



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**System of activities involving recreational games for the improvement of
English vocabulary.**

**VERA SALAS ALEX DAVID
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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ZALDUA MORAN EDDY MARSHEL

**MACHALA
2023**

THE USE OF SPELLING FOR ENGLISH VOCABULARY LEARNING

por ALEX DAVID VERA SALAS

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DEDICATION

We want to dedicate this work to our parents who have been a fundamental pillar in our academic formation, and their support and affection every day, teaching us good habits, values and showing us that nothing is impossible even in the most difficult moments.

Thanks to them we have not given up in the middle of the road and we have advanced to achieve our goals, see them as they have sacrificed to give us the best, this is our token of gratitude and give them the pride that they are also part of this achievement.

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First of all, we want to thank God for the life and blessings of each day, for the food we have on our table and for giving us the strength to continue walking with firm steps, and in moments of anguish and despair always help us to solve things in the best way.

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We thank our teachers of the career that have been a key piece in our journey during our studies, and thanks to their knowledge, we have successfully completed this work.

ABSTRACT

The objective of this study was "To apply a system of activities involving recreational games such as Colour it - Trace it - write it - make it, which allow the improvement of English vocabulary in students of the Jaime Roldós Aguilera school in the 7th grade of basic education".

It was developed from a quantitative perspective of experimental type in a population of 35 students of Basic General Education Jaime Roldós Aguilera were applied methods of the theoretical level as: systematic method, historical-logical method, systemic analytical, and deductive hypothetical and empirical level as: Observation, test and experiment the results of the verification of the hypothesis. In addition, the implementation of pedagogical tests with the objective of measuring the knowledge of the students in the present work.

The development of this work contributes significantly in the investigative field, since it seeks through this the improvement of the vocabulary of the English language in the students of the 7th grade, with the implementation of a system of classes designed through the ludic. The results obtained were carried out by means of comparative statistics and for the verification of the hypothesis the SQUARE CHI was applied as a technique that will allow us to analyze the data, which proves the increase of the learning process of the vocabulary of the English language in the students.

Keywords: Methods, students, development, processes, teaching, vocabulary, classroom system,

INDEX

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
INTRODUCTION	6
CHAPTER 1. THE USE OF PLAY AS AN ACTIVE METHOD FOR THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN BASIC EDUCATION.	11
1.2. Theoretical characteristics of active teaching-learning methods in the teaching-learning process in the English language in elementary education.	14
1.2.2. Characteristics of active teaching and learning methods.	17
1.2.3. The development of English language vocabulary learning.	23
1.3 Contextual characteristics in the teaching-learning process of the English language in active teaching-learning methods.	26
1.3.1. The language teaching-learning process in Ecuador.	26
1.3.2. Diagnosis of the current state of vocabulary development in students in the 7th parallel year "A" of the "Jaime Roldos Aguilera" elementary school.	29
CHAPTER II: METHODOLOGICAL FRAMEWORK	35
2.1 Research design.	36
2.2 Population and sample.	37
2.3 Research methods	37
2.3.1 Theoretical level methods	37
In other words, this method seeks to understand the analysis of a study, as well as its parts, qualities, and their relationships with each other from the results obtained in the analysis.	40
2.3.2 Empirical Level Methods	40
CHAPTER 3. SYSTEM OF ACTIVITIES FOR THE IMPROVEMENT OF THE VOCABULARY OF 7TH GRADE STUDENTS OF THE JAIME ROLDÓS AGUILERA SCHOOL	46
CHAPTER 4. RESULTS ACHIEVED THROUGH THE APPLICATION OF A SYSTEM OF ACTIVITIES USING LUDICA IN THE VOCABULARY OF THE ENGLISH LANGUAGE.....	57
4.1. Description of the implementation of the system of activities.	57
4.2. Application results	59
4.3. Pre-test and Post-test results.....	62
4.3.1. Observed and Expected Frequencies.....	63
4.3.2. Hypothesis Results	63
4.4. Conclusions	64
4.5 Recommendations.....	65
Bibliography	66
ANNEXES	69

INTRODUCTION

Throughout history of English language has been an important impact on the world, nowadays most people on a global level use this language for communication with others, the English makes a big difference because brings more opportunities into the labour area and also business.

“Los gobiernos de América Latina están cada vez más alertas sobre la importancia de la relación entre el nivel de inglés y la competitividad de sus ciudadanos a nivel mundial. Los países que una vez dependieron del petróleo hoy se ven en la necesidad de diversificar sus economías y para ello deben negociar en inglés.” (Ma. De Lourdes Moscoso Amador, 2019)

(Moscoso et al., 2019) manifest that in Latin America the government is taking their perspective actions on base its needs of the citizens to the learning English language because its importance is essential to international business.

In the educational field, the study of English has a great professional importance due to its scope in education, promoting learning in schools, colleges and universities as an academic training for personal and professional development.

“En Ecuador, el inglés era considerado como una materia optativa; es decir, cada institución tenía la potestad de incluirla o no en su currículo de enseñanza. Existía la posibilidad de discernir el número de horas clase que ofrecería dentro de la malla.” (Peña, 2019)

According to Peña, 2017 express that English wasn't considered an important subject in Ecuadorian Educational Curriculum because each institution chose if they

wanted to include it within the class hours because it was not mandatory to include it within the curriculum.

En Ecuador, el sistema de educación pública introdujo una carga horaria específica para la lengua extranjera desde segundo a séptimo grado de educación general básica, en los sub niveles elemental y media establecida por el Ministerio de Educación en la Reforma Curricular de fecha 17 de febrero de 2016. (Shirley Ponce, 2019)

According the author express that from 2016 English was incorporated into the curricular reform at all levels of basic general education, elementary and secondary sub-levels, since before the teaching of English was not compulsory in basic education schools.

As part of the pre-professional practices of the Pedagogy of National and Foreign Languages career of the authors of this work carried out in the 7th grade of basic education at the Jaime Roldós Aguilera school, the following were evidenced:

The external manifestations:

- Insufficient vocabulary in the English language
- Little understanding of basic topics
- Difficulty in acquiring new vocabulary words presented in class
- Not all students have the same level of English

Based on the previous statements, the following scientific problem is posed:

How to improve the English vocabulary in the students of the 7th grade of basic education of the Jaime Roldós Aguilera school, period 2022-2023?

Its objective is the teaching and learning process on English vocabulary in the students of the 7th grade of basic education.

The overall objective on the research is, apply a system of activities that involves recreational games such as Color it -Trace it - write it - make it, which allow the improvement of vocabulary in English in the students of the Jaime Roldós Aguilera school in the 7th grade of basic education.

This objective is delimited in the field of action, the game as an active teaching-learning method

For this reason, the present research work proposes specific objectives:

- Diagnose the current state of the vocabulary in English of the students in the 7th year of basic education at the Jaime Roldos Aguilera school.
- Apply a system of recreational games based on Color it -Trace it - write it - make it for the development of vocabulary in English of the students in the 7th year of basic education at the Jaime Roldos Aguilera school.
- Verify the effectiveness of the recreational games system based on the use of Color it - trace it - write it - make it to improve vocabulary in English in the students of the 7th year of basic education of the Jaime Roldos Aguilera school.

The hypothesis determines that, the implementation of a system of recreational games such as Colour it - Trace it - write it - make it, to improve the learning of English

vocabulary in the students of Jaime Roldós Aguilera school, 7th grade of basic education, period 2022-2023.

Independent variable: recreational game system

Dependent variable: develop vocabulary learning of the English language.

Due to the aforementioned and based on the need that is required in this work, the researchers propose to carry out quantitative research.

The study population will be made up of 25 students from the Jaime Roldós Aguilera school of the 7th grade of basic education in the city of Machala, El Oro, Ecuador.

In the research, theoretical methods such as: historical-logical, inductive-deductive, and empirical such as interviews, surveys, and experimentation were applied, this will allow quantifying the magnitude of this project, and uses techniques such as interviews, observation, document review, surveys and questionnaires to determine the extent of the process.

The importance of the research that is presented is to use the playful as an active teaching method and thus encourage interest, the stimulation of students during their learning training, accessing fun, recreational activities, and content of interest allowing the student to acquire new vocabulary in the course of their educational development.

The practical contribution of the research is the system of activities that involve the use of playful methods to improve vocabulary in English. The following method uses practical activities such as recreational and flexible games that allow the development of the student while acquiring knowledge of English vocabulary.

The present research work is made up of an introduction, in which the general and specific objectives of this research are detailed, the methodological perspective to be carried out is quantitative with its respective scientific hypothesis followed by chapter one where the historical evolution of learning is manifested of the vocabulary that is necessary for the realization of this project, as a second chapter we have the methodological framework where the type of research is established as well as the methods and techniques that were used for data collection, which allows us to analyze the results acquired in the answer to the research problem.

This paper ends with conclusions and recommendations based on the corresponding bibliography.

CHAPTER 1. THE USE OF PLAY AS AN ACTIVE METHOD FOR THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN BASIC EDUCATION.

The present study is oriented to the theoretical foundation of play as a method for learning, presenting its historical evolution and conceptual characterization, which allows for creating the scenario for its contextualization and the diagnosis of the current state of the process of teaching and learning the English language in basic education.

1.1. HISTORICAL EVOLUTION OF ACTIVE METHODS IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN BASIC EDUCATION.

Throughout history, the English language has become one of the most influential and spoken languages in the world, positioning itself as one of the most important in the educational, political, economic, and business fields due to globalization and the demand for professionals in these fields. It is for this reason that the acquisition of English as a second language has become relevant to this day.

However, the process of teaching and learning English has not been an easy task due to the challenges involved in teaching foreign languages, as well as social and political problems, among others. To know the classification of English teaching in the world throughout history, Jack Richards (2005) describes them in the following phases:

Phase 1. Traditional approaches, the historical era of the 1970s.

“Las primeras prácticas realizadas con el enfoque tradicional en la enseñanza del idioma inglés toman lugar en la época del siglo XX, estos ejercicios o métodos eran de manera oral y escritos, con énfasis en la gramática inglesa” (Vigil & Acosta, 2021).

According to Acosta and Vigil (2021), the methods used consisted of the mechanical repetition of words and sentences. The teachers of yesteryear, they refer, facilitated the comprehension of written texts through the extraction and subsequent oral repetition of their different constituent elements, i.e., for the teaching of English in the 20th century, the traditional method was based on the repetition of words.

In turn, (Nofuentes, 2019) profesor americano escribió un libro en el que detalla el método, denominado tradicional o prusiano, así como gramática y traducción. Su objetivo era capacitar a los alumnos para la lectura y el análisis literario, para ello se trabaja la memorización de la gramática y se realizan traducciones de textos. (p5)

According to Sears, he wrote a book describing the traditional method of teaching his students all about reading and analysis.

Así mismo, se involucra el método audio-lingual “Dicho método, patentado por N. Brooks en 1964, apareció como consecuencia del mayor interés dado a la enseñanza de lenguas extranjeras en Estados Unidos hacia finales de los años 50” (Martínez & Paredes, 2022, p.18). This method is a pedagogical model based on behaviorist theories where the student is seen as a receptive being imparting knowledge.

Skinner (1986) sostiene que un ser humano puede ser entrenado usando un sistema de refuerzo, enfatizando la adquisición de estructuras y patrones en el diálogo cotidiano común, los cuales se obtienen, se repiten y se prueban hasta que las respuestas dadas por el estudiante en el idioma extranjero son automáticos. (Benilda, 2019, p.12)

In other words, people can be trained through a reinforcement system where structures and patterns are found for dialogue in everyday life, repeating which becomes

automatic in the individual. In the meantime Larsen-Freeman (2000) “el método audio-lingual es un método de enseñanza de idiomas extranjeros que enfatiza las habilidades de escuchar y hablar antes de leer y escribir.” (Benilda, 2019, p12). That is to say that this method is developed based on the four English language skills.

Phase 2. Classical communicative language teaching, from 1970 to 1990.

“El enfoque comunicativo surge en los años 70. La lengua empieza a verse como un instrumento para la comunicación. N. Chomsky (1965), lingüista estadounidense introdujo la “gramática generativa” que cambió totalmente la perspectiva de aprendizaje de los idiomas”. (Nofuentes, 2019). Therefore, in the 1970s, language was conceived as an instrument of communication, and Chomsky highlighted the generative grammar that modified the way of learning languages.

However, (Hymes, 2019, citado por Nofuentes, 2019) “considera insuficiente la “competencia lingüística” ya que los enunciados deben ser también apropiados y aceptables en el contexto en el que se utilizan. He proposes the concept of "communicative competence" to refer to a person's ability to behave adequately and effectively in society. In accordance with what was expressed in the previous paragraph, Hymes highlights insufficient the concept of communicative competence, since he relates it to the ability to behave within society.

Phase 3. Current communicative language teaching, 1990 to the present day.

In 1990, new methods emerged, such as “the communicative approach according to Bachman (1990), unlike the traditional approach, emphasizes the final product, where students are able to learn and apply the knowledge acquired by texts and teachers” (Sánchez & Osmany, 2020, p.9). This approach allowed students to understand and grasp knowledge that was imparted by the teacher through texts.

However, 1993 saw the emergence of The Lexical Approach, which is one of the most recent. Part of the work “The Lexical Approach (1993) de Michael Lewis, ampliada luego en otras posteriores (Lewis, 1997, 2000)” (Núñez, 2019, p.170). In other words, teaching with the lexical method was one of the methods that allowed students to develop oral skills.

(Orihuela, 2019), points out that: “una de las estrategias de aprendizaje que puede contribuir a mejorar la motivación, concentración, e involucración que necesitan los estudiantes en el aprendizaje de una lengua extranjera es la Gamificación” (Lara et al, 2021, p.1641). In other words, for the acquisition of a new foreign language such as English, it is necessary to implement learning strategies such as gamification, According to (Kapp, 2012), gamification is a teaching mechanism based on games that awaken students' interest and promotes their learning.

1.2. Theoretical characteristics of active teaching-learning methods in the teaching-learning process in the English language in elementary education.

The present research work addresses the theoretical characteristics of active methods in the teaching-learning process of the English language highlighting the playfulness to improve vocabulary.

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

(Osorio et al, 2021) express that “El proceso de enseñanza – aprendizaje se concibe como un sistema de comunicación deliberado que involucra la implementación de estrategias pedagógicas con el fin de propiciar aprendizajes”. In other words, it is considered as a communication system that includes pedagogical strategies for the development of learning.

While (Abreu et al, 2018) argue that:

El proceso de enseñanza-aprendizaje es de comunicación, de socialización. El docente comunica, expone, organiza, facilita los contenidos científico-históricos-sociales a los estudiantes y estos, además de comunicarse con el docente, lo hacen entre sí y con la comunidad. Es por ello que el proceso docente es de intercomunicación.” (p.612)

In other words, the teacher is in charge of facilitating the content in order for students to construct their learning.

In the process of language teaching and learning, there is a reference that allows its projection in the sense of reaching the specific competencies by levels in the command of the language. “El MCER es una referencia clara hacia los lineamientos más estandarizados de la enseñanza de las segundas lenguas. Puede servir de guía para programar y planificar clases en cualquier parte del mundo con las adaptaciones necesarias que impone el contexto” (Veer, 2021, p.5).

However, (Consejo de Europa, 2001, citado por Waldo, 2020) states that:

En el Marco Común de Referencia (MCRE) para la Enseñanza de las lenguas extranjeras se establecen parámetros para apoyar y secuenciar el proceso de aprendizaje de una lengua extranjera, a partir de la descripción de las competencias, conocimientos, habilidades, actitudes y comportamientos necesarios para aprender un idioma extranjero. (p.34)

The CEFR is fundamental in the teaching of English as a foreign language because of its benefits in terms of scheduling and planning lessons to achieve skills and attitudes in learning.

To achieve good learning, it is essential to create different learning strategies that students can develop in a natural way where they feel comfortable, that motivates them, and that encourages them to learn. “Los ejemplos son utilizados para favorecer la explicación y comprensión de un tema, pueden ser de tipo verbal o ilustrativo” (Keila y Parra, 2014, citado por Pamploma et al, 2019). That is, implementing verbal or illustrative examples will aid in the understanding of a topic.

De la misma forma las imágenes permiten que se involucren en la participación en el aula, manteniendo la atención, la motivación de los estudiantes y de esta manera conseguir el aprendizaje de los conceptos (Rigo, 2014). It is important to say that these strategies are essential for the development of good learning within the classroom seeking interaction and involvement of students within the classroom to create knowledge.

Currently, the use of didactic resources is fundamental in the teaching and learning process, which has gained strength with the rise of ICTs, teachers must know how to handle these tools properly in order to guide their students by taking advantage of these resources. According (Torres, 2021) expresses that “dichas herramientas les ofrecen una buena fuente de recursos para trabajar los diferentes campos de la lengua, siendo compatible con la continua formación del alumnado fuera del aula con estos recursos”. In other words, these tools can be useful for language learning development such as Language Guide, English Mansion or Time for kids, online games, videos, or streaming.

Evaluación es una parte ineludible e importante del proceso y, por tanto, cuando se planifica el desarrollo de aprendizajes, se ha de buscar relacionar las actividades de evaluación con las tareas planteadas, la organización y la metodología, dotando así de un sentido pedagógico la

construcción del aprendizaje. (Brevik et al, 2017, citado por Barba & David, 2022)

Therefore, evaluation is a fundamental part of the teaching and learning process since it provides knowledge about the pedagogical level of the students.

1.2.2. Characteristics of active teaching and learning methods.

(Bravo & Viguera, 2021) states that:

Estas metodologías tienen diferentes formas de aplicación, pero con algunos elementos comunes como: trabajar en base al contexto; fomentar el trabajo colaborativo y cooperativo; producir interacción entre los estudiantes partícipes de la misma; generar un aprendizaje por descubrimiento; que basado en la vida real hace que el alumno construya su conocimiento y asuma un rol activo (Luelmo del Castillo, 2018).

In other words, active methodologies encourage collaborative work and in turn allow students to interact with each other.

However, (Asunción, 2019) provides that “Las metodologías activas se entienden como aquellos métodos, técnicas y estrategias que utiliza el docente para convertir el proceso de enseñanza en actividades que fomenten la participación activa del estudiante y lleven al aprendizaje Puga (2015)” In other words, they are a set of strategies applied by the teacher to encourage students to construct their learning by developing specific skills and comprehensive training.

According to (Asunción, 2019) Methodologies are characterized by several aspects, such as:

- 1) El estudiante es el centro del aprendizaje

- 2) Aprendizaje constructivo
- 3) Trabajo en equipo,
- 4) Visión compleja de la realidad,
- 5) Educación más sensible y humana,
- 6) Integración de las Tecnologías de Información y Comunicación (TIC) y
- 7) Pensamiento Crítico

Therefore, the student will be the protagonist of his learning, which will be developed through collaborative work, making use of technologies, and also her development in everyday life.

(Ramos & Ana, 2018, p.131) state that “El ABP es una metodología activa y centrada en el alumno que se basa en principios constructivistas (Kokotsaki et al., 2016)”. However, (Zambrano et al, 2022) express that:

El aprendizaje basado en proyectos (ABP) es una metodología activa, que posibilita disminuir los problemas de desmotivación en los estudiantes; puede estructurarse como una estrategia didáctica que permite al estudiante implicarse en procesos de investigación de manera autónoma, minimizando las limitaciones de la docencia tradicional (Fernández-Cabezas, 2017). (p.174)

In this way, the PBL method focuses on the learner so that he or she is involved in learning autonomously.

(Espinár & Viguera, 2019) point out that “indican que el aprendizaje experiencial involucra al alumno de manera directa y plasman los temas nuevos

desde su mismo contexto.” Este modelo por ser significativo es importante conocer los conocimientos previos por parte del educando para lograr las competencias que exige las necesidades actuales. While (Rodriguez & Rubio, 2020) “Identifica al aprendizaje experiencial como el método que ofrece un marco dentro del cual se fortalecen los vínculos entre educación, trabajo y desarrollo personal”.

In other words, this method is attentive to the competencies demanded by the work environment and responds to educational objectives, which makes it possible to relate classroom work to the real world.

(Aguilera et al, 2017) state that “El aula invertida o flipped classroom es un método de enseñanza cuyo principal objetivo es que el alumno/a asuma un rol mucho más activo en su proceso de aprendizaje que el que venía ocupando tradicionalmente (Berenguer, 2016: 1466)” That is to say that this model makes the student the actor in the learning process, as Aburdo (Aburdo, 2021) points out “donde los alumnos y alumnas estudiarán por sí mismos los conceptos teóricos que el docente les facilite y el tiempo de clase será aprovechado para resolver dudas, realizar prácticas e iniciar debates relevantes con el contenido”. Students are the ones who prepare themselves and solve their questions.

In addition, Flipped Classroom “puede ser aplicado en todas las áreas curriculares; educación primaria, educación secundaria, educación superior e incluso, educación para adultos” (Villagra & Samudio, 2019). In other words, this model is adaptable to different curricular areas.

(Soto, 2022) contributes to the method, as follows:

Lo que esta metodología aporta es motivación y avances en el proceso de enseñanza- aprendizaje, mejorar el rendimiento académico de los

alumnos. Es una poderosa estrategia para motivar y favorecer el aprendizaje del alumnado, mediante el uso de elementos lúdicos en contextos que no son de juego (Deterding, 2011). (p.6)

For his part (Ortiz & Agreda, 2018), adds that, “mediante la introducción de mecánicas y planteamientos de los juegos, se busca involucrar a los usuarios” In other words, this methodology has as its fundamental basis the motivation to strengthen students' school performance through play.

However, (Nivela et al, 2021) add that "Burke (2012) posits the “gamificación como el uso de diseños y técnicas propias de los juegos en contextos no lúdicos con el fin de desarrollar habilidades y comportamientos de desarrollo”. That is to say that their designs and techniques can adapt to non-playful games to acquire skills.

(Acosta, 2022) states that “La gamificación es una estrategia que es utilizada para innovar en los procesos educativos, sustituye los métodos tradicionales y rutinarias por unos de mayor valor didáctico y motivacional, (Corchuelo, 2018). In agreement with Vergara et al., (2019), they consider that. "Are tools that adopt the elements of online games and allow the use of a diversity of content, and also express that when applied to the educational context these applications acquire a didactic value"(Acosta, 2022, p.252). In other words, gamification seen as an innovative strategy in education replacing traditional methods like gamification begins to take an important role in the teaching and learning process

(Maximiliano, 2018) understand playfulness “una dimensión del desarrollo humano, siendo parte constitutiva del ser humano, como factor decisivo para lograr enriquecer los procesos.” In other words, play is a fundamental part of human development because of its importance in knowledge acquisition.

Subsequently, according to the author (Cañizales, 2008, cited by Guamán, 2021, p.7), the playful strategies

Son métodos de enseñanza de carácter interactivo y dialógica, estimulada para el uso ingenioso y pedagógicamente consistente, de métodos, ejercicios y juegos didácticos, establecidos específicamente para formar aprendizajes significativos, tanto en términos de conocimientos, como en habilidades o competencias sociales, como por ejemplo la incorporación de valores. (p.7)

It interacts and stimulates through games, and exercises to create meaningful learning and social competencies.

Similarly, (Sanchez, 2010, cited by Cedillo, 2020) points out that:

El método lúdico es un recurso de enseñanza fundamental en el aula para mantener un aprendizaje activo, a través de la lúdica se adquiere conocimientos combinando aspectos cognitivos, sociales y afectivos, en tal sentido se aborda contenidos en un ambiente de armonía y de forma dinámica. (p.22)

Therefore, the importance of the playful method is emphasized to acquire quality learning in a harmonious and active environment.

Molano y Rodriguez, 2015, citado por Candela & Benavides, 2020) “la actividad lúdica favorece en los individuos la autoconfianza, la autonomía y la formación de la personalidad, convirtiéndose así en una de las actividades recreativas y educativas primordiales” While (Guzmán and Zambrano, 2017, cited by Candela & Benavides, 2020) expresses that:

Las actividades lúdicas son estrategias muy importantes que se deben aplicar en el aprendizaje dado que se ha observado que sin estas prácticas hay un bajo desempeño de los estudiantes puesto que el juego es muy importante en la vida de todos los seres humanos porque ayuda a desarrollar habilidades y destrezas en el aprendizaje significativo de los estudiantes. (p.83)

In other words, it helps build confidence and personality with recreational activities and acquire learning skills and abilities.

La lúdica es parte fundamental de este proceso de socialización y se debe partir de los principios que rigen la educación preescolar como son: la integralidad, participación y la lúdica, esto enfocado al desarrollo de las dimensiones cognitiva, comunicativa, socio afectiva, corporal, estética, ética y espiritual. (Chuico Pardo, 2017, citado por González & Rodríguez, 2018, p.6)

He explains that it is essential for the teaching process to develop cognitive and communicative dimensions.

(Wiersema, 2018, cited by Cedillo, 2020) mentions that “la lúdica incorporada en la enseñanza provee innumerables ventajas entre estas está la inmersión de los estudiantes creando conciencia de su aprendizaje y a la vez proyecta sus emociones y gustos empleando lenguaje hablado o simbólico.” It should be emphasized that by incorporating play in education, many advantages are acquired in the students' learning since emphasis is placed on their emotions so that they can learn.

In addition, Ytural (2020) states that lúdica implementada en los procesos de enseñanza posibilita generar un aprendizaje significativo, puesto que involucra aspectos

psíquicos, afectivos, sociales y culturales de los jóvenes y adultos, lo que significa que la lúdica como estrategia didáctica no solo permite conceptualizar, socializar el conocimiento sino también estimula el aprendizaje y contribuye al desarrollo de diversas competencias y habilidades de los estudiantes. Playfulness creates meaningful learning, emphasizing the affective, social, and cultural aspects, which stimulates learning and develops competencies and skills.

1.2.3. The development of English language vocabulary learning.

In learning English vocabulary will always be a fundamental part of the teaching learning process (Schmitt, 2000, p.6, cited by Hidayatur & Emi, 2019) "says that large vocabulary can help to express ideas precisely in communication.". And according to (Nunan, 2005, p.121, cited by Efiza, 2017, p.3) points out that, "vocabulary is the collection of words that an individual knows." In other words, vocabulary is a set of words that helps to have a better command of language communication.

While that (Hiebert and Kamil, 2005, citado por Hidayatur & Emi, 2019) "vocabulary is the knowledge of meanings of words. Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure". In other words, it is the knowledge of the meaning of words and is essential for learning a foreign language.

However, for (Hamer,1991, cited by Ameer, 2016) points out:

The Vocabulary is the basic part and a key element to learn any language. Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner. (p.120).

Vocabulary is a fundamental tool for language learning that, when combined with playful activities, encourages creative and fearless learning.

On the other hand (Widiawitasari & Oktaviani, 2020) point out that “A vocabulary is several English words that are taught to students in the teaching and learning process which goes hand in hand with all four English skills, especially listening”. However, that expressed in the previous paragraph refers to the importance of vocabulary within the four fundamental skills of English, emphasizing listening comprehension.

(Solis, 2020) express that:

Vocabulary is a basic lesson in teaching and learning processes and connecting with other people, as Nunan (2006) said vocabulary is a set of words that a person knows, which helps to remember words quickly in conversation with others. According to Linse (2006), vocabulary is as known as the set of words people know. The writer concluded that vocabulary is any kind of word that is used to communicate.

That is to say, that vocabulary is an essential part to communicate and have a connection with another person because vocabulary is what allows us to remember words when we speak.

One part of the language that is important to learn is vocabulary. The students can use the language for interaction by having a good vocabulary. Vocabulary is an important element of language proficiency. Richards and Willy (2002) said vocabulary offers much of the basis for how well learners are speaking, listening, reading and writing. Also, the learners will have to speak, write the correct spelling and answer any question in spoken and written form with vocabulary. (Solis, 2020).

The vocabulary will enable students to use it and interact with others as well as master the language.

In contrast, the productive vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of the productive vocabularies are speaking and writing. In short, they are termed as they are to correspond to the productive skills of language. (Dakhi, 2019, p.19).

On the other hand, productive skills refer to two fundamental English skills: speaking and writing.

“A lo largo del tiempo numerosas investigaciones han demostrado la importancia que tiene el aprendizaje de vocabulario en los más pequeños para el desarrollo de la habilidad de lectura y el éxito escolar” (Wagner et al, 2007, citado por Andrade et al, 2017). As expressed in the previous paragraph, one of the characteristics of vocabulary learning lies in the improvement of skills such as reading, writing, reading comprehension, and reading comprehension.

(Jalongo & Sobolak, 2011, citado por Andrade et al, 2017, p.15) “el desarrollo del lenguaje de los niños y niñas pequeños es único en relación a que se estima que su vocabulario receptivo es usualmente cuatro veces mayor que su vocabulario expresivo”. That is to say that children in their early stages of life acquire a large amount of receptive vocabulary that is usually greater than the acquisition of expressive vocabulary.

As mentioned by (Solis, 2020) The following research work considered that vocabulary is fundamental for the learning of a foreign language since the acquisition of vocabulary will allow us to communicate with other people

effectively, vocabulary provides the basis for learning a language so that learners can speak, understand, read, and write.

1.3 Contextual characteristics in the teaching-learning process of the English language in active teaching-learning methods.

The following research section covers contextual concepts of active methods within the teaching and learning process for the acquisition of new vocabulary in English.

1.3.1. The language teaching-learning process in Ecuador.

Durante la historia del aprendizaje del inglés en Ecuador como segunda lengua extranjera no era considerada muy importante en la educación, para los años 1912 se introdujo la enseñanza del inglés en Ecuador. Sin embargo “no fue hasta la década de 1950 que la materia se convirtió oficialmente en parte del programa de la malla curricular en las escuelas.” (Padilla, 2019). English became part of education in Ecuador, but it took 48 years for it to officially become part of the curriculum.

However, in its early days it had its problems in teaching English “no estaba a cargo de profesionales preparados en ese campo, sino en manos de maestros "aficionados" que sabían poco sobre la enseñanza de un idioma extranjero y sobre las estrategias que se utilizan en las aulas para fomentar dicho aprendizaje”. (Mendoza, 2018). At this time, the teachers were not fully qualified to teach; they were teachers who had little knowledge or command of the language.

According to (Ortega & Minchala, 2019) expresses that:

Las reformas curriculares alienadas al enfoque comunicativo de enseñanza de idiomas han estado presentes en el contexto educativo ecuatoriano desde la década de los 90; sin embargo, la práctica docente

de los profesores de inglés ha estado ampliamente guiada o centrada en metodologías de enseñanza tradicionales. (p.70)

In Ecuador, language teaching has been present in the 1990s, however, teaching methodologies to achieve quality standards in language acquisition have been relegated to the traditional method.

In 2006 (Cardenas & Soto, 2022), they affirm that:

En el 2006 inició un nuevo proceso electoral y luego, con la presidencia de Rafael Correa, se propuso el Plan Decenal de Educación 2006-2015, que pretendía mejorar la calidad educativa. En cuanto a la enseñanza del idioma inglés, se comenzó revisando el currículo y el gobierno británico culminó con el proyecto en el 2008.

With the arrival of Rafael Correa, it was proposed to optimize the Ten-Year Education Plan and to emphasize the teaching of the English language in conjunction with the British government.

(Calle et al, 2012, citado por Ortega & Argudo,2016) states that:

Sin embargo, a pesar de las innovaciones que formaban parte de esta reforma curricular por medio del proyecto CRADLE, el bajo rendimiento de los estudiantes de inglés ha sido evidente. Problema que se refleja al momento que los estudiantes ingresan a la universidad, ya que ellos no logran acceder a niveles intermedios o avanzados de inglés. (p.170)

Despite the use of technology, the objective has not been achieved in the students, because the low performance in English language skills has been evident.

(Ortega & Argudo, 2016) states that:

Este proyecto pretende mejorar las competencias lingüísticas de los profesores de inglés como también su práctica docente. Este proyecto tenía como objetivo la preparación de los docentes en la lengua extranjera. para aquellos que desean ingresar al sector educativo público, y la organización de un sistema de desarrollo profesional permanente, lo cual incluía capacitaciones fuera del país como el programa Go Teacher. (p.171)

“Sin embargo, los resultados de las evaluaciones por parte del MINEDUC desde el 2018 hasta la actualidad demuestran que en el Ecuador el dominio del idioma inglés está en niveles muy inferiores a los requeridos por los sistemas educativos globalizados.” (Tigua et al, 2022). That is to say that over the years the English level of students is still lower in the educational system.

(Vera, 2022, citado por Tigua et al, 2022) states that:

Como parte del análisis del problema investigativo se argumenta que en el contexto de pandemia generado por el COVID-19, los docentes tuvieron que salir de su zona de confort, de una enseñanza tradicional a una enseñanza virtual, donde la adaptación al cambio y el compromiso con su vocación por enseñar desbloquearon los miedos, inseguridades e inexperiencias para empezar a utilizar herramientas digitales y hacer uso de las redes sociales como recursos para las clases. (p.372)

In other words, since the beginning of the pandemic, teachers were forced to use different teaching methods available to them, which changed the teaching system by using digital tools and social networks as resources.

1.3.2. Diagnosis of the current state of vocabulary development in students in the 7th parallel year "A" of the "Jaime Roldos Aguilera" elementary school.

This section shows the results obtained from the diagnostic test conducted in the teaching-learning process of English vocabulary in the students of the 7th parallel year "A" of the basic education school "Jaime Roldós Aguilera". The following instruments were used for data collection: (APPENDIX 1) the observation guide, (APPENDIX 2) the semi-structured interview with the teacher and (APPENDIX 3) the pedagogical test.

Analysis of results

The first instrument applied was the Observation Guide, which allowed us to obtain the following results:

- Students have deficiencies in recognizing certain vocabulary words in English.
- Students have difficulty in understanding the meaning of English vocabulary.
- Students have problems writing words correctly.

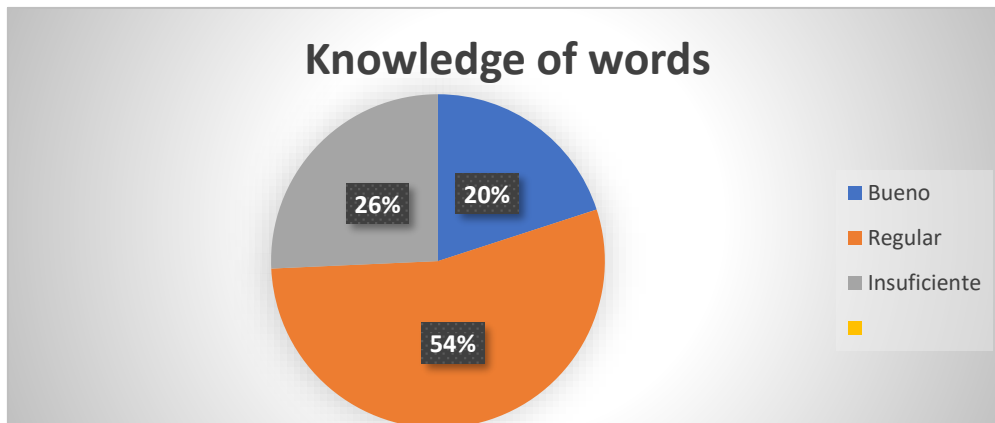
A semi-structured interview was also applied, which was directed to the English teacher of the institution, in order to have a general vision of her point of view about the students, in this way the following information was obtained:

- According to the teacher, the students present lack of motivation from what can be observed, the classrooms are not adequate for the English class and the teacher should look for strategies so that they are not distracted.
- Didactic strategies were also mentioned, which have worked in the classroom such as: flashcards, games, images and written words.

- The lack of interest of teachers, since it influences student learning.
- Homework is not usually sent home, everything is worked on with the students in the classroom.
- The teacher considers that didactic strategies are important because not all children learn in the same way, today there is inclusion, there are students who are in A1 and others in flayers, with some we work with match and others with writing, the English area has been inclusive as educators have been

To conclude, a pedagogical test was applied to determine the current state of the English language vocabulary known by 7th grade students, parallel "A" of the "Jaime Roldos Aguilera" elementary school. The analysis of the results obtained according to the dimensions and indicators in an integrated manner is presented below.

Espinoza Freire, E. E. (2019) The indicators consist of the measurable, verifiable, the data, the fact; they are part of the decomposition or classification of the dimensions; the indicators should not come out of nowhere, nor be invented by the researcher, rather they should start from the classification given by some author consulted in a bibliographical or documentary reference, and rigorously referenced in the theoretical framework.



Acquired vocabulary means knowledge of words in a semantic sense and also how to use those words in context, with a more pragmatic sense. Vocabulary knowledge affects the development of the macro skills of language, listening, speaking, reading and writing (Carmen & Lourdes, 2022).

According to the author points out that vocabulary can also be used through an appropriate context, and this also reflects the mastery of language as it can be evidenced through the language skills that are: listening, speaking, reading and writing.

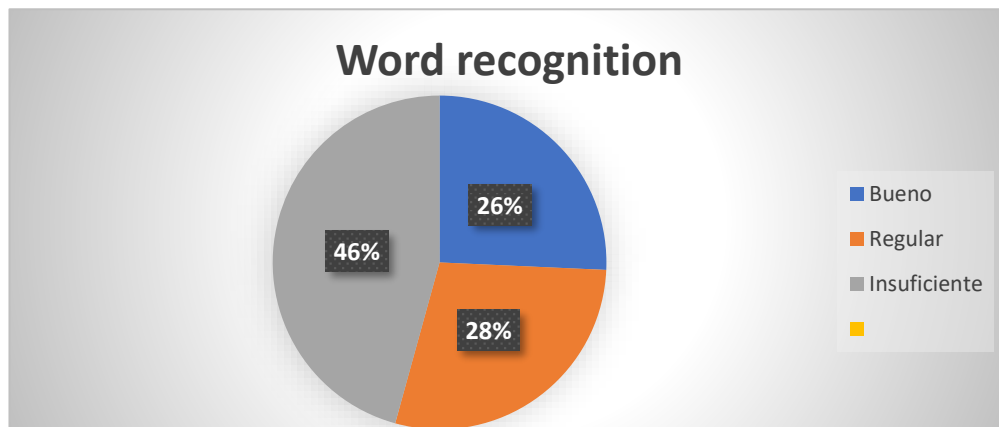
Meanwhile (Rodrigo, 2019) states the following:

Por tanto, los docentes de lengua extranjera deben considerar el tipo de palabras -alta o baja frecuencia a enseñar, en el sentido que las palabras de baja frecuencia según Nation (2001), "no todas deben ser aprendidas para ser un usuario exitoso del idioma; es muy importante que los estudiantes aumenten su nivel de vocabulario" (Nation, 2001, p.20).

In other words, teachers need to teach their students words at the required frequency and above all that they can use them in context, and also emphasize that students should not

know an extensive vocabulary, but a necessary vocabulary that allows them to function in the language.

In the results of the diagnostic test applied to the students, it was determined that, out of 35 students evaluated, 9 students have problems of insufficiency (I) in the indicator "knowledge of the words"



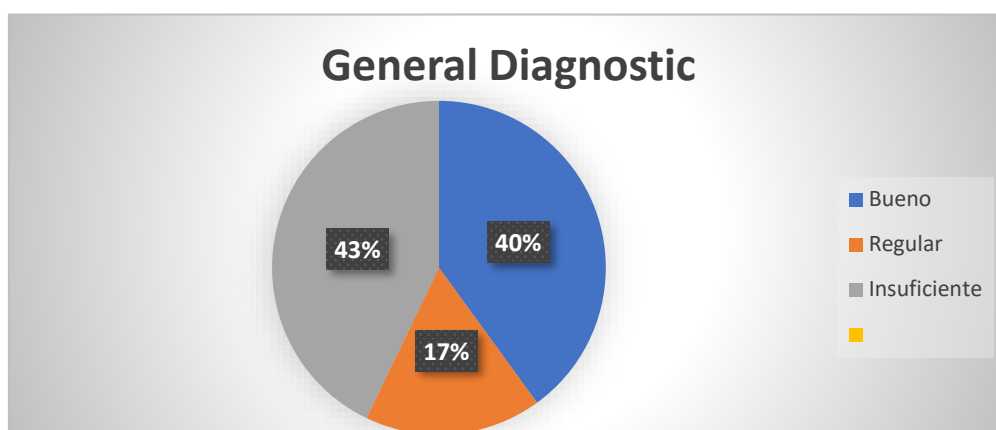
(Rosberly, 2019) states the following:

Esto resulta de mucha ayuda para relacionar vocabulario, se emplean tanto fichas como dibujos en versión digital. En el caso de la institución con aula propia para inglés, esto se hace mucho más fácil pues los estudiantes tienen a su alcance distintos materiales relacionados a los contenidos por lo que ellos cuentan con más opciones para relacionar el vocabulario.

According to the author, the use of images benefits the teaching-learning process of the students since it has a better scope for learning and memorizing the vocabulary of the language being used.

Through the results of the diagnostic test in the dimension of word recognition through images it was possible to verify that, out of 35 students evaluated, 9 students

presented a good level (B), representing 26%, 10 students are in a regular level (R), which means 28%, and finally 16 students show an insufficient level (I), also presenting 46%.



Finally, it is concluded with the previous statistics presented of the students of 7th grade parallel "A" of the basic school "Jaime Roldós Aguilera", in the first indicator "known words" that corresponds to the diagnostic test, within the learning of the vocabulary of the English language, the majority of the students are in a regular level.

Regarding indicator 2: "word recognition through images", within the learning of English vocabulary, it was confirmed that 26% of the students have a high level (Good) and 46% of the students are at a low level (Insufficient).

(Miranda, 2019) states that the didactic strategies:

Según (Cruz, Loyo, & Méndez, 2011) resulta importante poder definir las estrategias y actividades de la enseñanza del inglés como las estrategias de enseñanza que se refieren a la estructura, sistema, métodos, técnicas, procedimientos y procesos que un maestro usa durante la instrucción.

According to the author, the teacher is the one who employs these strategies to help in the teaching-learning process in the students, through activities within the classroom.

It could be seen that the use of the evaluation instrument demonstrated the level of vocabulary of the students, resulting in the data shown above.

The results obtained show the need for the pedagogical practice of classroom systems to improve the level of English vocabulary in the students of the 7th year of Basic Education "Jaime Roldós Aguilera".

CHAPTER II: METHODOLOGICAL FRAMEWORK

The following chapter defines the following aspects related to the methodology used in the research process, in this process, the different topics that will be described in the following research work are established. However, it is essential to begin by explaining the research design that has been initiated, in addition to the consolidation of our paradigm and the selection of the population. Next, emphasis is placed on the techniques used to obtain information for the research.

The present research is managed through a quantitative paradigm in which we seek to understand reality in order to obtain information from a specific environment. According to (Polania, Felix, & Gloria, 2020) states that:

En el enfoque cuantitativo, la recolección de datos se hace para comprobar hipótesis que se han planteado con antelación al proceso metodológico; por eso se emplean experimentaciones, análisis correlacionales, comparativos y de causa-efecto; también se debe resaltar que este enfoque conlleva un proceso secuencial y deductivo. (p.23).

In other words, this approach aims at collecting data for their respective analysis in a sequential manner, thus obtaining results.

While for Hernandez, Fernandez and Baptista (2006)

Es la modalidad de investigación que ha predominado por muchas décadas, se centra fundamentalmente en los aspectos observables y susceptibles de cuantificación de los fenómenos, utiliza la metodología empírico analítica y se sirve de pruebas estadísticas para el análisis de datos. (p. 5).

In other words, it should be noted that this type of research has predominated for a long time due to its numerical qualities in data analysis.

Therefore, the research investigates such issues by critically collecting data, analyzing and discussing results in order to get inference or draw conclusions. Questions of research could be. (Destiny, 2017)

According to the author this approach collects data to analyze and have its respective data discussion and conclusions.

2.1 Research design.

(Babativa, 2017) argues that:

Los diseños de investigación del enfoque cuantitativo, orientan el plan científico del investigador hacía el objeto de estudio en torno a la comprobación de la hipótesis o desarrollo de las estrategias para obtener información y nuevos conocimientos, que pueden ser clasificados como: descubrimientos, innovaciones e inventos. (p.46)

In this approach, the researcher's plan aims at the study based on the hypothesis, as well as the development of strategies in order to gather information and discover new knowledge.

(Babativa, 2017) It is further stated that.

Antes de abordar el diseño de la investigación como un plan de trabajo de la investigación cuantitativa, es importante resaltar la identificación de las variables, su relación y posibilidad de medición, primeramente, las variables se consideran componentes del objeto de estudio desde el enfoque sistémico, que pueden ser medibles y guardan una estrecha

relación con el funcionamiento y probable solución del problema
propuesto al establecer las causas efectos. (p.51)

Therefore, it is important to consider the variables that comprise this research with a systemic approach.

2.2 Population and sample

The population is composed of students in the 7th grade of basic education at the Jaime Roldós Aguilera school, a class of about 25 students, of which 15 are girls and 10 are boys between 11 and 12 years of age.

La población de estudio es un conjunto de casos, definido, limitado y accesible, que formará el referente para la elección de la muestra, y que cumple con una serie de criterios predeterminados. (Gomez, Villasis, & Miranda, 2016)

Therefore, the population must meet the established criteria, as this will allow us to obtain results.

2.3 Research methods

2.3.1 Theoretical level methods

Theoretical methods provide basic information on the object of research since they allow a conceptual interpretation in relation to the empirical results found in the investigation. (Quezada & Medina, 2020) establish that

Los métodos teóricos cumplen una función gnoseológica importante, ya que posibilitan la interpretación conceptual de los datos empíricos encontrados. Así pues, los métodos teóricos al utilizarse en la construcción y desarrollo de las teorías, crean las condiciones para ir más allá de las características fenoménicas y superficiales de la realidad, explicar los hechos y profundizar en las relaciones esenciales y

cuales fundamentales de los procesos no observables directamente.

(p.4)

According to the author, the theoretical method has the purpose of interpreting the data found, which allows theories to be developed by looking beyond reality with facts.

- **Systematic method**

For (Chiavenato,1999 cited by Del Rocio, Enrique, & Torrez, 2018). La conceptualización de organización vista desde el enfoque sistémico, involucra tener una definición clara de “sistemas”. En este sentido, según Chiavenato “es un conjunto de elementos, relacionados de modo dinámico, que desarrollan una actividad para alcanzar determinado objetivo o propósito”. (p. 155)

This means that the systematic approach seeks to have a clear definition of the elements in order to achieve what has been proposed.

- **Historical-logical method**

For López Falcón, A. L., & Ramos Serpa, G. (2021). El método histórico-lógico considera que toda investigación debe incluir en su unidad el estudio tanto de los aspectos históricos como lógicos que caracterizan al fenómeno estudiado, analizando el objeto de estudio en el tiempo y en su movimiento.

The logical historical method starts from an investigation related to the logical aspects of the phenomenon studied, considering the object of study in relation to time and its movement. However, for (Rodriguez & Perez, 2017).

Lo histórico se refiere al estudio del objeto en su trayectoria real a través de su historia, con sus condicionamientos sociales, económicos y

políticos en los diferentes periodos. Lo lógico interpreta lo histórico e infiere conclusiones. La combinación de lo histórico con lo lógico no es una repetición de la historia en todos sus detalles, SINO que reproduce solo su esencia. (p.13)

That is to say, the historical is the study of the object where different aspects such as economic, social, etc., are developed. While the logical reproduces the essence

- **Synthetic analytical**

The synthetic analytical method is a research method that allows to know all the parts and elements of the phenomenon studied in order to observe the causes, nature and effects in turn relate them through the development of synthesis. For (Rodriguez & Perez, 2017):

Este método se refiere a dos procesos intelectuales inversos que operan en unidad: el análisis y la síntesis. El análisis es un procedimiento lógico que posibilita descomponer mentalmente un todo en sus partes y cualidades, en sus múltiples relaciones, propiedades y componentes. (p.8)

According to (Delgado-Hito & Romero-García quoted by López Falcón, A. L., & Ramos Serpa, G. 2021)

El método analítico-sintético parte de entender el análisis como el procedimiento mental que descompone lo complejo en sus partes y cualidades, permitiendo la división mental del todo en sus múltiples relaciones; y la síntesis como la unión entre las partes analizadas, descubriendo las relaciones y características generales entre ellas, lo cual se produce sobre la base de los resultados del análisis. (p.25)

In other words, this method seeks to understand the analysis of a study, as well as its parts, qualities, and their relationships with each other from the results obtained in the analysis.

- Hypothetical deductive

For (Rodriguez & Perez, 2017)

En este método, las hipótesis son puntos de partida para nuevas deducciones. Se parte de una hipótesis inferida de principios o leyes o sugerida por los datos empíricos, y aplicando las reglas de la deducción, se arriba a predicciones que se someten a verificación empírica, y si hay correspondencia con los hechos, se comprueba la veracidad o no de la hipótesis de partida. (p.12)

In other words, the hypotheses serve as a starting point to obtain deductions from our research work, these predictions are subject to empirical verifications that check the veracity of our hypothesis.

2.3.2 Empirical Level Methods

- **OBSERVATION**

(Ankit, 2022)

The observation method is "a method of data collection in which a person (usually trained) observes the subjects of a phenomenon and records information about the characteristics of the phenomenon."

(Ankit, 2022). In other words, observation records information about phenomena that allows the researcher to collect data on the subject of study.

Gorman and Clayton define observational studies as those that "involve the systematic recording of observable phenomena or behaviors in a natural

setting" (2005, p. 40). Meanwhile Gorman and Clayton define observation as a useful method for learning about the phenomenon and its behavior.

Test

López Falcón, A. L., & Ramos Serpa, G. (2021). El test o prueba consiste en un instrumento de medida o examen científicamente válido y significativo que se aplica durante el proceso investigativo para diagnosticar el estado de un problema o para constatar el nivel de cambio o mejora de un fenómeno educacional que ha sido objeto de incidencia para su perfeccionamiento. (p.27)

The author describes the test as an instrument that is used in the research process to obtain information about the problem in order to analyze the different problems that exist and thus find ways for improvement and educational development.

- **Experiment**

(Torres & Paz, 2008) Método el cual las variables pueden ser manipuladas en condiciones que permiten la reunión de datos, conociendo los efectos de los estímulos recibidos y creados para su apreciación. En el experimento existe un control directo sobre un factor de los que se va analizar.

The experimental method consists of gathering data by means of variables, which in turn can be manipulated, and there is also direct control in relation to what is to be analyzed in the research.

Scientific problem	Objectives	Hypothesis	Research variables	Measurement indicators	ITEMS
How to improve the English vocabulary of 7th grade students of the Jaime Roldós Aguilera school, period 2022-2023?	<p>General:</p> <p>To apply a system of activities involving recreational games such as Color it -Trace it - write it - make it, that allow the improvement of English vocabulary in the</p>	<p>General hypothesis: the implementation of a system of recreational games such as Colour it -Trace it - write it - make it, to improve the learning of English vocabulary in the students of Jaime Roldós Aguilera school, 7th grade of basic education, period 2022-2023.</p>	<p>Independent variable: recreational game system</p> <p>Dependent variable: developing English language vocabulary learning.</p>	<ul style="list-style-type: none"> • Number of basic words known • Relationship of the word to the picture • Correct spelling of the word. • Recognizes the meaning of the word. • Uses appropriate vocabulary. 	<ul style="list-style-type: none"> • 1,2, • 3,4 • 5,6 • 7,8 • 9,10

	students of Jaime Roldós Aguilera school in the 7th grade of elementary education.				
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Dimensions	Items	Analysis
Content	<p>1.The student recognizes a large number of English words.</p> <p>2.Student understands the meaning of words.</p> <p>3.Student uses vocabulary in an appropriate context.</p>	<p>Fully developed: (10-9)</p> <p>Students have full command of English vocabulary.</p> <p>Partially developed: (8-7)</p> <p>Students have some command of English vocabulary.</p> <p>Not developed: (less than 6)</p> <p>Students show difficulty learning new vocabulary.</p>
Types	<p>- The student knows the game Colour it -Trace it - write it - make it to improve his/her vocabulary.</p> <p>- The student understands the structure of the game Colour it -Trace it - write it - make it in order to</p>	<p>Fully developed: (10-9)</p> <p>Students demonstrate full mastery of the Colour it - Trace it - write it - make it game.</p> <p>Partially developed: (8-7)</p> <p>Students demonstrate some mastery of game play Colour it -Trace it - write it - make it</p>

Indicators	Fully developed 10 -9	Partially developed 8-7	Not enough Less than 6
Vocabulary	Students are fully proficient in English vocabulary	Students have some command of English vocabulary.	Students show difficulties in learning new vocabulary
Playful activity developed	Students demonstrate full mastery of the game Colour it - Trace it - write it - make it	Students demonstrate some mastery of the game Colour it - Trace it - write it - make it	Students demonstrate lack of mastery of the game Colour it - Trace it - write it - make it

CHAPTER 3. SYSTEM OF ACTIVITIES FOR THE IMPROVEMENT OF THE VOCABULARY OF 7TH GRADE STUDENTS OF THE JAIME ROLDÓS AGUILERA SCHOOL.

Foundation

The present methodological work requires as a fundamental axis the preparation of the teacher, where all the elements and aspects that the teacher must perform in the teaching-learning process of the students are understood, taking into account the priorities of each one of them.

The activities that are carried out to provide the teacher with the necessary tools in order to improve the quality of his teaching-educational work in the school, which means a better preparation in the subject.

The preparation of the subject includes an optimal planning of all the activities that are carried out in the classroom, taking into account the level that is being developed, obtaining bibliographies and materials that improve the evolution of learning.

The preparation of the system of activities in the subject involves a structuring of all the preparation to be carried out within the subject and is developed as follows: distribution of content through teaching strategies, methodological analysis of the system of activities and preparation of the class.

According to (Del Carmen, Rodriguez, & Balmaseda, 2020)

Se concibe el sistema de actividades como el conjunto de tareas docentes concebidas para contribuir al desarrollo del proceso docente educativo con el objetivo de adquirir conocimientos, hábitos,

habilidades. Estas deben responder a objetivos del programa de estudio, el interés de las necesidades del grupo y de la escuela. (p.57)

However (Martínez González 2011) states that

Es un conjunto de actividades relacionadas entre sí de forma tal que integran una unidad, y contribuyen al logro de un objetivo general como solución a un problema científico previamente determinado. Este conjunto es un sistema si están dados los vínculos que existen entre sus elementos, cada uno de los elementos dentro del sistema se considera indivisible, el sistema interactúa como un todo.

COMPONENTS OF THE LESSON PLAN

- Unit
- Topic
- Type of lesson
- Class Objectives
- Knowledge system
- Method
- Procedure
- Didactic resources
- Introduction
- Development
- Closing

Week 1

Class N° 1

Unit 1

Topic: Family members

Type of class: Specialized

Lesson objectives: SWBAT identify the family members and write the appropriate vocabulary

Knowledge system:

Method: Visual

Procedure: Individual activities

Didactic resources:

Images

Markers

Blackboards

Notebooks

Colors

Application of the Diagnostic Test (10 minutes)

Before starting with the planned activities, a diagnostic test is carried out for 10 minutes in order to know the level of English of the students and thus be able to plan the didactic activities, and at the end with a post-test.

Introduction (5 minutes)

First of all, a diagnostic test is performed in order to measure the previous knowledge in order to proceed with the introduction of the class on Family members to know if they recognize the vocabulary.

Explanation of the theme class (30 minutes)

We will proceed to explain the theme of the class and introduce the students to each of the family members as part of the planned vocabulary and then we will do an activity with the students presenting them with images.

Conclusion (5 minutes)

To measure that the students have understood the class, an activity will be done in which the students will have to connect the word with the corresponding image with lines.

Resources:

Images

Markers

Boards

Notebooks

Colors

Week 2

Class N° 2

Unit 1

Subject: Parts of the body

Type of class: Specialized

Lesson objectives: SWBAT To recognize the parts of the body

Knowledge system:

Method: Visual

Procedure: Individual activities

Didactic resources:

Images

Markers

Blackboards

Notebooks

Colors

Introduction (5 minutes)

At the beginning of the class, a warm-up is done to remember the previous topic and to open the new topic about Parts of the body.

Explanation of the theme class (30 minutes)

We start with questions about the parts of the human body to know if the students recognize each one of them, then we present the vocabulary of the new content, we teach them the correct way to write the word and then we make the relation with images in the classroom.

Conclusion (5 minutes)

To measure the knowledge learned in class, an activity is executed in which the students have to point out in an appropriate way the part of the body that the teacher asks for.

Resources:

Images

Markers

Blackboards

Notebooks

Colors

Week 3

Class N° 3

Unit 1

Subject: Professions

Type of class: Specialized

Class Objectives: SWBAT to understand the different professions and put them into practice.

Knowledge system:

Method: Visual, writing and pronunciation

Procedure: Individual activities

Didactic resources:

Images

Bookmarks

Blackboards

Notebooks

Colors

Introduction (5 minutes)

At the beginning of the class, a warm-up of the previous class is done in order to demonstrate the knowledge, and thus give way to the new class about professions.

Explanation of the theme class (30 minutes)

Students are introduced to new vocabulary such as doctor, nurse etc., which are the professions in English that students have to learn throughout the class in order to develop the final activity.

Conclusion (5 minutes)

Students after acquiring the vocabulary presented in the class will perform an activity where they will have to use all their knowledge based on the professions.

Resources:

Images

Markers

Boards

Notebooks

Colors

Week 4

Class N° 4

Unit 1

Subject: Week days

Type of class: Specialized

Lesson objectives: SWBAT know the days of the week and understand its use.

Knowledge system:

Method: practice.

Procedure: Individual activities

Didactic resources:

Images

Markers

Blackboards

Notebooks

Colors

Introduction (5 minutes)

At the beginning of the class, a warm-up of the previous class is done in order to know how is the knowledge already acquired, and in this way the new class about the days of the week is introduced.

Explanation of the theme class (30 minutes)

Students are introduced to the new vocabulary about the days of the week in English where students have to know how to recognize them and how they are used in everyday life, in this way they will know and be able to perform the activities that have been established in this class.

Conclusion (5 minutes)

The students after acquiring the vocabulary presented in the class will perform an activity that aims to practice the days of the week in English and the recognition of the meaning of each of them.

Resources:

Images

Markers

Boards

Notebooks

Colors

Week 5

Class N° 5

Unit 1

Subject: Animals

Type of class: Specialized

Lesson objectives: SWBAT understand the differences between domestic and wild animals.

Knowledge system:

Method: Visual

Procedure: Individual activities

Didactic resources:

Images

Markers

Blackboards

Notebooks

Colors

Introduction (5 minutes)

At the beginning of the class, a warm-up of the previous class is done in order to know how is the knowledge already acquired, and in this way, the new class about animals is introduced.

Explanation of the theme class (30 minutes)

Students are introduced to the new vocabulary of animals in English where students have to recognize them and know the difference between wild animals and domestic animals, in this way they will know and be able to perform the activities that have been established in this class.

Conclusion (5 minutes)

The students after acquiring the vocabulary presented in the class will perform an activity that aims to measure the knowledge about animals in English and the recognition of the meaning of each one of them.

Resources:

Images

Markers

Boards

Notebooks

Colors

This chapter presents the development of the system of activities that is part of this research with its respective planning shown in the development of each of the classes designed.

CHAPTER 4. RESULTS ACHIEVED THROUGH THE APPLICATION OF A SYSTEM OF ACTIVITIES USING LUDICA IN THE VOCABULARY OF THE ENGLISH LANGUAGE.

In this chapter, we show the results obtained in the application of the ludic for the improvement of the vocabulary of the English language in the students of the 7th parallel year "A" of the primary education school "Jaime Roldós Aguilera", which was carried out on June 27, July 4, July 11, July 18, July 25, July 1, August 1, July through an experimental design.

4.1. Description of the implementation of the system of activities.

At the beginning of the first day of class, a diagnostic evaluation was conducted on the students to check the state of their knowledge based on the vocabulary of the English language, this diagnostic evaluation lasted approximately 10 minutes. This class began on Tuesday, June 27, 2023, and lasted 45 minutes. The class started with the presentation of the topic of the course followed by the new English vocabulary that is the topic established to be studied.

During the first 25 minutes, everything related to the corresponding topic about the family members was explained, teaching the correct way to write with its respective meaning and the pronunciation of the vocabulary. Then the final 15 minutes were spent on an activity that consisted of describing the members of their family. Finally, to end the class and to check if the students had acquired the new vocabulary, questions were asked about how to say the word in English.

The second class was held on Tuesday, July 4, 2023, with a duration of 45 minutes, we began with a warm-up of the previous class to see if students still remembered the class and the vocabulary taught, this lasted 10 minutes, after finishing

the warm-up, we proceeded to explain to students everything related to the parts of the human body in English that would be the new vocabulary for the class, After teaching the vocabulary, an activity was carried out in the classroom where the students were encouraged to participate in this activity, which consisted of a student passing in front of the class and pointing to a part of the body as indicated by the teacher.

The third class was held on Tuesday, July 11, 2023, and lasted 45 minutes where we made feedback on the topic learned from the previous class, then gave way to the introduction to the topic about the days of the week in English, the students were shown how to write and pronounce the words well, after having practiced and having known their meaning, an activity was performed on a sheet that was given to each of them that contained everything related to the theme of the class.

The fourth class was held on July 18, 2023, and lasted 45 minutes where it began with feedback from the previous class, then gave way to expose the new content of the vocabulary that was about the professions in English, teaching the correct way to write and pronounce, then an activity where students had to write the professions correctly where they were encouraged with a performance in class, at the end there was a summary of all the words of the professions covered in the class.

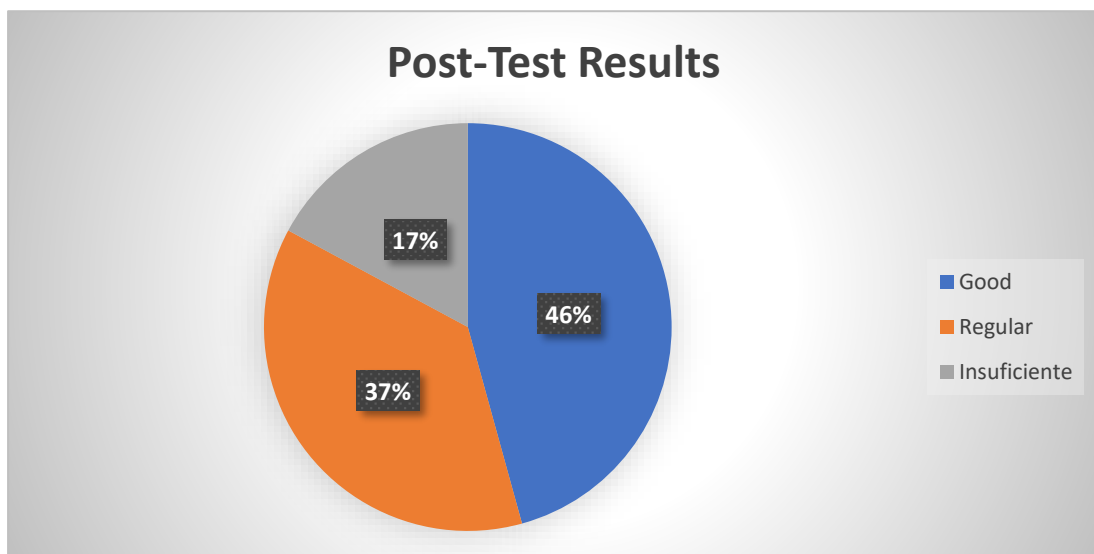
The fifth class was held on Tuesday, July 25, 2023, with a duration of 45 minutes, to start the new class a warm-up was done to know how the knowledge of the previous class was, continuing with the class a brief introduction was given about the new topic about animals in English, after having shown the vocabulary the way to write and pronounce was taught, then activity was done that consisted of drawing and painting animals and placing the English name that corresponds to each one at the bottom. At the end of the class, the names of the animals in English were reviewed and

the teacher asked what the meaning of the word the student was asked to pronounce was.

The sixth and penultimate class was held on August 1, with a duration of 45 minutes, before giving way to the class and the release of the new content planned questions were asked from the previous class to see if students remembered the vocabulary that was presented to them, at the end of this activity at the beginning of the class, gave way to the exposure of the theme that was established with the theme of fruits in English relating them to images and colours, After explaining each one of them, an activity was done where they had to describe the image given by writing its name and what colour it is, at the end of the class a summary of the class was given and it was also explained to them that the next class there would be a final exam or post-test of everything learned during the classes that were carried out.

On the last day of classes, a post-test was carried out to measure the students' knowledge of all the classes covered during the 6 weeks, thus proving that the system of recreational activities implemented in class was successful.

4.2. Application results



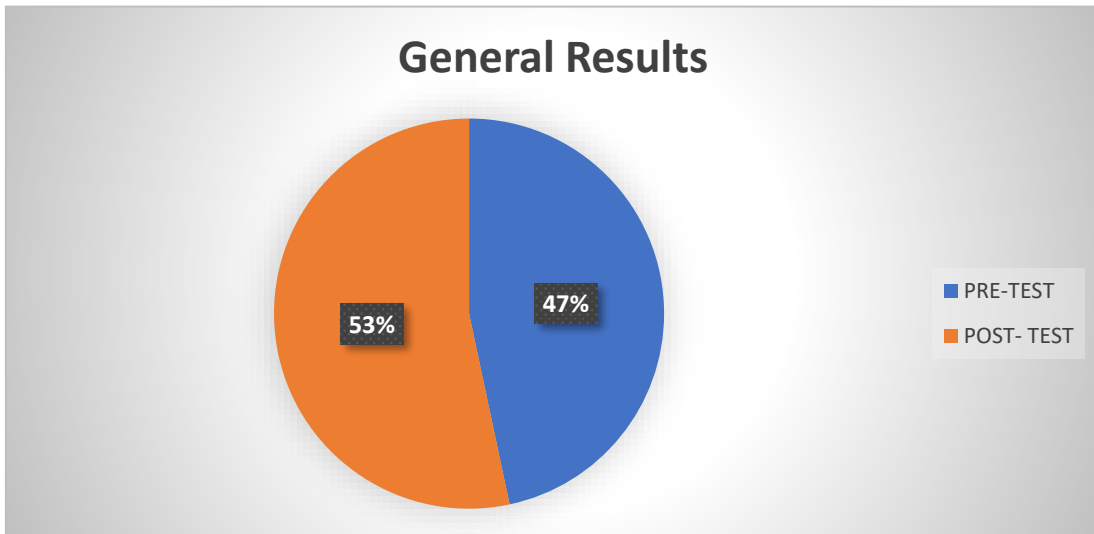
Through the application of a post-test, the following results could be established:

46% of the students obtained a B (Good), which means that 16 students managed to obtain a B in the dimensions of knowledge of English vocabulary words.

Thirty-seven percent of the students obtained an R (Fair), which means that 13 students achieved an R in the dimensions of knowledge of English vocabulary words.

And finally, 17% of the students obtained an I (Insufficient), meaning that 6 students achieved a B in the dimensions of English vocabulary word knowledge.

At the conclusion of this study, it was possible to contrast the results of the pre-test and post-test and it was possible to verify that the implementation of the system of activities was of great help since at the beginning 15 children were detected in the category I (Insufficient), but in the post-test, it was quite good, because the achievement lowered the number of students to 6 with low level. Of 14 students who obtained B (Good) in the pre-test, 16 students obtained B (Good) in the post-test, which means that after the contents were taught only 16 students managed to learn the contents exposed in class, and 6 children in the category R (Regular), after having implemented the system of activities 13 children managed to reach the result of medium level in the post-test, these results can be evidenced the improvement of the vocabulary of the English language.



Scientific hypothesis: The implementation of a system of recreational games such as Colour it -Trace it - write it - make it, contributes to the improvement of the learning of English vocabulary in the students of the Jaime Roldós Aguilera school of the 7th grade of basic education period 2022-2023.

H0: The implementation of a system of recreational games does NOT contribute to the improvement of English vocabulary learning in the students of the Jaime Roldós Aguilera school in the 7th grade of basic education, period 2022-2023.

H1: The implementation of a system of recreational games DOES contribute to the improvement of English vocabulary learning in the students of the Jaime Roldós Aguilera school in the 7th grade of basic education, period 2022-2023.

To determine the SQUARE CHI statistics are determined with the following formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 : Estadístico Chi cuadrado.
 O_i : frecuencias observadas.
 E_i : frecuencias esperadas.
 $E_i = \frac{n_i \cdot n_j}{n}$

$$x^2 (1- a) * (r-1) (c-1)$$

$$\text{Degrees of freedom} = (r-1) (c-1) = 2$$

$$\text{Error Margin} = 0,05$$

(López & Facheli, 2015) expresses the following:

“El margen de error se puede expresar en términos absolutos o relativos.

El error absoluto, el que se suele presentar en los estudios, es el que acabamos de comentar respecto de un porcentaje, y que se puede aplicar igualmente en el caso de una media, en este caso se expresaría en las unidades de medida propias de la variable. El error relativo es adimensional y se expresa como tanto por ciento de error sin la unidad de medida y facilita la comparación entre muestras distintas.” p.15.

According to the author, the margin of error presents the results of the study as a percentage and serves as an average for the variable. In addition, the relative error has a percentage which allows the comparison of the samples.

4.3. Pre-test and Post-test results.

	GOOD	REGULAR	INSUFFICIENT
Pre test	14	6	15
Post test	16	13	6

4.3.1. Observed and Expected Frequencies

Observed Frequencies

OBSERVED	GOOD	REGULAR	INSUFFICIENT	TOTAL
Pre test	14	6	15	35
Post test	16	13	6	35
Total	30	19	21	70

Expected Frequencies

EXPECTED	GOOD	REGULAR	INSUFFICIENT	TOTAL
Pre test	$30 \cdot 35 / 70 = 15$	$19 \cdot 35 / 70 = 9,5$	$21 \cdot 35 / 70 = 10,5$	35
Post test	$30 \cdot 35 / 70 = 15$	$19 \cdot 35 / 70 = 9,5$	$21 \cdot 35 / 70 = 10,5$	35
Total	30	19	21	70

Chi- Square

Chi- Square	GOOD	REGULAR	INSUFFICIENT
Pre test	0,06666667	1,28947368	1,92857143
Post test	0,06666667	1,28947368	1,92857143
Total (χ^2)	6,56942356		

4.3.2. Hypothesis Results

CHI- SQUARE	ERROR MARGIN
6,56942356	5,99

The hypothesis testing results between the comparison of the results obtained from the chi-square results and the margin of error that would be the critical value. The theory establishes that if the chi-square is greater ($>$ or equal) than the established margin, the null hypothesis (H_0) is rejected and therefore it is accepted that there is a relationship between the implementation of a system of recreational games for the improvement of learning and the improvement of English vocabulary in the students of the Jaime Roldós Aguilera school of the 7th grade of basic education period 2022-2023.

As we can see in this chapter, the results obtained and the hypothesis of the research give as effective results the implementation of the system of activities for the development of the vocabulary of the English language.

4.4. Conclusions

- The application of the initial diagnostic test allowed us to observe the existence of deficiencies in the writing of English vocabulary in the students of 7th parallel "A" of the Jaime Roldós Aguilera school in the city of Machala.
- A system of activities was applied to improve the development of English vocabulary based on recreational games in the students of the 7th parallel "A" of the Jaime Roldós Aguilera school, which resulted in a great effectiveness in improving the learning of English vocabulary.
- The effectiveness of the system of activities using recreational games in the development of vocabulary was proven and through the statistical treatment of the data the null hypothesis was rejected, giving as a result that hypothesis 1 is accepted where the implementation of a system of recreational games does help to improve the process of learning English vocabulary.

- It was possible to support the theory through the bibliography obtained, allowing the development of the research looking for the improvement of the English vocabulary in the students.

4.5 Recommendations

- Use more didactic resources such as games that promote English vocabulary.
- Adapt the classroom with interactive images for students to develop their vocabulary.
- Carry out activities where the student can visualize, read and repeat the new vocabulary through writing.

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ANNEXES

Annexes 1
Observation guide

Institution		Jaime Roldós Aguilera" School of Basic Education	
Location of the institution		Venezuela Neighborhood	
Population		7th grade students, Parallel "A".	
Observer		Alex Vera Salas & José Luis Maza	
Objective		To determine through observation the difficulties that students may have in the teaching-learning process of English vocabulary.	
Date:		2023	
Nº	Aspects to evaluate	YES	NO
1	Students master English vocabulary		
2	Students participate during classes conducted		
3	Students respond to questions posed by the teacher.		

4	Students have difficulty using English vocabulary.		
5	Students make notes on what they have learned		
6	Students do not pay attention and are easily distracted.		
7	The teacher uses an appropriate tone of voice during the class.		
8	The teacher has the attention of the students in the development of the class.		
9	The teacher teaches and explains the new vocabulary to the students.		
10	The teacher makes use of dynamics to achieve new learning in the students.		

Annex 2

Semi-structured interview with the teacher

Name of the teacher: Lic. Bielca Zaraguro.

Teaching period: 2023-2024

Why do students show disinterest in English classes?

What are didactic strategies to improve the teaching of English vocabulary?

What difficulties do students have in acquiring new vocabulary?

What kind of drawbacks do you consider that affect students' vocabulary learning process?

Is it important for you to use teaching strategies to improve students' vocabulary learning?

What changes could be made to improve vocabulary teaching strategies?

DIAGNOSTIC TEST

Course:

Name:

- 1. Write what color represents the following image**





- 2. Match the correct answer**

Libros

Folder

Carpeta

Books

- 3. Complete the following words according to the family that corresponds**

Orange, Mother, Tennis, Doctor, Lawyer, Police

a. Football, Basketball.....

b. Banana, Apple,.....

- 4. Circle the words that belong to family members**

Pencil

Father

Aunt

Ereaser

- 5. Find the missing letter (NUMBERS)**

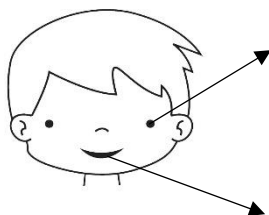
O N

F I.... E

F.....U R



- 6. Write the parts of the body that correspond**

Mouth, Nose, Eyes



Annex 4

Lesson Class

		<p align="center"> ESCUELA DE EDUCACIÓN BÁSICA “PRESIDENTE JAIME ROLDÓS AGUILERA” EL ORO – MACHALA – NUEVE DE MAYO <i>Email: 07h00213l@gmail.com</i> TELF. 2790609 - CODIGO AMIE: 07H00213 </p>		 AÑO LECTIVO: 2023-2024	
PLANIFICACIÓN MICROCURRICULAR DE UN PROYECTO INTERDISCIPLINAR					
DATOS INFORMATIVOS:					
Area: English		Date: July 10 th ,2023 to July 14 th ,2023		NOMBRE DEL DOCENTE: Lic. Bielca Saraguro	
PROYECTO 1/EXPERIENCIA DE APRENDIZAJE/RETO: Family Members					
OBJETIVOS DE APRENDIZAJE: To identify the family members					
ORIENTACIONES METODOLÓGICAS					
		TRABAJO AUTÓNOMO	Materiales	RECOMENDACIONES PARA O TUTOR EN EL HOGAR	
Tuesday , June 11th, 2023					
		Activities (to reinforce what students sholud know) (Para reforzar lo que deben saber los estudiantes)			
Week 1					
Media 7th grade					
Time	State Name & Aims	Teacher’s tasks	Student’s tasks	Resources	
8.0am – 8.10 am	Introduction	<ul style="list-style-type: none"> Teacher makes presentation about content in the class Introduction about topic 	<ul style="list-style-type: none"> The student pays attention to learning the names of the family The student writes the members of their family. 	Imágenes Lapiz Borrador	

<p>8.10 – 8.25</p> <p>8.25- 8.40</p>	<p>Develop</p>	<ul style="list-style-type: none"> • The teacher explains the class and gives instructions for completing the task in class about the family member • The teacher asks the student to write the members of their family 		<p>Colores</p> <p>Pizarra</p> <p>Marcadores</p>



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AÑO LECTIVO: 2023-2024

PLANIFICACIÓN MICROCURRICULAR DE UN PROYECTO INTERDISCIPLINAR

DATOS INFORMATIVOS:

Area: English | Date: July 17th,2023 to July 21th,2023 | NOMBRE DEL DOCENTE: Lic. Bielca Saraguro

PROYECTO 1/EXPERIENCIA DE APRENDIZAJE/RETO: Parts of the body

OBJETIVOS DE APRENDIZAJE: To recognize the parts of the body

ORIENTACIONES METODOLÓGICAS

TRABAJO AUTÓNOMO

Tuesday , June 18th, 2023


Activities (to reinforce what students sholud know)
 (Para reforzar lo que deben saber los estudiantes)

Week 1 | Media 7th grade

Time	State Name & Aims	Teacher's tasks	Student's tasks	Resources
8.0am – 8.10 am	Introduction	<ul style="list-style-type: none"> Teacher makes presentation about content in the class Warm up Introduction about topic The teacher explains the class and 	<ul style="list-style-type: none"> The student pays attention to learning the names parts of the body The student writes the parts of the body 	<p>Imagenes</p> <p>Lapiz</p> <p>Borrador</p> <p>Colores</p> <p>Pizarra</p>

8.10 – 8.25 8.25- 8.40	Develop	gives instructions for completing the task in class about the parts of the body <ul style="list-style-type: none">• The teacher gives them a picture where they have to write the parts of the body		Marcadores

ENGLISH EXAM

Name:	SCORE															
Course:																
Date																
Instructions <ul style="list-style-type: none"> You can do the test with a pencil, pen or coulors Read the questions carefully You cannot look at your partner, ask for something, or ask 																
1) Paint or circle the professions of the following words	2 points															
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">NURSE</td> <td style="padding: 5px;">CELLPHONE</td> <td style="padding: 5px;">VET</td> <td style="padding: 5px;">HAND</td> <td style="padding: 5px;">FIREFIGHTER</td> </tr> <tr> <td style="padding: 5px;">CLOW</td> <td style="padding: 5px;">POLICEMAN</td> <td style="padding: 5px;">RIVER</td> <td style="padding: 5px;">ARCHITEC</td> <td style="padding: 5px;">MOTHER</td> </tr> <tr> <td style="padding: 5px;">TEACHER</td> <td style="padding: 5px;">BUS</td> <td style="padding: 5px;">MUSICIAN</td> <td style="padding: 5px;">FEET</td> <td style="padding: 5px;">LAWYER</td> </tr> </table>	NURSE	CELLPHONE	VET	HAND	FIREFIGHTER	CLOW	POLICEMAN	RIVER	ARCHITEC	MOTHER	TEACHER	BUS	MUSICIAN	FEET	LAWYER	
NURSE	CELLPHONE	VET	HAND	FIREFIGHTER												
CLOW	POLICEMAN	RIVER	ARCHITEC	MOTHER												
TEACHER	BUS	MUSICIAN	FEET	LAWYER												
2) Fill in the space with the name of the fruit taking into account its colour red- banana- brown- grapes- yellow- pear- green - strawberries	2 points															
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">The _____ is yellow</td> <td style="width: 50%;">The apple is _____</td> </tr> <tr> <td>The _____ is purple</td> <td>The pineapple is _____</td> </tr> <tr> <td>The _____ is green</td> <td>The coconut is _____</td> </tr> <tr> <td>The _____ is red</td> <td>The Lemon is _____</td> </tr> </table>	The _____ is yellow	The apple is _____	The _____ is purple	The pineapple is _____	The _____ is green	The coconut is _____	The _____ is red	The Lemon is _____								
The _____ is yellow	The apple is _____															
The _____ is purple	The pineapple is _____															
The _____ is green	The coconut is _____															
The _____ is red	The Lemon is _____															
3) Match the following words with the corresponding picture	1 point															
MOUNTH EAR NOISE EYE HAIR																

4) Complete the word in English related to the image
 Lion- House- Cat- Chicken- Horse- Elephant- Dog- Mouse

1 point



5) Fill in the missing letter in the space

2 points

D a v s o f
 t h e [] [] [] []

M _ n _ _ _ y	_ _ _ r d y
_ _ _ u s _ a y	S _ t _ _ _ d _ _ y
W _ _ _ d _ e _ _ d _ _ y	S _ _ _ _ d _ _ y
T _ _ _ r _ _ _ a y	edu fichas . com

6) Write the corresponding family members

2 points

