, they opt to reduce class hours or place non-specialized teachers in charge of the subject. In contrast, when they do have such teachers, they are often still not prepared to meet the proposed goals of the curriculum. According to the experiences gathered in the study by Cáneppa et al. (2018), there is no teacher training and

education that responds to the needs of the educational system, added to the own lack of commitment of those people who are integrated into teaching careers.

For this reason, it is essential for both teachers in training and students to fully develop language skills in order to achieve intelligibility. And, one of the keys to reach mastery is vocabulary, since a person without a large repertoire of words will not be able to communicate his or her ideas. This is why, as teachers, it is essential to focus on vocabulary development over grammatical competence in students, and on teaching methods to facilitate its acquisition in degrees related to language teaching.

The way in which vocabulary is taught following the precepts of the Grammar-Translation method, tends to be shown in a memoristic way without using didactic resources, usually with lists of words, presentation of sentences without context, selection of non-significant vocabulary, preventing what is studied in class to remain in the long-term memory, this reinforces the idea of the importance of didactic strategies for language teaching.

Baque and Portilla (2021) indicate that "las estrategias didácticas para la enseñanza y el aprendizaje, son herramientas que permiten innovar los modelos de educación, promoviendo la implementación de técnicas que optimicen y desarrollen el conocimiento de los estudiantes" (p. 82). Therefore, with the use of didactic strategies, we seek to ensure that the student develops significant learning, in this case being the acquisition of vocabulary, the axis for the mastery of English, since it causes a comprehensive improvement of language skills.

As a result of the pre-professional internships of the seventh-semester class "A", of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala, certain problems were observed, emphasizing in this research those related to the vocabulary domain, such as:

- Limited vocabulary according to their English level.

- Difficulty in recalling vocabulary.

- Deficient communication skills.

- Lack of reading texts in English.

- Lack of exposure to the English language.

- The inadequate methodology used by the teacher.

Based on the aforementioned facts, the following scientific question arises: How to develop English vocabulary in students of 4th "A" grade of General Basic Education at the 24 de Junio School?

The object of the study is the teaching-learning process of English as a foreign language in the students of the 4th "A" grade of General Basic Education at the 24 de Junio School.

The general objective of this research is to implement a class system based on the use of the Teaching Proficiency through Reading and Storytelling (TPRS) method as a didactic strategy for the development of English vocabulary in 4th "A" grade students of General Basic Education at the 24 de Junio School.

Consequently, the specific objectives of this research are as follows:

- To substantiate theoretically the teaching-learning process of vocabulary through the use of TPRS.

- To diagnose the current state of English vocabulary in the 4th "A" grade students of General Basic Education at the 24 de Junio School.

- To design a class system based on the use of TPRS as a didactic strategy for the development of vocabulary in 4th "A" grade students of General Basic Education at the 24 de Junio School.

- To evaluate the results of the class system, based on the use of TPRS as a didactic strategy for the development of vocabulary in students in 4th grade "A" of General Basic Education at the 24 de Junio School.

On the other hand, the field of action is declared to be the activation methods of learning.

This research is directed to students of 4th "A" grade of General Basic Education at the 24 de Junio School. Due to the context and needs previously stated, the researchers suggest conducting quantitative research, so the following scientific hypothesis is formulated: the implementation of a class system based on the use of TPRS as a didactic strategy contributes to the development of English vocabulary in the 4th "A" grade students of General Basic Education at the 24 de Junio School. This hypothesis considers the relationship between the variables class system based on the use of TPRS as a didactic strategy (independent variable) and vocabulary development (dependent variable). In line with the aforementioned, it is established an experimental design, using the explanatory method, while techniques such as observation and tests are used to measure the process.

The importance of the research shows that the use of TPRS as a didactic strategy promotes the development of vocabulary, because it is based on contextualized examples that facilitate the understanding and assimilation of content. In addition to using interactive dynamics, aspects that contribute to the creation of fun experiences, through which motivation is fostered and the interest in learning a new language is stimulated in students during their educational process.

The practical contribution of the present research is the class system based on the use of TPRS as a didactic strategy for vocabulary development. In this way, the innovation consists of the implementation of didactic strategies that allow the student to have greater exposure to the language through real and flexible contexts that favor the acquisition of significant knowledge.

It is important to point out that this research begins with the introduction where the theoretical design is described and continues with chapter one where the theoretical foundations necessary to carry it out are shown. Then, the methodological framework is presented, where the emphasis is placed on the type of research, objectives, different methods, and techniques used for the collection of the necessary information, which are explained to address the results achieved in response to the problems posed. It ends with the presentation of conclusions and recommendations, justified by an adequate bibliography.

CHAPTER 1. THEORETICAL FOUNDATION OF THE TEACHING-LEARNING PROCESS OF VOCABULARY THROUGH THE USE OF TPRS.

This chapter describes the theoretical background of the English language teaching-learning process through the activation methods of learning by using the Teaching Proficiency Through Reading and Storytelling (TPRS) method for vocabulary development.

1.1. Historical evolution of activation methods in the teaching-learning process of the English language in General Basic Education.

Throughout the years, the English language has been gaining relevance due to its usefulness as a common communicative bridge between different languages, whether for social, political or economic relations, an aspect that has made evident the need to learn it in this era of globalization, which is why it is one of the most spoken languages in the world.

However, the acquisition of English as a second language was not a simple process since it was not only necessary to have teachers and resources, but also appropriate methods to facilitate its teaching and adapt it to the learner's needs. Therefore, in order to appreciate the evolution and development of these methods throughout history, Howatt and Smith (2014) established the following stages:

Stage I: Language Teaching in Europe (1750–1900)

The first notions concerning the use of methods for language teaching date back to the 19th century. Methods influenced by behavioristic learning theory (Muhajirah, 2020), the dominant current in education until the 1970s, focusing on studying human behavior to suppress unwanted attitudes (Kirpik, 2019).

Among its main references are the traditional method or grammar-translation by the American professor of classical languages Sears in 1845, due to its memoristic nature of grammatical rules (Martín, 2009).

Likewise, the structuralist method created by Ferdinand de Saussure in the 1950s (Genc, 2018) and the audio-lingual method born in 1939 by Charles Fries and Robert Lado (Ali, 2015), which despite trying to emulate a much more natural learning without relying on the translation of terms, still resorted to monotonous and repetitive practices (Martín, 2009).

Stage II: English Language Teaching beyond and within Europe (1900–2000+)

Because of the distrust and impracticality of behaviorism, it led to the emergence of cognitive approaches, having as representatives authors such as Vygotsky, Kohlberg and Piaget, the latter being its pioneer in 1919 (Rodriguez, 2018; Zhou & Brown, 2015). Piaget observed that children linked their prior knowledge with new knowledge, thus deepening their learning, not limiting themselves to the teachings of their parents or teachers (Zhou & Brown, 2015).

In addition, the emergence of constructivism should be noted, since the principles of active methods according to Kirpik (2019) "are based on both constructivism as well as the cognitive sciences" (p. 61). According to Golder (2018), constructivism stems from the research of Dewey, Bruner, Vygotsky and Piaget, which considers the learner as an active part of the knowledge acquisition process. Therefore, the methods that are based on the principles of these two new theories are the Direct Method of 1901 by Maximilian Berlitz and the Natural Method of 1982 by Stephen Krashen and Tracy Terrell, where the use of the target language as the only language within the classroom is encouraged (Howatt & Smith, 2014; Kalantari & Hashemian, 2016).

Within this framework, activation methods, active methods or active learning emerged in opposition to the behaviorist current. In other words, giving greater importance to the role of

students in their own teaching and learning process was a key moment to start developing new methods that promote their active participation and acquisition of meaningful knowledge (Peng et al., 2022).

As a consequence, the most used active methods in this period are, the Communicative Method dating between the late 60's and early 70's (Azimova, 2019). James Asher's Total Physical Response Method of the 1970's (Martin, 2009), which uses learning through listening and responding with body movements. From which in turn Blaine Ray's Teaching Proficiency through Reading and Storytelling method takes inspiration, according to Lichtman (2019) "The first published piece on TPRS came out in 1998. Around 2009, empirical, quantitative studies with more rigorous research designs started to appear in peer-reviewed journals" (p. 299). Using the basic principles of TPR, this new method includes the use of stories for greater flexibility in practicing vocabulary.

1.2. Characterization of activation methods in the teaching-learning process of English in basic education.

For a better understanding of the characteristics of the activation methods in the teaching-learning process of English in basic education, this section is subdivided into the following subheadings.

1.2.1. Characteristics of the teaching-learning process of English in basic education.

Munna and Kalam (2021) state that the teaching-learning process is defined as the set of practices between teacher-students that allow the transformation of knowledge, the teacher sets the learning objectives and conducts the class through procedures appropriate to the needs of their students. It is exposed by Benzerroug (2021) that "The goal of teaching and learning a foreign

language, in general, has shifted from putting emphasis on the product of teaching to the process of teaching and learning and the accompanying classroom conditions" (p. 54).

The British Council et al. (2022) mention the Common European Framework of Reference for Languages (CEFR), created in 2001, as a standardization of the parameters by which the different levels of English proficiency are categorized worldwide. The British Council et al. (2022) states how authorities, agencies, and educational institutions think that "achieving systemic coherence and transparency, establishing a basis for principled comparison, monitoring for purposes of quality assurance" (p. 11) are some of the advantages of the CEFR. This ensures that regardless of the educational system of each country, they can present content that aims to achieve quality education.

The English teaching-learning process is currently based on offering students as many alternatives as possible in terms of methods, techniques and materials that adapt to their unique ways of learning (Arley & Brizuela, 2020). Especially in children and young adults, who are the easiest language learners, teaching English should be presented in an entertaining way, promoting interest in other languages, new cultures, the development of cognitive skills and metalinguistic awareness. For this reason, while the teacher is not the protagonist in current approaches to learning, he or she still has a crucial role in being in charge of presenting content in the best possible way (Cahyati et al., 2019).

The current study is elaborated following the constructivism and active learning principles, where human beings can only learn through their experiences and their reflection. In classrooms where constructivism is practiced, the role of protagonist passes to the student, who with the help of their teacher (who takes on the role of facilitator of knowledge), links previous knowledge with new one to obtain a deeper understanding of the content studied (Golder, 2018). As teachers, it is

necessary to possess creative, dynamic and interactive teaching styles, in the challenge to capture the interest of the class by then increasing learning opportunities (Arnas & Azwar, 2021).

One of the best ways to achieve learning objectives is to create learning environments where students feel safe, motivated and provide meaningful learning. This can be achieved by organizing lessons through a wide variety of activities executed by different learning strategies that link what is studied with the real interests of the group and that can later be applied in their daily lives (Arley & Brizuela, 2020).

Didactic resources are key to achieve the desired learning as they will allow the teacher to bring the selected activities to reality and are the ones that will make students maintain their interest during the class, something that will only be possible if such activities contribute to their confidence and self-esteem (Garton & Copland, 2019). Thus, in the study conducted by Jiménez et. al (2020), they indicate that ongoing training is a vitally important aspect for teachers to opt for an active teaching-learning approach.

Nowadays, typical didactic resources such as books are still used or their digital derivatives like web pages or applications specialized in language teaching, but these are not the only ones. They coexist with authentic materials, being everything that a native person would use in their daily life, for example, magazines, newspapers, books, movies, music, social networks, video games, entertainment platforms such as Youtube, Netflix, Amazon, etc. These materials allow the student to learn by immersion, having an approach to the English language as real and natural as possible (Arley & Brizuela, 2020).

Assessment, in a teaching-learning process guided under the principles of constructivism, incorporates the qualitative component, meaning that it is continuous and accompanies the students throughout their formative process. This is the way to achieve significant learning, by being able

to progressively identify areas for improvement, giving feedback and redirecting curricular planning in time, instead of only evaluating knowledge at the end of certain formative periods, delaying the acquisition of the contents studied (Ministerio de Educación, 2022).

1.2.2. Characteristics of English activation methods.

Devora (2020) explains that active learning can be interpreted as a learning approach that allows students to perform actions to achieve meaningful knowledge and develop their communicative skills through their formative process, this implies working through a learner-centered approach. Mercat (2022) states that "Active Learning methodologies aim at giving responsibility to the student of his/her own meaningful learning, engaging him/her in meaningful learning challenges that require higher-order thinking such as analysis, synthesis and evaluation" (p. 161), giving the learner the ability to directly influence his or her formative process.

Through active learning, the loss of motivation and interest in acquiring the English language is reduced, with emphasis on fostering intrinsic motivation, influencing the students' attitude so that they self-manage English learning without feeling it an obligation, something that would affect their performance (Orosz et al., 2018; Vélez & Ramos, 2018). Several methods have been used in English language teaching, among the most important activation methods we have:

Communicative method.- Azimova (2019) states that this method was born as a response of linguists to their dissatisfaction with the Grammar-translation method and the Audio-lingual method. Experts realized that language learning was not really taking place, as students were unable to establish conversations outside the classroom (Abrejo et al., 2019). Learning was focused on grammar rather than building communicative competencies.

The Communicative Method considers communication to be the way language is learned and the ultimate goal. For this reason, the activities carried out within this method involve realistic

communication among students, for example, through role-play, simulation, discussions, information gaps, brainstorming, interviews, etc. Accuracy in communication is not the main objective; as long as the message is conveyed, the goal has been achieved. Teachers are subsequently to perform, in addition to considering that naturally by continuing to practice the language will be polished (Ibodullayevna, 2022).

According to Azimova (2019), the principles under which it is governed are:

- The main goal is to develop the students' ability to understand the language either through texts or orally.

- Communicative functions are more relevant than linguistic structures, learning sentence patterns will not be enough to be able to communicate.

- The use of the target language is permanent throughout the class, except in very particular cases.

- Priority is given to the use of communicative functions rather than precision; once you know how to use the language, the improvement of the language will come naturally.

- All communication skills should be practiced, not only focusing on speaking.

- Despite the discomfort that exists during language learning, the language must be learned through interaction, not memorization. It is postulated that this factor is necessary to master it.

- Making mistakes is part of the learning process, teachers will not correct students' mistakes during the activities, but only after the activities have been carried out so as not to interrupt the flow created.

- Promotes interaction between teacher-student and vice versa, cooperative work among classmates, in groups or pairs, using the target language at all times.

- The teacher must teach how to use the language with contextualized practices, those that can be used in real life.

- The strategies, techniques, resources used should be selected so that the target language can be used, e.g., dramas, role play or games.

The Total Physical Response Method.- According to Hounhanou (2021), the Total Physical Response (TPR) is a method where the command-action combination is used, i.e., the teacher expresses a command, for example *Jump*, and then represents it with a physical action, in this case jumping, thus presenting the target vocabulary selected during the design of the class.

Rambe (2019), expresses that based on the studies of Asher and his supporters, TPR can be used for students of any age range, and even contrary to the idea that the method is more effective in adults than in children. However, it continues to be more popular in language teaching for children, because it is at this stage that they begin to use logic in their cognitive processes, and TPR, by facilitating the use of real objects and actions, satisfies these learning needs.

Conejo et al. (2021) stipulates the benefits of TPR:

(1) Combining speech and action in learning English

- Reading comprehension is improved thanks to the association between verbal (linguistic codes) and non-verbal (kinesic) language.

- The exercises are dynamic, interesting, fun, relating verbal repetition with motor skills, and strengthening language acquisition.

- Encourages active student participation, reducing the fear of being judged.

- Improves concentration, the student focuses first on the meaning instead of the linguistic forms.

(2) Development of oral and listening competence

- Learning vocabulary has an impact on the improvement of both oral and auditory aspects.

- The anxiety of practicing speaking is reduced, the learning environment is based on the principles of being active, safe and dynamic.

- The group generates a sense of belonging, encourages active and collaborative learning among peers.

(3) Motivational element for meaningful English learning

- The fact of experiencing positive results in the learning of the language, motivates the group to continue with the appropriate attitude to continue with their formative process.

- It presents English from a practical use perspective, by performing exercises that can be used in real life, maintaining the attention, interest and curiosity to continue learning the language.

- The student has the incentive that learning English improves the main areas of his or her life, on a personal, academic and professional level.

- The group is motivated to see English not only as a subject in the curriculum but also as a form of entertainment.

Teaching Proficiency through Reading and Storytelling.- One may come to confuse the Teaching Proficiency through Reading and Storytelling method, also known as TPRS, with simply *telling stories*, in Octaviani and Hesmatantya's (2018) study they mention how this strategy worked

in schools. The stories, as much as they were written and told in English, were literally only a narration by the teacher, and the student was limited to listening. Also there has to be no confusion with the Total Physical Response method, TPRS was redirected by Spanish teacher Blaine Ray when he realized that his class group was beginning to lose interest, bored by the continuous use of the same commands in every lesson (Bulan & Kasapoglu, 2021).

The TPRS method is specially designed to improve fluency in speaking and acquisition of vocabulary in the target language. It is a method where teachers and students develop stories while listening, reading and having conversations related to the narratives in question in the target language. That is, the interaction is constant on both sides, although the teacher presents the story and guides his pupils through his questions or representations of the vocabulary previously set during the design of the class, students remain the center of the learning process by actively participating in the activities (Muzammil & Andy, 2017).

According to Octaviani and Hesmatantya (2018), TPRS is a great tool for teachers whose lessons are designed for children; young groups love to learn by listening and participating in the course of a story due to being immersed in the narrative and sympathize with the characters. Teachers create dynamic learning environments, proliferating classroom motivation through the use of gestures and mimicry (Muzammil & Andy, 2017). Bulan and Kasapoglu (2021), argue that thanks to the visual aids, auditory elements and in general the way comprehensible input is provided more easily, the TPRS method is a great option for them to internalize new vocabulary, without forgetting it consequently. In addition, it improves the four main skills of listening, speaking, reading and writing.

Another great benefit of TPRS is to counteract the fear of being judged, by creating spaces where students feel safe, have fun and feel comfortable by positively influencing their self-esteem.

The TPRS method encourages interest in learning languages, as it does so didactically with stories based on the learners' interests, preventing them from getting bored (Printer, 2021). The stories are used as many times as necessary, involving the group by keeping them engaged throughout the class, improving their vocabulary by dramatizing, miming or answering and asking questions (Namkatu, 2017).

Regarding how to apply TPRS, it is a method that has great flexibility, however, regardless of the way of execution, the main points are shared. As developed by Printer (2021):

Presenting: Having selected the vocabulary to be learned, the teacher elaborates a story with these components as the central axis. Through gestures, acting and translation, the meaning of the target vocabulary is communicated.

Participation: The teacher does not just narrate a story while students listen passively. While telling the story, the teacher asks questions to help the students identify the characters and the plot, questions that allow them to practice key vocabulary, thus keeping them involved and maintaining their concentration during the class.

Reading and Repetition: Apart from practicing speaking through the active participation of the teacher-student dialogue, reading can be used to further strengthen the group's understanding of the story. Both in oral and written form the stories will be reviewed as many times as necessary, it is also possible to use different stories or tell another version of the same story without changing the key vocabulary, trying to achieve a fun and dynamic class.

1.2.3. Characteristics of vocabulary development in the English language.

Amadi and Ogu (2019) postulate that "The art of learning a second language, indeed any language, is the acquisition of as many words as possible to enable the user to apply those words to a variety of uses" (p. 1), denoting the importance of having a wide range of words to our lexis

in order to achieve language proficiency. As Afzal (2019) indicates, vocabulary is the basis for the development of core English skills. Moody (2018), states that the development of target language vocabulary at early ages is crucial; insufficient vocabulary will negatively impact the development of basic communicative skills.

Vocabulary refers to the set of words of a language that a person knows. It is considered vocabulary both an individual word and phrases or expressions of several words that convey a particular meaning (Lessard-Clouston, 2021).

This research assumes the definition of Torres (2010), who considers that there are two main processes by which vocabulary is acquired:

Immersion: Through context, written or oral clues are provided to help the individual deduce the meaning of new words. Similarly, Rasinsski and Ripley (2019) argue that learners construct meanings from prior experiences and knowledge, favoring the refinement of new vocabulary.

Consciously: Using different specific strategies that present the new vocabulary along with its meaning, e.g., reviewing a dictionary or using a specialized vocabulary learning app. Rasinsski and Rupley (2019) rescue that learning by definitional knowledge implies knowing at a basic and decontextualized level a word, this means that one does not know the different meanings or uses that the same word can have just by knowing the translation or definition of a word. However, it is mentioned that it is one of the most common ways to learn new vocabulary, leaving room to develop deep knowledge with future practice. Therefore, it is essential to have various strategies, especially based on active methods, to learn vocabulary.

Rasinsski and Rupley (2019) argue that "In the classroom, it is our view that vocabulary learning should include both direct/explicit instruction and opportunities for incidental learning"

(para. 6). Nowadays, both of the two ways of learning do not have to use simplistic memorization (e.g., filling pages by repeating words), on the contrary, they must make the new vocabulary feasible to practice the rest of the skills. Otherwise, it will be a superficial learning, not creating significant cognitive connections.

Afzal (2019), explains that there are four phases that one goes through to learn vocabulary:

Sound and grapheme discrimination: It is about distinguishing sounds and letters, by achieving this it improves the comprehension of the input.

Understanding meaning: It is to understand the concept of the vocabulary presented, using the context to increase the understanding of the content.

Recalling: It occurs when there is retention of the vocabulary by the trainees, according to their capacity and the strategies they are using.

Consolidation and extension of the meanings: It refers to continuous practice, in order to achieve mastery of the vocabulary by integrating it into daily life, additionally extending the knowledge of the same studied words by learning new uses of them.

Based on the criteria outlined by Torres (2010) and Afzal (2019), in the present study, vocabulary acquisition is considered to be a conscious process, through which different specific strategies are used to present the new words together with their meaning, which become part of the set of vocabulary that the individual incorporates and is structured from the phases of sound and grapheme discrimination, understanding meaning, recalling and consolidation and extension of the meanings.

1.3. Contextual characterization of the English language teaching-learning process and activation methods.

This section contextualizes the object and field of the research and presents the results obtained from the vocabulary diagnosis of the students of the 4th "A" grade of General Basic Education of the 24 de Junio School.

1.3.1. Contextual characteristics of the English language teaching-learning process in Ecuador and activation methods for vocabulary development.

For many years in Ecuador, the learning of English as a foreign language was considered a subject with little relevance, an aspect that was reflected since 1912 when its teaching began. However, it would not be until 1950 in the government of President Galo Plaza Lasso that it would be introduced officially to the curriculum (Cáneppa et al., 2018). Its learning was no longer considered optional but a necessity due to the dominance of English as a universal language in public relations worldwide.

Even though teaching in educational institutions during this period was characterized as traditional, it was not the only obstacle to the teaching of this language, because "many teachers of other fields had to work as English teachers, which caused a big problem in the educational system because those teachers did not have the knowledge that was right for those specific purposes" (Cifuentes et al., 2019, p. 94). This lack of specialized teaching staff, added to the lack of teaching materials, was counterproductive factors in language acquisition.

Consequently, the level of learning was in decline, having its lowest point in the 1980s, facing several drawbacks related to the lack of investment in education by the government. Likewise, the gap was caused by the difference in the time and quality of English language

instruction in public schools, where it was practiced one or two hours a week, compared to private institutions with 20 hours (Macías & Villafuerte, 2020).

However, thanks to the agreement established between the governments of Ecuador and the United Kingdom, the CRADLE project was launched in 1992 as a curricular reform for the teaching of English as a compulsory subject, and whose main purpose was the creation of solid basis for learning this language (Constante, 2021). Subsequently, the Ten-Year Plan 2006-2015 was developed as a strategy aimed at improving the quality and equity of the education system through the universalization of education, revaluation of the teaching role, and implementation of flexible pedagogical models (Sánchez et al., 2015), these components would work towards strengthening the teaching-learning process in the country.

Within this framework, the CRADLE project would end in 2008 under the administration of former President Rafael Correa and despite having achieved favorable conditions during this period, such as teacher training to improve their teaching strategies, it was not enough. This is demonstrated by the international evaluations conducted by the English Proficiency Index (EF), marked by low levels of English proficiency, discouraging results that continued during the next few years (Rivera & Balladares, 2022).

Based on this, the Ministry of Education in 2009-2010 applied the first teacher evaluation based on the Common European Framework of Reference for Languages (CEFR) standard, whose results showed that more than 50% of teachers had a basic knowledge of English corresponding to A2 level (Cáneppa et al., 2018). Something unacceptable according to the CEFR standards, which state that English teachers must have a B2 level or higher to teach English adequately.

This highlighted one of the main causes that prevented the achievement of the proposed objectives, the teaching practice required changes. For this reason, in 2014 SENESCYT

established the Go Teacher program, through which teachers would be trained in universities in the United States, where they would not only be trained for the improvement of their methodologies but also the strengthening of their communicative skills, culminating their process with the B2 certification (Calle et al.,2019).

In line with the search for the transformation of the education system, the Ministry of Education would opt to launch a new English curriculum by 2016. As mentioned by the British Council and Education Intelligence (2015), this initiative would include:

- targets for functional competence aligned with the Common European Framework of Reference for Languages (CEFR)
- new evaluation parameters for newly qualified English teachers
- continuous professional development for existing English teachers
- travel-study options for English teachers
- scholarships for students to study at universities abroad that teach in English

The new curriculum was designed for students in General Basic Education (2nd to 10th grades) and General Unified High School (1st to 3rd grades), with two hours of compulsory lessons per week from 2nd to 7th grades, five hours per week from 8th grade to 2nd year of high school and three hours per week in 3rd year of high school. The goal was to reach level A1 at the end of the 9th year of General Basic Education, level A2 at the end of the 1st year of General Unified Baccalaureate, and level B1 at the end of their baccalaureate training (Ministerio de Educación, 2017).

Regarding the use of teaching methods, they included some of the main references of active learning methods, the Communicative Language Approach, and Content and Language Integrated Learning (CLIL). The CLIL approach integrates the 4Cs (content, culture, communication, and

cognition), based on student-centered learning, integrating English not as a subject in the curriculum but as the language through which lessons are taught. Where the teacher should not only provide information but also be able to motivate and adapt his methodology according to the different learning styles of the students (Ministerio de Educación, 2016).

Contrary to what was expected with the previously established reforms that have lasted until today, according to the international evaluations conducted by Education First in the year 2022, Ecuador ranks 82nd out of 111 countries that took the test, while among the 20 Latin American countries it ranks 18th, being the second to last place in the list, which constitutes a low level of aptitude denoting the persistent inefficiency of both human capital and material resources involved in the teaching-learning process of the English foreign language at the national level (Education First, 2022).

1.3.2. Diagnosis of the current state of vocabulary development in the students of 4th class "A" of General Basic Education at the 24 de Junio School.

This section shows the results obtained from the diagnosis made to the students of the 4th "A" grade at the General Basic Education at the 24 de Junio School. The instruments used for data collection are: the observation guide (APPENDIX 1), the semi-structured interview with the teacher (APPENDIX 2) and a test (APPENDIX 3).

Analysis of the results

The first instrument applied was the Observation Guide, which allowed us to identify the following characteristics:

- Students struggle with the correct use of English words.
- Most students show an interest in English but are quickly distracted by the lack of teaching strategies and materials.

- Students find it difficult to follow the teacher's instructions because they do not understand the meaning of the vocabulary used in English. For this reason, there is a heavy reliance on the use of Spanish.

- The class lacks structure, resulting in wasted time and failure to meet the learning objectives.

The second instrument used was a semi-structured interview, directed to the teacher of the English subject, focused on knowing her point of view about the state of the students' vocabulary, obtaining the following information:

- According to the teacher, there is a devaluation of the English subject on the part of the students. They do not consider it as an important subject, objecting that it may be due to the lack of importance given by parents, who do not show concern for the development of their children in the subject, and the little support received when requested in order to create some activity or event related to improve the teaching-learning process.

- Regarding the type of activities and strategies used, the use of those based on repetition stands out, supported by materials such as cards, posters, or relating the target vocabulary with objects in their environment when possible.

- It is mentioned as part of the problems in learning vocabulary: a low level of writing makes the learning of new words not consolidated, confusion with homophone words and the time factor, as they receive only three hours a week spread over two days, preventing them from achieving significant learning.

- As external factors that affect the learning of vocabulary, it was emphasized the lack of commitment on the part of parents, since even when they have enough time

to carry out their extracurricular activities, students generally do not do them, in addition to not complying with the teacher's suggestions to reinforce what they have seen in class. As internal factors, the infrastructure and the lack of access to technological tools interfere with the correct development of the lessons.

- It is considered vital to use didactic strategies and materials to achieve meaningful learning, rather than those based on repetition and uncreative materials. Because the former makes it easier to capture the students' interest and thus take advantage of their maximum potential for the teaching-learning process.

- Based on her experience, the teacher considers that among the possible solutions to improve the vocabulary level and in general the students' level of English, it is essential to get parents to commit themselves to supervise their children's development and become involved in their educational practices. As a teacher, commit to continuous training on new ways of teaching content. Finally, both the teacher, parents and the educational institution, instill in the students the importance of learning the English language.

As a third instrument, a pedagogical test was applied to determine the state of the English vocabulary of the 4th grade students, parallel "A" of the 24 de Junio basic education school. The analysis of the results obtained based on the selected indicators is presented below.

Indicator: Sound and grapheme discrimination
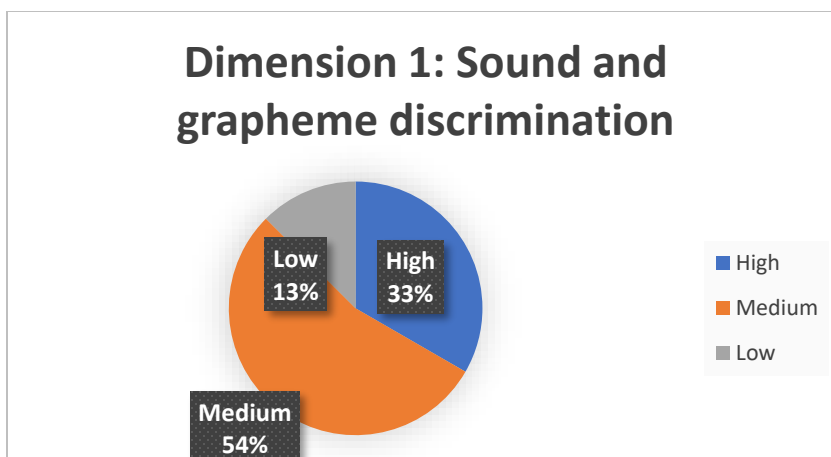
Illustration 1. Dimension 'Sound and grapheme discrimination' (Pre-test). Prepared by the authors.

One of the indicators of knowing a word in English is the ability to identify words by decoding how they are pronounced and spelled, that is, by identifying phonemes and graphemes (Al-Jarf, 2019). In the context of the present project, this can be associated with students recognizing with ease when hearing and reading English words. It is the basis for learning new words, noting that you can recognize a word but not understand or remember its meaning.

The results of the pre-test applied to the students in this indicator were as follows: out of 24 students evaluated, 3 students are in the low-level domain (L), which corresponds to 13%. On the other hand, 13 students are in the medium-level (M), which corresponds to 54%, being this percentage the majority of students, and finally, only 8 students presented a high-level (H), which means 33%.

Indicator: Understanding meaning
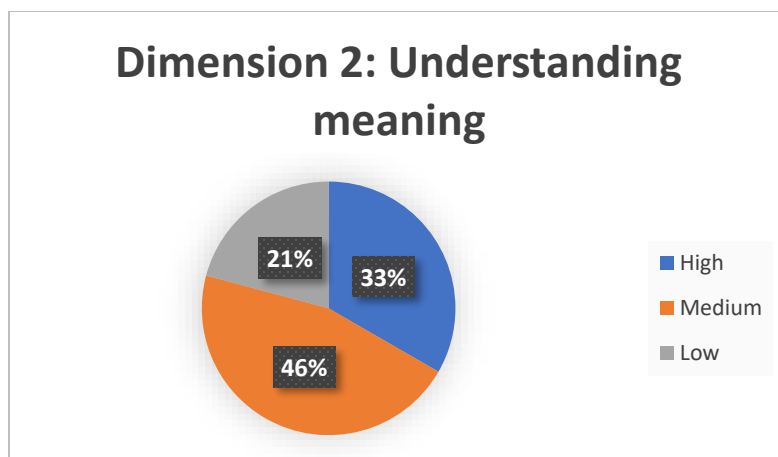
Illustration 2. Dimension 'Understanding meaning' (Pre-test). Prepared by the authors.

This indicator allows the learner to be able to conceptualize the vocabulary studied, either orally or in writing. Going a step beyond being able to recognize individual words (basic semantic units), the person will be able to understand and consequently, when his/her level allows it, communicate through more complex structures, for example, simple or compound sentences. In addition to being aided by context to increase understanding of content (Pinner, 2016).

Through the results of the pre-test in the dimension of understanding meaning, it was possible to verify that, out of 24 students evaluated, 5 students are in the low-level domain (L), which corresponds to 21%. On the other hand, 11 students are in the medium-level (M), which corresponds to 46%, being this percentage the majority of students, and finally, only 8 students presented a high-level (H), which means 33%.

Indicator: Remembering
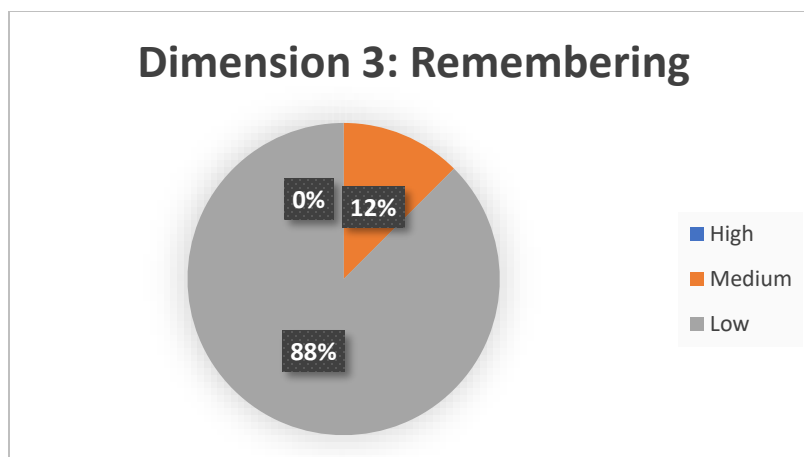
Illustration 3. Dimension 'Remembering' (Pre-test). Prepared by the authors.

One of the crucial aspects when learning vocabulary is to retain these words in our memory. First, in the short term after the presentation of the new words and then in the long term, where what has been learned is retained permanently, with sufficient practice. The inability to memorize vocabulary is one of the main reasons for not achieving improvements in language proficiency, because not having a sufficient range of words prevents the learner from communicating partially or completely, often resulting in losing interest in the target language (Kurniarahman, 2023).

After applying the pre-test, it was possible to verify that in the understanding meaning dimension, out of 24 students evaluated, 21 students are in the low-level domain (L), which corresponds to 88%, being this percentage the majority of students. On the other hand, 3 students are at a medium-level (M), which corresponds to 12%, and no student presents a high-level (H).

Indicator: Consolidation and extension of the meanings
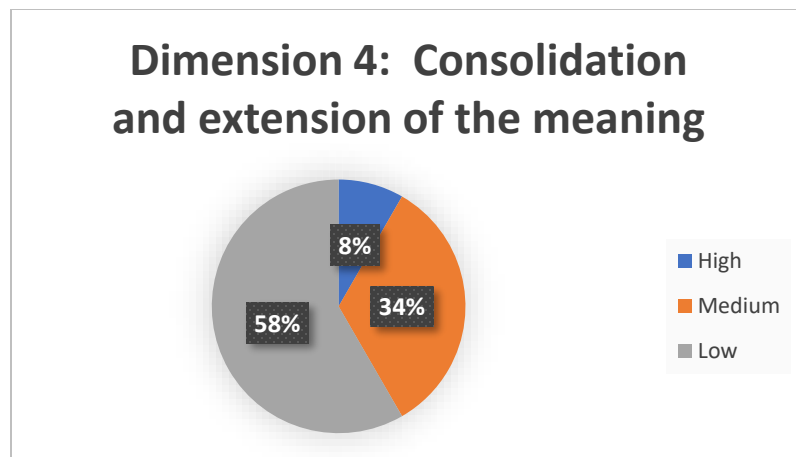
Illustration 4. Dimension 'Consolidation and extension of the meaning' (Pre-test). Prepared by the authors.

This indicator refers to strengthening the management of vocabulary by integrating it into their daily use, additionally extending the knowledge of it by learning new uses of such words (Afzal, 2019). When beginner learners are ready to learn new uses of pre-existing vocabulary in their lexicon, they usually have trouble memorizing them, so the teacher must constantly introduce them using a variety of learning strategies.

After applying the pre-test, it was possible to verify that in the understanding meaning dimension, out of 24 students evaluated, 14 students are in the low-level domain (L), which corresponds to 58%, being this percentage the majority of students. On the other hand, 8 students are in the medium-level (M), which corresponds to 34%, and 2 students present a high-level (H), corresponding to 8%.

General diagnosis
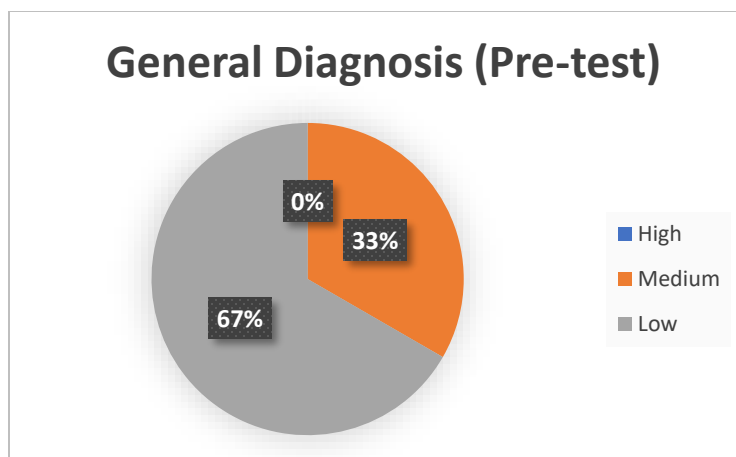
Illustration 5. General diagnosis (Pre-test). Prepared by the authors.

Through the graphs presented, it was possible to summarize that most of the students in 4th grade "A" of General Basic Education at the 24 de Junio school are located in the low-level domain, corresponding to 67%. The students located in the medium-level domain correspond to 33% and consequently, there are no students located in the high-level domain.

It could be concluded that the use of the pedagogical test instrument as a pre-test demonstrated the vocabulary level of the students. The results obtained justify the need to intervene in the pedagogical practice through a class system based on the use of Teaching Proficiency through Reading and Storytelling (TPRS) as a didactic strategy for the development of vocabulary in 4th "A" students of General Basic Education at the 24 de Junio school.

CHAPTER 2. METHODOLOGICAL FRAMEWORK.

This chapter details the procedures used in carrying out the study, beginning with the description of the methodological paradigm in which it is oriented, the type and design of research, facilitating aspects for the selection of both theoretical and empirical methods and instruments for the collection and analysis of data from the chosen population.

2.1 Research design

The present research is of an explanatory type subject to a quantitative methodological perspective for a systematic and precise approach to the study phenomenon with the objective of yielding verifiable results that will validate or refute the previously established hypothesis and contribute to the generation of scientific knowledge. Similarly, Babativa (2017) states:

> Quantitative research is characterized as a planned and dynamic process aimed at seeking an objective explanation of reality through the observation of the subjects and the measurement of the results obtained that allow establishing the relationship between its variables to demonstrate the causes of social events. (p.19)

Concerning to the selected paradigm and the characteristics of the problem, the research is structured under a pre-experimental design, through the application of a pedagogical test that allows clarifying the current state of the students' knowledge of the English language, as well as analyzing the changes produced in the object of study after the introduction of the class system based on the use of the didactic strategy TPRS.

2.2 Research population

The population or universe of study is the group of living beings or objects with characteristics of interest, which must be defined, limited and, approachable for the researcher (Arias et. Al, 2016). Therefore, the population selected for the execution of this research is

comprised of the 24 students of the 4th parallel year "A" of General Basic Education of the 24 de Junio school in the period 2023.

2.3 Research methods

"Research methods are a range of tools that are used for different types of enquiry, just as a variety of tools used for doing different practical jobs" (Walliman, 2022), in other words, research methods are the set of procedures that allow the researcher to orient his or her approach to the studied reality and to gather the necessary information in relation to the stated objectives. These methods are classified at the theoretical and empirical levels.

2.3.1 Theoretical methods

Theoretical methods are a fundamental pillar in the elaboration of the project due to their dynamic intervention that starts from the theoretical support of the current state of the phenomenon to the development of conclusions or theories based on the treatment of the results. Del Sol (2017) states that:

> The theoretical methods allow revealing the essential relations of the object of research not directly observed, thus fulfilling an important gnoseological function by making possible the conceptual interpretation of the empirical data found, the construction and development of theories, creating the conditions for the characterization of the phenomena.

Historical-logical method: The importance of using this method lies in describing and ordering in a coherent manner the historical background of vocabulary teaching in English and the changes that occurred in its beginnings that led to its current transformation based on the information gathered and analyzed from previous studies. "El método histórico-lógico solo en su comprensión dialéctica es valioso para exponer los procesos de desarrollo de la naturaleza de

cualquier objeto de investigación para comprender sus rasgos generales y los nexos de su desarrollo" (Torres-Miranda, 2019)

Hypothetical-deductive method: This method leads to the formulation of a hypothesis based on assertions about the causes of the phenomenon that will be validated later in the course of the investigation. Walliman (2022) states that this method is the combination of inductive and deductive processes because:

- Identifies or clarifies a problem

- Develops a hypothesis (testable theory) inductively from observations

- Charts their implications by deduction, practical or theoretical testing of the hypothesis

- Rejects or refines it in the light of the results.

Analytical-synthetic method: Analysis and synthesis serve different processes, however, they maintain a dialectical relationship, since analysis focuses on extracting the multiple parts that constitute the problem and studying them, while synthesis is in charge of discovering the causal relationships between its fundamental parts to organize and create new knowledge. "El método analítico-sintético considera que en el proceso investigativo de manera consciente e intencional el análisis y la síntesis deben ocurrir en estrecha unidad e interrelación." (López & Ramos, 2021)

Systemic method: The systemic method considers that the phenomenon under study must be visualized as a system, in which each of its components interacts with each other in order to achieve an objective; therefore, they must be analyzed to prevent possible failures in their links and achieve the optimization of the system in general. López & Ramos (2021) establish that the use of this method in research is based on the need to integrate, hierarchize, and demonstrate the relationship between the elements that make up the problem.

2.3.2 Empirical methods

Rojas & Camejo (2018) state that empirical methods are applied taking into account the nature of the research object and its relation to the scientific problem, the objective and, the planned scientific tasks, in addition to determining the indicators to be evaluated, that is, in contrast to the usefulness of theoretical methods in the conceptual foundation and analysis of the problem, empirical methods constitute the practical part of the research work, since the experience will be used as the basic way to understand the object of study through the use of observation, measurement and, experimentation in a controlled environment for the collection of truthful evidence.

For the elaboration of this research, we have chosen to use observation to detect the problem of English vocabulary present in the school context, in addition to diagnosing the current level of knowledge of students through the application of a pedagogical test that will serve for the appropriate selection of resources to be used in the class system.

Observation: Kumar (2022), indicates that the observational method is the oldest in the natural and social sciences. Described as the simple action of observing the phenomenon to be studied, with the purpose of detecting characteristics or abnormalities that facilitate the understanding and the search for a solution to the problem.

Observation is a key process in the definition and analysis of the study problem since, based on his senses, the researcher is able to collect information on the aspects that are manifested in the phenomenon and that will be useful to explain the laws that cause it. In other words, the authors Hernández et. al. (2014) point out that "este método de recolección de datos consiste en el registro sistemático, válido y confiable de comportamientos y situaciones observables, a través de un conjunto de categorías y subcategorías".

Measurement: Omisile (2014) establishes that the measurement method involves assigning a value to the data obtained in the study, in order to subsequently analyze them and synthesize conclusions that respond to the research problem.

Omisile (2014) proposes four types of measurement:

- Nominal measurement: Assign numbers to our items only to differentiate them.

- Ordinal measurement: Classify data using a scale of values, in addition to providing nominal information.

- Interval scale: Unlike the previous two, this type of level is quantitative in nature. It is used to identify and understand the difference between two variables, facilitating the analysis of a large amount of data by means of a question.

- Ratio measurement: It is one of the best forms of measurement, since they allow to identify the order, the exact value between variables that can be operated even to divide them, besides being able to use the zero in the measurement scale. This makes it very versatile when choosing the type of statistics needed for the study.

Experimentation: Serrano et al. (2011), explain that the experimental method tries to manipulate the conditions or characteristics in which the variables are found. With the objective of studying the response of these, the relationship between two or more variables for the verification or refutation of the hypothesis and to understand the functioning of the phenomenon or problem addressed.

The experiment is the empirical method of study of an object, in which the researcher creates the necessary conditions or adapts the existing ones, for the clarification of the properties and relationships of the object. The experiment is the activity performed by the researcher where:

- Isolates the object and the properties he studies, from the influence of other factors not.

- Essential factors that may mask the essence of the same.

- Reproduces the object of study under controlled conditions.

- Modifies the conditions under which the process or phenomenon takes place in a planned way.

- Planned form.

Pedagogical test: In the present research, a pedagogical test was applied with a set of questions formulated based on the aspects concerning the learning of vocabulary in English that allow us to determine the deficiencies present in the current level of knowledge of the students and how to work on them during the class system, in order to optimize the teaching-learning process; "such tests are used to give objective, standardized data on pupil skill levels and to identify the students' exact weak learning point in the topic/skill taught" (Esomonu & Eleje, 2020).

Semi-structured interview: In this research, an interview was conducted with the teacher, in which six questions were asked to find out her point of view about the factors that influence the deficiencies presented in her students, taking into account aspects both internal and external to the classroom context, also, what alternatives or strategies have been incorporated in their activity in order to reduce these learning problems. Based on this, it was possible to contrast the results obtained in the diagnostic test with the reality described by the teacher.

2.4 Data collection

2.4.1 Research instruments

The research considers "Vocabulary" as the variable under study, for which the following consistency matrix was elaborated:

Scientific problem	Objective	Hypothesis	Research variables	Measurement indicators	Ítems
How to develop English vocabulary in 4th "A" grade students of General Basic Education at the 24 de Junio School?	General: To implement a class system based on the use of the Teaching Proficiency through Reading and Storytelling (TPRS) method as a didactic strategy for the development of English vocabulary in 4th "A" grade students of General Basic	The implementation of a class system based on the use of TPRS as a didactic strategy contributes to the development of English vocabulary in the 4th "A" grade students of General Basic Education at the 24 de Junio School.	Dependent Variable: Vocabulary development: It is a conscious process through which different specific strategies are used to present the new words together with their meaning, which become part of the set of vocabulary that the individual incorporates.	Sound and grapheme discrimination

Understanding meaning

Remembering

Consolidation and extension of the meaning | Pre-test: 1;2;3 Post-test: 1 Pre-test: 4 Post-test: 3;4 Pre-test: 5 Post-test: 5 Pre-test: 6 Post-test: 2;6 |

	Education at the 24 de Junio School.		Independent Variable: Class system based on the use of TPRS as a didactic strategy.		

Table 1. Consistency matrix. Prepared by the authors.

2.5 Description of the information analysis processes

The information is analyzed using as a measure the proportion (%), for each of the indicators during the pre-test and post-test. For the synthesis of the information on vocabulary development, three levels were considered: High, Medium and Low, resulting from the analysis of the status of the indicators. In addition, a scale is designed for the general diagnosis, as shown in the following tables:

Indicator	Analysis
Sound and grapheme discrimination Student's knowledge of phoneme and grapheme identification.	**High (3)** Student recognizes all words. **Medium (2)** Student recognizes two words. **Low (0-1)** Student recognizes none to only one word.
Indicator	**Analysis**

Understanding meaning	High (5-6)
Learner's knowledge of conceptual understanding of words.	Student recognizes five to six words.
	Medium (3-4)
	Student recognizes three to four words.
	Low (0-2)
	Student recognizes none to only two words.
Indicator	**Analysis**
Remembering	**High (7-8)**
Learner's knowledge of word retention.	Student recognizes seven to eight words.
	Medium (5-6)
	Student recognizes five to six words.
	Low (0-4)
	Student recognizes none to four words.
Indicator	**Analysis**
Consolidation and extension of the meaning	**High (9 - 10)**
	The student recognizes nine to ten words
Student's knowledge of correct word usage.	**Medium (7 - 8)**
	Student recognizes seven to eight dimensions.
	Low (0 - 6)

	Student recognizes none to six of them.

Table 2. Indicators matrix (Pre-test). Prepared by the authors.

Indicator	Analysis
Sound and grapheme discrimination Student's knowledge of phoneme and grapheme identification.	**High (4-5)** Student recognizes all words. **Medium (2-3)** Student recognizes two to three words. **Low (0-1)** Student recognizes none to only one word.
Indicator	**Analysis**
Understanding meaning Learner's knowledge of conceptual understanding of words.	**High (9-11)** Student recognizes nine to eleven words. **Medium (7-8)** Student recognizes seven or eight words. **Low (0-6)** Student recognizes none to only six words.
Indicator	**Analysis**
Remembering Learner's knowledge of word retention.	**High (7-8)** Student recognizes seven to eight words. **Medium (5-6)**

Indicator	Analysis
	Student recognizes five to six words. **Low (0-4)** Student recognizes none to only four words.
Indicator	**Analysis**
Consolidation and extension of the meaning Student's knowledge of correct word usage.	**High (9 - 11)** The student recognizes the 4 dimensions. **Medium (7 - 8)** Student recognizes two or three dimensions. **Low (0 - 6)** Student recognizes none or only one of them.

Table 3. Indicators matrix (Post-test). Prepared by the authors.

Scale	Analysis
High	9-10
Medium	7-8
Low	0-6

Table 4. Indicators matrix (General diagnosis). Prepared by the authors.

The chapter presented the methodological design of the research, with emphasis on the selection of the population, its typology and the methods used to respond to the research problem.

CHAPTER 3. CLASS SYSTEM FOR THE DEVELOPMENT OF VOCABULARY IN ENGLISH OF 4TH CLASS "A" STUDENTS OF THE 24 DE JUNIO BASIC EDUCATION SCHOOL THROUGH THE USE OF TPRS.

This chapter outlines the class system, describing the essential characteristics of its application. It provides the teacher with the necessary tools to improve the teaching-learning process related to vocabulary development through the use of TPRS.

3.1 Substantiation

The methodological component in the educational area is considered a fundamental pillar in the development of the teacher, in which he/she is in charge of integrating the material resources adapted to the contents and educational needs oriented to the objectives to be achieved during the teaching period, in other words, these elements constitute a key moment for performance in the classroom. However, this does not only consider a benefit for itself but also for those who are part of the teaching-learning process, the protagonist being the students, thus, it is necessary to plan in order to optimize pedagogy taking into account current learning styles.

As mentioned above, lesson planning contemplates what content will be developed, how it will be organized and for what purpose, therefore, it is necessary for the teacher to include methods and strategies according to the characteristics of the learner so that the result of the teaching is not counterproductive to what is foreseen in the subject.

It is important to define planning as a process by which certain items are sequentially ordered in order to meet a series of objectives. That being understood, the lesson plan is defined as a series of components that guide the teacher in the way in which the content will be presented in order to achieve the learning objectives (Ushie & Daniel, 2022).

Furthermore, the Spanish Royal Academy (2022) defines a system as a "Conjunto de cosas que relacionadas entre sí ordenadamente contribuyen a determinado objeto", making sense of what a class system represents. This means designing a series of lessons that share common learning contents, such as a didactic unit composed of related topics that will allow the student to acquire basic vocabulary to know how to communicate in the classroom, taking advantage of the interrelation of the topics to promote the significant acquisition of such knowledge.

Teachers may find it difficult to plan daily, seeking to constantly change approaches to learning by taking the principle of not falling into traditional approaches, as well as not being able to invest sufficient time in planning, and being overwhelmed by paperwork. Nor falling into the use of a repetitive approach, a class system based on the TPRS as a didactic strategy offers the teacher the possibility to have a base structure and to adapt the development of his or her class as needed. The stories are the vehicle by which vocabulary is presented in a fun way to keep the group motivated as much as possible, the activities and the way the content is assessed revolve around the story but do not limit which options to use during class (Mohamad et al., 2021; Mohamad et al., 2019; Saad & Dawson, 2018; Ramankutty et al., 2018).

It is necessary to be clear that the lesson plan is not only a document required by the educational system for bureaucratic purposes that seek to hinder the teaching-learning process, but rather to take it for what it is, a necessary tool to facilitate the contents in the best possible way. At the same time, it is important to be aware of how a person learns a language, it is important to design a class in which the four skills (listening, speaking, reading, and writing) can be developed in addition to the sub-skills vocabulary and grammar, taking into account the student's context.

Thus, avoiding turning the lesson plan into a series of instructions and activities without any purpose (Gerges, 2022).

The planning of a class is indispensable when it comes to meeting the learning objectives (Pal et al., 2022). Although there is no concrete model, there are essential elements on which any lesson plan should be based regardless of the subject being taught, the level of the course, the teacher, students or, the educational institution (Gerges, 2022). These are:

- Lesson objectives: What students will be able to do at the end of the class.

- Learning activities: The activities by which the contents will be presented.

- Time requirements: The time dedicated to each stage of the class.

- Assessment: How the teacher will be able to identify how to redirect the class.

- Evaluation and reflection: The way in which the teacher will corroborate whether the class objective was met.

The lesson plan benefits teachers and students during the teaching-learning process (Vaccari et al., 2020):

- It helps to concretize the learning objectives, facilitating their achievement.

- In this way, content control is maintained, which is an advantage when designing new lessons, taking into consideration what has already been learned and what needs to be reinforced.

- It works as a guide for other teachers, who should always be on the lookout for new learning perspectives, a well-designed lesson plan can be applied or adapted to any class according to their needs.

3.2 Components of the lesson plan

Given the low vocabulary proficiency of 4th "A" students at the 24 de Junio General Basic Education School, a class system was created to develop vocabulary by using Teaching Proficiency through Reading and Storytelling as a didactic strategy. The lessons contain the following elements:

- Unit

- Topic

- Objective of the class

- Contents

- Didactic strategies

- Time

- Procedure

- Resources

Week 1: Class N° 1

- Unit: 3

- Topic: Days of the week

- Objective: Students will be able to talk about their daily life using vocabulary about the days of the week.

- Contents:

  -Vocabulary: Days of the week.

- Didactic strategies: Teaching Proficiency through Reading and Storytelling (TPRS)

- Time: 90 minutes.

- Procedure: Introduction, development, and conclusion.

- Resources: Teacher's book, English notebook, markers, flashcards, worksheets, pictures, and board.

Introduction (5 minutes)

First, a warm-up begins to activate the class, introducing the new set of words that will be studied during the lesson, using techniques that promote student participation.

Development (65 minutes)

The presentation of the story in English continues, selected according to the TPRS format, and the level of the story will be adapted to the L2 proficiency of the class. During the narration, the teacher will be acting, using mime as much as possible so that the students can relate it to the target vocabulary and ask questions related to the plot, and characters, contextualizing them to real life, and linking them to the students' experiences. (E.g. 'Does the character play soccer on Sundays?', 'Do you play soccer on Sundays?'), alternately using L1 to ask more complex questions.

Thus, generating continuous participation and beginning to notice how much is being understood. After the story was finished, questions were asked about the story, encouraging further use of the vocabulary (E.g. 'What day does the character play soccer?'). After this, activities (rank ordering, labeling, jumbled sentences) and games (role play, hangman, hot potato), where the target vocabulary continues to be put into practice, the number of activities may vary according to how quickly the teacher considers the group ready for evaluation.

Conclusion (20 minutes)

The evaluation is carried out through worksheets, the evaluation is formative. Since students receive two hours of English per week, the decision was made to send worksheets as extra-class activities to reinforce the contents studied.

Week 2: Class N° 2

- Unit: 3

- Topic: Personal pronouns

- Objective: Students will be able to talk about feelings and emotions using personal pronouns and the verb to be.

- Contents:

  -Grammar: Verb 'to be'.

  -Vocabulary: Personal pronouns; feelings and emotions.

- Didactic strategies: Teaching Proficiency through Reading and Storytelling (TPRS).

- Time: 90 minutes.

- Procedure: Introduction, development, and conclusion.

- Resources: Teacher's book, English notebook, markers, flashcards, worksheets, pictures, and board.

Introduction (5 minutes)

It begins with a warm-up to activate the class, recalling vocabulary from the previous class and introducing the new set of words to be studied during the lesson, using techniques that promote student participation.

Development (65 minutes)

The presentation of the story in English continues. Since grammar was introduced in this class as part of the content, students are expected to grasp the grammatical structures inductively.

During the narration, the teacher will be acting, using mime as much as possible so that the students can relate it to the target vocabulary, and ask questions related to the plot, and characters, contextualizing them to real life, and linking them to the students' experiences. (E.g. 'Is the character angry?', 'Is the character happy or angry? 'Do you like to be happy or sad?').

Thus, generating continuous participation and beginning to notice how much is being understood. Once the story was finished, questions were asked about the story, prompting further use of the vocabulary. (E.g. 'What emotions do you remember from the story?').

At the end of the story, an explanation of how grammar works is given and any doubts are answered. After this, we move on to activities (matching, survey, jumbled sentences) and games (role play, Simon says, word jumble race).

Conclusion (20 minutes)

The evaluation is carried out through worksheets, the evaluation is formative. Worksheets were sent as extra-class activities to reinforce the contents studied.

Week 3: Class N° 3

- Unit: 3

- Topic: Family members

- Objective: Students will be able to talk about family using adjectives of appearance.

- Contents:

- -Previous knowledge: Verb 'to be'.

- -Vocabulary: Family members; adjectives of appearance.

- Didactic strategies: Teaching Proficiency through Reading and Storytelling (TPRS).

- Time: 90 minutes.

- Procedure: Introduction, development, and conclusion.

- Resources: Teacher's book, English notebook, markers, flashcards, worksheets, pictures, and board.

Introduction (5 minutes)

It begins with a warm-up to activate the class, recalling vocabulary from the previous class and introducing the new set of words to be studied during the lesson, using techniques that promote student participation.

Development (65 minutes)

The presentation of the story in English continues, with the help of having drawn the characters on the blackboard, acting, using mime and asking questions related to the plot, characters, linking them to the experiences of the students (E.g., 'Is the father short?', 'Are the characters young?', 'Is your mother tall?'). Once the story was finished, questions were asked again about the story. (E.g. 'What characters have long hair?'). After this, activities (gap-fill, categories, asking questions) and games (call my bluff, board race, hot seat), where the target vocabulary continues to be put into practice.

Conclusion (20 minutes)

The evaluation is carried out through worksheets, the evaluation is formative. Worksheets were sent as extra-class activities to reinforce the contents studied.

Week 4: Class N° 4

- Unit: 3

- Topic: Animals

- Objective: Students will be able to talk about animals using opposite adjectives.

- Contents:

- -Previous knowledge: Verb 'to be'.

- -Vocabulary: Animals; opposite adjectives.

- Didactic strategies: Teaching Proficiency through Reading and Storytelling (TPRS).

- Time: 90 minutes.

- Procedure: Introduction, development, and conclusion.

- Recursos: Teacher's book, English notebook, markers, flashcards, worksheets, pictures, and board.

Introduction (5 minutes)

It begins with a warm-up to activate the class, recalling vocabulary from the previous class and introducing the new set of words to be studied during the lesson, using techniques that promote student participation.

Development (65 minutes)

The presentation of the story in English continues, with the help of having drawn the characters on the blackboard, acting, using mime and asking questions related to the plot, characters, and linking them to the experiences of the students (E.g. 'Is the character a Duck?', 'Does the characters like to be clean?', 'What animal is your favorite?'). Once the story was finished, questions were asked again about the story (E.g. 'What characters are strong?'). After this, activities (odd-one-out, bingo, asking questions) and games (Pictionary, charades, spelling), where the target vocabulary continues to be put into practice.

Conclusion (20 minutes)

The evaluation is carried out through worksheets, the evaluation is formative. Worksheets were sent as extra-class activities to reinforce the contents studied.

The class system is characterized by being adaptive, correlational, and gradual. In the present study, the lessons are designed under the active learning approach through the TPRS as a

didactic strategy, which facilitates being flexible when using different approaches. Secondly, it is correlational because the topics are linked to each other, forming the didactic unit. On the other hand, it is gradual in paving the way for more complex topics such as grammar, first inductively providing grammatical structures and vocabulary through the stories and then being consciously reviewed to reinforce the knowledge.

This chapter presents a vocabulary development class system based on the use of Teaching Proficiency through Reading and Storytelling as a didactic strategy, which is characterized by the flexibility it offers teachers to adapt it to multiple student contexts. The results of its application in the context of 4th "A" students of the 24 de Junio General Basic Education School are presented below.

CHAPTER 4. APPLICATION OF THE CLASS SYSTEM FOR THE DEVELOPMENT OF VOCABULARY IN ENGLISH OF 4TH CLASS "A" STUDENTS OF THE 24 DE JUNIO BASIC EDUCATION SCHOOL THROUGH THE USE OF TPRS.

This chapter shows the results obtained from the application of the class system for the development of vocabulary in English of the 4th year students of the 24 de Junio General Basic Education School in the 2023 school year, carried out on July 5th, July 12th, July 19th, and July 26th through the experimental design.

4.1 Description of the application of the class system using TPRS as a didactic strategy for English vocabulary development.

In order to evaluate the effectiveness of the use of TPRS as a didactic strategy for the development of English vocabulary in 4th grade students of the 24 de Junio General Basic Education School, it was necessary to apply a class system. The lessons will be described below:

Class 1: Days of the week (Annex 4)

The first class was held on Wednesday, July 5 from 10:15 a.m. to 11:45 a.m. with the participation of 24 students of 4th parallel "A". First, it started with a warm-up to activate the class. Then it was continued with the presentation of the story in English, during the narration the teacher will be acting, using mime, and asking questions related to the plot, characters, linking them to the lives of the students. After the use of the story, given the lack of didactic resources in the institution, activities were carried out on the blackboard and games were played in the classroom, with the help of didactic materials easily accessible to the teachers in order to practice the target vocabulary. Finally, the evaluation is carried out using worksheets. Additionally, worksheets were sent as extra-class activities to reinforce the contents studied.

Class 2: Personal pronouns (Annex 5)

The second class was held on Wednesday, July 12 from 10:15 a.m. to 11:45 a.m. with the participation of the 24 students of 4th parallel "A". First, it started with a warm-up to activate the class, recalling vocabulary from the previous class and introducing the new group of words. Then it was followed by the presentation of the story in English. After the use of the story, the grammatical rules of the verb 'to be' were explained, followed by activities and games where both the vocabulary and the selected grammar were put into practice. Finally, the evaluation is carried out using worksheets. Additionally, worksheets were sent as extra-class activities to reinforce the contents studied.

Class 3: Family members (Annex 6)

The third class was held on Wednesday, July 19 from 10:15 a.m. to 11:45 a.m. with the participation of the 24 students of 4th parallel "A". First, it started with a warm-up to activate the class, recalling vocabulary from the previous class and introducing the new group of words. Then it was followed by the presentation of the story in English. After the use of the story, activities and games were carried out to put into practice both the vocabulary selected for this class and the grammar of the previous class, promoting the reinforcement of the contents of the didactic unit. Finally, the evaluation is carried out using worksheets. Additionally, worksheets were sent as extra-class activities to reinforce the contents studied.

Class 4: Animals (Annex 7)

The fourth class was held on Wednesday, July 26 from 10:15 a.m. to 11:45 a.m. with the participation of the 24 students of 4th parallel "A". First, it was started with a warm up, reviewing previously studied vocabulary and introducing the new group of words. Then it was continued with the presentation of the story in English. After the use of the story, we moved on to activities and games with the help of didactic materials, putting into practice both the vocabulary selected

for this class and the grammar of the second class. Finally, the evaluation is carried out using of worksheets. Additionally, worksheets were sent as extra-class activities to reinforce the contents studied.

4.2 Results obtained after the use of the class system using TPRS as a didactic strategy for English vocabulary development.

The results obtained from the diagnostic test were clear indicators for the implementation of the intervention proposal. The proposal consisted of the application of a class system for the development of vocabulary in English using TPRS as a didactic strategy (Annex 8). Both the pre-test data and the results obtained after the application of the system with the post-test (Annex 9) were compared and obtained through empirical methods using rubrics with measurement scales. As in the pre-test, the dimensions by which vocabulary development was processed were used to test the hypothesis, obtaining the following data:

Dimension 1: Discriminación de sonidos y grafemas
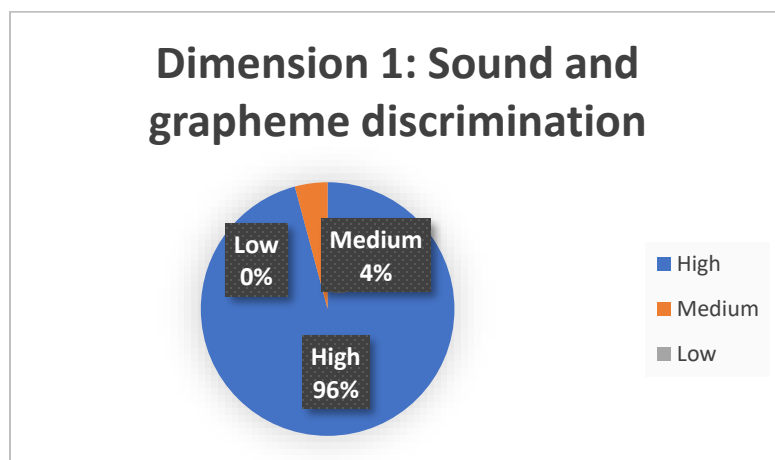
Illustration 6. Dimension 'Sound and grapheme discrimination' (Pos-test). Prepared by the authors.

In the dimension 'Sound and grapheme discrimination', no student was placed on the low-level domain, and at the same time, the number of students found on the medium-level domain

was reduced since there was a considerable increase in the high-level domain, showing an improvement of 63% in terms of spelling and phoneme mastery.

Dimension 2: Understanding meaning
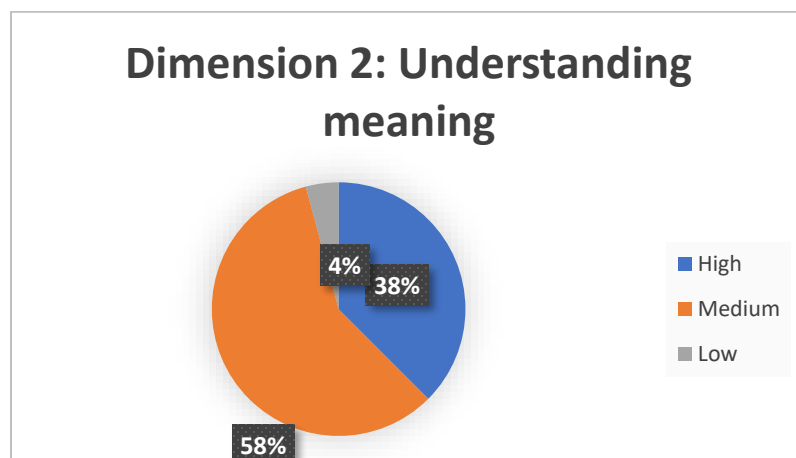
Illustration 7. Dimension 'Understanding meaning' (Pos-test). Prepared by the authors.

In the 'Understanding meaning' dimension, the number of students on the low-level domain was reduced to 4%, showing a noticeable improvement in terms of comprehension of new vocabulary, while there was an increase in the medium-level domain of 12%, whereas there was a slightly increase reflected in the high-level domain of 5%.

Dimension 3: Remembering
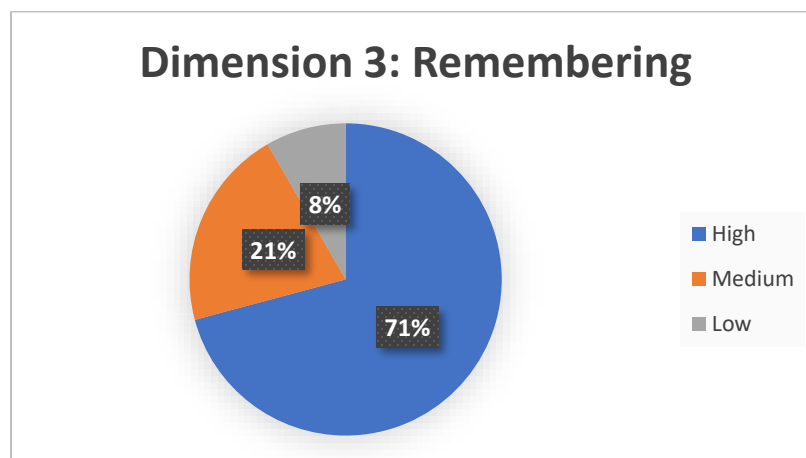
Illustration 8. Dimension 'Remembering' (Pos-test). Prepared by the authors.

In the 'Remembering' dimension, there was a significant decrease in the low-level domain from 88% to 8%. There was an improvement on the medium-level domain of 9%. Moreover, most of the changes were obtained in the high-level domain, going from not having anybody there in the pre-test to an increase of 71% after the post-test.
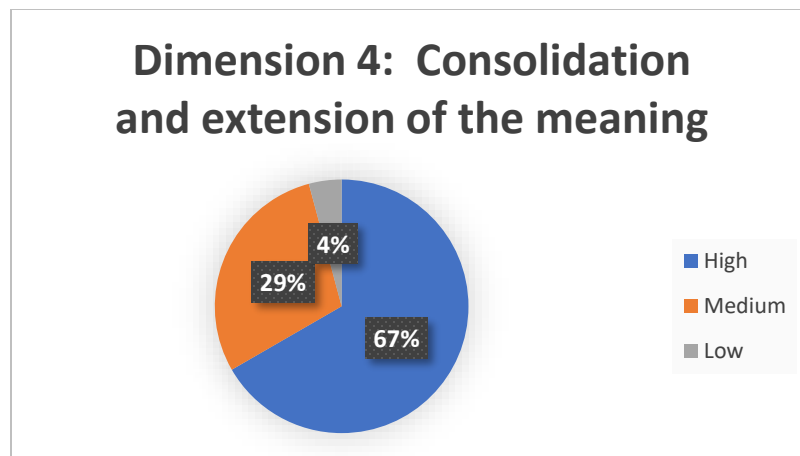
Dimension 4: Consolidation and extension of the meaning

Illustration 9. Dimension 'Consolidation and extension of the meaning' (Pos-test). Prepared by the authors.

In the dimension 'Consolidation and extension of the meaning', there was again a considerable improvement in the low-level domain reflecting a difference of 54%, likewise, the medium-level domain was reduced by 5% to increase the number of students placed in the high-level domain, showing an improvement of 59% in terms of the extended use of the target vocabulary.

General analysis
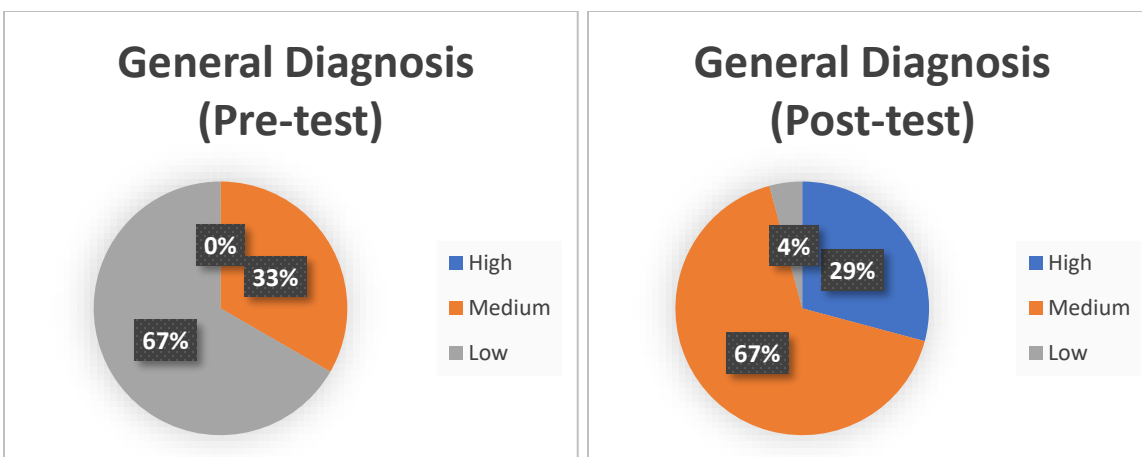
Illustration 10. General diagnosis (Post-test). Prepared by the authors.

The general diagnosis after the implementation of the class system shows favorable results. From a group of students located mostly in the low-level domain, there was a reduction of 63%, indicating a significant improvement in terms of vocabulary mastery. In addition, it should be noted that although most of the students were placed in the medium-level domain (67%) and not in the high-level domain (29%), this is still a positive result, strengthening the hypothesis that if a class system based on the use of the TPRS as a didactic strategy is implemented, it contributes to the development of English vocabulary in students of 4th "A" grade of General Basic Education at the 24 de Junio school.

4.3 Hypothesis testing

Scientific hypothesis: The implementation of a class system based on the use of TPRS as a didactic strategy contributes to the development of English vocabulary in the 4th "A" grade students of General Basic Education at the 24 de Junio School.

Statistical hypothesis:

H0: There is no relationship between English vocabulary development and the implementation of a class system using TPRS as a teaching strategy.

H1: There is relationship between English vocabulary development and the implementation of a class system using TPRS as a teaching strategy.

To determine the chi-squared statistic value it was used the following formula:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \qquad \begin{array}{l} \chi^2 : \text{Estadístico Chi cuadrado.} \\ O_i : \text{frecuencias observadas.} \\ E_i : \text{frecuencias esperadas.} \end{array}$$

$$E_i = \frac{n_{i.} * n_{.j}}{n}$$

Illustration 11. Chi-squared formula.Prepared by the authors.

The critical value for the chi-squared statistic is determined by:

X^2 (1-α) * (r-1) (c-1)

Degree of freedom:

DF = (r-1) (c-1) = 2

Margin of error

α = 0,05

4.3.1 Value scale for students on the Pre-test and Post-test.

Instruments	Hight	Medium	Low	Total
Pre-test	0	8	16	24
Post-test	7	16	1	24

Tabla 5. Value scale for students on the pre-test and post-test. Prepared by the authors.

4.3.2 Chi-squared calculator (X^2)

Observed frequencies

Observed	Hight	Medium	Low	Total
Pre-test	0	8	16	24

Post-test	7	16	1	24
Total	7	24	17	48

Tabla 6. Observed frequencies. Prepared by the authors.

Expected Frequencies

Expected	High	Medium	Low	Total
Pre-test	7*24/48=3,5	24*24/48=12	17*24/48=8,5	24
Post-test	7*24/48=3,5	24*24/48=12	17*24/48=8,5	24
Total	7	24	17	48

Tabla 7. Expected frequencies. Prepared by the authors.

Chi-squared

Chi-squared	High	Medium	Low
Pre-test	3,5	1,333333333	6,61764706
Post-test	3,5	1,333333333	6,61764706
Total (X^2)	22,90196078		

Tabla 8. Chi-squared. Prepared by the authors.

4.3.3 Hypothesis validation

Chi-squared	Critical value
22,90196078	5,99

Tabla 9. Hypothesis testing values. Prepared by the authors.

Hypothesis testing results between the comparison of the calculated chi-square results and the critical value. Theory dictates that if the chi-square is greater (>) than the critical value the null hypothesis (H0) is rejected and therefore the alternative hypothesis (H1) is accepted. This means that there is a relationship between the development of vocabulary in English and the

implementation of a class system using the TPRS as a didactic strategy in 4th grade "A" students of the 24 de Junio General Basic Education School.

4.4 Analysis and discussion of results

This section synthesizes the results obtained during the initial diagnosis and after applying the intervention proposal to determine whether or not the independent variable has a significant influence on the dependent variable. The initial state of the population was characterized by a group of students with English vocabulary problems, affected by the low level of English vocabulary, making it difficult for them to understand the teacher's English commands. At the same time, the design of the lesson plan lacked structure and didactic strategies; the students were already interested in the subject, but this interest was quickly lost during the class, causing them to be easily distracted. As far as the institution was concerned, it was characterized by not having many didactic materials, which made teachers feel limited when teaching their lessons.

After the application of the class system, except for the results obtained in the 'Remembering' dimension, the post-test showed significant improvements in English vocabulary development after the application of the post-test. Students demonstrate a marked improvement in phoneme and grapheme recognition, meaning an improvement in listening, writing, and reading skills. Likewise, the majority of the group was able to improve their ability to understand new concepts, which should positively affect their retention. However, students continue to have problems in this area, presumably due to the small number of hours of English received per week (2 hours). In fact, the items evaluated in the diagnostic test are topics that have been reviewed in previous school years, so it is not surprising that they have achieved better results.

Another of the main reasons that affect the progress of the students is the lack of commitment on the part of their tutors. Having identified the problems during the first stage of the

research, it was decided to provide them with extra-class material as part of the design of the class plan, which was not carried out by the majority of the group. It is assumed that the motivation within the classroom as a result of the methodology is not one of the causes, having achieved that the students maintain their attention and are very participative during the lessons. Likewise, since there was a great improvement in the correct use of vocabulary according to the context, this would strengthen the presumption that the problem was not the methodology implemented.

The class system based on the use of TPRS as a didactic strategy is shown to be a great alternative for teachers in any type of institutional context, as it requires little budget and relies especially on the teacher's creativity. The flexible structure of the TPRS allows the teacher to easily include it in his or her lesson plan, in addition to the fact that opting for a TPRS-based class system can save time in terms of planning, giving the teacher the opportunity to dedicate more time to the selection of activities or games that adapt to the characteristics of the classroom to present the content of the class.

In this chapter, the application of the class system was described, in addition to validating the results obtained after the corresponding analysis by means of the chi-squared test, demonstrating that there is a relationship between the use of the class system designed based on the TPRS as a didactic strategy and the development of vocabulary in English of the 4th grade students of the 24 de Junio General Basic Education School in the 2023 school year.

Conclusions

The theoretical foundation carried out in this study allowed framing the historical evolution of the English language teaching and learning process, detailing the changes and adjustments of language activation methods over time, presenting a wide range of methods, techniques and strategies with their respective characteristics, on the basis of which the present study was oriented following the constructivist perspective and considering the acquisition of vocabulary as a conscious process that is structured in a series of essential phases to facilitate the development of vocabulary.

The results obtained from the initial diagnosis showed the existence of deficiencies in the English vocabulary of 4th grade "A" students of the "24 de Junio" basic education school, presenting greater difficulty in remembering the spelling of words, as a result of factors such as the lack of didactics of the teacher and the limited exposure to the language due to the few hours of the subject per week.

By the shortcomings observed and the strategies presented for vocabulary development, it was considered pertinent to propose a class system based on the use of the Teaching Proficiency through Reading and Storytelling (TPRS) didactic strategy as the most appropriate way to meet the learning needs of students, taking into account aspects such as their age and level of knowledge of the language, being a practical and easy-to-apply resource in the teacher's pedagogy.

The effectiveness of the pedagogical proposal as a practical contribution of this research was evaluated by contrasting the results obtained in the pre-test and post-test, after the application of the class system to a didactic unit, which allowed showing a notable improvement, especially in the students who presented lower levels of knowledge in the initial diagnosis. Therefore, these results contemplate the introduction of TPRS as an appropriate didactic strategy for the

development of vocabulary in L2 beginner learners, since it is characterized by being a flexible

and interactive resource that allows a greater degree of immersion in the language.

Recommendations

From the experience obtained in the present study, it is called for further study of the topic of this research, taking into account other possible didactic strategies that allow the improvement of vocabulary in foreign language learners.

In this study we have analyzed the benefits of TPRS in elementary-level students, it is convenient to test this information with populations that present different characteristics, whether age, knowledge level, or special needs to determine its effectiveness and to be able to expand its range of use in English language pedagogy.

It is considered necessary to mention that the teacher can apply Teaching Proficiency through Reading and Storytelling (TPRS) as a recursive didactic strategy; however, it is important to complement this resource with other didactic materials during the class to maintain the student's interest, and achieve a greater benefit in the development of the vocabulary of this language.

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ANNEXES

Annex 1

Observation guide

School	Escuela de Educación Básica "24 de Junio"
Location of the School	San Jacinto, Machala, El Oro
Population	Students of the 4th 'A' grade of General Basic Education
Observer	Leidy Laura Mosquera Aguilar John Alex Peñaloza Erreyes
Objective	Identify through the observation the students' English vocabulary domain
Date:	June 28th/ 2023

N°	Aspects to evaluate	YES	NO
1	Students have difficulty using English vocabulary		

2	Students participate actively during the class		
3	The students' follow the teacher's instructions		
4	Students stay focused in class		
5	Students have significant exposure to the language during the English class		
6	Specific, focused feedback is offered in a positive way		
7	Use of materials suitable to their learner needs		
8	The class is structured appropriately		

9	Use of didactic strategies for vocabulary instruction		
10	Connection between new and acquired vocabulary is clear		

Annex 2

Entrevista semiestructurada dirigida al docente

Nombre de la docente: Lic. Yanara Iza

Periodo lectivo: 2023 - 2024

Objetivo: Identificar las falencias en el desarrollo de vocabulario en inglés en los estudiantes

¿Por qué cree que los estudiantes no demuestran interés en el idioma inglés?

¿Qué tipo de actividades mayoritariamente propone a los estudiantes para promover la práctica del vocabulario?

¿Qué tipo de problemas de vocabulario son más frecuentes entre sus alumnos?

¿Qué factores considera que afectan el desarrollo del vocabulario en el alumnado?

¿Cuán importante considera la utilización de estrategias didácticas para mejorar el aprendizaje de vocabulario de los estudiantes?

¿Utiliza usted materiales y estrategias didácticas para enseñar el vocabulario del programa?

¿Cuáles son las dificultades que usted ha encontrado a la hora de aplicar estrategias didácticas en sus clases?

De acuerdo con su experiencia, ¿qué posibles soluciones podrían darse para que los estudiantes aprendan nuevo vocabulario?

Diagnostic Test

Name:
Class:
Date:

1. Escucha y selecciona la palabra correcta. (1pt)

    a) Water

    b) Watter

    c) Wuater

2. Escucha y selecciona la palabra correcta. (1pt)

    a) Fourteenth

    b) Fourthteen

    c) Fourteen

3. Escucha y selecciona la palabra correcta. (1pt)

a) Tenis

b) Tennis

c) Tenniss
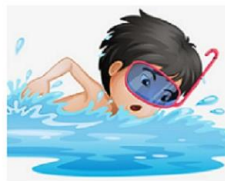
4. Unir con líneas la imagen con su respectivo nombre. (3pts)

SKIING

VOLLEYBALL

SWIMMING

SOCCER

SURF

BASKETBALL

5. Escriba en inglés los siguientes números. (2pts)

1   3   5   9   20

12   13   18

6. Unir con líneas la imagen con su respectivo nombre. (2pts)

CARROT - PIZZA - FRENCH FRIES - AVOCADO - HOT DOG - LETTUCE -
APPLE - BURGER - BROCCOLI – DONUT

Annex 4

Annex 4

ESCUELA DE EDUCACIÓN BÁSICA "24 DE JUNIO"

Machala- El Oro - Ecuador

Dirección: DR. PEDRO MARIDUEÑA ENTRE MONS. NESTOR HERRERA Y DR. SIMON FERN

Telf. 2937130 Email: 07h00250@gmail.com

Ministerio de Educación

Educamos para tener patria

ENGLISH CLASS PLAN

TOPIC: Days of the Week	**DIDATIC STRATEGY:** Teaching Proficiency through Reading and Storytelling (TPRS)
VALUE OF THE MONTH: Responsibility	**LENGHT:** 90´
UNIT: 3	**WEEK Nº:** 11
CLASS: 4th A	**DATE:** July 5th, 2023

OBJECTIVE: Students will be able to talk about their daily life using vocabulary about the days of the week.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUATION
Reading: To recognize the new vocabulary through the story "What a week!". **Listening:** To recognize the new vocabulary through listening to the story "What a week!". **Speaking:** To talk about the days of the week. **Writing:** To write about the days of the week.	**Vocabulary:** Days of the Week. **Vocabulary:** **DW:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Friday, yesterday, today, tomorrow	**BUILDING BACKGROUND:** **T.** Introduces the new vocabulary by playing True or False? **Ss.** Respond verbally to sentences which are true of false. **KNOWLEDGE CONSTRUCTION:** **Ss.** Listen to the story "What a week!" and answer related questions. E.g. Does he play football on Mondays? **T.** Use activities (rank ordering, labelling, jumbled sentences) and games (role play, hangman, hot potato) to put in practice the vocabulary. **Ss.** Learn to recognize the new vocabulary and talk about it. **APLICATION:** **Ss.** Ask and answer questions about the days of the week. **Ss.** Speak using vocabulary of the days of the week **Ss.** Write correctly about the days of the week.	Teacher's book. English notebook Material of daily use. Flashcards Worksheets Board Pictures	The students practice the vocabulary through worksheets about the days of the week. **Observation:** Practical work.

ASSIGNMENTS: To practice the vocabulary through the use of worksheets provided by the teacher.

What a week!

A: What a week!

B: What do you mean?.

A: I have fun things to do this week. B: Oh
really? Tell me more.
A: Tomorrow is Monday, on Monday I have football practice.

Is tomorrow Tuesday, Wednesday or Monday?

B: Ohh, you love football.

A: On Tuesday, I have cooking class.

Does he have cooking class on Monday, Tuesday or Wednesday?

B: What are you cooking?

A: My favorite meal, hamburgers.

B: Save one for me please.

A: Of course! Now on Wednesday I'm buying new clothes. B:
New clothes? Suspicious.
Is he buying new clothes Wednesday, Tuesday or Saturday?

A: Haha you got me, on Thursday I have a date.

B: Whaat! What is her name?

A: Maria, she is beautiful.

Does he have a date on Sunday, Friday or Thursday?

B: I am happy for you, good luck! What about Friday? **A:**
Thank you, on Friday I have a birthday party.
B: Family or friend birthday party?

A: It is the birthday of my aunt Elsa.

Does he have a birthday party on Saturday, Friday or Wednesday?

B: I remember her, she is nice. So, are you staying the Saturday and Sunday with your family?

A: No, I have a trip this weekend. I want to visit Quito.

B: Quito is very fun, don't forget your coat.

A: Never, it is very cold.

Does he a trip to Quito on Saturday and Sunday? or Wednesday and Thursday?

ESCUELA DE EDUCACIÓN BÁSICA "24 DE JUNIO"

Machala- El Oro - Ecuador

Dirección: DR. PEDRO MARIDUEÑA ENTRE MONS. NESTOR HERRERA Y DR. SIMON FERN

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Ministerio de Educación

Educamos para tener patria

ENGLISH CLASS PLAN

TOPIC: Personal Pronouns and Verb To Be	DIDACTIC STRATEGY: Teaching Proficiency through Reading and Storytelling (TPRS)
VALUE OF THE MONTH: Responsibility	LENGHT: 90´
UNIT: 3	WEEK Nº: 12
CLASS: 4th A	DATE: July 12th, 2023
OBJECTIVE: Students will be able to talk about feelings and emotions using personal pronouns and the verb 'to be'.	

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUATION
Reading: To recognize the new vocabulary through the story "A bad morning!". **Listening:** To recognize the new vocabulary through listening to the story "A bad morning!". **Speaking:** To talk about feelings and emotions using personal pronouns and the verb 'to be'. **Writing:** To write about feelings and emotions using personal pronouns and the verb 'to be'.	**Grammar:** Verb 'to be' **Vocabulary:** Personal Pronouns Feelings and emotions **Vocabulary:** **PP:** I, You, He, She, It, We, You, They **F:** Happy, Sad, Angry, Sleepy, Hungry, Tired, Bored.	**BUILDING BACKGROUND:** **T.** Recalls, introduces the new vocabulary and drills pronunciation. **Ss.** Guess, act and repeat out loud the vocabulary. **KNOWLEDGE CONSTRUCTION:** **Ss.** Listen to the story "A bad morning!" and answer related questions. E.g. Is she Angry? **T.** Explains the verb 'to be' grammar rules. **T.** Use activities (matching, survey, jumbled sentences) and games (role play, simon says, word jumble race) to put in practice the grammar and vocabulary. **Ss.** Learn to recognize the new vocabulary and talk about it. **APLICATION:** **Ss.** Ask and answer questions about personal pronouns and feelings. **Ss.** Speak using personal pronouns and the verb 'to be' correctly. **Ss.** Write correctly using personal pronouns and the verb 'to be'.	Teacher's book. English notebook Material of daily use. Flashcards Worksheets Board Pictures	The students practice the vocabulary through worksheets about feelings and emotions using personal pronouns and the verb 'to be'. **Observation:** Practical work.
ASSIGNMENTS: To practice the vocabulary through the use of worksheets provided by the teacher.				

A bad morning!

A: Good morning   !

B: It is not a good morning, it is a bad morning. I am sleepy.

A: That sounds terrible!

B: I am hungry too!

<div align="center">

Who has a bad morning?

She is... sleepy, angry or happy.

</div>

A: We have some fruits – (Elicitate fruits)

B: I don't want fruits, I want a cake.

A: There is not cake.

B: I want to cry.

<div align="center">

How does she feel now?

She is... tired, sad or angry

</div>

A: Don't be sad! We have apples, they are your favorites.

B: Are they green?

A: No, they are red.

B: Excellent! I love red apples, now it is not a bad morning.

A: Great!

B: I am bored, I want to play.

A: Play with   the dog.

B: is tired.

<div align="center">

How does she feel now?

She is sad, hungry or happy

</div>

Annex 6

ESCUELA DE EDUCACIÓN BÁSICA "24 DE JUNIO"

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Ministerio
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ENGLISH CLASS PLAN

TOPIC: Family members	**DIDACTIC STRATEGY:** Teaching Proficiency through Reading and Storytelling (TPRS)
VALUE OF THE MONTH: Responsibility	**LENGHT:** 90´
UNIT: 3	**WEEK Nº:** 13
CLASS: 4th A	**DATE:** July 19th, 2023
OBJECTIVE: Students will be able to talk about family using adjectives of appearance.	

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUATION
Reading: To recognize the new vocabulary through the story "This is my family!". **Listening:** To recognize the new vocabulary through listening to the story "This is my family!". **Speaking:** To talk about family using adjectives of appearances. **Writing:** To write about family using adjectives of appearances.	**Vocabulary:** Family members Adjectives of appearance **Vocabulary:** **FM:** Grandfather, grandmother, father, mother, brother, sister **AA:** Young - old; short - tall; fat -thin; fair skin - dark skin; brown-blue-green eyes; long hair-short hair; handsome - beautiful	**BUILDING BACKGROUND:** **T.** Recalls, introduces the new vocabulary by using elicitation. **Ss.** Guess, act and repeat out loud the vocabulary. **KNOWLEDGE CONSTRUCTION:** **Ss.** Listen to the story "This is my family!" and answer questions related to the story characters. E.g. Is he the father or brother? **T.** Recalls the verb 'to be' grammar rules. **T.** Use activities (gap-fill, categories, asking questions) and games (call my bluff, board race, hot seat) to put in practice the grammar and vocabulary. **Ss.** Learn to recognize the new vocabulary and talk about it. **APLICATION:** **Ss.** Ask and answer questions about family members and adjectives of appearances. **Ss.** Speak using the new vocabulary correctly. **Ss.** Write and complete sentences using the new vocabulary correctly.	Teacher's book. English notebook Material of daily use. Flashcards Worksheets Board Pictures	The students practice the vocabulary through worksheets about family using adjectives of appearance. **Observation:** Practical work.

ASSIGNMENTS: To practice the vocabulary through the use of worksheets provided by the teacher.

This is my family!

[   ] is meeting the family of [   ]

…….

B: Hi Mum! I am happy to see you! This is my friend, [C   ]. He/she is

very tall.B: [C], this is my little brother, [D]! He is short.

B: These are my grandparents, [E   ], and [F   ]. He has black eyes and she has greeneyes.

B: This is my father [G   ], he has short hair like your father, and my old brother [H].He is thin.

B: This is my little sister [I   ], she has long hair, and this is my older sister, [J]. They areso beautiful!

B: Finally, this is my cat [K   ]. He is very fat, he eats a lot! But he is also handsome.

…….

B: I have a big family! And now I have three sisters! Welcome to the family, [C   ]!

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ENGLISH CLASS PLAN

Ministerio de **Educación**
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TOPIC: Animals	**DIDACTIC STRATEGY:** Teaching Proficiency through Reading and Storytelling (TPRS)
VALUE OF THE MONTH: Responsibility	**LENGHT:** 90´
UNIT: 3	**WEEK Nº:** 14
CLASS: 4th A	**DATE:** July 26th, 2023

OBJECTIVE: Students will be able to talk about Animals using opposite adjectives.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUATION
Reading: To recognize the new vocabulary through the story "Lucy and Donald, best friends on a farm!". **Listening:** To recognize the new vocabulary through listening to the story "Lucy and Donald, best friends on a farm!". **Speaking:** To talk about animals using opposite adjectives. **Writing:** To write about animals using opposite adjectives.	**Vocabulary:** Animals Opposite adjectives **Vocabulary:** **A:** Sheep, duck, horse, dog, cow, pig, chicken, rabbit, cat, snail. **OA:** Noisy-quiet; clean- dirty; strong, weak; fast- slow; friendly-unfriendly; big-small; dangerous-safe	**BUILDING BACKGROUND:** **T.** Recalls, introduces the new vocabulary by using elicitation. **Ss.** Guess, act and repeat out loud the vocabulary. **KNOWLEDGE CONSTRUCTION:** **Ss.** Listen to the story "Lucy and Donald, best friends on a farm!" and answer questions related to the story characters. E.g. Is Betty noisy? **T.** Use activities (odd-one-out, bingo, asking questions) and games (pictionary, charades, spelling) to put in practice the grammar and vocabulary. **Ss.** Learn to recognize the new vocabulary and talk about it. **APLICATION:** **Ss.** Ask and answer questions about Animals and Opposite Adjectives. **Ss.** Speak using the new vocabulary correctly. **Ss.** Write and complete sentences using the new vocabulary correctly.	Teacher's book. English notebook Material of daily use. Flashcards Worksheets Board Pictures	The students practice the vocabulary through worksheets about animals using opposite adjectives. **Observation:** Practical work.

ASSIGNMENTS: To practice the vocabulary through the use of worksheets provided by the teacher.

Lucy and Donald, best friends on a farm!

Let's meet these best friends. This is Lucy the **chicken,** and this is Donaldthe **duck**. They live on a farm. They walk together. They swim together. They like to talk about all the animals on the farm.

Is Lucy a duck? Is Donald a chicken? Do they live on a farm? Are they bestfriends?

They don't trust Tommy the **cat**. They think Tommy the **cat** is **dangerous**.

Do they trust Tommy the cat? Do they feel safe with Tommy the cat? Is hedangerous?

They trust Layla the **dog**. Layla the **dog** is very **friendly**.

Do they trust Layla the dog? Is she unfriendly?

They don't like Betty the **sheep.** Betty the **sheep** is very **noisy**.

Do they like Betty the sheep? Is she noisy?

They like Roger the **rabbit.** Roger the **rabbit** loves to sleep, he is so **quiet.**

Do they like Roger the rabbit? Is he noisy?

Lucy and Donald swim a lot, they like to be **clean,** that's why they don't likePiglet the **pig,** he likes to be **dirty.**

Do Lucy and Donald like to be clean? Does Piglet like to be clean?

Lucy and Donald are also very **small** because they are young, they want tobe **big** like Dorothy the **cow**.

Are Lucy and Donald big? Do they want to be like Roger the rabbit?

They like Jack the **horse.** He is so **strong** and **fast**.

Do they like Jack the horse? Is he weak? Is he fast?

Finally, even Gary the **snail** is **slow**, he is very **friendly** so they love Gary.

Is Gary the snail fast? Is he unfriendly?

Annex 8

ESCUELA DE EDUCACIÓN BÁSICA
"24 DE JUNIO"
TEST CORRESPONDING TO THE FIRST QUARTER 2023-2024

República
del Ecuador

SUBNIVEL: ELEMENTAL		AREA: ENGLISH		
COURSE: FOURTH	PARALLEL: "A"	QUARTER: FIRST	DATE:	
STUDENT:				SCORE: _____ 10

INDICATIONS:
1. Correctly fill in the informative data (name, parallel, date).
2. Read each question carefully before answering them.
3. Answer using blue or black ballpoint pen. Do not use pencil.
4. Any act of Academic Dishonesty (223), Art. 226 will apply, according to paragraph of the LOEI.

OBJETIVE: Evaluate the level of skills with performance criteria acquired by students in the First Quarter.

EVALUATION INDICATOR

I.EFL.4.2.1.
Learners can write, label and answer simple sentences about basic details in a short simple cross-curricular text
(I.2, S.1) (REF I.EFL.3.12.1)
Ref. I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.

1.- Listen and select the correct word.

a)
Monday	Friday	Saturday

b)
Thursday	Wednesday	Sunday

c)
Tuesday	Thursday	Monday

d)
Bored	Sleepy	Sad

e)
Happy	Tired	Hungry

1 mark

2.- Label the emotions of the following pictures.

Hungry	Sad	Happy	Angry	Sleepy

1 mark

3.- Choose the right verb "to be" to complete the sentence.

He | am | is | are | happy.

I | am | is | are | a student.

We | am | is | are | children.

You | am | is | are | a girl.

It | am | is | are | a dog.

1 mark

4. Join the image with its respective name with lines.
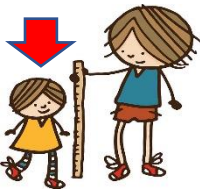
Tall

Thin

Old

Fat

Short

Young

3 marks

5. Write in English the following personal pronouns.

Yo: _____

Ese: _____

Tú: _____

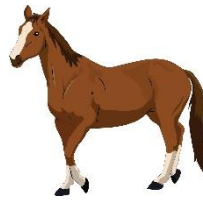Nosotros: _____

2 Marks

Él: _____

Ustedes: _____

Ella: _____

Ellos: _____

6. Circle the correct option.

Cow	Dog	Pig

Horse	Dog	Cow
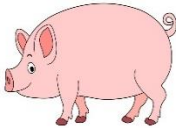
Pig	Snail	Rabbit

Father	Sister	Mother

Sister	Brother	Mother

Grandmother	Father	Brother

2 Marks