



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**APPLICATION OF THE AUDIO-LINGUAL METHOD THROUGH A
SYSTEM OF CLASSES TO DEVELOP VOCABULARY IN ENGLISH**

**ABAD CONDE YARITZA ANABEL
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**ROBLES BARRAGAN RUT NOEMI
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ZALDUA MORAN EDDY MARSHEL

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por ABAD CONDE YARITZA ANABEL - ROBLES BARRAGAN RUTNOEMI

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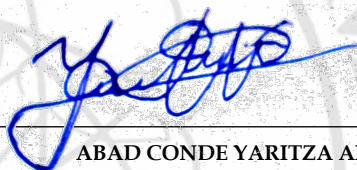
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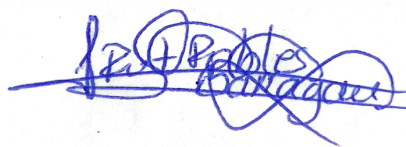
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DEDICATION

The present research is dedicated to:

To God, who has given us life and health to be able to reach this point to our lives.

To our parents who have gives us emotional and financial support during the course of our studies.

Yaritza Anabel Abad Conde

Rut Noemi Robles Barragán

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Rut Noemi Robles Barragán

RESUMEN

La investigación se centró en mejorar el vocabulario en inglés de estudiantes de séptimo grado a través de la implementación del método audio lingual. El estudio, enmarcado en un enfoque cuantitativo y experimental, buscó determinar la efectividad de este método en el desarrollo de las habilidades lingüísticas de los estudiantes. Para fundamentar la investigación, se realizó una revisión teórica que incluyó un análisis histórico y conceptual del método audio-lingual, así como de teorías relevantes sobre la adquisición de vocabulario. La metodología empleada combinó métodos teóricos (hipotético-deductivo y analítico-sintético) y empíricos (observación participante y cuestionarios). Los resultados del estudio mostraron una mejora significativa en el vocabulario tanto activo como pasivo de los estudiantes después de la intervención pedagógica basada en el método audio-lingual. Al comparar los resultados del pre-test y pot-test, se evidenció un avance en el conocimiento léxico de los participantes. Esta investigación demostró que la implementación del método audio-lingual es una estrategia efectiva para desarrollar el vocabulario en inglés en estudiantes de educación básica. Los resultados obtenidos respaldan la idea de que el método, caracterizado por la práctica oral repetitiva y la inmersión en el idioma, contribuye significativamente a la adquisición del vocabulario. El estudio demuestra que el método audio-lingual es una herramienta valiosa para mejorar las habilidades lingüísticas de los estudiantes de inglés, específicamente en lo que respecta al desarrollo del vocabulario.

Palabras clave: *método audio-lingual, sistema de clases, vocabulario activo y pasivo, proceso de enseñanza aprendizaje*

ABSTRACT

The research focused on improving the English vocabulary of seventh-grade students through the implementation of the audio-lingual method. The study, framed in a quantitative and experimental approach, sought to determine the effectiveness of this method in the development of students' linguistic skills. The research was based on a theoretical review that included a historical and conceptual analysis of the audio-lingual method and relevant theories on vocabulary acquisition. The methodology employed combine theoretical (hypothetical-deductive and analytic-synthetic) and empirical (participant observation and questionnaires) methods. The results of the study showed a significant improvement in both the active and passive vocabulary of the students after the pedagogical intervention based on the audio-lingual method. When comparing the results of the pre-test and post-test, an improvement in the lexical knowledge of the participants was evidenced this research demonstrated that the implementation of the audio-lingual method is an effective strategy to develop English vocabulary in elementary school students. The results obtained support the idea that this method, characterized by repetitive oral practice and language immersion, contributes significantly to vocabulary acquisition. The study demonstrates that the audio-lingual method is a valuable tool for improving the linguistic skills of English language learning, specifically concerning vocabulary development.

Key Words: *audio-lingual method, system of classes, active and passive vocabulary, teaching-learning process*

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INTRODUCTION

English as a foreign language today is of vital importance because it is indispensable in many areas, whether academic, personal, or professional, as time goes by, the English language is no longer an option but a necessity, as many people depend on this learning to even obtain employment, moreover, it falls on English teachers, to adequately teach the subject from the basic elementary levels, being mandatory from second grade of basic general education EGB, as stated in mandatory manner by the Ministry of Education of Ecuador (MinEduc), (Zambano, 2017b).

According to Common European Framework of Reference for Languages (CEFR), the level of proficiency in a foreign language is defined, starting from level A1 to C2, in the following categories: understanding, speaking and writing. According to this standard, Ecuador occupied one of the lowest position worldwide, so it is expected that the students will be able to reach a certain level and be able to communicate more fluent with other in the language as mentioned earlier, (Cervantes, s.f.).

As stated before, learning English is fundamental. However, there are currently obstacles to its teaching of which we mention: not applying adequate strategies, limited use of methods, lack of tools, and the use of ICTs; elements that help to innovate, to leave a sight traditional teaching and make it attractive to the students and thus, achieve meaningful learning (Ricoy, s.f.).

Considering that it is necessary to acquire diverse vocabulary in English to improve language skills, since the 1950s, this method has become widely used in many L2 classrooms, improving comprehension and production skills, since learning is based on hearing and repeating in a behaviourist way, where the student is a receptive being, being a mechanical process in the learning of a language, (Iza & Mozo, 2019).

Therefore, applying the audio-lingual method for the development of vocabulary in the acquisition of a foreign language as part of the pre-professional practices, in 7th grade students at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period, the following limitations were observed:

- Lack of interest in learning a new language in students.
- Students show very little knowledge of basic vocabulary.
- The teacher does not control misbehaviour in students.
- Students do not participate in class.
- Mispronunciation of basic English words.

This allows us to formulate the following **scientific problem**:

How to develop English vocabulary in 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period?

Taking into account the object of the study of the teaching-learning process of the English language in Basic General Education.

Possible causes of the problem include:

- Students are afraid to participate and make mistakes.
- Lack of teacher knowledge of English teaching methods.
- Lack of technological resources for optimal English teaching.
- Insufficient activities focused on vocabulary development.
- Lack of English teachers.

The **General Objective** of the research is: To establish a system of classes applying the audio-lingual method for the improvement of vocabulary in 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.

This objective is delimited in the **field of action**, the audio-lingual method as a method of teaching and learning.

The present research work has the following **Specific Objectives**:

1. To provide a theoretical foundation for the audio-lingual method in the process of teaching and learning English in Basic General Education.
2. To diagnose the development of vocabulary in 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.
3. To apply a system of classes through the use of the audio-lingual method for the development of vocabulary in 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.
4. To test the effectiveness of the system of classes based on the audio-lingual method in the development of vocabulary in 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.

This project proposes the following **scientific hypothesis**: If a system of classes using the audio-lingual method is applied, it will improve the English vocabulary of 7th year students room “A” at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.

Based on the hypothesis, the relation between two **variables** is studied:

Independent Variable: System of classes applying the audio-lingual method, which is a pedagogical model based on behaviourist theories, the student is seen as a passive, receptive being to whom knowledge must be transmitted.

Dependent Variable: Vocabulary development, is defined as those words that are acquired through receptive (listening) and productive (speaking) skills. Therefore, while reading, writing, listening, or speaking in English, vocabulary is acquired involuntarily.

The present research is based on a quantitative methodological paradigm with an experimental design.

The population is made up of 26 students in the 7th year of EGB room “A” of the “Ing. Jorge Efren Reyes Méndez” basic general school.

Consequently, theoretical methods are used, such as **hypothetical-deductive**, because a hypothesis is proposed on reasoning; likewise, the **analytical-synthetic** method, and empirical methods such as **participant observation**, because the researcher is part of what is observed, and **questionnaire**, which will be more detailed in the methodological framework of the following research.

The **importance** of this research emphasises the use of the audio-lingual method as a method of develop vocabulary through a system of classes, in such a way as to extend the acquisition of knowledge of a foreign language.

The **contribution** provided by this research will take the form of a system of classes focused on the use of the audio-lingual method to help students develop vocabulary through word repetition techniques in the teaching of English as a second language.

This study is divided into an introduction and three chapters: **Chapter I**, describes the history of the field of research supported by bibliographic information concerning the audio-lingual method and its contribution to vocabulary development. **Chapter II**, establishes the type, methods, techniques, and tools to be used. **Chapter III**, the intervention proposal, and **Chapter IV**, present the discussion of results, conclusions, and recommendations. Bibliography and appendices.

CHAPTER 1. THEORETICAL FOUNDATION FOR THE USE OF THE AUDIO-LINGUAL METHOD FOR ENGLISH VOCABULARY DEVELOPMENT

This chapter provides theoretical information about the use of the audio-lingual method for vocabulary development of English. It will detail important information that will emerge from these headings: historical evolution, theoretical characterization of the field and object of research, information based on studies carried out by different authors, which helps as an argumentative basis on this research.

1.1 Historical evolution of the audio-lingual method for English vocabulary development

Nowadays, mastering a foreign language represents a real challenge for society, and requires rigorously evaluating the use of different methods and techniques used in the teaching learning of a foreign language, in order to determine the most effective and innovative process. Because it is the technique that determines learning outcomes and academic performance. That is why contemporary teachers use the one that best meets the teaching objectives, it easily applied in the educational area and develops listening, writing and oral skills, forming students with solid competences, capable of communicating fluently and effectively in real situations in the English language.

In 1940 and 1950 the audio-lingual method (ALM) emerged. The beginning of the use of the audio-lingual method dates back to the Second World War, during the language teaching projects in the America which arose through the need of the military to learn a new language, i.e. it is based on hearing and repeating, because of that it is known as “military method”, (Rafael, A. 2011).

This method was born in the early XX century and is closely related to behaviourist psychology so that content is taught through theories and rules. This psychological theory states that humans learn mechanically, i.e. if there is a previous stimulus through repetition where there is no room for opinions and suggestions. This method considers students as passive individuals, thus considering their participation as irrelevant.

The method was developed in the United States in the early 20th century after American linguistics attempted to collect the native languages spoken in the country. It then became popular and incorporated principles of behavioural psychology, due to psychologists such as Skinner, who believed that behaviour and language are learnt with phonetic repetition and reinforcement, so that students would overcome their native language habits and develop skills indispensable in mastering a new language. Thus, unlike other methods, audio-lingual is based on solid theoretical foundations in linguistics and behavioural psychology (Larsen-Freeman, 2011).

Charles Fries of the University of Michigan in 1945, who applied structural linguistic principles to the teaching of other languages, emphasised his attention to the acquisition of a new group of patterns or habits, behavioural structures, based on written exercises, i.e. the teaching of an L2, which occurs automatically through repetition and memory, which is why it is sometimes known as the Michigan Method, (Sanchez, M. 2009).

English is considered the second most used language worldwide to transmit information and there are many methods and means of teaching that have been applied, among which is the audio-lingual method, which focuses on developing oral and auditory skills, and this is how Moulton and Stern, between 1961 and 1963 developed the principles of this method, (Bastidas, C. & Julio, V. 2021).

Based on the behaviourist theory proposed by Skinner, and individual has the ability to learn through reinforcement, and this pedagogical technique emphasizes that speaking and listening should be taught first before reading and writing. Discarding teaching through the use of the native language and focusing on using the target language. Giving positive feedback for correct actions and negative feedback for errors. This method also seems to relegate the other methodologies for processing languages, because it accumulates information and knowledge of the language to be mastered, which favours the recognition and classification of the differences between the native languages and the one to be learned, (Lin & Chien, 2010).

It is necessary to emphasize that in 1965 the audio-lingual method, also called audiolingualism, was patented by professors Edberg and Brooks (1965), who point out that : “the structuralist methodology emphasizes the practice of patterns with a minimum of manipulation by the student and even leaving aside the communicative purpose of the language”. (p.146)

In the 1970s, teaching focused on grammar was questioned, giving more importance to linguistic skills, i.e. that students learn by having different roles where communication is essential in learning a second language. Once different methods appeared for the educational area, English language teaching had to be rethought in aspects such as curricula and materials to be used in the classroom, (Singh, G. 2006).

As mentioned by Coady 1997, as cited in Richards, 1976, who was one of the first pedagogues to warn that vocabulary is often neglected when teaching a foreign language, this is due to the fact that teaching-learning has always been based solely on teaching topics focused on grammar and phonetics, thus neglecting vocabulary, making it difficult to teach three skills at the same time, grammar, phonetics, and vocabulary.

This method is based on the conviction that learning a second language is based on forming linguistic habits through stimuli that lead to appropriate responses. Audiovisual equipment plays an important role in this method, since it is the support to carry out exercises where repetition is essential. The teacher also plays an important role in the acquisition of vocabulary because he/she assigns the resources to be used within the method to obtain error-free responses from the students, (Coy, 2005).

Due to the need to increase the level of the English language, the audio-lingual method has been used for several decades to improve specifically the oral and auditory areas, where, once its effectiveness was demonstrated, it became the first method that tried to channel the communicative linguistics competences, (Bastidas, C. & Julio, V. 2021).

Despite the above, there is still much research to be done on the use of the audio-lingual method and how it can be used concerning the development of vocabulary in English, specifically in different contexts and age groups, as well as on how to make classrooms actions more student-centred, (Alcalde, 2011).

1.2 Theoretical characterization of the use of the audio-lingual method to develop vocabulary in the process of teaching and learning English.

This section aims to analyse the theoretical foundations of the use of the audio-lingual method for the development of vocabulary in the teaching-learning process of the English language, with the purpose of detailing its role within basic general education in Ecuador. In this sense, we seek to contrast the opinions of various authors and highlight the most relevant theories proposed throughout history.

1.2.1 The teaching-learning process of the English language.

Since 1991, the English language teaching-learning process has been consolidated as an invaluable source for professionals in the educational field. According to Harmer (2015), in his book called “The practice of English language teaching”, he provides a comprehensive view of all aspects related to the teaching and learning of the English language, from its global context to the essential fundamentals on how to impart language skills. It discusses that in the process when students study a specific aspect of the English language, they do so because it is new to them, in order to understand it and improve their ability to use it without making mistakes.

English language instruction has been a relevant issue in nations where it is not the mother tongue, making it difficult for students to learn as a second language because they lack opportunities to use it in real, everyday contexts. Instead of learning in authentic environments, they are limited to phrases taken from textbooks. Consequently, teachers need to constantly devise effective strategies to mitigate the challenges inherent in teaching English, (Derakhshan, A., & Shirmohammadi, M. 2015).

Citing Richards, J, & Rodgers, T. (2014), English teaching and learning have a number of distinctive characteristics that have been researched and discussed in the academic literature. Some of these characteristics include:

- **Communicative Approach:** Focuses on the language for effective communication in real-life situations, giving priority to the development of practical language skills such as speaking and listening.
- **Contextualized learning:** English language learning is promoted in meaningful and authentic contexts related to the daily life, work or personal interests of the students.

- **Use of the Educational technology:** The integration of technological tools in English language teaching, such as mobile applications, educational software and on-line resources, to improve language learning and practice.
- **Task-based Approach:** Learning is encouraged to practical and meaningful activities focused on problem solving and the achievement of specific objectives.
- **Communicative and Cultural Approach:** In addition to teaching grammar and vocabulary, emphasis is placed on the understanding of the English-speaking culture and the development of intercultural skills.
- **Collaborative Learning:** Collaboration among students is encouraged to carry out activities and projects in groups, which facilitates language practice and the exchange of ideas.
- **Formative assessment:** Continuous and formative assessment is used to monitor students' progress and provide constant feedback to improve their learning.
- **Inclusion of learning strategies:** Effective learning strategies, such as, planning, monitoring, and self-assessment, are taught and encouraged so that students become autonomous learners.

The teaching-learning of English is an educational process aimed at developing students' linguistic skills in this language, involving the acquisition of listening, speaking, reading, and writing skills.

This process involves didactic strategies that foster effective communication in everyday situations, making use of authentic and technological resources. It seeks to create linguistic immersion environments, integrate teaching in meaningful contexts and promote active students participation, with the objective of achieving a comprehensive and functional mastery of English.

Ultimately, English language teaching and learning must be adapted to the individual needs of the students and take advantage of effective pedagogical approaches to achieve meaningful and lasting learning.

Currently, people are expected to be proficient in more than one language, with English being one of the most important. Many countries use it as their mother tongue and as an official language, making it an essential foreign language to teach, especially in developing countries. So the Scholar Crystal supports this idea in his book *English as a global language*, “the English language is considered a global language, as it is used internationally not only by a larger number of native speakers but also by a larger number of people learning this language as a second language.” (p. 32-64)

It is not the same to know a new language with acquiring it; that is, many people around the world know that in different countries they communicate in their native language, which identifies them, here is the big difference between knowing and acquiring, since this second term focuses on the process where the learned language allows the student to master a second language making it possible to enter a cosmopolitan world, (Beltrán, M. 2017).

In addition, it is recognised that there is a wide variety of languages in the world, but English stands out as one of the most prevalent in contemporary society. Among the most widely used are Mandarin, Spanish and English, the latter being particularly important and gaining increasing relevance globally. As a consequence, in today’s labor market, English proficiency is valued, and those who possess it have greater employment opportunities, (Peña. V. 2019).

(Agustiniek, A. 2011, as cited in Cameron, 2001: 11-12), the author points out that, when teaching a language to children, the primary responsibility lies with the teacher to expose students to the language and provide learning opportunities through classrooms activities.

Furthermore, it is argued that teaching language to children demands all the skills of a competent elementary teacher to guide them and keep their attention on task, in addition to possessing sound knowledge about language, teaching, and the learning process. When it comes to the process of language acquisition by children, it is essential that primary teachers understand how children interpret the world and how they go about their learning.

In summary, if when learning a native language difficulties arise such as grammatical, spelling, pronunciation or vocabulary problems, which include writing words backwards or the need for both oral and written skills, it can be inferred that learning a foreign language becomes a more challenging process. This is because, the student must understand these aspects mentioned, which makes the process require more dedication and effort, preventing learners from stagnating in their progress, (Madrid, N. 2022).

1.2.2 Audio-lingual method in the process of teaching and learning English.

For teaching English language learning, pedagogues embrace different methods, which they consider to be effective for English performance, of which the following stand out: structural, audio-lingual, traditional, natural, and humanistic. The audio-lingual method focuses using the foreign language as much as possible, leaving aside the mother tongue, with emphasis on explaining new words and teaching grammar (De Palacios, 2020).

Now then, Sri Hartati, (2012) in her thesis whose objective was the influence of the audio-lingual method on learners' performance in vocabulary. The research approach employed was quantitative in nature, and the findings indicated that there is a "significant" connection between how students respond to the implementation of the audio-lingual method and their ability to use vocabulary effectively, obtaining on average a "good" performance.

Suwarno, T. et al., (2023) obtain similar results in their study, which aimed to explore the implementation of the Audio-lingual Method by the EFL teacher, research its challenges, and explain their technique to improve students' vocabulary proficiency. The study revealed that the EFL teacher effectively applied the method, incorporating its fundamental principles such as imitation, communicative use of the target language, differentiation between the native and target language systems, modelling, repetition, reinforcement use of verbal and non-verbal stimuli, as well as exposure to English culture, observing a significant improvement in the students' average score.

In addition, while the theoretical foundations of the audio-lingual method are based on behaviourist learning theory, its efficacy in vocabulary development has been the subject of debate and criticism. As our understanding of language acquisition process evolves, it is important to consider integrative approaches that combine elements of the audio-lingual method with more communicative and meaning-centred approaches to promote comprehensive and effective language development.

The characteristics of the audio-lingual method according to Sánchez, cited in (Claudio, n.d) are summarized as follows:

- ✓ Prevalence of oral repetition of words.
- ✓ The teacher is the one who guides and controls, bringing the necessary tools into the classroom.
- ✓ Students acquire indirect grammar through practice.
- ✓ The teacher avoids using the mother tongue to avoid interruptions when translating
- ✓ The teacher foresees the content of the class in advance but can include activities to motivate the students.

- ✓ Focuses on teaching vocabulary, but always focusing on the context of daily life.
- ✓ No room is given to mistakes; therefore they are consolidated through repetition.

In conclusion, the audio-lingual method can also be called the audio-linguistic method, since, it is based on establishing a habit of repetition to give way to the development of new skills, and thus, the student will have better pronunciation naturally. For this reason, the student can only write when he/she has understood the topic through auditory and oral channels. Once this has been achieved, it can be said that the teaching and learning process has been effective, and this is achieved when the student uses the target language in everyday context, (Ramírez, 2011).

1.2.3. Vocabulary development through the audio-lingual method.

According to the Common European Framework of Reference for Languages, vocabulary is fundamental for all categories such as; speaking, comprehension, and writing; that is, vocabulary is immersed in all English language skills and its levels from A1 to C2. Mastering vocabulary helps to develop listening comprehension, Reading comprehension, oral interaction, oral expression, and written expression, (Llamazares & Dolores, 2019). In the context of the CEFR, vocabulary is considered essential for the development of the four main communicative skills mentioned above. In addition, it establishes different levels of language proficiency and specifies the ranges of vocabulary required for each level, which provides a guide for the progressive development of vocabulary in language learning.

In the process of learning languages, especially English, vocabulary plays a crucial role in effective communication. Without a broad command of vocabulary, it would be difficult for people to express themselves fluently and communicate with others. Evidence shows that having

limited vocabulary knowledge hinders both speaking and Word recall, especially in non-native language. Therefore it is necessary to use effective methods to acquire a larger vocabulary.

It is crucial to note that vocabulary can be classified into two categories: receptive and productive, which are essential for learning any aspects of language related to the four fundamental skills: reading, speaking, listening, and writing. Receptive vocabulary, also known as passive, is acquired through external exposure, such as reading or listening. Therefore, in the case of a second language (L2), receptive vocabulary involves understanding the meaning of words. In contrast, productive, or active, vocabulary focuses on understanding the elements of language and communicating effectively according to the context or situation in which the person finds him/herself, (McLaughlin, 1992).

Vocabulary development is specifically a teacher's responsibility and the audio-lingual method is one way of teaching a foreign language. As noted (Vélez & Macías, 2016), “este enfoque difiere del Método Directo en cuanto que enfatiza la adquisición de vocabulario a través de su uso en las diversas situaciones a los que son expuestos los aprendices.” (p.3)

In the same way, authors Hairrel, Rupley and Simmons, who conducted a systematic review of vocabulary research, determined that targeted vocabulary instruction leads to greater student knowledge, thus describing three strategies for vocabulary development: contextual analysis, repeated exposure, and semantic strategies, the latter being effective for significant vocabulary gains, (Rasinski & Rupley, 2019).

Vocabulary comprehends all the words that a person knows and understands in both meaning and usage to improve communication. Vocabulary mastery is demonstrated by being able to define a word and use it regularly, either in speaking or writing. This idea extends to learning words in a foreign language, (Angela, 2022). In other words, it is a fundamental part of

language and encompasses both individual terms and the rules that govern their use and combination to communicate specific meanings. Vocabulary can vary according to context, age, education and other factors, and its expansion and improvement are important aspects of language proficiency development.

Vocabulary can be classified in several ways. Some of the most common classifications include:

According to grammatical functions or category:

- Nouns (names of people, places, things, etc.).
- Verbs (actions or states).
- Adjectives (descriptions).
- Adverbs (modifiers of verbs, adjectives or other adverbs).
- Pronouns (words that replace people).
- Prepositions (words that indicate spatial or temporal relationships).
- Conjunctions (words that connect sentences or parts of a sentence).
- Interjections (emotional expressions).

According to origin or etymology:

- Native words (coming from the original language of the language).
- Borrowed words (taken from other languages).
- Compound words (formed by combining two or more words).

According to the level of formality:

- Informal vocabulary (colloquial, familiar, used in everyday situations).
- Formal vocabulary (used in academic, professional or formal situations).

According to the subject or area of knowledge:

- General vocabulary (common and commonly used words).
- Technical or specialized vocabulary (terms specific to a particular field, such as medicine, technology, art, etc.).

According to frequency of use:

- Frequently used vocabulary (words commonly used in everyday communication).
- Less frequently used vocabulary (less common or specialized words).

There are just a few ways of classifying vocabulary, and in practice, vocabulary can be classified more specifically depending on the context and learning objectives.

Concerning the previous idea, the audio-lingual method develops the work in all these aspects, creating patterns based on exercises, where students imitate and repeat what their instructor says. It is known that vocabulary learning is achieved through repetition and exercises in such a way that students form sentences. In other words, even dialogues are memorized, focusing on the acquisition of a new vocabulary (Ochoa, G. 2011). It is worth mentioning that the audio-lingual method is directly connected to behaviourism, which assures that students learn better if they are given reinforcement tasks, so much so that it has been used for years and is still present in education.

Although vocabulary development is taught to youngsters and adults, it is reinforced in children because of the crucial importance of the early stages of life in learning a language. These stages are based on repetition, thus highlighting the relevance of the audio-lingual method. This method focuses on the repetition of words to acquire both vocabulary and syntactic structures, sometimes unconsciously, (Tehrani et al, 2013).

The main reference for the definition of vocabulary is McLaughlin (1992), who determines that vocabulary is classified into two categories: receptive and productive. Receptive

vocabulary is acquired through external exposure, such as Reading or listening. Therefore, it involves understanding the meaning of the elements of language and communicating effectively according to the context or situation.

Likewise, Angela, (2022) emphasizes that vocabulary mastery is evidenced by being able to define and regularly employ words in both conversations and writing. It is an essential part of the language that includes individual terms and the rules governing their use and combination to convey specific meanings. Vocabulary can vary according to context, age, education, and other factors, and its expansion and improvement are crucial to mastering a language.

In conclusion, vocabulary is defined as those words that are acquired through receptive (listening) and productive (speaking) skills. Therefore, while reading, writing, listening or speaking in English, vocabulary is acquired involuntarily. In this way, the human being is able to expand his lexicon and communicate effectively and fluently through a foreign language.

1.3. Contextual characteristics of the English language teaching-learning process in the 7th year of elementary general education room “A” at the “Ing, Jorge Efrén Reyes Méndez” school.

The following study will be conducted in the school of elementary education “Ing. Jorge Efrén Reyes Méndez”, an educational institution in the Machala province of El Oro. It is an educational centre of Regular Education and Fiscal support, with Hispanic jurisdiction, the educational level offered is basic general education (EGB). The total number of teachers is 26 and the number of students 702.

1.3.1. The process of teaching and learning English in education in Ecuador.

First and foremost, the skill with which the teacher teaches a second L2 language is very much involved in second language learning. In the beginning, teaching a second language was done classically, thus speaking of the Middle Ages and the Modern Age, considering that the priority then was not spontaneity in learning, but rather that students had access to academic material. As the world evolved, new theories influenced the teaching of English as a second language, (Vaca, M. 2017). However, it would be beneficial to provide concrete examples of how these new theories influenced the teaching of English as a second language to further support and enrich the presented view. In addition, one could further elaborate on how these new theories directly impact students' learning and performance in language proficiency.

Larsen-Freeman & Long (1991) mention that the literature of second language acquisition includes at least forty different 'theories', 'models', 'perspectives', 'metaphors', 'hypotheses', and 'theoretical claims'. Some of the theories that have had an impact on the teaching of English as a second language in Ecuador include:

- **Communicative Approach:** This theory emphasises the use of English in real communication situations and promotes the development of practical language skills. It has influenced the teaching of English in Ecuador by focusing on effective communication and interaction among students.
- **Meaningful learning theory:** Proposed by David Ausubel, this theory holds that learning is most effective when new knowledge is related to the students' prior knowledge and has meaning for him/her. In Ecuador, this theory has influenced the adoption of teaching approaches that seek to connect new concepts with the students' experience and context.

- **Task-based approach:** This theory proposes that language learning is facilitated by providing students with meaningful, authentic tasks that require the use of English to complete. In Ecuador, this approach has influenced English language teaching by promoting practical and contextualised activities that encourage active use of the language.
- **Communicative-cultural approach:** This theory emphasises the importance of understanding and teaching not only the language, but also the culture associated with the language. In Ecuador, this perspective has influenced the inclusion of English-speaking cultural aspects in the English curriculum as an integral part of the learning process.

It is important to note that the process of teaching and learning English is having an increasing impact on technological, commercial and scientific progress. Therefore, those who possess solid skills in other languages will have more opportunities to obtain employment quickly and advantageously. As a result of this trend, several Latin American countries such as Ecuador, Peru, Colombia, Chile, Argentina, Brazil, Uruguay, and Paraguay, are implementing or regulating educational policies aimed at promoting and straightening English language learning in their educational systems.

As is known as many, in Ecuador, in public educational institutions a specific time load was included to teach English as a foreign language, which starts from elementary and middle school, i.e., second through seventh grade of general basic education, established by the Ministry of Education on February 17, 2016. In addition, in Ecuador the teaching and learning of English are based on the different methods, approaches, and tools that the teacher wishes to implement in the classroom, (Ponce, S. et al. 2019). English is a language used worldwide not only as a mother tongue but also as a second language. Even so, in some countries, as is the case of Ecuador, it does not meet the standards established worldwide, which are established by the Common

European Framework of Reference for Languages, which indicates the objectives that are expected to be achieved.

In Ecuador, English was considered an optional subject, i.e., each institution had the authority to choose whether or not to include it in the academic curriculum, In 2014, the teaching of English as a foreign language was included due to the competence needs of a more globalized world, this reform in the curriculum recognises that there is bilingualism in the communities in this country, so it focuses on incorporating language learning with cultural and cognitive aspects, so that the acquisition of this serves as a driver of development for students, (Ministerio de Educación, 2022).

Generally, Ecuadorians, head the headlines of the main national newspapers highlighting a deficient level of English based on the publications and statistics of the international ranking EF Education First that positions the country with a low index of knowledge of this language. The English proficiency index arises from the need and demand of the country, as well as others, to ensure that its population speaks English effectively and reduce the gaps in this language. Therefore, the Ministerio de Educación del Ecuador in 2016 included the importance of preparing its citizens with essential language skills to face the challenges of the times. Although despite efforts in the national education system, there is no standard method to determine the degree of mastery of the language, (De Angelis, 2022).

In the Ecuadorian public education system during the year 2016 established in a curricular reform, the inclusion of a determined hourly load regarding the teaching of the foreign language from the second grade of the elementary school to seventh grade. But to achieve the proposed objectives, the English language must be considered an indispensable tool for students

and teachers, requiring constant reinforcement through the practice of the language, (Ponce, et al., 2019).

According to the Common European Framework of Reference for Languages, the level of English proficiency is established to reach the exit profile proposed by the national curriculum for EGB, thus determining that, in the second-year of general basic education, a PRE A1.1 level should be reached, in third-year PRE A1.2, in fourth year A1.1, in fifth year A1.2, in sixth year A2.1, in seventh year A2.2. Despite what is expected according to what is established in the CEFR, the results of learning and teaching a foreign language in the higher education system in the last decade are controversial, since it has been almost impossible to reach the B2 level of English, although the Ministerio de Educación since 2016 included it as a foreign language to be taught at all levels of educational training and it is considered an essential requirement before completing pre-university studies, (Intriago, et al., 2019).

The same author points out that, due to the inconsistent results from the approach to achieve an ideal level of English, for various factors of instruction and learning did not meet its objectives. The Reglamento de Régimen Académico del Ecuador in 2019 made a significant change in the expected possibility for the mastery of the foreign language in students, lowering the level from B2 to B1 in all university education, excluding that of pedagogical instruction for the teaching of foreign languages.

One of the main limitations of learning English in educational institutions is the fact that teachers do not know or apply innovative, creative, and dynamic methods, resorting to traditional techniques that tend to diminish the student's interest in the moment of learning. Therefore, teachers must be fully trained didactically and methodologically in the English language and with the different teaching methods so that they can choose the one that offers the best results

according to their reality to train future professionals with solid knowledge and communication skills in a foreign language since both the method and the resources used will develop the competences of the students.

1.3.2 Diagnosis of the current situation of the vocabulary development of students in seventh year room “A” of General Basic Education at the “Ing. Jorge Efren Reyes Méndez” school.

This extract shows the results after having applied the diagnostic test carried out on the students of the seventh year room “A” of General Basic Education at the “Ing. Jorge Efren Reyes Méndez” school. The instruments used for data collection are: Observation guide and Pedagogical test.

Analysis of Results

The first instrument to be applied was the observation guide, in which the following aspects could be identified:

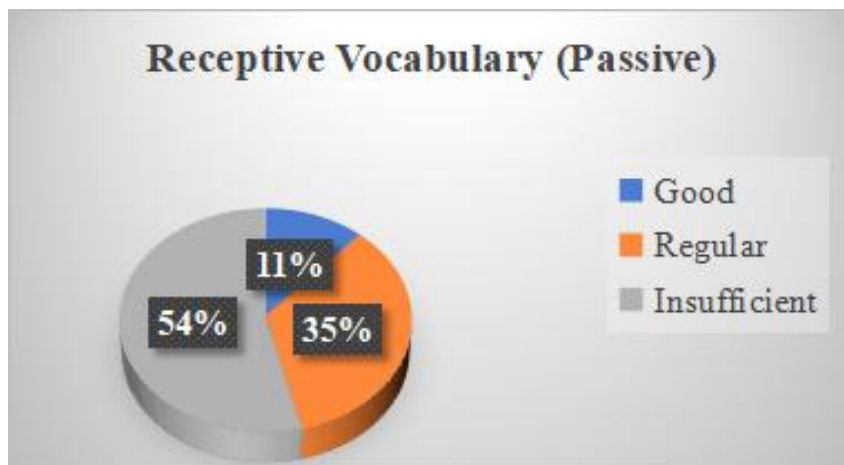
- Most students perform regularly in word identification.
- Students show an average level of understanding of meaning.
- There is a lack of student’s ability to contextualise English vocabulary words.
- There is a high level of proficiency in English vocabulary word association, which is a significant achievement.
- There is an insufficient level of student’s ability to use English vocabulary in the production of spoken and written words.

The second instrument used is a pedagogical test aimed at students in the seventh year of basic education, class “A”, at the “Ing. Jorge Efren Reyes Méndez” school, to determine the current state of their vocabulary.

Indicator 1: Word Identification

Illustration 1

Indicador: Word Identification



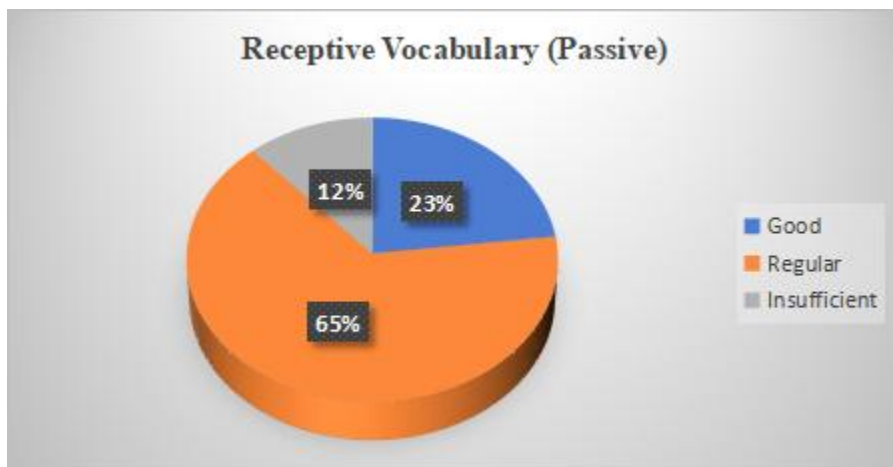
Prepared by the Authors.

The indicator shows that there is a predominance of insufficiency among the participants, noting that a large proportion have significant difficulties with receptive vocabulary, This might suggest that they need more support or intervention to improve in this area. A regular proportion is also known, meaning that they have a moderate command of receptive vocabulary; these learners could benefit from additional exercises and practice in order to progress to a good level. Finally, a minority of learners are shown to have a good level, this small group is probably well prepared but represents a minority compared to the other groups. According to Perfetti (1982), word identification involves recognizing written words quickly and accurately, and this process relies significantly on the individual's prior knowledge of spelling and vocabulary.

Indicator 2: Understanding Meanings

Illustration 2

Indicator Understanding Meanings



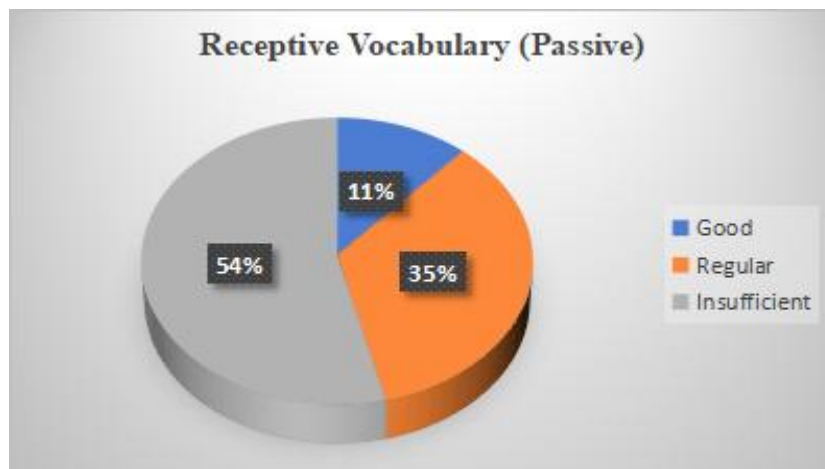
Prepared by the Authors.

The indicator shows a predominance of the regular level, suggesting that the majority have a moderate understanding of meaning. These individuals are likely to understand the meaning of many words and concepts but still have room for improvement to reach a higher level. An insufficient minority is also shown, indicating that a small portion of the tested population needs more intensive interventions to improve their understanding. Finally, a representative level of participants with a good understanding of meanings is shown. This group is well positioned in terms of their ability to understand the meaning of words and concepts. Naggy (2006) proposes that understanding meanings requires integrating semantic and contextual knowledge, learners must infer the meanings of unfamiliar words from the context.

Indicator 3: Contextualization of Words

Illustration 3

Contextualization of Words



Prepared by the Authors.

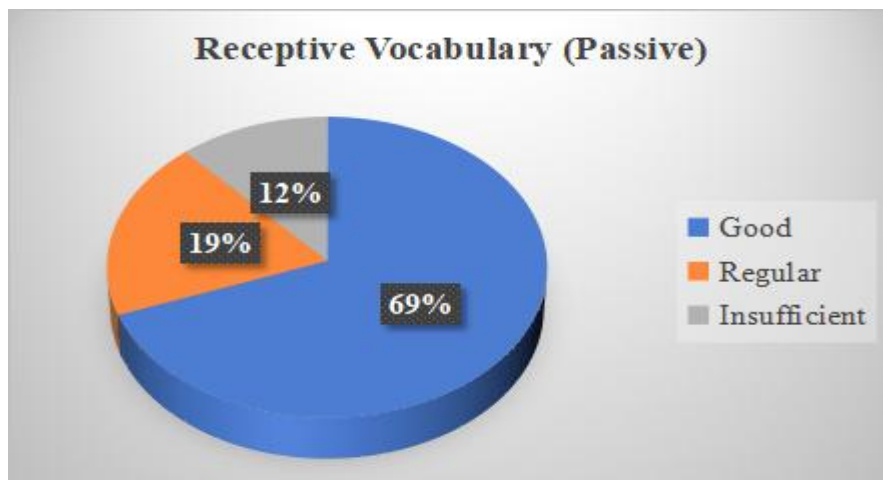
The present indicator shows an insufficient majority of participants, indicating that this part of the tested individuals has significant difficulties in contextualizing words. This may suggest a lack of ability to understand and use words in different contexts adequately. Also, a regular proportion of participants are shown to have a moderate but not complete understanding of how to contextualize words. These learners may benefit from additional training to improve their ability in this area.

Finally, there is a minority of participants with a good level, i.e. they have a good ability to contextualized words, showing a solid understanding and the ability to use words in various contexts accurately. Naggy and Scott emphasise the use of contextual clues to deduce meanings from unknown words, as it enables learners to understand and apply the meaning of words in a variety of settings and situations. (p. 272)

Indicator 4: Word Association

Illustration 4

Indicator Word Association



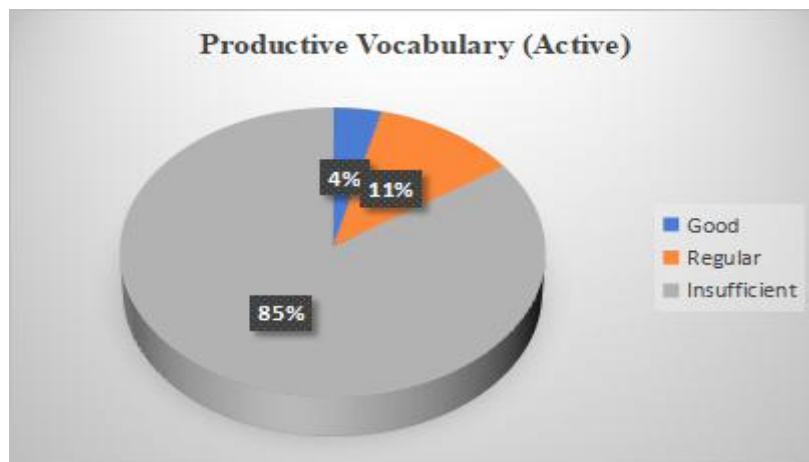
Prepared by the Authors.

The indicator shown a high result classified as 'good', which suggests that most individuals have a satisfactory level of new vocabulary acquisition. A rating of 'regular' is also shown for vocabulary acquisition, indicating a medium level of language proficiency. This suggests that the data reflect a level of vocabulary that, while not outstanding, is competent enough for everyday needs, but may lack depth in terms of variety and complexity. Finally, there is a minority with an insufficient level, indicating that a segment of the population has significant difficulties in acquiring new words. According to Lopez (2000), word association consists of relating new vocabulary to existing vocabulary, and establishing meaningful and personal associations.

Indicator 5-6: Contextual Word Use and Production

Illustration 5

Indicator Contextual Word Use and Production



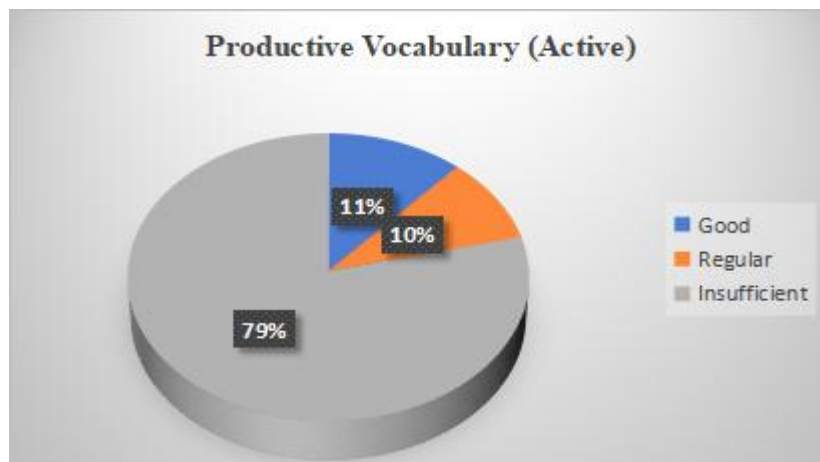
Prepared by the authors

It shows that a high proportion of individuals are in the “Insufficient” category, this dominant category suggest that there is an urgent need to improve productive vocabulary skills among these participants. Another part of the participants is at the “Regular” level, indicating that these individuals have an average level in terms of production and contextual use of words, but still need improvement. A small percentage of individuals are in the “Good” category, which highlights the need to promote activities that enable individuals to use new words in real and varied contexts, helping them to consolidate their learning. Schmitt (200) stresses that productive activities can be one of the best ways of enriching vocabulary from the receptive to the productive domain.

Indicator 7-8: Vocabulary Fluency and Diversity

Illustration 6

Indicator Vocabulary Fluency and Diversity



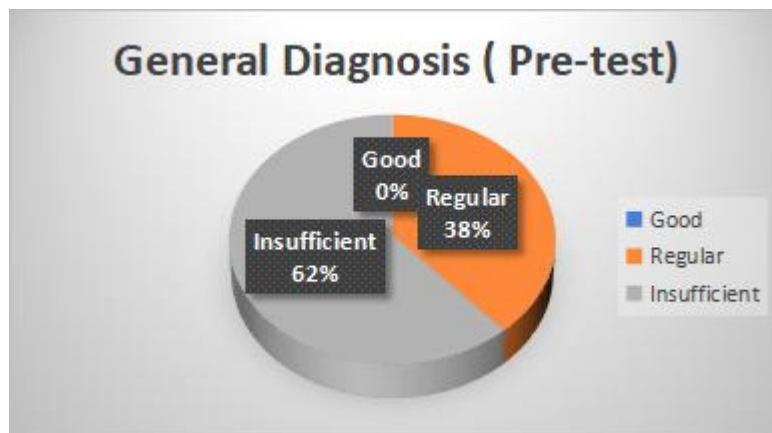
Prepared by the Authors.

The indicator shows that the majority of the group is in the “Insufficient” category, indicating that a significant number of individuals have a low level of diversity and fluency in vocabulary use. On the other hand, participants in the “Regular” category require additional support to reach higher levels of vocabulary proficiency. Finally, a low proportion are in the “Good” category, highlighting the need to develop effective strategies to increase the number of individuals with a diverse and fluent vocabulary. According to Krashen (2013) proposes that vocabulary diversity is enriched through Reading and exposure to materials that are comprehensible but slightly more advanced than the learner’s current level.

General Diagnosis

Illustration 7

General Diagnosis



Prepared by the Authors.

The analysis of the results reveals that most of the students in the 7th year room “A” of General Basic Education of the “Ing. Jorge Efrén Reyes Méndez” school, show an insufficient command of both receptive (passive) and productive (active) vocabulary. On the other hand, a regular level of vocabulary mastery was observed, which allows them to communicate to a certain extent, but there is still room for improvement. Finally, a good result was obtained in a low number of students, demonstrating a significant challenge in vocabulary development.

Consequently, it is concluded that the instrument applied showed evidence of the students’ vocabulary level, due to the results obtained it is advisable to consider the need to elaborate a proposal for intervention in pedagogical practice and the development of teaching through the application of a system of classes based on the use of the audio-lingual method for the development of vocabulary in the students of the 7th year room “A” of General Basic Education at the “Ing. Jorge Efrén Reyes Méndez” school. For this reason. The following chapter presents the methodological framework that will allow this study to be carried out.

CHAPTER II. STUDY OF THE AUDIOLINGUAL METHOD FOR VOCABULARY DEVELOPMENT. METHODOLOGICAL FRAMEWORK

In this chapter, the methodological approach designed to achieve the objectives is presented. It establishes the paradigm, type and design of the research, as well as the methods used at both the theoretical and empirical levels. In addition, the selected population is detailed, considering the aspects and characteristics to be studied.

2.1 Paradigm and type of research

This research is framed within a quantitative methodological paradigm, which according to Sampieri (2014), is characterized by its explanatory approach, since it seeks to understand an objective reality. This approach focuses on numerical data that are measurable or observable, which are analysed to obtain results objectively. An experimental design is employed, starting with a pre-test to assess the English vocabulary level, followed by applying a system of classes using the audio-lingual method. This process aims to verify whether the proposed hypotheses confirm the theories put forward.

2.2 Population

The population is a group of students belonging to the seventh year of basic education room “A” of the “Ing. Jorge Efrén Reyes Méndez” school, located in the province of El Oro. The range of these students is between 11 and 12 years old.

Table 1*Population*

Male	Female	Age
5	3	11-12
4	5	12-13
6	3	13-14

Prepared by the authors

2.3 Research Methods and Techniques

This section explains the methods applied in the collection and analysis of data for the creation of theories, which are theoretical, empirical, and statistical.

2.3.1. Theoretical Level Methods and Techniques

Theoretical methods are used repeatedly from the elaboration of the research design, from the study of the state of the art on the scientific problem to the interpretation of the data and facts found and the corresponding conclusions and recommendations, (Ortiz, 2012).

Historical- Logical: This approach is incorporated within an investigative framework or research process for the purposes of gathering evidence of past events, followed by the formulation of historical ideas or theories. It is also used to understand various methodological rules or techniques for the analysis of relevant data on a specific historical topic. This enables the researchers to synthesize information and construct a coherent narrative of events related to the object of study (Torres. T, 2020).

Hypothetical-Deductive: This procedure is used to address the various challenges proposed by science, through the formulation of hypotheses that are considered to be true,

although there is no absolute certainty about them. These hypotheses are conjectures that anticipate possible solutions to the problems in question and give shape to hierarchically organized structures, where some are fundamental, others are derived and others fulfil an auxiliary function. From these hypothetical systems, deductions are derived that must be empirically contrasted. Finally, an instance of contrast is carried out that allows the hypotheses to be evaluated according to the results obtained, (Alicia. E, 1995).

Analytical-Synthetic: This method involves two complementary intellectual processes that operate together: analysis and synthesis. The analysis is a logical procedure that allows the mental decomposition of a whole into its individual parts, qualities, relationships, properties, and components. It facilitates the examination of the behaviour of each of these parts. On the other hand, synthesis is the inverse operation that, after analysis mentally unites or combines the previously decomposed parts, revealing relationships and general characteristics between the elements of reality. This process is based on the generalización of certain characteristics defined from the analysis. The synthesis must contain only the information strictly necessary to understand what is being synthesized, (Rodríguez, A. & Pérez, A. 2017).

Systemic: The systemic approach is used to relate theories to the object of study and the context in which it is developed. It considers the object of study as part of a larger system, where the interactions between the parts are fundamental to understanding its functioning. This approach makes it possible to analyse how theories are applied and related to the object of study within the specific context in which it is found, which facilitates a more complete and deeper understanding of the phenomenon under research (Rodrigo, R, et al. 2020).

2.3.2 Empirical Level Methods and Techniques

Empirical approaches are based on direct experience with reality, which implies experimentation and the application of logic. These methods, together with the observation of phenomena and their statistical analysis, are widely used in both Social Sciences and Natural Sciences (Bernal, 2010).

To carry out this study, the participant observation technique was selected. The integration of qualitative methods into quantitative research can enhance the study by providing a deeper and more nuanced understanding of the phenomenon in question, allowing researchers to capture the complexity of human experiences and perspectives, and strengthen the validity and reliability of the overall conclusions.

As Uwamusi and Ajisebiyawo (2023) point out, both qualitative and quantitative data analysis may be subject to possible researcher slant. This supports the idea that no research is completely free of slant. In addition, a pre-test will be conducted to assess the current knowledge level of the students, which will facilitate the appropriate selection of resources to be used in the classroom system.

Observation plays an essential role in any research process since it serves the research as a tool to collect a large amount of data. In addition, much of the body of scientific knowledge has been obtained through observation. This practice constitutes the first step for the individual to acquire an understanding of what he/she represents, expresses, and manifests, either verbally or non-verbally. Therefore, it facilitates the movement from the general or known to the particular or unknown, and from the conscious to the unconscious, (Días, L. 2011).

Measurement: According to Ferris (2015) Measurement is an empirical process in which an instrument is used to carry out a rigorous and objective assignment of an observable to a

category in a model of the observable. It is the objective assignment of an observable to a category in a model of the observable that manifestation of other possible and distinguishable manifestations. (pp.101-109)

The experimental research design, consisting of a set of protocols and procedures, is designed to carry out experimental research in a scientific manner, using two sets of variables. In this context, the first set of variables remains constant, allowing differences in the second set to be measured. A prominent example of experimental research methods is quantitative research, (Shrutika, S. 2023).

Pre-test are non-graded assessment tool used to identify students' prior knowledge of a specific topic. They are usually administered before the start of a course to establish the knowledge base, but in this case they are administered before the topics are covered during the course. Although it may seem contradictory, pre-tests cover material that the student is not expected to master, nevertheless, they function as a stimulus and a guide for students, which is reflected in better academic performance throughout the course (Berry, 2008).

2.4 Data collection

2.4.1 Research Instruments

This research focuses on “vocabulary” as the main variable, and a consistency matrix has been designed to investigate it.

Table 2*Consistency Matrix*

Research Problem	Research Variables	Dimensions	Indicators	Items	Scale
How to develop English vocabulary in 7th year students at the “Ing. Jorge Efren Reyes Méndez” school in the 2004-2005 academic year?	<p>Dependent Variable: Vocabulary development, defined as a set of words acquired through receptive (listening) and productive (speaking) skills.</p> <p>Independent variable: System of classes applying the audio-lingual method</p>	Receptive Vocabulary (passive)	Word Identification	-Recognises and understand words presented in different contexts.	-Good -Regular -Insufficient
			Understanding Meanings	-Comprehends the meanings of words through the definition of words.	-Good -Regular -Insufficient
			Contextualization of Words	-Comprehends the meaning of a word based on the context in which it is presented.	-Good -Regular -Insufficient
			Word Association	-Associates words with related concepts or images.	-Good -Regular -Insufficient
		Productive Vocabulary (active)	Word Production	Expresses him/herself using varied and precise vocabulary in writing or speaking	-Good -Regular -Insufficient

			Contextual Word Use	-Ability to use words appropriately in different communicative contexts, such as writing texts or participating in conversations.	-Good -Regular -Insufficient
			Vocabulary Diversity	-Variety of words used in text or speech production, by quantifying the number of unique words used.	-Good -Regular -Insufficient
			Vocabulary Fluency	-Speed and facility with which an individual can produce words in oral or written communication.	-Good -Regular -Insufficient

Prepared by the authors.

2.5 Description of the information analysis process

To measure each of the indicators, the data are analysed using a percentage system (%). For the level of knowledge in Vocabulary Development, 3 levels are considered: Good, Regular, and Insufficient, which help to synthesise the information gathered from the indicators to be measured, In addition, to complement the data obtained in the pedagogical test, a participant observation was applied to obtain an objective view of the phenomenon under research. A rubric

is designed as a data processing technique for the general diagnosis, as shown in the following table.

Table 3

Indicators Matrix

	Indicators	Good (8-10)	Regular (5-7)	Insufficient (0-4)
1	Word Identification	The student identifies most of the words presented.	The student makes occasional errors in words identification.	The student is not able to identify the words.
2	Understanding Meanings	Consistently understands the meaning of words and phrases presented.	Understand the meaning of words and phrases, but may make occasional mistakes.	Often has difficulty understanding the meaning of words and phrases.
3	Contextualization of Words	Consistently uses context to accurately determine the meaning or unfamiliar words or phrases.	Can generally use context to determine the meaning of unfamiliar words and phrases, but may make	Do not use context to determine the meaning of unknown words and phrases.

			occasional mistakes.	
4	Word Association	It constantly generates relevant and accurate word associations quickly and fluently.	It can generate some variety of word associations, but may rely too much on common or overused words.	Limited vocabulary and can only generate a few words associations.
5	Word Production	Demonstrates a wide range of vocabulary and can use appropriate words to express their ideas clearly and concisely.	Can speak or write accurately and fluently, but may make occasional mistakes or hesitate.	Difficulty using language creatively and may only provide predictable and receptive utterances.
6	Contextual Word Use	Consistently uses words accurately and appropriately in a variety of contexts, demonstrating a solid understanding of the meanings and nuances of words.	Can generally use words accurately and appropriately in most contexts, but may make occasional mistakes and errors in choosing the right	Limited vocabulary and finds it difficult to express ideas clearly and effectively.

			word.	
7	Vocabulary Diversity	Consistently uses a wide range of vocabulary, including a variety of word types (e.g. nouns, verbs, adjectives, adverbs), levels of formality (e.g. formal, informal, colloquial) and specialised vocabulary related to different topics or domains.	May use some variety of vocabulary, but may rely too much on common words and may lack familiarity with specialised vocabulary.	Difficulties in choosing the right words and often uses imprecise or inappropriate language.
8	Vocabulary Fluency	Speaks or writes consistently fluently and effortlessly, using a variety of vocabulary without hesitation or pause.	Can generally speak or write fluently, but may occasionally hesitate or pause while searching for the right words.	Always hesitates and pauses or struggles to find the right words, which interrupts the flow of their speech and writing.

Throughout this chapter, the methodological framework of the research was established, focusing on the selection of the study population, as well as the typology and methods used, and the data processing technique, all oriented to address the problem posed. In the next chapter, the intervention proposal will be presented, which is a document used to present and plan a series of actions aimed at addressing and solving a problem or improving a specific situation in a given context.

CHAPTER 3. SYSTEM OF CLASSES BASED ON THE APPLICATION OF THE AUDIO-LINGUAL METHOD FOR THE DEVELOPMENT OF VOCABULARY IN ENGLISH IN 7TH YEAR ROOM “A” STUDENTS OF THE GENERAL BASIC EDUCATION AT THE “ING. JORGE ERFREN REYES MÉNDEZ” SCHOOL.

This chapter will detail the implementation of a system of classes based on the audio-lingual method for vocabulary development. The intervention proposal is based on a system of classes that will describe in detail its characteristics and components. With its application, the aim is to demonstrate the teaching process in the students in the seventh year of Basic Education at the “Ing. Jorge Efren Reyes Méndez” school.

3.1 Theoretical Foundation of the system of classes based on the use of the audio-lingual method for the development of English vocabulary.

First, it is necessary, to define the word ‘system’. According to Sillitto et al. (2019), a system is a set of interdependent parts or elements that, when joined together, exhibit behaviour or meaning that the individual components do not possess.

A system can be understood as a group of interconnected components working together to achieve a common purpose or function. The main characteristics of a system are its organization, interaction, and purpose. Each component has a specific role and these interact with each other in a defined way, contributing to the functioning and purpose of the system as a whole.

Secondly, it defines what is meant by the word ‘class’ one of the organizational structures of the educational process in higher education, whose purpose is for students acquire knowledge, develop skills, and form values and interests, both cognitive and professional, through mainly academic activities, (Acevedo et al., 2013).

A classroom can be defined as a structured and organized group setting in which students come together to learn under the direction of an instructor. It serves as a fundamental unit of instruction within the broader educational process, providing a dedicated space for students to engage with specific topics, acquire knowledge, develop skills, and cultivate values.

Another term that is important to define is the audio-lingual method, based on behaviourist theory, uses a reinforcement system to train human beings (Maaliah., et al. 2017). It is a language teaching method that emphasizes oral practice and mimicry through a system of positive reinforcement, based on behaviourist theory.

In view of the above, it is proposed to create a system of classes specifically designed to contribute to the development of the vocabulary of the students of the above-mentioned course. This system will seek to improve both the oral and written expression of the students, ensuring a significant enrichment of their vocabulary. Classes will be structured in such a way that students will be able to practice and apply new words in real and varied context, facilitating more effective and lasting learning. In addition, interactive activities and multimedia resources will be incorporated to maintain students' interest and motivation, thus fostering a dynamic and participatory learning environment.

From a pedagogical point of view, an educational system is defined as the setting and arrangement of the environment where educational interaction between teachers and learners takes place. This system includes essential elements such as educational objectives, teaching approaches, teaching materials and assessment techniques.

Pedagogy, like all sciences, has a systematic approach. First of all, we can speak of the system of pedagogical disciplines from an external aspect. Teaching theory, educational theory, and particular methodologies, among others, form the system of scientific disciplines of

pedagogy or educational science. Each of these disciplines is closely linked to the others and they need each other. For example, while teaching theory primarily analyses the processes of teaching and learning, education theory focuses on the development of concepts, convictions and modes of behaviour. Since teaching is the main field of instruction and education, both disciplines are closely intertwined to enable successful and scientific teaching. The teacher must have this view of the system of pedagogical disciplines and know not only the teaching theory and methodology of his or her subject but also the theory of education, (García, et al. 2021).

From a didactic point of view, it refers to the structured and coherent organization of the classes that make up an educational process. This organization is not arbitrary but responds to careful planning that seeks to optimise student learning. According to Calderón (2018), a well-designed system of classes is characterised by the following aspects:

- Logical sequence: Lessons are organised in a progressive way, progressing from the simple to the complex, following an internal logic that connects the different contents and activities.
- Coherence between classes: The internal coherence of the system of classes avoids fragmentation of learning and favours the integration of knowledge.
- Variety of teaching strategies: The variety of didactic strategies avoids monotony and allows students to learn in an active and participatory way.
- Clear and measurable objectives: Objectives are aligned with the overall objectives of the course or thematic unit, ensuring a coherent progression in learning.
- Timely feedback: Students receive timely and constructive feedback on their performance, enabling them to identify their strengths and areas for improvement.

From a sociological point of view, the success of an educational practice depends to a large extent on the theory on which it is based. One of the main tasks of the sociology of education is to analyse which theories lead to greater success in educational practices and which, on the contrary, lead to failure. The specific function of sociology is to provide society with an analysis that allows for greater scientific knowledge of both its environment and the actions that promote the reproduction or overcoming of inequality, (Campepadrós & Pulido, 2009b).

From a psychological point of view, Education seeks to understand the conduct, behaviour and learning process of each student, respecting their individuality and considering them as bio-psycho-social beings. It focuses on the pace, style of learning and the sociocultural environment in which they develop, and how these factors influence the development of thought, personality, and learning throughout the life cycle and their academic trajectory. Acquiring knowledge in this area aims to identify the predominant characteristics of the various psychological problems that can affect the student, their learning process and their social relationships, (Gonzalez et al., 2019c).

In order to project the characteristics of the system of classes, the authors draw on the following experts, thus providing a solid basis for understanding the essential components of an effective system of classes.

Characteristics according to: Ausubel (1968), Mai (2015), Shabani et al., (2010), Black and William (1998).

- A well-structured classroom not only facilitates learning but also creates a positive and effective learning environment where students feel motivated, engaged and confident to explore knowledge.

- It is crucial to highlight the relevance of defining precise educational goals that guide both teaching and learning. Setting clear objectives not only provides clear direction for educators and students but also fosters a structured and efficient learning environment. In addition, these goals serve as benchmarks for assessing progress and academic success.
- Emphasises the importance of social contact in the learning process. An effective education system simulates the active involvement of students through discussion, team collaborations and interactive practices.
- Emphasise the relevance of continuous assessment as an instrument to enhance both the learning and teaching process.

3.1.2 Characteristics of the intervention proposal

In order to motivate children to learn English vocabulary, a system of classes should include these features:

- Use interactive games and activities, such as word quizzes, memory games and educational apps, to make learning fun and dynamic.
- Incorporate digital tools such as vocabulary applications, interactive videos and on-line learning platforms, allowing students to practice in an autonomous and fun way.
- Add game elements, such as points, rewards and levels, to keep students engaged and motivated to reach specific goals.
- Teach vocabulary that is relevant and applicable to their interests and everyday experiences.
- Present challenges appropriate to the level of the learners, ensuring that activities are neither too easy nor too difficult, to maintain interest and avoid frustration.

On the basis of Mineduc (2019), it is important to mention that the system of classes proposed in this research responds to the requirements of the English Curriculum, and considers the following requirements of the Ministry of Education:

- Learning is an active and dynamic process that is most effective when learners are active participants, rather than passive receptors of information.
- Teachers adopt a constructivist approach, building on what students already know.
- A positive student attitude is the key to successful learning. Teachers try to engage students affectively and psychologically as well as intellectually.

Integrating these approaches into the Ecuadorian curriculum not only enriches the educational experience but also helps to improve the quality of teaching and promote the holistic development of students. By considering the diversity of pedagogical, didactic, sociological and psychological factors, the capacity of the education system to respond effectively to current demands and challenges is strengthened, preparing students to successfully face the challenges of the contemporary world.

3.2 Planning a lesson plan based on the use of the audio-lingual method for English vocabulary development.

The pedagogical proposal designed by the researches is a system of classes using the audio-lingual method to develop vocabulary. This system, similar to others, is based on a systematic structural and functional approach, considering the various components of English proficiency. It aims to ensure that the structure and relationship between the lessons contribute to the development of the four language skills, both receptive and productive.

It is crucial to highlight that the system of classes is designed to specifically improve the production of vocabulary, both receptive and passive, in the students of 7th year of Basic

Education, room “A”, of the “Ing. Jorge Efren Reyes Méndez” school during the period 2024-2025, in English as a foreign language, through the implementation of a system of classes based on the audio-lingual method.

The lessons were designed with a common objective in mind and are therefore interrelated. In structuring them, important aspects such as the student’s level of English, age, subject load, learning styles, learning or physical difficulties present in the students and vocabulary deficiencies were considered. The selection of content was made according to the researcher’s planning, making sure to respect the academic curriculum corresponding to the student’s level so as not to interfere with the foreign language learning process.

In conclusion, the audio-lingual method, when applied thoughtfully and effectively, can be a valuable tool for developing English vocabulary in the classroom. By carefully selecting and sequencing vocabulary items, incorporating engaging activities, and providing extensive opportunities for practice and reinforcement, educators can foster a dynamic learning environment in which students acquire new words with confidence and fluency. In addition, by adopting the principles of positive reinforcement and tailoring the method to the needs of individual learners, teachers can create a supportive and motivating atmosphere that encourages students to actively participate in the learning process and achieve their vocabulary development goals.

3.2.1 Objectives of the system of classes based on the Audio-lingual method for the development of English vocabulary in 7th year room “A” students of General Basic Education at the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic year.

To establish the organization and structure of the pedagogical proposal properly, the researchers delved into important aspects of the student’s environment, such as their school

timetable, the contents according to their school cycle the learning styles to which they are adapted and those they wish to implement. The aim is not to interrupt their educational process but rather to help and complement it in order to improve the process of teaching and learning foreign languages.

The **general objective** of the system of classes is to contribute to the development of vocabulary, both passive and active, in the English language of students in the 7th year of Basic Education at the “Ing. Jorge Efren Reyes Méndez” school.

The intervention proposal has the following specific objectives:

- To facilitate the correct pronunciation of new English words through repetition and constant practice.
- To develop students’ ability to use the vocabulary learnt fluently and naturally in every conversations.
- To increase the number of words and expressions that students can actively use in oral and written communication.
- To improve students’ ability to understand and recognize vocabulary in spoken context through repetition of words.
- To implement repetition and memorization techniques to ensure long-term retention of new vocabulary.
- To help students feel more confident and comfortable using English in real-life situations.
- To teach students to apply new vocabulary in practical situations relevant to their daily and academic lives.
- To monitor and assess the students’ vocabulary development regularly, using a combination of oral and written tests, as well as classroom observations.

The incorporation of general objectives into the system of classes is crucial to fostering a high level of English proficiency. This can be achieved through the implementation of essential strategies, a structured system of activities, and the effective use of the audio-lingual method for vocabulary development. Language teaching and general English proficiency. It is essential to emphasize that careful lesson planning is the cornerstone of effective educational learning.

Components of lesson planning

Given the insufficient vocabulary competence of the 7th year room, “A” students of General Basic Education at the “Ing. Jorge Efrén Reyes Méndez” school, a system of classes was created to develop vocabulary: The classes contain the following elements:

- Unit
- Topic
- Objective of the class
- Content
- Teaching strategies
- Time
- Procedure
- Resources

Week 1: Class 1

- Unit 1

- Topic: emotions with the verb “To Be”

- Aim: students will be able to identify and correctly express different emotions in English, using the vocabulary learnt to describe how they and others feel in various situations, through listening, repetition and dialogue activities.

- contents:

Grammar: Ver 'to be'

Vocabulary: Emotions

-Teaching strategies: Teaching linguistic competence using the audio-lingual method.

- Duration: 90 minutes.

-Procedure: Introduction, development and conclusión.

-Resources: Teacher's book, English notebook, pencil, markers, flashcards and whiteboard.

Introduction (5 minutes)

To recall and introduce new vocabulary and practice pronunciations. Encourage students to recall their knowledge of vocabulary and grammar.

Development (65 minutes)

After that, the teacher will show flash cards to introduce the vocabulary about emotions and at the same time ask questions about how they feel in real situations of everyday life. In addition, students will be asked to listen and repeat the vocabulary after the teacher. Then, on the whiteboard, the teacher will explain and reinforce the grammar of the verb 'to be' through exercises, where personal pronouns will also be reinforced.

Afterwards, the teacher will ask the students to complete exercises on worksheets provided by the teacher, where the vocabulary and grammar taught will be assessed. To motivate students to continue reviewing emotions, a game called 'Hangman' will be played, in which everyone will be expected to participate.

Conclusión (20 minutes)

To check if the objective of the class has been achieved, feedback will be given by asking questions to check if the children remember what they have been taught. To do this, the teacher

will take one by one of the children to the whiteboard and give them an emotion to say in front of their classmates and teachers, motivating them to lose their fear of speaking in English and boosting their confidence.

At the end, a task will be sent where the students will have to make 5 sentences using the verb 'to be' together with the emotions.

Week 2: Class 2

-Unit: 1

-Topic: Adjectives for Qualities and sentence structure in both affirmative and negative sentences using the verb 'to be'.

-Objective: Students will be able to identify, understand and use descriptive adjectives to describe qualities in both affirmative and negative sentences using the verb 'to be'.

-Content:

Grammar: Verb 'to be' Structure of affirmative and negative sentences.

Vocabulary: Adjectives for Qualities.

-Teaching strategies: Teaching of linguistic competence using the audio-lingual method.

Duration: 90 minutes.

-Procedure: Introduction, development and conclusions.

-Resources: Flip-chart and markers, worksheets with adjectives, exercises booklets, notebooks and pens.

Introduction (5 minutes)

Recall the previous topic by asking questions and introducing the new vocabulary and practising the pronunciation of each adjective for qualities and trying to engage the students, building the scene to be presented in class.

Development (65 minutes)

The teacher will show flash cards to introduce the vocabulary and try to teach by displaying pictures showing the adjectives for qualities and at the same time giving examples in which situations they would use them when describing their family or friends. In addition, the teacher will ask the students to repeat sentences after him/her.

For the next point, the teacher will teach the grammar (structure of the verb to be in its positive and negative form) to reinforce and check that they have understood. After this point, they will be asked to do exercises on the worksheets he will provide, which will contain activities such as filling gaps, matching, and through gamification a group speaking activity using the new adjectives learnt, where one student will have to describe his friend with a positive quality and the partner using an adjective with a negative quality.

Conclusion (20 minutes)

To verify if the objective of the class has been achieved, feedback will be given, after the game the teacher will correct pronunciation or grammatical errors. And as reinforcement, a task will be sent where the students will have to make 5 sentences, describing the qualities of the members of their family, where they must use the correct structure of affirmative and negative sentences and the verb to be, including the adjectives learnt in the class.

Week 3: Class 3

-Unit: 1

-Topic: Daily routines using expressions of time.

-Objective: Students will be able to introduce and practice expressions of time to describe daily routines in English.

-Content:

Grammar: Explain the function of adverbs of time to indicate when actions occur in a sequence or routine.

Vocabulary: Daily routines: Wake up – Brush your teeth – Get dressed – Eat breakfast – Go to school – Play – Do homework – Have dinner – Take a shower – Go to bed.

-Teaching strategies: Teaching of linguistic competence through the audio-lingual method.

-Duration: 90 minutes.

-Procedure: Introduction, development and conclusions.

-Resources: flashcards with expressions of time (e.g. in the morning, after school, in the evening), whiteboard or flip-chart, markers, audio recordings of sentences with adverbs of time, pictures or drawings of every activities.

Introduction (10 minutes)

Greet and recall the previous topic by asking questions to the students. Then do a warm-up activity, which consists of singing a song called “Daily routines to engage students in the class. Then ask students to tell what they did the previous day using some simple English words and phrases.

Development (60 minutes)

The teacher will show cards with expressions of time commonly used in daily routines, such as ‘in the morning’, ‘after school’, ‘in the evening’, ‘before breakfast’, ‘after lunch’, and ‘at the weekend’. Pronounce the expressions of time clearly and slowly, emphasizing correct pronunciation. Have students repeat each adverb after the teacher, paying attention to sound and intonation.

For the next point, divide the class into pairs and give each pair a set of cards with everyday activities and adverbs of time. Students are then asked to match the cards correctly, matching each activity with the appropriate expression of time.

Conclusion (20 minutes)

To check whether the lesson objective has been met, briefly review expressions of time and their use in describing daily routines and ask students to share some examples of how they have used expressions of time in activities. Encourage students to reflect on their daily routines and to share some activities they usually do, using expressions of time to describe the sequence of events. For homework, each student will be asked to bring a poster board with their personalized daily routine with pictures.

A proposal for a system of classes based on the audio-lingual method was designed to address the deficiencies in the vocabulary development of students in the seventh year of basic education. This system is characterized by its integrative and comprehensive approach, adapted to the individual needs and motivations of the students. It aims to promote the progressive development of communicative skills in English, thus fostering a dynamic, active, educational, and enriching interest in language learning. The results of this application will be presented in the next chapter.

CHAPTER 4: APPLICATION OF THE SYSTEM OF CLASSES FOR THE DEVELOPMENT OF THE VOCABULARY IN ENGLISH OF THE STUDENTS OF 7TH YEAR ROOM “A” AT THE ‘ING. JORGE EFREN REYES MÉNDEZ’ SCHOOL USING THE AUDIOLINGUAL METHOD.

This chapter presents the results obtained from the implementation of the system of classes for the development of English vocabulary in 7th year students of the General Basic Education at the ‘Ing. Jorge Efren Reyes Méndez’ school during the 2024-2025 school year. The study was carried out on June 21st and 28th and July 5th, using an experimental design.

4.1 Description of the application of the system of classes using the audio-lingual method for English vocabulary development.

In order to evaluate the effectiveness of the use of the audio-lingual method for the development of English vocabulary in 7th year students at the ‘Ing. Jorge Efren Reyes Méndez’ General Basic Education School, it was necessary to apply a system of classes which will be described below.

Class 1: Emotions and Verb To Be

The first class was held on Friday June 21st, from 7:30 to 9:00, with the participation of 26 students from the 7th year room ‘A’. The sesión began with a review of basic topics, such as the verb ‘to be’ and personal pronouns, to activate students’ prior knowledge. Then, new vocabulary about emotions was introduced using flashcards. The teacher showed each picture, pronounced it and then the students repeated it several times.

After the presentation of the vocabulary, a reminder was given on the board about sentence formation using the verb ‘to be’ and personal pronouns. Afterwards, worksheets including gap filling, matching, and games such as hangman were handed out to practice and

reinforce what was learnt, as well as to motivate the students. Due to the lack of teaching resources in the institution, activities were carried out on the whiteboard and games in the classroom with materials accessible to teachers. Extracurricular activities were also sent to reinforce the contents studied in class.

Class 2: Adjectives to describe qualities and affirmative and negative sentence structure using the verb 'To Be'.

To begin the second lesson, held on June 28th, the homework was reviewed and a brief review of the previous topic, including vocabulary and grammar, was given. Then, pictures showing various adjectives of quality were presented. The teacher showed each picture and pronounced it, and the students repeated it several times.

Afterwards, the structure for forming affirmative and negative sentences using the verb 'to be' together with the adjectives to describe qualities was explained on the board. Afterwards, worksheets were handed out for the students to apply the acquired knowledge. In addition, a gamification activity was carried out to reinforce speaking skills. This activity consisted of describing a partner using a quality adjective in both affirmative and negative sentences.

Finally, an extracurricular task consisted of writing five sentences about the members of their family, using the quality adjectives learned in class and their correct structure.

Class 3: Daily Routines Using Expressions of Time

The third lesson, held on July 5th, started with a reminder of the previous lesson. In the beginning, a warm-up activity was carried out, which consisted of singing a song called "Daily Routines", thus motivating the students to engaged in the class. The lesson was then taught using flashcards on daily routines. The teacher showed each picture and pronounced it, and the students repeated it several times.

Afterwards, the expressions of time were explained using the board, and the students read and repeated them several times. Simultaneously, an ice-breaker activity took place in which each student mimed a daily routine and the other had to guess which one it was. Afterwards, worksheets were handed out to reinforce what they had learned.

Finally, a review of all the topics covered was done, written down on the board, and the students were asked to study for the final exam.

4.2 Results obtained after the use of the system of classes of the audio-lingual method for English vocabulary development.

The results obtained in the diagnostic test provided clear indicators for the implementation of the intervention proposal. This proposal consisted of applying a system of classes based on the audio-lingual method to develop English vocabulary. The pretest data and the post-test results, obtained after the implementation of the system, were compared by empirical methods using rubrics with measurement scales.

As in the pre-test, the same dimensions were used to assess vocabulary development and test the hypothesis, and the following data were obtained:

Indicator 1: Word Identification**Illustration 8***Indicator Word Identification (Post-test)*

Prepared by the Authors.

The majority of students have a good level of word identification. This indicates that they have improved significantly, suggesting that the current teaching is working well for this group, as more than half can identify words adequately. Another percentage of students have a fair level of word identification, which means that they can recognise and understand words, although not as effectively as the previous group. A small percentage of students have an insufficient level, this group requires intervention and additional resources to improve their receptive vocabulary.

Indicator 2: Understanding meanings**Illustration 9**

Indicator Understanding meanings (Post-test)



Prepared by the Authors.

The graph shows that more than half of the respondents have a good level of receptive vocabulary, indicating a remarkable improvement of 31%. This group demonstrates a high ability to understand and recognise words and their meanings in a passive context. On the other hand, a very low percentage of students have a fair level of receptive vocabulary. This suggests that, although they have a basic understanding of words, they may face difficulties with more complex terms or with the use of words in different contexts. Almost a third of the participants have significant difficulties in recognising words in passive contexts, which may affect their ability to understand words.

Indicator 3: Contextualization of Words

Illustration 10

Indicator Contextualization of Words (Post-test)



Prepared by the Authors.

A large percentage of students have a good level of receptive vocabulary, which shows a relevant improvement of 43%, implying that they have a solid ability to understand and contextualise words. On the other hand, a fair level of receptive vocabulary is shown. They may have a basic understanding of words but may face difficulties when words are used in less familiar or more complex contexts. One-third of the students have an insufficient receptive vocabulary, indicating that a significant proportion of the participants have difficulties in understanding and contextualising words in different situations.

Indicator 4: Word Association

Illustration 11

Indicator Word Association (Post-test)



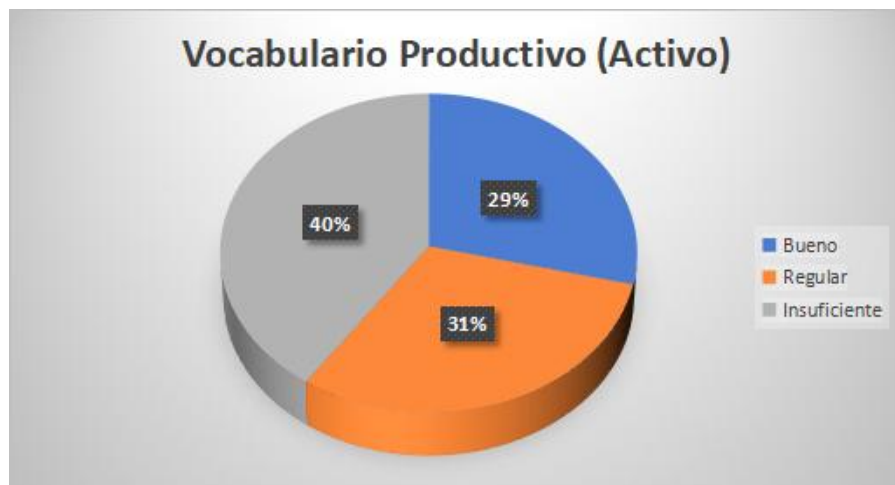
Prepared by the Authors.

The graph shows that students in this category have a good ability to associate and recognise words, suggesting that these students can identify and understand words in context with relative ease. In comparison with each other, a balanced level of good to fair is maintained. In summary, the comparative data show a significant improvement in the student's receptive vocabulary, which highlights the effectiveness of the interventions implemented and the need to continue with this educational method.

Indicator 5-6: Contextual Word Use and Production

Illustration 12

Indicator Contextual Word Use and Production (Post-test)



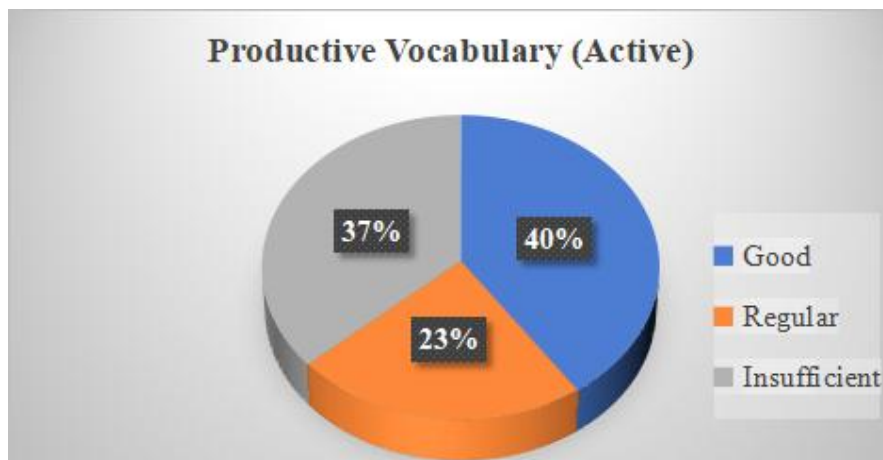
Prepared by the Authors.

Students in this category show a high ability to use and produce words in appropriate contexts compared to the first results, with a difference of 25%. These students can form coherent and appropriate sentences, using the learned vocabulary effectively. A significant proportion of students who are at an average level need to improve their ability to apply the vocabulary learned in practical situations. By reinforcing the contextual use of vocabulary and providing individualised support, student's ability to use and produce word effectively in a variety of situations can be significantly improved.

Indicator 7-8 Fluency and Diversity of Vocabulary

Illustration 13

Indicator Fluency and Diversity of Vocabulary (Post-test)



Prepared by the Authors.

The analysis shows that although a significant proportion of the participants have a good productive vocabulary in terms of fluency and diversity, there is a considerable percentage who have a significant difficulties in these areas. The remaining 23% are at an intermediate level, with room for improvement with more practice and exposure to the language. This analysis suggests that proper application of methods helps to improve the level of productive vocabulary with a 29% improvement shown compared to previous results.

General Analysis

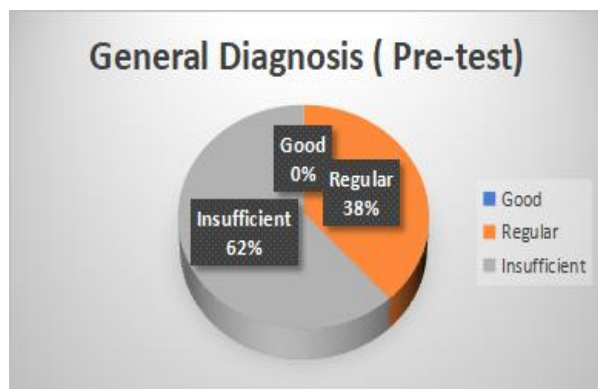
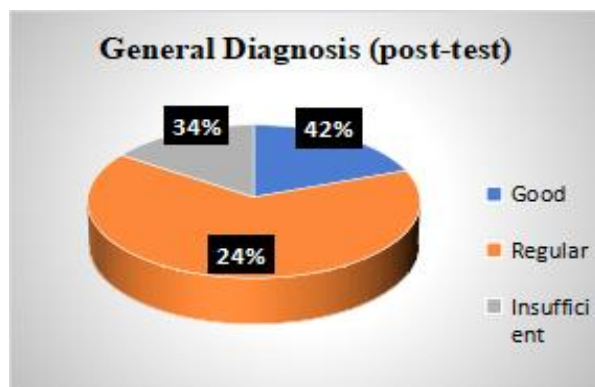


Illustration 14

General Analysis (Post-test)



Prepared by the Authors.

The overall diagnosis after the implementation of the system of classes has proven to be effective in improving the student's active and passive English vocabulary. The results indicate a marked improvement in the group of students with a good level of vocabulary, which has almost tripled. In addition, a significant reduction has been observed in the group of students with an insufficient level, decreasing from 58% to 34%. Although the group with a regular level has remained constant, this reinforces the hypothesis that the application of a system of classes based on the audio-lingual method contributes significantly to the development of English vocabulary

in 7th year room “A” students of General Basic Education at the “Ing. Jorge Efren Reyes Méndez”, school.

4.3 Hypothesis Testing

Scientific Hypothesis: If a system of classes with the audio-lingual method is applied, it will improve the English vocabulary of the 7th year students of the “Ing. Jorge Efren Reyes Méndez” school in the 2024-2025 academic period.

H0: There is no relationship between English vocabulary development and the application of a system of classes using the audio-lingual method.

H1: There is a relationship between English vocabulary development and the application of a system of classes using the audio-lingual method.

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

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

$$\chi^2_{(1-\alpha)*(r-1)(c-1)}$$

Degree of freedom:

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

Margin of error

$$\alpha=0,05$$

4.3.1 Scale of students' values in the Pre-test and Post-test

Table 4

Scale of Students

Instruments	Good	Regular	Insufficient	Total
Pre-test	0	10	16	26
Post-test	5	17	4	26

Prepared by the authors

4.3.2 Chi-square Calculator (X^2)

Observed frequencies

Table 5

Observed frequencies

Observed	Good	Regular	Insufficient	Total
Pre-test	0	10	16	26
Post-test	5	17	4	26
Total	5	27	20	52

Prepared by the authors

Expected frequencies

Table 6

Expected frequencies

Expected	Good	Regular	Insufficient	Total
Pre-test	$5 \cdot 26 / 52 = 2.5$	$27 \cdot 26 / 52 = 13.5$	$20 \cdot 26 / 52 = 10$	26
Post-test	$5 \cdot 26 / 52 = 2.5$	$27 \cdot 26 / 52 = 13.5$	$20 \cdot 26 / 52 = 10$	26

Total	5	17	20	52
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Prepared by the authors

Chi-squared

Table 7

Chi-squared

Chi-squared	Good	Regular	Insufficient
Pre-test	2.5	0.907407407	3.6
Post-test	2.5	0.907407407	3.6
Total (X²)	14.01		

Prepared by the authors

4.3.2 Validation of Hypothesis

Table 8

Validation of Hypothesis

Chi-square	Critical value
14.01	5.99

Prepared by the authors

To determine whether there is a significant relationship between vocabulary development and the implementation of a system of classes using the audio-lingual method, a chi-square test was conducted. The null hypothesis (H₀) postulated that there is no relationship between vocabulary development and the audio-lingual method, while the alternative hypothesis (H₁) stated that there is a relationship between vocabulary development and the audio-lingual method.

The data were analysed and a chi-square value X² value obtained (14) is greater than the critical value, we reject the null hypothesis (H₀). This indicates that there is sufficient evidence

to conclude that there is a significant relationship between vocabulary development and the implementation of a system of classes using the audio-lingual method in 7th year room “A” students of the General Basic Education “Ing. Jorge Efren Reyes Méndez” school.

4.4 Analysis and discussion of the results

At the beginning of the study, it was observed that students had a high percentage of vocabulary insufficiency in both receptive and productive vocabulary. This inadequacy manifested itself in difficulties in understanding and using vocabulary correctly in practical contexts, which had a negative impact on their academic performance and effective communication.

To overcome this problem, a system of classes was implemented using the audio-lingual method, which focuses on repetition and intensive practice of language structures through listening and speaking activities. This method was selected because of its focus on natural language acquisition and its proven effectiveness in other educational contexts. After applying this system for a certain period, an evaluation was carried out to measure the impact of the method on student’s vocabulary development. The results showed a significant improvement in both productive and active vocabulary levels. The students moved from a level of insufficient to levels considered good and fair.

This improvement was reflected in an increase in the student’s ability to understand and use a greater number of words in appropriate contexts, as well as in greater fluency and accuracy in their oral and written expressions. Quantitative analysis, supported by the chi-square test, reinforced these findings, demonstrating a significant relationship between the use of the audio-lingual method and improvement in vocabulary development.

Conclusions

The literature review in this study traces the evolution of English language teaching methods, highlighting changes in methods of language activation. This review focusing on behaviourist and constructivist perspectives, lays the groundwork for exploring vocabulary acquisition as a structured and conscious process.

The results obtained from the initial diagnosis showed the existence of deficiencies in the English vocabulary of 7th year room “A” students at the “Ing. Jorge Efren Reyes Méndez” elementary school, with insufficient understanding of meaning, contextualisation, association, production, contextual use, diversity and fluency of words, as a consequence of factors such as the lack of application of methods as an aid to the teacher and the limited exposure to the language due to the few hours due to the reduction of the English teaching loads.

The present study aimed to evaluate the effectiveness of a pedagogical approach based on a system of classes using the audio-lingual method to improve student’s vocabulary development. Throughout the research, this method was implemented, focusing on repetition and intensive practice of linguistic structures through auditory and oral activities. The result obtained were highly positive. Initially, the students showed a significant level of vocabulary insufficiency on both productive and receptive skills. However, after the implementation of the system of classes using the audio-lingual method, a noticeable improvement in both aspects of vocabulary was observed.

The remarkable improvement observed in the students suggests the need for further analysis of several variables that could affect the effectiveness of these methods. Furthermore, examining the application of this method in different educational contexts and with different student populations could provide a more complete and robust picture of its impact. Pursuing this

line of research will not only enrich the theoretical and practical development of language teaching but will also help to ensure that we do not forget those traditional methods that are still effective and new pedagogical strategies that can be adopted to improve English language learning worldwide. We encourage future researchers to extend these findings and explore new dimensions and applications of the audio-lingual method, as well as other complementary approaches.

Recommendations

From the results obtained and the analysis carried out in this research, several key areas have been identified that can benefit from specific recommendations to improve English vocabulary teaching using the audio-lingual method. These recommendations address not only pedagogical aspects but also sociological, psychological, and didactic dimensions, as well as offer practical suggestions applicable to the economic sector and the community.

- From a pedagogical point of view, it is essential that teachers integrate methods such as audio-lingual into their daily practice, combining them with other approaches to meet the diverse learning needs of students.
- From a sociological point of view, it is recommended that social inclusion be promoted through the use of methods that take into account the cultural and linguistic diversity of learners, allowing equitable access to English language learning.
- From a psychological point of view, use the audio-lingual method to improve student's confidence and motivation, ensuring that vocabulary learning is associated with positive experiences and reinforcement.
- From the didactic point of view, develop and use specific didactic materials for the audio-lingual method, such as flashcards, audio recordings, and videos that facilitate practice and repetition.

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ANNEXES

Annex 1

Guía de Observación Participante

Tabla de Valores:

Niveles	Valores
Bueno	
Regular	
Insuficiente	

Criteria	Good	Regular	Insufficient
Word Identification			
Understanding Meanings			
Contextualisation of words			
Word Association			
Word Production			
Contextual Word Use			
Vocabulary Diversity			
Vocabulary Fluency			

Annex 2

Diagnostic Test

Class:

Name:

Date:

1- Reconoce y selecciona las palabras de acuerdo a la imagen.





fork

spoon

apple

grapes





2- Lea atentamente las siguientes definiciones y una la palabra correspondiente de la lista que se proporciona a continuación.

Car

verde

Nurse

carro

Fireman

policía

Green

enfermera

Policeman

bombero

3- Poner en orden según el contexto que se presenta en las imágenes









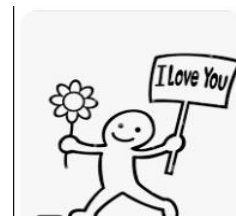
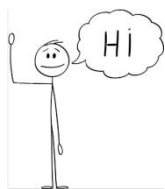
1. An animal with wings that can fly.

2. A colourful plant part that produces seeds.

3. An animal with four legs that purrs.

4. An animal with four legs that barks.

4. Asocia las palabras con las imágenes presentadas.



Adiós

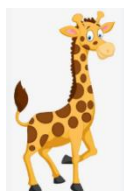
Hola

Te amo

Gracias

5. Pronuncie y luego escriba el significado de las siguientes palabras.















Annexe 3

TOPIC: Emotions and verb To Be		DIDACTIC STRATEGY: Teaching Proficiency th Method		
VALUE OF THE MONTH: Respect		LENGHT: 90		
UNIT:		WEEK N°:		
CLASS: 7 th A		DATE: June 21 st , 2020		
OBJECTIVE: Students will be able to correctly identify and express different emotions in English, using the vocabu they and others feel in various situations, through listening, repetition, and dialogue activities.				
SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EV
<p>Reading: To recognize the new vocabulary through repetition.</p> <p>Listening: To recognize the new vocabulary through listening to the emotions.</p> <p>Speaking: To talk about emotions using the verb 'to be'.</p> <p>Writing: To write about emotions using the verb 'to be'.</p>	<p>Grammar: The verb 'to be'</p> <p>Vocabulary: Emotions</p> <p>Vocabulary: VT: Am – Is – Are</p> <p>E: surprised – scared- confused – disgusted – excited- happy – bored – tired – nervous – jealous.</p>	<p><u>BUILDING BACKGROUND:</u> T. Recalls, introduces the new vocabulary and drills pronunciation. Ss. Guess, act and repeat out loud the vocabulary.</p> <p><u>KNOWLEDGE CONSTRUCTION:</u> Ss. Listen and repeat the emotions and make sentences using the verb to be. T. Explains the verb 'to be' grammar rules. T. Use activities (fill gaps, match with the correct emotions, and games to put in practice the grammar and vocabulary. Ss. Learn to recognize the new vocabulary and talk about it.</p> <p><u>APPLICATION:</u> Ss. Ask and answer questions about personal pronouns and emotions. Ss. Speak using emotions and the verb 'to be' correctly. Ss. Write sentences correctly using emotions and the verb 'to be'.</p>	<p>Teacher's book.</p> <p>English notebook</p> <p>Pencil</p> <p>Markers</p> <p>Flashcards</p> <p>Worksheets</p> <p>Whiteboard</p> <p>Pictures</p>	<p>The stu through usingthe</p> <p>Observ Practica</p>
ASSIGNMENTS: To practice the vocabulary through the use of worksheets provided by the teacher.				

Worksheet # 1

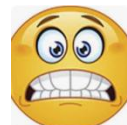
Student's name:

Date:

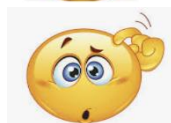
1) Match each emotion with its description



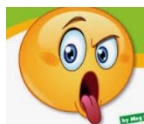
Disgusted



Happy



Surprised



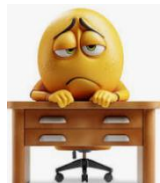
Bored



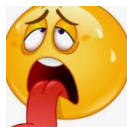
Scared



Confused



Jealous



Nervous



Tired



Excited

2) Fill the gaps using the verb to be

- I _____ happy.
- You _____ jealous.
- He _____ excited.
- She _____ scared.
- We _____ surprised.
- They _____ tired.



Annexe 4

TOPIC: Adjectives for Qualities and structure of sentences in both affirmative and negative using the verb "To Be".	DIDACTIC STRATEGY: Teaching Proficiency through Lingual Method
VALUE OF THE MONTH: honesty	LENGTH: 90
UNIT:	WEEK N°: 2
CLASS: 7 th A	DATE: June 28 st , 2024

OBJECTIVE: Students will be able to identify, understand, and use descriptive adjectives to describe qualities in both affirmative and negative sentences using the verb "to be."

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUATION
<p>Reading: To recognize the new vocabulary through repetition.</p> <p>Listening: To recognize the new vocabulary through listening to describe qualities.</p> <p>Speaking: To talk about adjectives to describe qualities.</p> <p>Writing: To write sentences about adjectives for qualities.</p>	<p>Grammar: The verb 'to be' Structure affirmative and negative sentences.</p> <p>Vocabulary: Adjectives for qualities</p> <p>Vocabulary: VT: Am – Is – Are VT (+): S+ VTB + C. VT (-): S + VTB + NOT + C.</p> <p>E: Positive: enthusiastic, intelligent, honest, generous, helpful, patient. Negative: lazy, rude, selfish, dishonest. Impolite.</p>	<p>BUILDING BACKGROUND: T. Recalls, introduces the new vocabulary and drills pronunciation. Ss. Guess, act and repeat out loud the vocabulary.</p> <p>KNOWLEDGE CONSTRUCTION: Ss. Listen and repeat the adjectives for qualities and make sentences using the verb to be. T. Explains the structure 'affirmative and negative' sentences. T. Use activities (fill gaps, match with the correct adjectives for qualities, and games to put in practice the grammar and vocabulary. Ss. Learn to recognize the new vocabulary and talk about it. APPLICATION: Ss. Ask and answer questions about adjective to describe qualities and how to make sentences with the correct structure. Ss. Speak using adjectives for qualities using the structure correctly. Ss. Write sentences correctly using the structure correctly.</p>	<p>Whiteboard and markers Flashcards with adjectives Handouts with exercises Notebooks and pens</p>	<p>The student will be able to use the new vocabulary in a worksheet using adjectives to describe qualities.</p> <p>Observation Practical</p>

ASSIGNMENTS: Write 5 sentences about your family members using the adjectives learned with the affirmative and negative verb to be.

Worksheet 2

Student's name:

Date:

Activity 1. Match with the correct adjectives for qualities with the meaning in Spanish.

ENTHUSIASTIC

PACIENTE

INTELLIGENT

SERVICIAL

HONEST

ENTUSIASTA

GENEROUS

INTELIGENTE

PATIENT

DESHONESTO

HELPFUL

HONESTO

SELFISH

MAL EDUCADO

RUDE

EGOÍSTA

LAZY

GENEROSO

DISHONEST

GROSERO

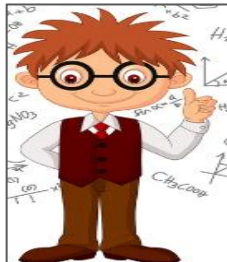
IMPOLITE

PERESOZO

Activity 2. Fill the gaps with the adjective to describe qualities.



He is _____.



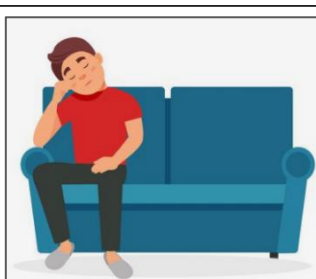
He is _____.



He is _____.



He is _____.



He is _____.



He is _____.



He is _____.



He is _____.



She is _____.



Annexe 5

TOPIC: Daily routines using adverbs of time	DIDACTIC STRATEGY: Teaching Proficiency thro
VALUE OF THE MONTH: Solidarity	LENGHT: 90
UNIT: 1	WEEK N°: 3
CLASS: 7 th A	DATE: July 5 th , 20

OBJECTIVE: Students will be able to introduce and practice adverbs of time to describe daily routines in English.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	DIDACTIC RESOURCES	EVALUA
<p>Reading: To recognize the new vocabulary through repetition.</p> <p>Listening: To recognize the new vocabulary through listening to the daily routines and adverbs of time.</p> <p>Speaking: To talk about daily routines and adverbs of time.</p> <p>Writing: To write sentences about daily routines and adverbs of time'.</p>	<p>Grammar: adverbs of time'</p> <p>Vocabulary: Daily routines</p> <p>Vocabulary: Adv.T: In the morning - in the afternoon - in the evening</p> <p>E: wake up – get dressed - take a shower - have breakfast - brush my teeth - go to bed - have lunch - go home - do the homework - have dinner</p>	<p><u>BUILDING BACKGROUND:</u> T. Recalls, introduces the new vocabulary and drills pronunciation. Ss. Guess, act and repeat out loud the vocabulary. <u>KNOWLEDGE CONSTRUCTION:</u> Ss. Listen and repeat the daily routines and make sentences using the adverbs of time. T. Explains the adverbs of time. T. Use activities (jumble sentences and a speaking activity). Ss. Learn to recognize the new vocabulary and talk about it.</p> <p><u>APLICACION:</u> Ss. Ask and answer questions about adverbs of time and daily routines. Ss. Speak using daily routines and adverbs of time correctly. Ss. Write sentences correctly using daily routines and adverbs of time.</p>	<p>Teacher's book.</p> <p>English notebook</p> <p>Pencil</p> <p>Markers</p> <p>Flashcards</p> <p>Worksheets</p> <p>Whiteboard</p> <p>Pictures</p>	<p>The student worksheets sentences us</p> <p>Observation Practical worl</p>

ASSIGNMENTS: Study the topics covered for the final test.

Worksheet 3**Name:****Activity 1. Reorganize sentences on routines.**

- lunch / I / have / the / in / afternoon.
- the / morning / I / teeth / brush / my / in.
- in / go / I / bed / the / to / evening.
- morning / in / dressed / get / I / the.
- I / have / in / the / dinner / evening.
- homework / the / afternoon / do / in / I / the.
- in / I / home / afternoon / the / go.
- the / I / wake / in / morning / up.
- have / I / in / the / breakfast / morning.
- take / a / in / morning / shower / I / the.
-

Activity 2. Speaking Activity. Tell the daily routines they perform in order using adverbs of time.

In the morning...

In the afternoon...

In the evening...

Annexe 6





Annexe 7



ESCUELA DE EDUCACIÓN BÁSICA
"ING. JORGE EFRÉN REYES MÉNDEZ"



SUBNIVEL: MEDIA		AREA: ENGLISH	
COURSE: SEVENTH		PARALLEL: "A"	DATE:
STUDENT:			
SCORE:			

10			
INDICATIONS:			
1. Correctly fill in the informative data (name, parallel, date).			
2. Read each question carefully before answering them.			
3. Use pen only to write your name, answer the exam only with pencil			
4. Any act of Academic Dishonesty (223), Art. 226 will apply, according to paragraph of the LOEI.			
OBJECTIVE: Assess understanding and correct use of both passive and active vocabulary, demonstrating students' ability to identify and apply these words in appropriate contexts.			
EVALUATION INDICATOR			
I.EFL.3.11.1			
Learners can match, label and answer simple questions about basic details in a short simple cross-curricular text. (I.2, S.1)(REF I.EFL.3.12.1)			
<p>1- 1--Complete the sentences with the correct emotion from the list provided.</p> <p>1. Cuando veo una araña grande, me siento _____.</p> <p>2. Después de una larga caminata, me siento _____.</p> <p>3. Recibí una sorpresa en mi cumpleaños y me sentí muy _____.</p> <p>4. Antes de un examen importante, siempre estoy _____.</p> <p>5. Cuando gano un premio, me siento muy _____.</p> <p>6. Hoy no tengo nada que hacer, estoy _____.</p> <p>7. Cuando mi amigo obtiene mejores notas que yo, me siento _____.</p>		2 marks	
<p>Lista de emociones: scared, happy, excited, surprised, nervous, tired, bored, jealous.</p>			
<p>2--Choose the correct adjective from the list to describe the following people.</p> <ul style="list-style-type: none"> • Ana siempre dice la verdad, ella es _____. • Juan comparte su comida con todos, él es _____. • María nunca ayuda a los demás, ella es _____. • Pedro es maleducado con los maestros, él es _____. • Marta siempre ayuda a su abuela, ella es _____. • Luis no hace sus tareas, él es _____. • Carla es muy educada y siempre dice "por favor" y "gracias", ella es _____. 		2 marks	
<p>Lista de adjetivos: intelligent, honest, generous, impolite, selfish, rude, dishonest, lazy, polite, helpful, patient.</p>			

3--Listen and select the correct Word.

a)	jealous	impolite	excited
b)	polite	selfish	intelligent
c)	patient	lazy	honest
d)	generous	jealous	polite
e)	honest	rude	selfish

2 marks

4--Listen and look at the pictures, then write the appropriate personal pronoun.

2 marks

5--Pronounce correctly the sentences using daily routines.

- I take a shower in the morning.
- I brush my teeth after breakfast.
- I get dressed before going to school.
- I have breakfast at 8 AM.
- I have lunch at school at 12 PM.
- I go home at 3 PM.
- I do my homework in the afternoon.
- I have dinner with my family at 7 PM.
- I go to bed at 10 PM.

Criterio	Excelente (4 puntos)	Bueno (3 puntos)	Satisfactorio (2 puntos)	Necesita Mejorar (1 punto)
Pronunciación	Pronuncia casi todas las palabras correctamente, con acento natural.	Pronuncia la mayoría de las palabras correctamente, con pocos errores y acento comprensible.	Pronuncia algunas palabras correctamente, pero comete varios errores y tiene dificultades con el acento.	Tiene dificultad pronunciando la mayoría de las palabras, con muchos errores y acento difícil de entender.
Claridad	Habla claramente y es fácil de entender todo el tiempo.	Habla generalmente claro, aunque ocasionalmente puede ser difícil de entender.	Habla con cierta claridad, pero es difícil de entender en varias ocasiones.	Habla de manera poco clara, y es difícil de entender la mayor parte del tiempo.
Fluidez	Habla de manera continua con pocas pausas o repeticiones, manteniendo un ritmo natural.	Habla con fluidez, aunque con algunas pausas o repeticiones que no afectan gravemente la comunicación.	Habla con varias pausas y repeticiones que afectan la fluidez y el ritmo natural.	Habla con muchas pausas y repeticiones, lo que afecta gravemente la fluidez y rompe el ritmo natural.