UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

AUTONOMOUS WORK TO CONTRIBUTE TO ENGLISH LANGUAGE VOCABULARY DEVELOPMENT

CEDEÑO APOLO LESLIE MAYELI
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

GARCIA CARDENAS MALENA CARLEY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

AUTONOMOUS WORK TO CONTRIBUTE TO ENGLISH LANGUAGE VOCABULARY DEVELOPMENT

CEDEÑO APOLO LESLIE MAYELI
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

GARCIA CARDENAS MALENA CARLEY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

AUTONOMOUS WORK TO CONTRIBUTE TO ENGLISH LANGUAGE VOCABULARY DEVELOPMENT

CEDEÑO APOLO LESLIE MAYELI
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

GARCIA CARDENAS MALENA CARLEY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

LOZANO ZUMBA CRISTHEL ESPERANZA

MACHALA
2024

TESIS_INGLÉS_CEDEÑO&GARCIA_2025 FINAL

5% Textos sospechosos

2% Similitudes
0% similitudes entre comillas
< 1% entre las fuentes mencionadas
⚠ **3% Idiomas no reconocidos**

Nombre del documento: TESIS_INGLÉS_CEDEÑO&GARCIA_2025 FINAL.docx
ID del documento: dc1aa67155a91985fc98ce916b95f5a644e62400
Tamaño del documento original: 1,45 MB
Autores: []

Depositante: LOZANO ZUMBA CRISTHEL ESPERANZA
Fecha de depósito: 26/1/2025
Tipo de carga: interface
fecha de fin de análisis: 26/1/2025

Número de palabras: 15.032
Número de caracteres: 102.481

Ubicación de las similitudes en el documento:

Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**FINAL_THESIS-KAREN JIMENEZ - JULIETH VALLE..docx** | FINAL_THESIS-KARE... #40c892 🏷 El documento proviene de mi grupo **4 fuentes similares**	< 1%		Palabras idénticas: **< 1%** (78 palabras)
2	**repositorio.utmachala.edu.ec** https://repositorio.utmachala.edu.ec/bitstream/48000/22854/1/Farez-Carmona 004.pdf **5 fuentes similares**	< 1%		Palabras idénticas: **< 1%** (67 palabras)
3	**repositorio.utmachala.edu.ec** https://repositorio.utmachala.edu.ec/bitstream/48000/20482/1/Trabajo_Titulacion_16.pdf **4 fuentes similares**	< 1%		Palabras idénticas: **< 1%** (61 palabras)
4	**www.jovenesenlaciencia.ugto.mx** https://www.jovenesenlaciencia.ugto.mx/index.php/jovenesenlaciencia/article/view/4046	< 1%		Palabras idénticas: **< 1%** (43 palabras)
5	**TESIS EN INGLÉS-EDWIN CALVA-JENNIFER NAULA.pdf** | TESIS EN INGLÉS-E... #c8e45d 🏷 El documento proviene de mi grupo	< 1%		Palabras idénticas: **< 1%** (54 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**Documento de otro usuario** #d118ca 🏷 El documento proviene de otro grupo	< 1%		Palabras idénticas: **< 1%** (40 palabras)
2	**Documento de otro usuario** #d0dd6e 🏷 El documento proviene de otro grupo	< 1%		Palabras idénticas: **< 1%** (24 palabras)
3	**repositorio.uteq.edu.ec** https://repositorio.uteq.edu.ec/server/api/core/bitstreams/18082895-5863-4b1b-8e4e-b0735426...	< 1%		Palabras idénticas: **< 1%** (23 palabras)
4	**Documento de otro usuario** #7325c9 🏷 El documento proviene de otro grupo	< 1%		Palabras idénticas: **< 1%** (20 palabras)
5	**so17.tci-thaijo.org** https://so17.tci-thaijo.org/index.php/JEL/article/download/275/214	< 1%		Palabras idénticas: **< 1%** (23 palabras)

Fuentes mencionadas (sin similitudes detectadas) Estas fuentes han sido citadas en el documento sin encontrar similitudes.

1 http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-50572013000300009&lng=es&tlng=es
2 https://www.elcomercio.com/educaccion/ecuador-mantiene-mala-nota-ingles.html
3 https://revistainclusiones.com/carga/wp-content/uploads/2022/03/30-Livia-et-al-VOL-9-NUM-2-ABRILJUNIO2022INCL.pdf
4 https://www.eumed.net/rev/ced/05/rchr.htm
5 https://sinergiaacademica.com/index.php/sa/article/view/140/787

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

Los que suscriben, CEDEÑO APOLO LESLIE MAYELI y GARCIA CARDENAS MALENA CARLEY, en calidad de autores del siguiente trabajo escrito titulado AUTONOMOUS WORK TO CONTRIBUTE TO ENGLISH LANGUAGE VOCABULARY DEVELOPMENT, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Los autores declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Los autores, garantes de la autoría de la obra y en relación a ella, declaran que la universidad es libre de toda responsabilidad sobre el contenido de la misma y que asumen la responsabilidad ante cualquier reclamo de terceros de manera exclusiva.

Aceptando esta licencia, la Universidad Técnica de Machala se cede el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, si no se hace para obtener beneficio económico.

<table>
<tr><td>**CEDENO APOLO LESLIE MAYELI**</td><td>**GARCIA CARDENAS MALENA CARLEY**</td></tr>
<tr><td>**0706944923**</td><td>**0804454015**</td></tr>
</table>

DEDICATION

Cedeño Apolo Leslie Mayeli

With love and gratitude, I dedicate this thesis to my parents, for their unconditional love, support, and sacrifice, which have allowed me to grow and achieve my goal. To God for His love and blessings, and to my little one for being my greatest reason to keep going and the source of meaning in everything I do. May this thesis be a reflection of the love and dedication you have invested in me, and may it make you proud of my accomplishment.

Garcia Cardenas Malena Carley

I dedicate this work to my mom, who has always been there, showing her support through every morning meal to start the day, asking how my day at university went whenever I came home, and giving me the space to carry out my academic activities.

And to the loves of my life, my siblings, for always believing in me.

ACKNOWLEDGEMENT

<div align="right">Cedeño Apolo Leslie Mayeli</div>

To my parents, who have been my source of inspiration and motivation throughout my academic career.

To my mom, thank you for getting up with me every morning to say goodbye and wish me luck at the university, your love and dedication have been my strength to move forward, showing your care and concern for my wellbeing.

To my dad, thank you for being my rock and unconditional support, your trust in me has been fundamental for me to achieve my goals and finish my career, your guidance and orientation have been invaluable to me.

I thank you from the bottom of my heart for your love, support and sacrifice, this thesis is a tribute to your dedication and effort, I love you.

To God for being my guide and who has always taken care of me, for allowing me to be in the right place at the right time and for crossing my path with incredible people, friendships that I made during this stage of my life and also to the teachers who have shared their knowledge, guiding my learning during this academic process.

<div align="right">Garcia Cardenas Malena Carley</div>

I thank God for not letting me give up.

RESUMEN

La presente investigación tuvo como objetivo principal implementar un sistema de actividades utilizando el trabajo autónomo a través del recurso didáctico para contribuir al desarrollo de vocabulario escrito del idioma inglés en estudiantes de segundo año de bachillerato general unificado. Para ello, se empleó un diseño experimental con alcance explicativo, enmarcado en un paradigma mixto, en conjunto con métodos teóricos, tales como el histórico-lógico, donde se vio cómo han evolucionado cronológicamente el uso del trabajo autónomo; analítico-sintético, el cual recolecta y trata la información empírica, teórica y metodológica; hipotético-deductivo, el cual genera y confirma nuevas hipótesis para inferir conclusiones y realizar predicciones a partir del conocimiento existente; y sistémico, que consideró el sistema de actividades como parte de un procedimiento. Los métodos empíricos utilizados fueron la medición y la experimentación. A través de ellos, se formuló una hipótesis que relacionó la implementación del trabajo autónomo para la mejora del desarrollo del vocabulario escrito de los estudiantes. A su vez se aplicaron pre-test, post-test, una guía de observación y una entrevista a los estudiantes, con el fin de diagnosticar la situación inicial y evaluar los avances logrados. Los resultados, respaldados por la prueba estadística chi-cuadrado, evidenciaron una mejora significativa en el desarrollo del vocabulario escrito en los 30 estudiantes evaluados.

Palabras clave: Trabajo autónomo, desarrollo, vocabulario, escrito, recursos didácticos.

ABSTRACT

The main objective of this research was to implement an activities system using autonomous work through the didactic resource to contribute to the development of the written vocabulary of the English language in students of the second year of unified general high school. For this purpose, an experimental design with explanatory scope was used, framed in a mixed paradigm, together with theoretical methods, such as the historical-logical, where it was seen how the use of autonomous work has evolved chronologically; analytical-synthetic, which collects and treats empirical, theoretical and methodological information; hypothetical-deductive, which generates and confirms new hypotheses to infer conclusions and make predictions from existing knowledge; and systemic, which considered the system of activities as part of a procedure. The empirical methods used were measurement and experimentation. Through them, a hypothesis was formulated that related the implementation of autonomous work to improving students' written vocabulary development. At the same time, pre-test, post-test, an observation guide, and an interview were applied to the students, in order to diagnose the initial situation and evaluate the progress achieved. The results, supported by the chi-square statistical test, showed a significant improvement in the development of written vocabulary in the 30 students evaluated.

Key words: Autonomous work, development, vocabulary, written, didactic resources.

INDEX

List of Tables

List of Figures

INTRODUCTION

English is gaining more and more importance in Latin America, and mastering this Language improves both personal and professional opportunities. People with a good command of English tend to be more likely to study abroad or get better jobs. Ecuador recognizes this reality and has assessed the need to strengthen the teaching reforms to improve the teaching and learning of English in the country's academic institutions (Carmona & Fárez, 2023).

Thus, acquiring knowledge of the English language requires teachers who provide teaching strategies to ensure the student's education, the process of learning English as a foreign language usually takes place in the classroom, due to the greater influence that this language has worldwide. Although this process mainly takes place in the educational environment, students could autonomously achieve a high level of proficiency in English independently (Beltrán, 2017).

The level of English Proficiency in Ecuador is not satisfactory and to improve it requires changes in teaching and learning practices. Research shows that vocabulary development requires consistent practice and autonomous work to facilitate student learning. For this reason, to enhance English learning among students, the Ecuadorian government implemented the Project for Strengthening English Teaching as a Foreign Language in 2012, with the primary goal of enabling Ecuadorian students to achieve a functional level of English language use (Peña, 2019).

When teaching a second language, it is therefore essential that teachers use a variety of tools to address the difficulties faced by students and improve their performance. Vocabulary is central to the teaching-learning process, as it involves understanding its forms and meaning, as well as its being used in specific contexts. Moreover, it is fundamental for language development and for assimilating knowledge in all educational experiences and everyday relationships, where

it also plays a vital role in foreign language learning to express ideas and feelings (Berthely & Esquivel, 2023).

Vocabulary is an important element in mastering any language. In the case of English as a foreign language, it is necessary to acquire and expand it continuously to achieve the required (Nation, 2001).

Independent English language learning is becoming increasingly relevant due to the growing global demand for English skills. Consequently, as English becomes the international language of business, many individuals are independently seeking to learn English to improve their academic, professional, and communication opportunities. Nevertheless, although the Internet offers a variety of resources for learning English independently, the abundance of options, may cause students to have ineffective learning experiences (Arroyo et al., 2023).

Among the main challenges of autonomous English learning are the lack of personal interaction and immediate feedback, the student's motivation and discipline, and the selection of appropriate resources. These factors combined can hinder progress and success in language learning. Additionally, the lack of timely feedback can lead to the formation of bad habits and uncorrected errors, affecting student's confidence and progress in using English.

Therefore, this research arises from the interest in conceptualizing autonomous work in English so that students can improve their vocabulary. Consequently, it addresses the challenges of understanding the dynamics of learning English, incorporating key learning strategies to enhance vocabulary, recommending possibilities for teachers to innovate their classes, and presenting new ways for students to enjoy learning.

The following **limitations** were observed in the students of second- of unified general high school:

- Students demonstrate limited English language vocabulary in writing texts.

- Students lack motivation in English classes.

- Students demonstrate their learning based on memorization of word lists.

- Students make repetitive and decontextualized use of some words in written texts.

- There are errors in writing typical of an insufficient vocabulary such as: lack of varied connectors, synonyms or alternative forms of expression; among others.

These limitations lead to set the **scientific problem**: How to contribute to the development of the written vocabulary of the English language in the students of the second-year of unified general high school?

The **possible causes** of the problem are the following:

- Predominance of traditional teaching methods.

- Students do not reinforce the content they receive in class.

- Effective study techniques for vocabulary learning are not oriented.

- Students do not integrate new vocabulary when communicating their ideas.

- Autonomous work is not encouraged for the acquisition of language skills.

According to the problem of research, the **object of study** of this work is the teaching – learning process of the English language in high school.

Consequently, the **general objective** of the research is to implement a system of activities based on the use of autonomous work that contributes to the development of the written vocabulary of the English language in the students of the second-year of unified general high school.

This is delimited in the field of study the use of autonomous work for the teaching of English.

Likewise, this research project has the following **specific objectives**:

1. To define the concepts related to the use of autonomous work for learning a second language

2. To diagnose the development of English vocabulary in second–year of unified general high school.

3. To design a system of activities based on the use of autonomous work that contributes to the development of English written vocabulary.

4. To describe how the results of the application of the system of activities based on the use of autonomous work that contributes to the development of the written vocabulary of the English language are perceived by the students and teachers in the second–year of unified general high school.

It is developed from the following **scientific hypothesis**: The implementation of a system of activities through the use of autonomous work will improve the development of the written vocabulary of the English language in the students of second-year of unified general high school.

Based on the hypothesis, the following variables are studied:

The **independent variable** is the implementation of a system of activities through the use of autonomous work.

The **dependent variable** is the development of written vocabulary in English

In order to complete the objective of this research work, a mixed methodological paradigm, with an experimental design of explanatory scope. Theoretical level methods are used, such as: analytical–synthetic, historical–logical, hypothetical-deductive; systemic. The population is formed by the **30** students in the second– of unified general high school.

The **importance** of the research focuses on the use of autonomous work to develop English language written vocabulary, which can increase proficiency in the target language based on the student's work and involvement.

The **practical contribution** of the research is a system of activities based on the use of autonomous work for the development of English language written vocabulary.

The structure of this research is composed of an introduction that details an overview of work, the theoretical design of the research, and contextualizes the problem, exposing scientific fact, causes, formulation of the problem, general objective, specific objectives and future contributions of the research. Subsequently, the first chapter is composed of the theoretical framework with the background of the research, the theorical, conceptual and contextual bases and the sociological, epistemological.

Regarding the second chapter, it is the methodological framework details the methodology used in this research. The following chapter details the intervention proposal; finally, the fourth chapter explains the result obtained during the research, conclusion and recommendations, and the bibliographical support.

CHAPTER I

1.1 Historical background of autonomous work in the process of teaching and learning English language.

Since prehistoric times, humans have developed culture through their learning processes, which evolved through individual and group activities. Their acquired knowledge progressively enabled them to master and transform their reality. Independent work played a crucial role in this process. However, the 1980s marked a significant period in establishing autonomous work. During this decade, scholars authored texts that compiled information on classifications, characteristics, and methodologies for enhancing classroom instruction (Román-Cao, 2013)

Since then, autonomous work has become an integral component of educational development and remains essential for acquiring knowledge in any discipline, particularly in the acquisition of English language vocabulary, which is the focus of this study.

Integrating traditional methods with modern technological tools provides learners with a diverse array of resources to enhance their language proficiency independently and effectively. This section explores the historical framework of autonomous learning by examining its cultural context, historical drivers, and current implications in the educational landscape.

1.1.1 Stages in the history of autonomous work.

This section outlines a periodization that coherently describes the evolutionary process of autonomous work up to the present day, highlighting key figures and the characteristics of each stage. The primary aim is to provide the educational community and the broader audience with a document that illustrates the benefits of autonomous work, facilitating a more dynamic, participative, and student-centered learning process. (Román-Cao, 2013).

First Stage

It spans from antiquity to the beginning of the 20th century. It was characterized by the importance of the assimilation of knowledge in an active and independent way, under the idea that the development of man's thinking can only occur successfully in the process of independent activity. In the Middle Ages, at the height of the flourishing of scholasticism, dogmatism, and religion, reformers such as J. Huss (1369-1415), T. More (1478-1535), and T. Campanella (1568-1639) defended the importance of teaching the child to be independent in learning, fostering in him critical and insightful thinking. They believed that the child should acquire new knowledge independently, discover a taste for learning, love nature, and find the path to knowledge on his own (Román-Cao, 2013).

In Cuba, prominent thinkers and teachers addressed the importance of a distinctive Creole culture for the Cuban consciousness. J.A. Caballero emphasized in his work the need for self-initiatives to achieve this. These ideas formed the basis of critical thinking against dogmatism and rote teaching. Pedagogues began to see knowledge as something of dialectical genesis, opposing traditional practices, laying the foundations for more independent and active learning of the student (Román-Cao, 2013).

Second Stage

The ideas promoting the activity and independence of students in learning motivated teachers and researchers to implement practices aimed at individualized teaching. In Europe and the United States, people visualized such practices during the first half of the 20th century, a period that encompasses the second stage of the evolution of the conception of autonomous work (Román-Cao, 2013).

Efforts aimed to reveal the essence of independent work and independence as a personality trait, establishing a system of actions to execute various tasks, from the choice of procedures to the results. Both internal and external organizational levels addressed this. Additionally, organizational and practical aspects encouraged independent activity among students. The bourgeois pedagogues of the time pointed out that personalizing teaching was the way to realize independent work as a cognitive activity (Román-Cao, 2013).

Third Stage

From the second half of the 20th century through the 21st century, writings marked the third stage in the evolution of independent work. During this period, previous research laid a solid foundation for independent work through rigorous pedagogical studies that established its conceptual and methodological underpinnings. Scholars developed key concepts, characteristics, laws, and principles for implementing independent work in schools. They also proposed various methods for integrating this approach into educational practice. This stage saw extensive exploration of the topic and the emergence of leading experts in the field (Román-Cao, 2013).

1.2 Theoretical characterization of teaching and learning English at the baccalaureate level.

1.2.1 Pedagogical characteristics of the English teaching-learning process.

The English language teaching-learning process is complex and dynamic, involving multiple methods and approaches that are adapted to the specific student's needs and contexts. The crucial pedagogical features that shape this process are described below:

1. Communicative Approach

- **Authentic interaction:** It emphasizes real and meaningful interactions between students and actively fosters their fluency and communicative competence.

- **Language use in context:** English is taught through real situations and contexts, which facilitates the practical application of the language.

- **Dynamic activities**: Role-play games, discussions, and simulation encourage active participation and the natural use of English.

- **2. Task-based learning**

- **Significant tasks**: Students perform tasks that reflect actual language use, such as projects, presentations, and problem-solving.

- **Focus on the process:** More than the final product, emphasis is placed on the learning process, fostering critical thinking and problem-solving skills.

- **3. Competency-Based Approach**

- **Integral Development:** The aim is to develop not only language skills but also intercultural, digital, and autonomous learning skills.

- **Continuous Assessment:** Formative and summative assessments are implemented to monitor progress and adjust teaching strategies.

- **4. Technology in the classroom**

  - **Digital resources:** Use of applications, online platforms and multimedia tools to enrich learning.

  - **Access to updated information:** Internet and digital resources provide access to current and relevant materials and content

- **5. Differentiated Approach**

  - **Adaptation to needs**: Teaching strategies are adjusted to the different learning styles, proficiency levels and paces of the students.

  - **Customized materials:** Materials and resources are used that are adapted to the individual and group needs of the students.

- **6. Linguistic Immersion**

  - **Immersion Environments:** Creation of contexts where English is used exclusively to promote total immersion in the language.

  - **Interaction with native speakers:** Promotion of activities and exchange programs to facilitate interaction with native English speakers.

- **7. Affective Factors**

  - **Motivation:** Activities are designed to keep students' motivation high through interesting and relevant topics.

- **Anxiety Reduction:** Creating a safe and supportive environment that minimizes anxiety and fosters confidence in language use.

- **8. Teaching Culture**

  - **Intercultural competence:** It teaches not only the language but also the cultural aspects that facilitate effective and appropriate communication in diverse contexts.

  - **Cultural Contextualization**: Integration of cultural content in the lessons for a deeper and more complete understanding of the language.

The English teaching-learning process focuses on communication, uses technology, adapts to individual needs, and integrates cultural aspects. These elements ensure that students acquire not only linguistic competence but also practical and cultural skills essential for using the language effectively in real–life contexts.

1.2.2 Didactic Characteristics of the English Teaching–Learning Process. The Use of Autonomous Work.

The English teaching-learning process employs different strategies. Teaching strategies aimed at vocabulary development in English are methodological approaches designed to optimize the acquisition and mastery of lexis in English learners. These strategies include the explicit teaching of specific terms through definitions and applied contexts, as well as the use of implicit methods that involve immersion in extensive reading and contextual analysis. According to García (2017), "integrating direct and indirect strategies in vocabulary instructions facilitates a more effective and sustainable internalization of lexis in learners of English as a foreign language".

Vocabulary development strategies in English encompass a series of pedagogical techniques aimed at enhancing students' acquisition and mastery of lexis. These strategies include methods that teach terms through definitions and contextual examples, as well as approaches that facilitate the integration of texts and new words in real contexts. According to Martínez (2019), "optimizing vocabulary learning is achieved through the synergistic combination of explicit instruction and contextual immersion strategies, promoting a more durable understanding and retention of lexis in English learners".

Autonomous work is a way of organization teaching where students can learn consciously and accurately. By using their general senses with a clear learning objective. They know where they want to go and what strategies to use to achieve their academic goals. Regarding autonomy in the learning area, it is mentioned that the learner knows how to learn. Develops good psych pedagogy, and consequently generates knowledge appropriate to their age and learning needs (Fraile, 2006).

Autonomous learning in the current educational context is important because it fosters students' independence and responsibility. According to Benson (2011), "Learner autonomy refers to the ability to direct one 's learning, leading to making decisions about what, when, and how to learn" (p. 58). This ability is crucial to meet the challenges of education in the 21st century, where independent and continuous ways of learning are valued.

Autonomous work in learning is essential in education, providing students with skills that prepare them for professional life, where they can continuously learn and adapt. "Autonomous work is a process in which the student self-regulates his learning and becomes aware of his cognitive processes" (Crispín M. 2011, p 49). In addition, recent research has shown that

autonomous learning not only improves academic performance but also increases student motivation and satisfaction.

Autonomous work in English language learning is a comprehensive approach that combines cognitive, metacognitive, and social affective strategies not only increases language proficiency but also promotes lifelong learning attitudes and is easy to adapt.

For Benson (2013), autonomous work in English language learning involves students taking responsibility for their learning process by setting goals, selecting materials, and evaluating their progress independently. This approach fosters self-discipline, self-control, and intrinsic motivation, skills necessary for lifelong learning.

When discussing autonomous work in English learning, it refers to a process where both the student and the teachers actively participate to foster essential learning in English. Both parties share the responsibility of shaping education. The educator must innovate in their classes to capture the student's attention, ensuring that the student can acquire knowledge in English. This approach ultimately aims to develop new learning and fluency in communicating in the language (Chávez, 2023).

With the advancement of language teaching theory and practice into the new century, the need to foster autonomy in student learning has emerged as a central theme. Although there has been a misguided perspective on autonomous work:

> To its detractor, autonomy is an idealistic goal, and its promotion is a distraction from the real task of teaching and learning language. For its advocates, autonomy es a precondition for effective learning; when students develop autonomy, they become better language learners and more responsible and critical members of the communities in which they live (Benson, 2007, p.1).

However, as Benson (2007) mentioned, autonomy has sparked debate due to misconceptions about its nature and application. For example, many assume that autonomy means learning in isolation, without a teacher or outside the classroom, which raises questions about its relevance in language teaching. Additionally, there is a tendency to believe that autonomy necessarily involves certain skills

Autonomous work emerges from the need for students to become aware of their learning processes, assume responsibility, plan according to their knowledge needs, and focus on achieving their objectives. The autonomous learner is characterized by: self-directing, self-regulating and self-evaluating his or her learning process. Specifically, this includes self-directing based on personal preferences, needs, or goals; self-regulating by selecting appropriate strategies and corrections; and self-evaluating to assess the quality of learning, identify difficulties encountered and propose improvement solutions (García, 2020).

Components of autonomous work for learning.

Autonomous learners take full responsibility for their learning process. This responsibility includes setting their objectives, defining the content they wish to learn, and planning the course progression Additionally, the learner selects the methods and techniques they will employ monitor their progress, and evaluate their learning outcomes. Each student establishes, specific goals for developing the language they choose to learn, which are complemented by the following components:

- **Intrinsic Motivation:** The student's internal willingness to learn is out of personal interest and satisfaction.

- **Metacognition:** Students' ability to reflect on their learning process, identify their strengths and weaknesses, and adjust their strategies accordingly.

- **Time Management:** The ability to organize and manage time effectively to complete tasks and achieve learning objectives.

- **Resources:** Effective use of valuable learning materials, such as books, apps, online courses, and communities of practice

Several authors offer different concepts and perspectives on autonomous work. Rodríguez (2008), describes it as a learning management method designed to develop students' cognitive independence both inside and outside the classroom. This approach fosters self-knowledge and personal growth. It requires self-preparation by the students while still incorporating essential teacher guidance. Through independent work, students can better understand their strengths and weaknesses concerning their performance.

The ideas of autonomous learning have played an increasingly important role in language teaching. Autonomous language learning is characterized by optimizing or expanding the learner's capacity for choice, focusing on the learner's needs rather than the interest's teacher or institution, and leaving decision-making in the hands of the learners. Independent learners should develop the ability to participate, interact, and benefit from learning environments not directly mediated by teachers (Najeeb, 2012).

Autonomous work as a learning method focuses on the student's ability to manage and direct their own English vocabulary acquisition process. This approach allows students to take control of their learning tailoring it to their specific.

1. **Use of Applications and Digital Tools:**

- **Digital Games:** Applications such as Duolingo allow students to learn through entertaining content that efficiently teaches reading, writing, understanding, and speaking in other languages, and daily review motivation.

- **Customized Word Lists:** Online tools allow you to create and manage vocabulary lists according to topics or areas of interest.

2. **Autonomous reading:**

- **Extensive Reading:** Read books, articles, and other texts in English that are of personal interest underlining and nothing new words.

- **Use of dictionaries and translators:** Consult meanings, pronunciations, and usage examples to better understand the vocabulary encountered during reading.

3. **Active Practice:**

- **Creative Writing:** Write essays, journals or short stories using newly learned words.

- **Conversation:** Practice new vocabulary in conversations with native speakers or fellow learners.

4. **Evaluation and self-evaluation:**

- **Vocabulary test:** Conduct regular tests to assess vocabulary knowledge and identify areas that need more attention.

- **Progress Review:** Keep a record of words learned and review periodically to ensure that the vocabulary is retained over the long term.

English Vocabulary Development.

Vocabulary knowledge plays a crucial role in nearly all aspects of language learning. According to Nation (2001) "vocabulary learning is not an end in itself; it serves to help learners

listen, speak, read, or write more effectively" (p.362) Therefore, mastering a language relies on acquiring its vocabulary.

There are several ways to determine how many words a student of English as a second or foreign language needs to know. The most ambitious of these is to calculate how many words there are in English and consider this a learning objective. Methodological issues aside, the two main objections to this approach are that native speakers do not know all the words in their native language and that these numbers are too large to be sensible learning objectives for second language (L2) learners. A second way of deciding on vocabulary learning targets is to look at what native speakers know and consider that as the target (Nation, 2006).

Therefore, Hashemzadeh (2012) mentions that teachers should spend more time teaching unfamiliar words using different exercises such as fill-in-the-blank, which improves vocabulary retention. In this way, the words will stick in the learners' minds, and they can easily remember them after a long time.

The vocabulary sub-skill in English is structured across several dimensions to ensure a broad and adequate mastery of the language. Based on the review of various studies, such as those by Reyes (2007), it was possible to synthesize the key elements of this sub-skill:

1. Breadth and Variety of Vocabulary

- **Basic Vocabulary:** Refers to common and essential words and phrases for daily communication, such as greetings, personal descriptions, and expressions of basic needs.
- **Intermediate Vocabulary:** Includes words and phrases related to broader everyday topics such as work, leisure, family, education, and technology.

- **Advanced Vocabulary:** Contains specific and technical terms often associated with academic or professional areas, as well as idiomatic and colloquial expressions that enhance fluency.

2. *Depth of Vocabulary*

- **Knowledge of Multiple Meanings:** Many English words have different meanings depending on the context. The ability to understand and use these words appropriately is crucial.

- **Synonymy and Antonymy:** Knowing synonyms and antonyms allow for varied and nuanced expression of ideas.

3. *Contextual Use of Vocabulary*

- **Knowledge of Register:** It is important to know which words are appropriate for formal, informal, academic, or professional contexts.

- **Collocations:** Understanding and using common word combinations in English, such as *make a decision* or *take a risk*, helps to sound more natural.

4. *Mastery of Functional Words*

- **Prepositions:** Their correct use is essential, as they can change the meaning of a sentences (e.g., *look at* vs. *look for*).

- **Connectors:** Words and phrases like *and, but, therefore, however, among others,* help connect ideas and improve text or conversation cohesion.

- **Modifiers:** Using adjectives, adverbs, and quantifiers adds detail and enriches communication.

5. *Expansion and Enrichment of Vocabulary*

- **Extensive Reading:** Reading varied materials to be exposed to new vocabulary in different contexts.

- **Active Practice:** Using new words and phrases in writing and conversations to reinforce learning.

- **Memory Techniques:** Employing mind maps, flashcards, and word association to remember and expand vocabulary.

A balanced mastery of these dimensions allows for more effective and accurate communication in English, adapting to different contexts and purposes.

1.3 The process of teaching and learning English in Ecuador.

Despite the numerous languages that exist, English occupies a significant place in today's world, establishing it as an essential tool, mastery is which becomes an absolute necessity for any person. An individual skilled in this language can be competitive in today's world and stay at the forefront of scientific and technological advances. However, since learning content is often not voluntary, several governments have incorporated English language instruction into formal education at primary schools, secondary schools and universities. (Peña, 2019).

Ministerial Agreement 0041-14 specified that the curriculum should allocate 5 hours per week for teaching English starting from the eight years of basic general education (Peña, 2019) The teacher must master the appropriate pedagogical approach and strategies to teach effectively this subject and achieve positive results in English language learning.

One of the most important guidelines in the new reforms involves assessing teachers using international TOEFL tests, which measure English language skills and competencies. The test results revealed that teachers did not achieve the required linguistic level in English. In 2016 the University Council set standards that University students must meet. To obtain the third-level

degree. The students must attain a B2 level according to the Common European Framework of Reference for Language. (Peña 2019).

Learning English has not been a priority in Ecuador, as it was a traditional part of higher education for people with the highest social status. However, the changes in the globalized world now require Ecuadorian students to have an acceptable level of English to qualify for international scholarships and compete effectively in any professional field. Despite the need for methodologies that help students acquire a high level of English, the process over many years has failed, resulting in a significant deficiency in the teaching process, especially in public institutions. Although private schools have tried to offer better results, many students' experiences show they are also affected by the same deficiency. The basis of this situation lies in the process of teaching English since the early stages of this phase in Ecuador. In 1912, educational institution throughout the country introduced English instruction, and in 1950, English became part of the curriculum under President Galo Plaza Lasso's government. At the time, the lack of English teachers was a significant problem, so students received only one hour a week in high school and none in elementary schools (Muñoz et al., 2018).

The National Government of Ecuador has attempted to promote an English language culture but has faced challenges in maintaining consistency and achieving results. Despite this, the government has created a support system for teachers through language training. To meet international standards, teachers need to master several languages and competencies, adapting to needs of the educational system and Ecuadorian society (Polo, 2023).

El Comercio (2022) mentions that the country continues to lag in education, with figures in the red. Ecuador scored 466 out of 700, ranking 82nd out of 111 countries worldwide in English proficiency. This score translates to a low proficiency level, equivalent to A1, and is well below

the global average of 502 points, as revealed by the latest EF EPI (English Proficiency Index) evaluation.

Consequently, due to the lack of adequate methodologies, curricular materials, and didactic resources, Santiesteban (2023) points out that the English teaching and learning process in the city of Machala, El Oro, is insufficient, preventing students from developing the necessary linguistic and cognitive competencies, resulting in a level of language proficiency that does not meet expectations.

In this context and recognizing the critical importance of a strong vocabulary for English language proficiency, several studies have examined innovative strategies to improve its acquisition. Thus, Guano (2020) used the Kahoot platform to promote an active and progressive acquisition of new vocabulary for the study of English as a foreign language, considering both the effectiveness of this technological tool and the main difficulties students have when learning English vocabulary.

Peña (2019) argues that implementing activity systems is a crucial tool in the English language teaching process. Interactive activities, such as role-plays, debates, and oral presentations, facilitate active student participation. These activities offer flexibility and adaptability, allowing for adjustments based on learners' needs and proficiency levels. This approach ensures the relevance and effectiveness of activities in developing language competencies.

Designing a system of activities through didactic cards can significantly benefit the teaching–learning process for vocabulary development. Students continuously improve their knowledge through practice, leading to cognitive and social growth within the academic

environment. Viñamagua (2024) conducted research implementing this method to enhance student learning.

Vocabulary learning is crucial due to the need to learn a new language and develop basic language skills. When considering the effects of these methods, incorporating didactic and dynamic practices not only improves the storage and application of vocabulary but also creates an immersive and personalized learning experience for students, adjusting to their individual needs and levels of language proficiency.

1.3.1 Actual diagnosis of the development of written vocabulary in the second-year of unified general high school.

In this section of the research, the results will be shown, referring to the current diagnosis made on students of the second-year of unified general high school. For this purpose, the following data collection instruments were used: an observation guide (Annex 1), a structured interview directed to the students (Annex 2), and the diagnostic test directed to them (Annex 3).

Observation Guide

In an effort to characterize the development of written vocabulary in the second-year students of a unified general high school, an observation guide (see Annex 1) was implemented to identify possible limitations on the student's performance during English classes.

The observation guide was applied in a class session attended by 25 of 30 students. During the class, the following observations were recorded:

- Most students demonstrate that they cannot recognize keywords in written text.

- While some students show a basic mastery of synonyms, most have difficulty identifying and using both types of words in the activities.

- Students tend to use limited vocabulary rely heavily on simple structures, and frequently ask for teacher assistance.

- The use of connectors and prepositions is still incipient in most students.

- Although students attempt to construct sentences, these are often short and simple, which limits their ability to express ideas in a sophisticated way.

- They express their ideas in their native language.

The findings during the observation show that students are not able to recognize keywords in written texts, which evidences a generalized difficulty in the comprehension of textual content in English. Although some students demonstrate basic mastery of synonyms, most face significant problems in identifying in the proposed activities.

Students tend to use a limited vocabulary and rely on simple structures in their written production, reflecting a lack of confidence in their ability to use more complex constructions. This pattern is accentuated by frequent dependence on teacher guidance, suggesting low autonomy in the learning process.

The use of connectors and prepositions is still incipient, thus limiting student's ability to express temporal, casual, or spatial relationships clearly and coherently in their sentences. Although some attempts to construct sentences in English, these are often short and simple, restricting their ability to communicate ideas effectively.

In addition, a significant number of students resort to their native language when expressing ideas, which underscores the difficulties in applying vocabulary and grammatical structures learned in English. This highlights the need to design and implement specific strategies that foster autonomy as mastery of fundamental skills for developing of written vocabulary in English.

Interview

To obtain a diagnosis of a student's English written vocabulary development, a structured interview was conducted with 30 participants. The results are presented below, organized according to the questions asked:

1. **What strategies do you use to learn new words in English?**

   Some students mentioned that they turn to apps and online platforms. They indicate applications such as Busuu and others that facilitate interaction with native speakers to practice the language. They also point out that they use songs and activities related to English texts as a source of learning. Some highlight the use of dictionaries as a main tool to develop and formulate sentences in English. On the other hand, there is a group of students who do not know of applications or initiative to learn English vocabulary.

2. **What kind of words or expressions do you find difficult to understand and use in your written assignments in English?**

   The areas of difficulty related to vocabulary expressed by the students were topics such as adjectives, basic grammatical structures, and long and complex words, generating confusion when using them due to the lack of knowledge of their meanings.

3. **How do you decide which words or phrases to use when writing a text in formal or informal English?**

   Some responses reveal the strategies used by students when selecting vocabulary. They use familiar and habitual words that allow them to meet the expectations of the assigned tasks. They also tend to resort to digital translators to find appropriate words, while other students do not know how to select vocabulary, let alone create texts.

Pedagogical Test

After applying the pedagogical test (see Annex 3) to 30 students corresponding to the population, the following data were obtained about each established indicator:

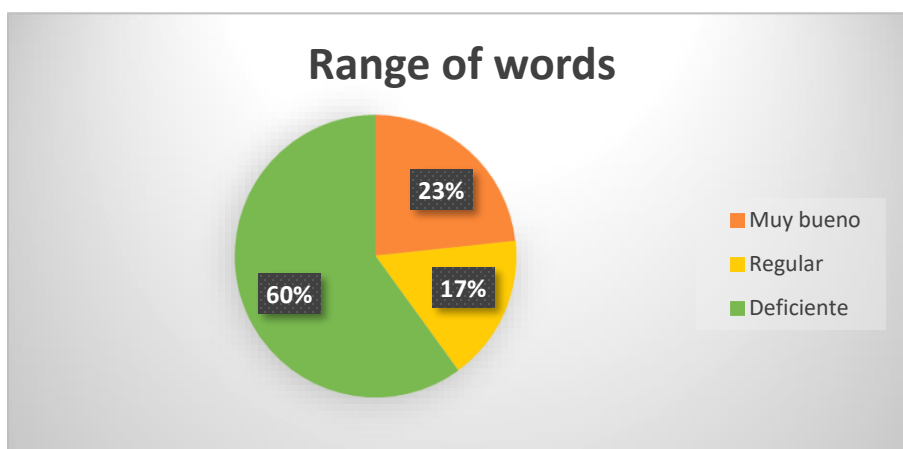*Indicator 1: Range of words used in production*

Figure 1
Results of the pedagogical test in the indicator of range of words used in production

The graph shows that the majority part of students (60%) have a deficient performance in recognizing and describing basic illustrations. The next result is 23%, a total of 7 students, with a very good performance level, demonstrating efficiency in this indicator. Lastly, not so different from the previous percentage, we have 17% who demonstrate little difficulty on the subject.

Analyzing the results, it can be established that in terms of the indicator "Range of words used in production", students have a very low performance, which shows that they do not have an extensive vocabulary or have difficulty remembering the correct spelling of English words. As Nation (2001) points out, "Students with a limited range of vocabulary tend to face greater difficulties in written and oral production tasks, as insufficient vocabulary restricts their ability to express ideas and understand the context of activities.
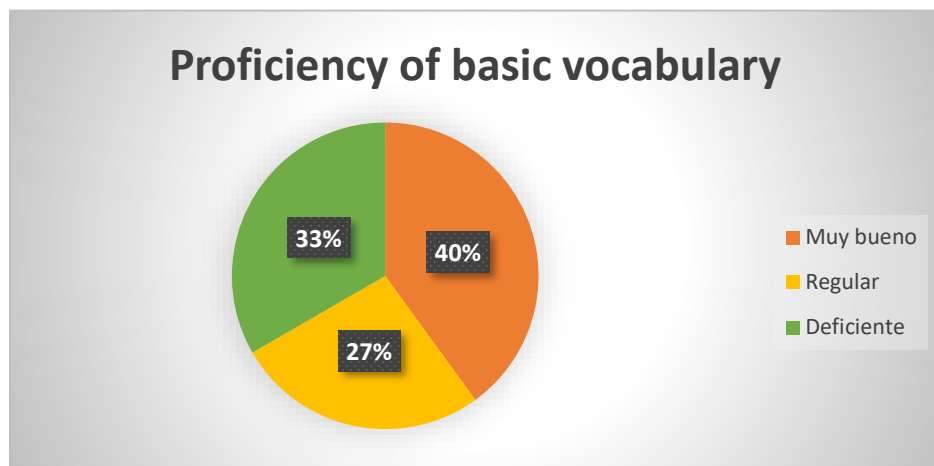
__Indicator 2: Proficiency of basic vocabulary__

Figure 2
Results of the pedagogical test in the indicator of proficiency of
basic vocabulary

According to the graph, less than half of the students (40%) demonstrate the ability to choose the appropriate vocabulary to complete the sentences. After these, we have 33% of the students who fail to master basic vocabulary and lastly, 27% of the population's proficiency is regular. The results reflect that the population has a performance that is mostly very good, but at the same time, the number of students with deficient results is almost the same, which is a cause for concern.

The difficulties revealed in this indicator may be due to the little attention students pay to the different uses that a single word can have. For Nation (2001), "vocabulary acquisition involves not only learning isolated words, but also understanding their multiple meanings and contextual uses". Therefore, this process requires a conscious effort and constant practice.

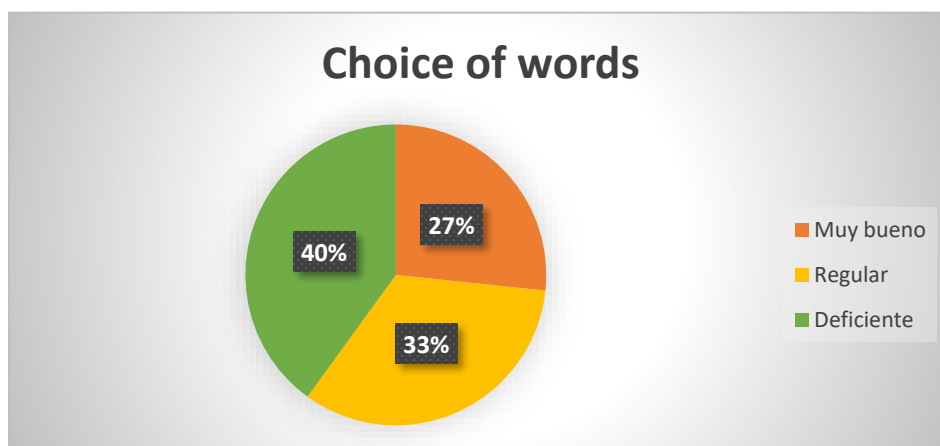*Indicator 3: Choice of words appropriate to context and register*

Figure 3

Results of the pedagogical test in the indicator of choice of words appropriate to context and register

According to the data shown in the graph, there is a deficiency of 40% of the students in selecting the appropriate word depending on the context. On the other hand, there is a regularity of 33% followed by 27% of students who are good at choosing words to complete. These results indicate that most of them have a lack of sufficient exposure to the language in authentic and diverse situations.

This type of skills requires the ability to interpret nuances of meaning and register. As explained by Celce-Murcia (2000), the appropriate selection of words according to context and register depends not only on vocabulary knowledge but also on the development of pragmatic and sociolinguistics awareness, which requires consistent practice in real and varied situations.

Indicator 4: Correct use of function words (prepositions, connectors)
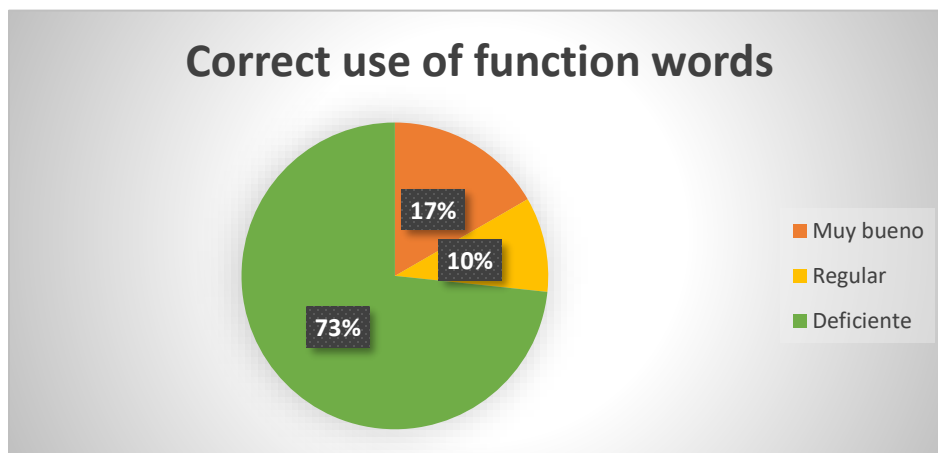
Figure 4
Results of the pedagogical test in the indicator of correct use of function words

The graph shows that 73% of the students (22) have a deficient level with respect to the correct use of functional words, which shows that they do not know how to use them correctly. On the other hand, only 17% of the population is able to use functional words, while 10% try to do so.

This suggests that students lack knowledge of the use of function words as a whole, as well as the lack of contextualized practice or strategies to identify their functions and patterns. The low performance in the correct use of function words, such as prepositions and connectors, may be to the interference of the mother tongue in the written production of the foreign language (Vaca, 2020).

Indicator 5: Correct use of learned vocabulary in written text.
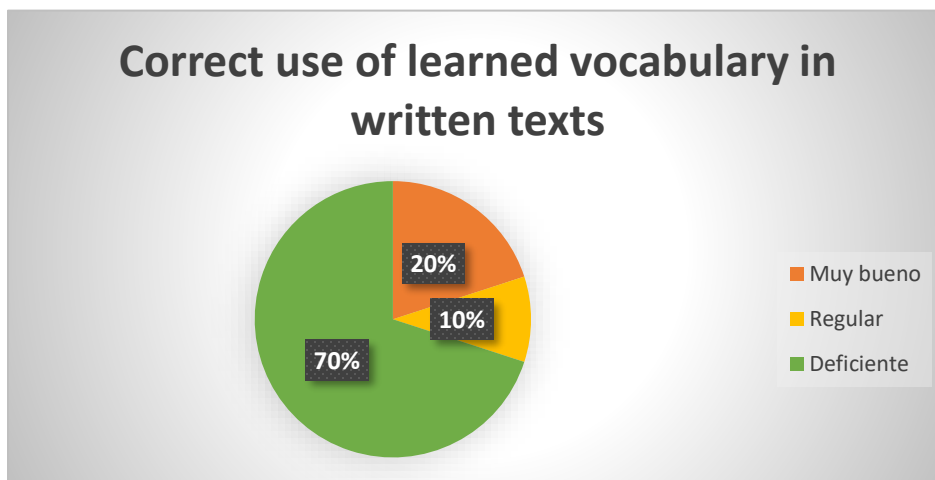
Figure 5
*Results of the pedagogical test in the indicator of correct use of
learned vocabulary in written texts*

Considering the result presented in the graph, it is evident that most of the 70% of students (21) present deficiency when learning vocabulary, using it correctly in the creation of simple sentences, on the other hand, with 20%, being a considerable value, present a very good performance and are able to use vocabulary of learned texts, and as a final part, 10% of students (3) still find it difficult to write simple sentences.

This graph can be interpreted to mean that the majority of students face difficulties not only in learning new words but also in integrating them adequately into written production. This could be due to insufficient teaching of vocabulary in context, limited practice in writing, or even a pedagogical approach that prioritizes rote learning rather than a functional application of vocabulary.

Indicator 6: Increase of new words

Increase of new words

13%
20%
67%

Muy bueno
Regular
Deficiente
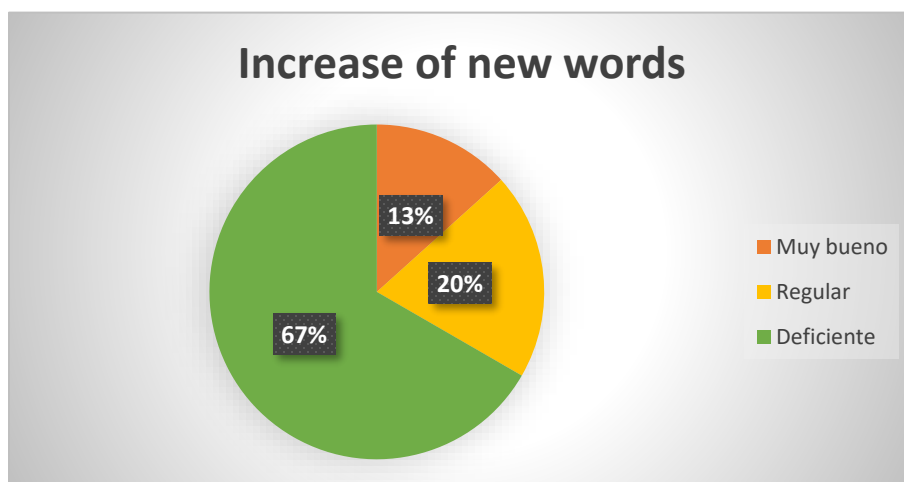
Figure 6
Results of the pedagogical test in the indicator of increase of new words

Regarding the indicator of the increase of new words, there was a high percentage of students (67%) who still find it difficult to acquire and not forget basic vocabulary that they learn in class. We have 20% of the population that dominates with little difficulty in this indicator and 13% shows that their acquired vocabulary is already part of themselves.

The fact that 67% of students still face difficulties in acquiring and retaining basic vocabulary suggest that there are factors affecting their ability to consolidate vocabulary in the long term. This may be due to a lack of frequent and contextualized exposure to the vocabulary learned, which is essential for words to become fixed in long-term memory (Laufer & Goldstein, 2004, p.18).

General Analysis:
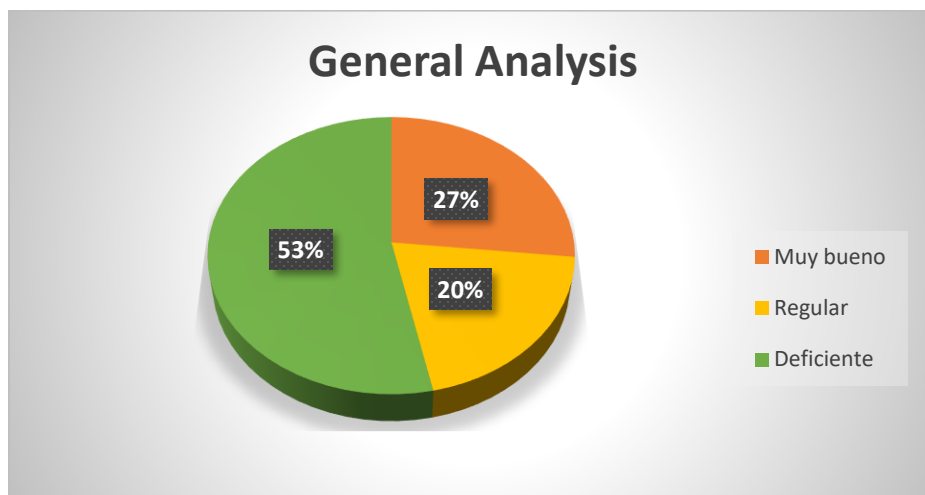
Figure 7
General diagnosis of the development of written vocabulary in the population

This graph illustrates the general results of all the indicators evaluated. Based on this, it is evident that the students present deficiencies in the areas of Word Comprehension, Vocabulary Use, Written Production, and Lexical to the use of written vocabulary in the English language.

Based on the result obtained, the implementation of a system of activities based on the use of didactic resources oriented to improve the development of written vocabulary in the students of the second-year of unified general high school.

CHAPTER II

This chapter details aspects related to the methodology used in the course of this research, such as: paradigm and type of research, type of design, population, theoretical and empirical methods, data collection techniques and instruments.

2.1. Paradigm and type of research.

This study uses a mixed methodological approach that integrates quantitative and qualitative methods to provide a comprehensive view of the data collected. On the one hand, numerical data were collected through pedagogical tests, which were processed and analyzed using statistical tools. On the other hand, qualitative techniques, such as interviews and observations, are incorporated in order to examine in detail the perceptions and behaviors of the participants (Creswell, 2014).

2.2. Type of design.

The type of design used in this study is experimental. According to Hernández et al. (2014), research of this type seeks to determine the possible effect of a cause that is manipulated, i.e., they conduct experiments where the independent variable stimulates, intervenes or influences the dependent variable to observe its effects in a controlled environment (p. 129). Within the categories of design is the pre-experiment, which was used through the level a pre-test / post-test design that allowed diagnosing the level of the group in the dependent variable before the intervention and comparing the results with the application of the post-test.

2.3. Population.

The study has a population of 30 students of second-year unified general high school, located in the city of Machala, province of El Oro. Among them are 23 women and 7 men with different levels of vocabulary knowledge.

2.4. Research Methods.

The Methods used this research represent the steps that authors followed to gather the necessary information about their area of study. The following theoretical methods and empirical methods were used to ensure the scientific validity of the research and, therefore, of the knowledge gained.

Theoretical Method

Analytical-synthetic method: This method allows breaking down the study phenomenon into its component parts to analyze each of them individually (analysis) and then integrating these elements into a coherent whole (synthesis). In this case, the method is relevant to identify the factors that influence autonomous learning and vocabulary development, in addition to allowing the construction of a system of activities specific to the context of high school students. The analytic-synthetic method allows understanding each of the limitations and potentialities of autonomous work in the development of vocabulary in a second language (Hernández Sampieri et al., 2014)

Historical-logical method: In scientific background, the history and evolution of the object of study are presented through the historical-logical method. This involves guiding the reader through the chronological development of science, exploring both historical events and the

underlying logic behind them. In this way, the historical aspect is integrated with the study of real facts and phenomena presented in the classroom. Additionally, applying logic in the analysis of the laws governing the development of events constitutes an effective method that fosters interest and learning (Piñas et. al, 2022).

Hypothetico-deductive method: it starts from the elaboration of a hypothesis based on principle, laws or empirical data, and then employs logical deduction to validate it. Its importance lies in its ability to generate and confirm new hypotheses, as well as to infer conclusions and make predictions from existing knowledge (López & Ramos, 2021). The present study established a scientific problem, and a hypothesis based on the difficulties observed in a classroom and used deduction to verify or refute the hypothesis.

Empirical Method

Observation: Observation allows for direct data on student's classroom behavior, attitudes, and practices, providing an accurate picture of how they cope with English vocabulary learning. Observation is especially relevant in qualitative research because it allows capturing the real dynamics of students in natural contexts and, in this case, allows identifying if and how students integrate new vocabulary from autonomous work (Rekalde et al., 2014).

Interview: The interview, according to Diaz (2013), is a technique of great help in qualitative research to collect data; it is defined as a conversation, arguing that it is more effective that a questionnaire, since more complete and deeper information is obtained.

Pedagogical Test: Pedagogical tests are commonly used in educational research to diagnose the state of students' knowledge, habits and skills at a specific time. In addition, they allow evaluating the effectiveness of teaching, controlling the educational process and measuring students'

performance in each discipline (Fiallo et. al, 2004). For this reason, this tool was applied to the students of second-year unified general high school.

2.5 Description of the techniques and instruments for data collection.

The research techniques and instruments comprise a set of rules and steps that help to achieve the research objectives and solve the problem posed. The following is detailed in a Consistency Matrix the instruments to be used.

2.5.1 Consistency Matrix.

Table 1
Consistency Matrix

Scientific Problem	General Objective	Hypothesis	Variables	Definition	Dimensions	Indicators	Instruments
How to contribute to the development of the written vocabulary of the English language in the students of the second-year of unified general high school.	To implement a system of activities based on the use of autonomous work that contributes to the development of the written vocabulary of the English language in the students of the second-year of unified general high school.	The implementation of a system of activities through the use of autonomous work will improve the development of the written vocabulary of the English language in the students of second-year of unified general high school	**Dependent Variable:** Vocabulary	The set of words and expressions that an individual knows and uses to understand and produce written messages in a language. It includes knowledge of the form, meaning and rules of use of words in different contexts	Word Comprehension	•Range of familiar words used in written production. •Mastery of basic vocabulary	- Pedagogical Tests (pre-test y post-test) -Observation Guide -Interview
					Use of Vocabulary	•Selection of words appropriate to the context and register (formal, informal) •Correct use of functional words (prepositions and connectors)	
					Written Production	•Correct use of learned vocabulary in written texts.	
					Lexical	•Increase of new words	

2.6 Analysis of information.

      To evaluate the development of writing vocabulary, it is important to consider four essential dimensions: Word comprehension, vocabulary use, written production and lexicon. The indicators included in this evaluation rubric were selected based on these dimensions. This instrument was used to process the data from the pedagogical test and make the respective analysis.

Table 2
Evaluation rubric

Dimension	Indicator	*Muy Bueno (5-4)*	*Regular (3-2)*	*Deficiente (1)*
Word Comprehension	Range of words used in production	Uses a wide range of relevant and contextually appropriate words in written production.	Uses a limited range of words, some of which are inappropriate to the context or repetitive.	Uses a very limited range of words, with serious textual errors.
	Mastery of basic vocabulary	Shows full command of basic vocabulary, with correct and varied usage in different contexts.	Shows partial mastery of basic vocabulary, with some errors in its use.	Shows a por command of basic vocabulary, with many errors.
Use of Vocabulary	Selects words appropriate to context and register	Selects words appropriate to context and register consistently.	Selects words appropriate to context and register on occasion, but inconsistently.	Selects words inappropriate to context and register frequently.
	Correct use of function words (prepositions, connectors)	Correct use of function words, including prepositions and connectors with fluency.	Uses function words with some errors that affect the clarity of message.	Uses function words incorrectly, making it difficult to understand the message.
Written Production	Correct use of learned vocabulary in written texts	Accurately and creatively integrates learned vocabulary into clear and coherent texts.	Integrates learned vocabulary with some errors or little coherence in the texts.	Presents frequent errors in the use of learned vocabulary, affecting the clarity of the text.
Lexical	Increase of new words	Demonstrates a significant increase	Demonstrates a moderate increase	Demonstrates limited or no

		in the number of new words used correctly in various contexts	in the use of new words, but with some errors.	increase of new words, with consistent errors.

2.7. Elaboration of research instruments.

To investigate the development of the written vocabulary in English of the students in the second-year of unified general high school, different research instruments were carefully designed to obtain data and identify the students' deficiencies in English vocabulary that need to be strengthened.

An observation guide was implemented to find out how students interact with the autonomous learning activities proposed by their teacher, their level of participation during the tasks related to English vocabulary, and the strategies they use to solve writing activities. This instrument made it possible to identify the specific difficulties faced by students when using written vocabulary.

The observation guide was designed considering key indicators such as the correct use of learned vocabulary, the ability to form sentences, and the frequency with which students use external support or references on their own. These data not only help evaluate the impact of the strategies used but also guide the planning of future interventions to strengthen the learning of written vocabulary.

The interview, according to Díaz (2013), is a technique of great help in qualitative research to collect data; it is defined as a conversation, arguing that it is more effective than a questionnaire since more complete and deeper information is obtained.

Pedagogical tests are commonly used in educational research to diagnose the state of students' knowledge, habits and skills at a specific time. In addition, they allow evaluating the effectiveness of teaching, controlling the educational process and measuring students' performance in each discipline (Fiallo et. al, 2004)

CHAPTER III

3.1 Didactic resources for the development of written vocabulary in English through autonomous work.

The objective of this chapter is to present the resources that will be used and the methodology that will be implemented to promote autonomous work in the students of the second-year of unified general high school, to improve their vocabulary in English. In addition, the theoretical basis related to autonomous work, the design of the system of activities, and the collection tools will be presented.

3.2 Theoretical basis for the use of autonomous work for English vocabulary development.

According to Benson (2011), autonomous work has become a key strategy for improving students' language skills, especially when it comes to learning a second language, such as English. It refers to the student's ability to take control of their learning, choosing how, when, and what to study, without always relying on the supervision of a teacher, this approach allows students to become more independent learners, taking responsibility for their education.

In this way, students can organize their learning according to their needs and their personal way of learning. By adopting autonomous strategies, such as using apps, dictionaries, reading, and learning with vocabulary games, students can improve their vocabulary at their own pace, so autonomous work offers them the freedom to advance in their own way, which can increase their motivation.

In the case of the students of the second-year of unified general high school, it has been noted that they present difficulties in the development of their written vocabulary in English, this could be evidenced through the results obtained in an initial diagnostic test, where it is monitored that students not only have limitations in the accuracy of their writing, but also in the variety of

words they use. These deficiencies indicate that students do not have enough practice outside the classroom or opportunities to interact continuously with the language, which affects their vocabulary mastery.

To meet these challenges, a system of activities based on autonomous work will be implemented, allowing students to take a more active role in their learning process. By managing their learning independently, they will be able to practice and enrich their written vocabulary on an ongoing basis, which will give them more confidence and fluency.

The system of activities based on autonomous work is supported by pedagogical principles that encourage independent learning, in a didactic approach that favors the cognitive and motivational development of students. This integrated approach will help improve the written vocabulary in English in the second-year of unified general high school, strengthening both their language proficiency and their ability.

3.3 Description of the use of autonomous work for the development of the written vocabulary of the English language in the second-year of unified general high school.

This section describes the system of activities implemented to improve the development of the written vocabulary of the English language in the students of second-year of unified general high school. This system consisted of three face-to-face sessions developed on January 9, 13, and 16, 2025. The activities were focused on the use of autonomous work through the use of printed didactic resources to motivate students to develop written vocabulary in an effective way with the support and guidance of teachers.

General Objective:

− To improve the written vocabulary in English in the students of the second-year of unified general high school through a system of autonomous activities combining didactic resources.

Specific Objectives:

− To identify and select basic vocabulary in English to improve the development of writing in students.

− To design and implement strategies that integrate autonomous work with guided activities to motivate students in the development of English vocabulary.

− Evaluate the impact of independent work on English vocabulary learning and writing.

Activity 1

Objective: To expand and master basic English words to describe actions and physical characteristics.

Duration: 40 minutes

Activities:

Autonomous prior preparation:

　　− Assigned to practice on apps containing basic vocabulary with pictures.

　　− Review three specific categories (verbs, sports, body parts).

In-class activity:

Students work in class using print or digital flashcards to practice vocabulary.

Autonomous in-class reinforcement:

　　− Students complete a worksheet of the practiced words.

　　− They are asked to write three original sentences using the words learned.

Assessment: Almost half of the students had no knowledge of the vocabulary taught but participated with related words they remembered.

Activity 2

Objective: To identify words with opposite (antonyms) and similar (synonyms) meanings in English. Increase the number of new words.

Duration: 40 minutes

Activities:

Autonomous prior preparation:

  – They are assigned to watch a short video explaining the topic.

  – They should list five pairs of words (emotions).

In-class activity:

Students complete in a brainstorming game to find words related to the topic.

Autonomous in-class reinforcement:

Students complete sentences using the adjectives learned.

Activity 3

Objective: To use connectors and prepositions to join ideas and express temporal and spatial relationships in English.

Duration: 40 minutes

Activities:

Autonomous pre-preparation:

Students read a short text with examples of connectors and prepositions. They are assigned to highlight these words in the text.

In-class activity:

Students work in pairs to complete texts with blanks using appropriate connectors and prepositions.

Autonomous in-class reinforcement:

  – Students play word order games to form coherent sentences.

  – They complete a short text using the vocabulary and grammar taught.

Assessment: Students were able to use prepositions and connectors correctly in context.

.

CHAPTER IV

4.1 System of activities based on the use of autonomous work for the development of written vocabulary in English.

This chapter will present the results obtained after the implementation of autonomous work as a strategy to improve English vocabulary in the students of the second year of unified general high school. Throughout this process, the students carried out various activities designed to promote their learning and thus expand their English lexicon. The results show the impact this approach had on their ability to understand and use new words in written expression. In the following sections, we will detail the most notable advances made by the students, as well as the difficulties they encountered along the way and how they overcame some of the challenges posed.

4.2 Description of the implementation of the system of activities to improve the development of written vocabulary in English.

This section of the study focuses on the implementation process of the proposal to improve the development of the written vocabulary of the English language in the students of the second year of unified general high school. This system of activities was divided into three face-to-face sessions planned for January 9, 13, and 16, 2025. An experimental design of explanatory scope was used. The application of the printed didactic resources is described below:

Activity 1: Application of the pre-test and explanation of basic English words to describe actions and physical characteristics.

The first activity was carried out on Thursday, January 9, 2025, from 8:20 to 9:00 am. To begin, the researchers applied a six-question pre-test focused on the correct use of vocabulary. The first question consisted of describing the image with one word, the second in completing the sentences according to their vocabulary domain, the third in completing the sentences according

to their context, the fourth in completing sentences using spatial prepositions, the fifth in writing two simple sentences about themselves, and the sixth in writing words they know according to the basic categories established.

The objective of the pre-test was to know the level of knowledge of written vocabulary in its different contexts, and how to make them interested in learning through autonomous work and printed didactic resources. Then we proceeded to the explanation and recommendation of the use of specific applications to learn vocabulary, as well as to motivate them to participate in class with their previously acquired vocabulary, which was classified into action verbs related to sports and the main parts of the body in the use of the same. Printed didactic resources were used to teach them to differentiate through drawings and flashcards, and they were provided with an activity to complete words and relate them to each other.

Activity 2: Classification of antonymous and synonymous words. Increasing the number of new words.

The second session was held on Monday, January 13, 2025, from 10:50 am to 11:30 am. Students were asked to watch a short video the day before on the topic. At the beginning of the activity, an explanation of the differences between antonyms and synonyms was made. For this purpose, a printed classification of 6 emotions with their synonyms and antonyms was used, as well as an exercise card related to the topic. In this worksheet, students had to complete the sentence with an emotion according to the context. The objective of this activity was to increase their vocabulary and evaluate their correct use of it.

Activity 3: Using connectors and prepositions to join ideas and express temporal and spatial relationships in English.

This class was held on Thursday, January 16, 2025, from 8:20 to 9:00. An explanation of the different prepositions and the correct way to use connectors was given. They were given a short, printed text and asked to mark the words taught. Then, they filled in the blanks with the correct connectors and prepositions. Finally, the students played word order games to form coherent sentences and made a short text with the vocabulary and grammar taught.

4.3. Results of the application (post-test).

Once the system of activities based on the use of autonomous work through printed didactic resources was implemented, a post-test was applied to the selected population in order to evaluate the mastery of the writing skill with respect to the development of written vocabulary. For data collection, the six indicators described in the evaluation rubric were taken into account. Likewise, a general analysis of the information collected was made.
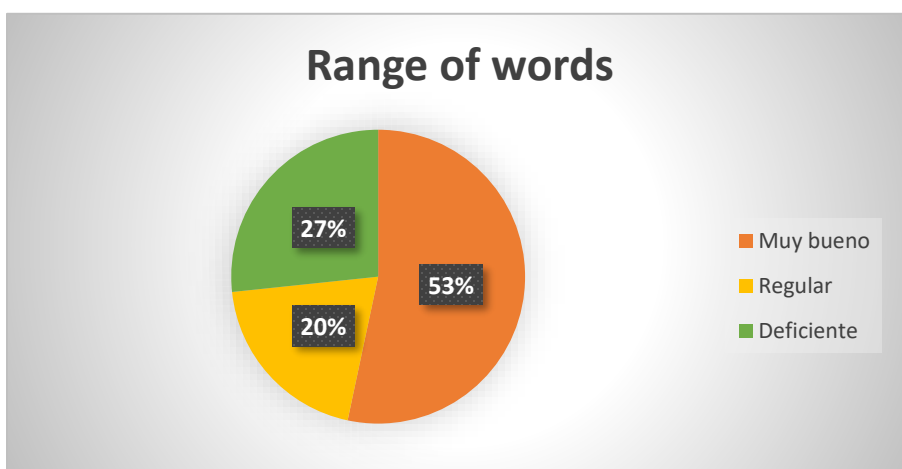
Indicator 1: Range of words used in production

Figure 8
Results of the post-test in the indicator of the range of words used in production

In the "word range" indicator, the application of the post-test to 30 students showed that 53% of the group (16) obtained a very good performance in describing the images with short sentences. Twenty-seven percent of the population, i.e., 8 students, still showed deficiency in this indicator. However, 20% (6) showed a fair performance.
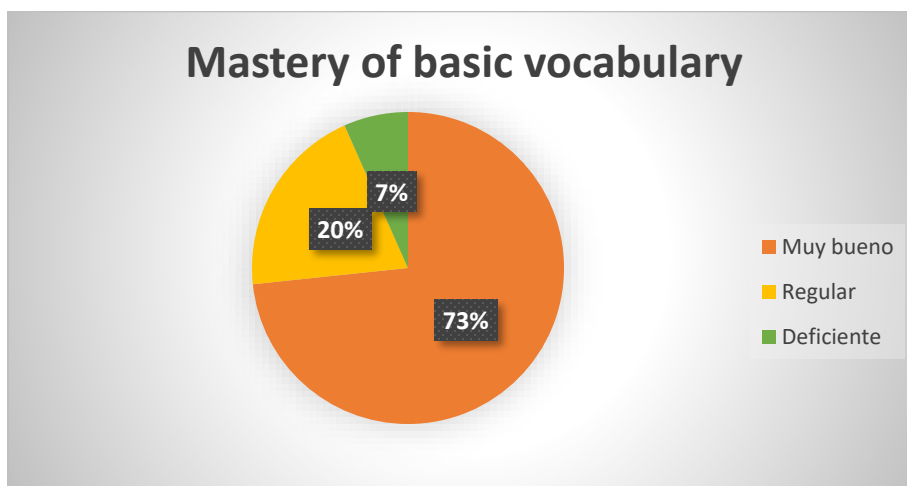
Indicator 2: Mastery of basic vocabulary

Figure 9
Results of the post-test in the indicator of the mastery of basic vocabulary

According to the results presented in the graph, it is observed that 73% of the students (22) present a very good performance in terms of mastery of basic vocabulary, which indicates that most students have a good knowledge and application of essential words in English. In contrast, 20% (6 students) have a fair performance, suggesting that, although they have some knowledge of basic vocabulary, they have difficulty using it. Finally, 7% (2 students) show poor proficiency, reflecting that these students still have difficulties in correctly managing and applying basic vocabulary in their writing.

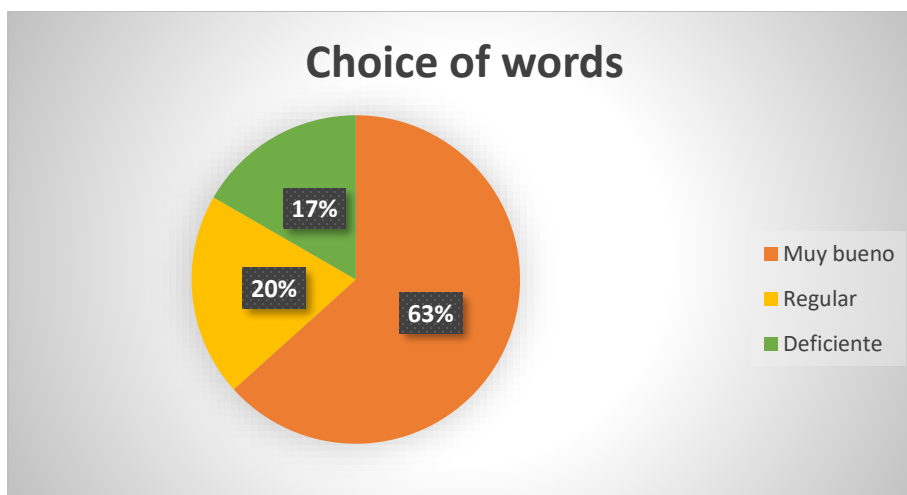*Indicator 3: Choice of words appropriate to context and register*

Figure 10
*Results of the post-test in the indicator of choice of words
appropriate to context and register*

Considering the results presented in the graph, it is observed that 63% of the students (19) demonstrate very good performance in word selection, indicating that they have a solid ability to choose appropriate vocabulary in different contexts. In contrast, 20% (6 students) present a fair level, suggesting that, although they have some difficulties, they still manage to select words appropriately in specific situations. Finally, 17% of the students (5) show poor performance, evidencing serious difficulties in the correct choice of words, which negatively impacts their ability to accurately express ideas in English.

This graph suggests that most students have a good ability to select the appropriate words in the corresponding contexts, which is a positive indication. However, the presence of a considerable percentage of students with fair and poor performance reflects that there are still areas of opportunity in developing the ability to select vocabulary more accurately. These difficulties could be due to a lack of continuous practice in the contextual application of vocabulary, or to a pedagogical approach that does not sufficiently emphasize the relevance and practical use of vocabulary in real situations.

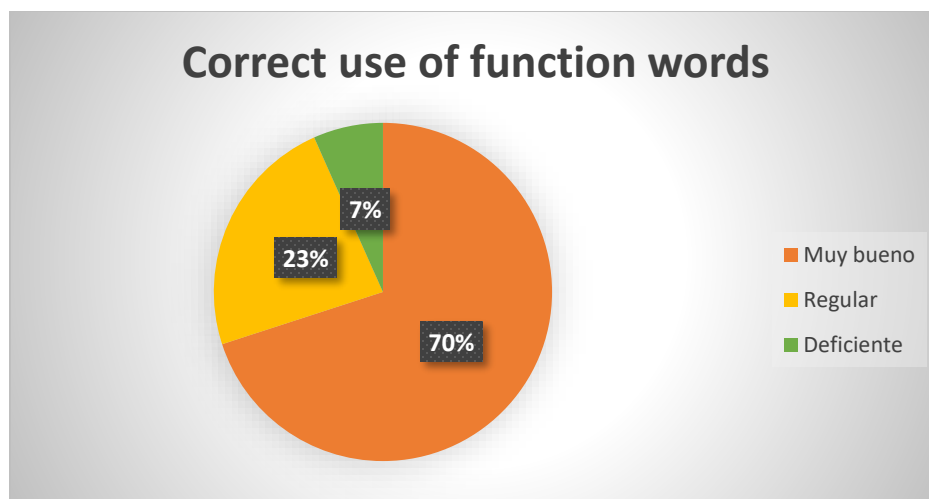*Indicator 4: Correct use of function words (prepositions, connectors)*

Figure 11
Results of the post-test in the indicator of correct use of function words (prepositions, connectors)

About the indicator "correct use of words" the results obtained from the post-test revealed that 70% (21 students) achieved a very good performance, which shows that most students have a solid ability to correctly use the vocabulary learned. Secondly, 23% (7 students) achieved fair performance indicating that, although they use words appropriately in certain contexts, they still have difficulty applying them consistently. Finally, 7% (2 students) performed poorly, showing that these students faced significant challenges in using words correctly in writing.

Indicator 5: Correct use of learned vocabulary in written texts
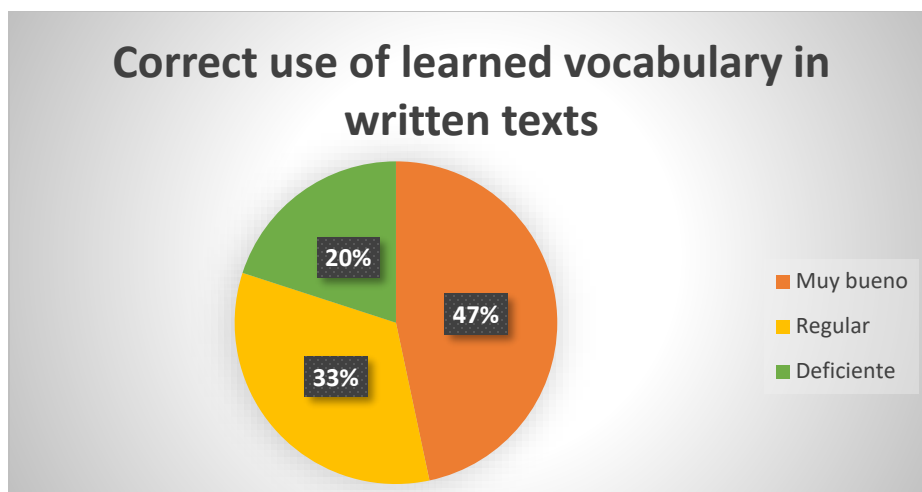
Figure 12
*Results of the post-test in the indicator of correct use of learned
vocabulary in written texts*

About the indicator of correct use of vocabulary, the results of the post-test applied to the students show that 47% (14 students) achieved a very good performance, evidencing that almost half of the students adequately mastered the vocabulary and used it correctly in writing. On the other hand, 33% (10 students) showed an intermediate performance. Finally, 20% (6 students) performed poorly, reflecting that these students still had some difficulty in using the vocabulary adequately.

Indicator 6: Increase of new words
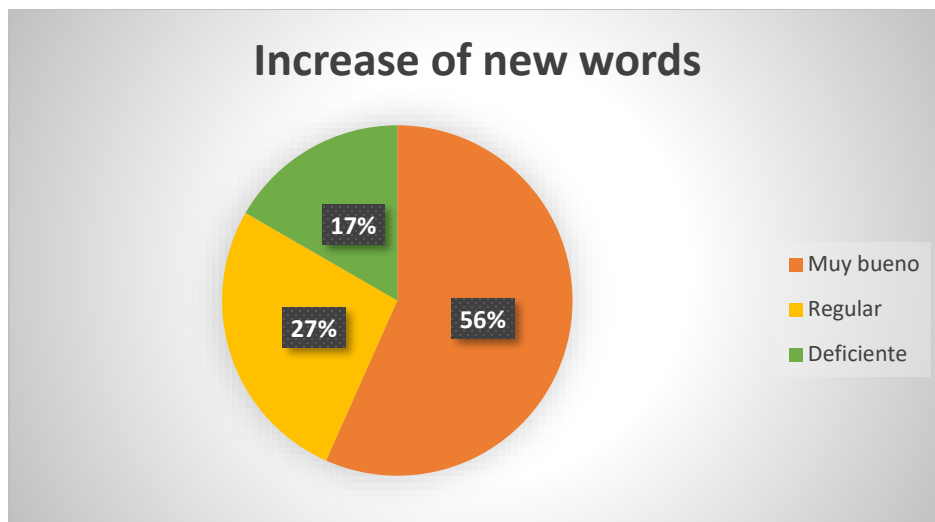
Figure 13
Results of the post-test in the indicator of increase of new words

Regarding the indicator, the results presented graphically show that more than half of the students, 56% (17 students) achieved an excellent performance, which means that they have been able to learn and use a significant number of new words in their writing. However, there is a group of 27% (8 students) who are at an intermediate level, meaning that they have learned new words, but still need to continue working to integrate them more fluently into their writing. Finally, 17% (5 students) did not perform very well, indicating that they still face difficulties in incorporating new words into their writing.

General Analysis:
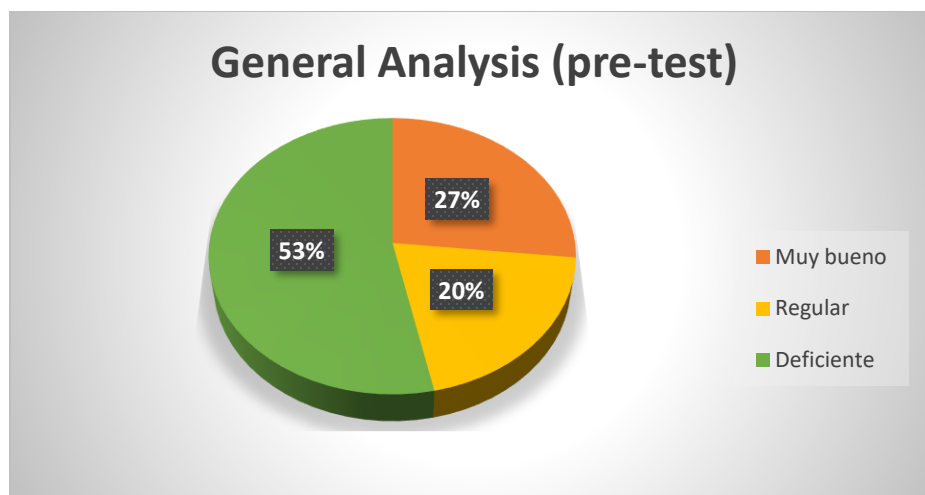
Figure 7
General diagnostic of the development of written vocabulary in the population (pre-test)

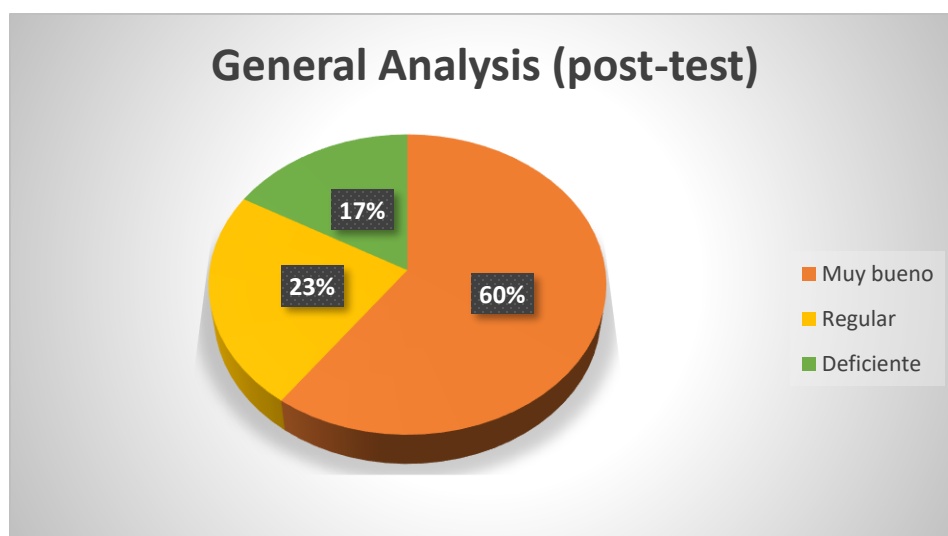**Figure 14**
General diagnostic of the development of written vocabulary in the population (post-test)

The results of the post-test reflect significant progress in student learning. Of the 30 students evaluated, 17% still have difficulties, which places them at a deficient level. However, 23% have achieved a regular level, showing progress in their comprehension.

Most notably, 60% achieved a very good level, demonstrating excellent performance and a solid understanding of the content. This indicates that the majority of students have improved significantly.

Comparing these results with those of the pre-test, it is evident that the strategies implemented made a positive difference. This process not only shows academic progress but also the commitment of the students as well as those who guided them in this process.

4.4 Hypothesis testing.

Scientific hypothesis:

If a system of autonomous work is implemented for the development of vocabulary in English, then the written ability of the students of the second year of unified general high school of the 2024-2025 school term will be improved.

Statistical hypothesis:

- **H0:** If a system of autonomous work for the development of written vocabulary in English is implemented, the writing skills of the students of the second-year of unified general high school during the 2024-2025 school year will NOT be improved.
- **H1:** If a system of autonomous work for the development of written vocabulary in English is implemented, YES, the writing skills of the students of the second year of unified general high school during the 2024-2025 school year will be improved.

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Degrees of freedom:

GL = (number of rows - 1) (number of columns - 1).

GL = (2-1) (3-1) = 2

Margin of error:

$\alpha = 0.05$

Scale of pre-diagnostic and post-diagnostic values.

Table 3
Scale of pre-diagnostic and post-diagnostic values

	Muy bueno	Regular	Deficiente	Total
Pre-test	8	6	16	30
Post-test	18	7	5	30
Total	26	13	21	60

Observed and expected frequencies.

Table 4
Observed frequency of pre-test

Pre-test	Observed	Formula	Expected	Chi-square
Muy bueno	8	26*30/69	13	1,92
Regular	6	13*30/60	6,5	0,038
Deficiente	16	21*30/60	10,5	2,88
				4,83

Table 5
Observed frequency of post-test

Post- test	Observed	Formula	Expected	Chi-square
Muy bueno	18	26*30/60	13	1,92
Regular	7	13*30/60	6,5	0,038
Deficiente	5	21*30/60	10,5	2,88
				4,83

Chi-square.

Table 6
Chi-square

Pre-test	Post-test	Total
4,83	4,83	9,67

In this case, with a degree of freedom of 2 and a significance level of 0.05, the critical value is 5.99. This means that, if the calculated value of the chi-square is greater than 5.99, the null hypothesis (H0) must be rejected. After performing the chi-square calculation, a result of 9.67 was obtained which is greater than the critical value of 5.99. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted.

In simpler terms, this indicates that the autonomous work for the development of English vocabulary has a positive impact on the written ability of the students of the second of unified general high school, during the school term 2024-2025. That is, the students improved their performance in the use of English vocabulary thanks to the autonomous learning activities that were implemented.

4.5 Discussion of results.

This section presents the results obtained after the analysis of the data collected from the pre-test and post-test. The main objective of this phase was to evaluate whether the implementation of a system of activities based on autonomous work would generate a significant improvement in the student's written vocabulary in English. The results of the research, complemented with the statistical analysis performed through the chi-square test evidences a remarkable improvement in the students' competencies to use and write new words in English.

The analysis of the data about the hypothesis posed, confirms that autonomous work has a positive impact on the learning of English vocabulary. This is reflected in an increase in students' interest and engagement in their learning process. This favorable change in their performance demonstrates that the autonomous work activities contribute to the development and effective application of the acquired vocabulary, facilitating its assimilation and use in written contexts.

5. CONCLUSIONS

-Autonomous work is an essential tool in second language learning. This approach allows students to take control of their learning process, which fosters not only their motivation but also the ability to expand their vocabulary more effectively. By being responsible for their learning, students achieve greater internalization of knowledge, especially as it relates to English vocabulary.

-The diagnosis carried out on the development of vocabulary in the students of the second year of high school showed that, although the students have basic knowledge of the English language, they present deficiencies in the expansion and effective application of vocabulary, especially in writing. The results were obtained autonomously, which limits their ability to express themselves accurately and coherently in English.

-A system of activities focused on autonomous work was designed to facilitate the improvement of written vocabulary in English. These activities included tasks that encouraged students to regularly practice and apply new words and expressions in different contexts. By incorporating tasks such as readings, essays, and practical exercises, the system promoted more dynamic and personalized learning, adapted to the individual needs of the students, allowing each student to progress at his or her own pace.

-Both students and teachers perceived a noticeable improvement after applying the system of activities based on autonomous work. Students felt more motivated and engaged in their learning, as they noticed progress in their ability to use a broader and more precise vocabulary in their writing. For their part, teachers also observed that students improved significantly in the application of vocabulary, which validated the effectiveness of independent work as a powerful strategy for the development of written vocabulary in English

REFERENCES

Arroyo-Pozos, J. C., Basilio-Nuñez, J. B., Zavala-Marquez, D. S., López-Moreno, J., & Vaca-González, F. J. (2023). *Aprendizaje autónomo del inglés entre estudiantes de media superior: Caso de estudio de la ENMS Salvatierra*. *JÓVENES EN LA CIENCIA*, 21, 1–12. Recuperado a partir de https://www.jovenesenlaciencia.ugto.mx/index.php/jovenesenlaciencia/article/view/4046

Beltrán, M. (2017). *El aprendizaje del idioma inglés como lengua extranjera*. *Revista Redipe*, 6 (7), 45-60.

Benson, P. (2011). *Teaching and researching autonomy*. Pearson Education Limited.

Benson, P. (2013). *Teaching and Researching: Autonomy in Language Learning*. (2nd ed.). London: Routledge.

Berthely, J., & Esquivel, I. (2023). *Aprendizaje autónomo de vocabulario del inglés como lengua extranjera usando recursos multimedia*. Apertura, 15 (1), 85-100.

Carmona, B., & Fárez, M. (2024). *Didactic strategy of independent work orientation for the development of writing skills*. Universidad Técnica de Machala. Manuscrito enviado para publicación.

Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge University Press.

Chávez Carhuaricra, S.S. (2023). Estrategia didáctica para desarrollar el aprendizaje autónomo en estudiantes de inglés intermedio de un instituto de idiomas privado de Lima. [Tesis de maestría, Escuela de Postgrado, Universidad de Lima]. *Repositorio de la Universidad de Lima.*

Creswell, J.W. (2014). *Research Desing: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)*. SAGE Publications.

Crispín, M. (2011) Aprendizaje autónomo. Universidad Iberoamericana.

Díaz-Bravo, Laura, Torruco-García, Uri, Martínez-Hernández, Mildred, & Varela-Ruiz, Margarita. (2013). La entrevista, recurso flexible y dinámico. Investigación en educación médica, 2(7), 162-167. Recuperado en 07 de enero de 2025, de http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-50572013000300009&lng=es&tlng=es.

El Comercio. (2022, 18 de noviembre). Ecuador mantiene su 'mala nota' en inglés. Recuperado de https://www.elcomercio.com/educaccion/ecuador-mantiene-mala-nota-ingles.html

Fiallo, J., Cerezal, J., & Huaranga, O. (2004). Los métodos científicos en las investigaciones pedagógicas. San Marcos de Aníbal Jesús Paredes Galván.

Fraile, C. (2006). El estudio y trabajo autónomo. Métodos y modalidades de enseñanza, 191-223.

García, M. (2020). El aprendizaje autónomo como estrategia del estudiante de educación superior presencial. Colombia: Universidad Nacional Abierta y a Distancia.

García, P. (2017). Estrategias de enseñanza para el desarrollo del vocabulario en inglés. Revista de Educación Lingüística, 12(3), 45-67.

Guano Merino, D. F., Barragán Murillo, R. de los Ángeles, Rodríguez Arellano, N. G., & Terán Peralta, A. M. (2020). La plataforma lúdica Kahoot en el aprendizaje de vocabulario en inglés. Conciencia Digital, 3(1.2), 44-62. https://doi.org/10.33262/concienciadigital.v3i1.2.1172

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). Metodología de la investigación. (6ª ed.). McGraw Hill España.

Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size and strength matters. The Canadian Modern Language Review, 60(4), 467-487.

López Falcón, A. L., & Ramos Serpa, G. (2021). Acerca de los métodos teóricos y empíricos de investigación: significación para la investigación educativa. *Revista Conrado*, 17(S3), 22-31.

Martínez, A. (2019). Estrategias metodológicas para el fortalecimiento del vocabulario en inglés. *Revista de Investigación Educativa*, 15(2), 123-145.

Muñoz, C.I.C., Solís, C.E.D., & Rojas, K.J.F. (2018). La historia de la enseñanza del idioma inglés en el Ecuador. Revista Pertinencia Académica. ISSN 2588-1019, (7), 39-52.

Najeeb, S. (2012). Learner autonomy in language learning. Procedia – Social and Behavioral Sciences, 70, 1238-1242.

Nation, P. (2001). Learning vocabulary in another language. United Kingdom: Cambridge University Press.

Nation, P. (2006). How Large a Vocabulary Is Needed For Reading and Listening? The Canadian Modern Language Review, 63 (1), 59-82. United Kingdom: Cambridge University Press.

Peña, V. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas*. Universidad Andina Simón Bolívar.

Piñas, L., Fuertes, M., López, C., Vara, W., & Aguirre, F. (2022). Revista de humanidades y ciencias sociales. *Revista Ilusiones*, 9(2). 524-525. https://revistainclusiones.com/carga/wp-content/uploads/2022/03/30-Livia-et-al-VOL-9-NUM-2-ABRILJUNIO2022INCL.pdf

Polo, J. (2023*) Extracurricular training strategy for the methodological preparation of trainee teachers in the pine career*. Repositorio Utmachala.

Ramírez-Elías, A., & Arbesú-García, M. I. (2019). El objeto de conocimiento en la investigación cualitativa: un asunto epistemológico. *Enfermería Universitaria*, 16(4), e735. https://doi.org/10.22201/eneo.23958421e.2019.4.735

Rekalde, I., Vizcarra, MT y Macazaga, AM (2014). La Observación Como Estrategia De Investigación Para Construir Contextos De Aprendizaje Y Fomentar Procesos Participativos. *Educación XX1*, 17 (1), 201-220.

Reyes, M. J. Apuntes para la enseñanza del vocabulario. *Revista de Filología*, 25, pp. 529-538

Rodríguez, C. H. (2008). *El trabajo independiente en el estudiante universitario. Revista Ciencias Económicas Digital*, 5. Recuperado de https://www.eumed.net/rev/ced/05/rchr.htm

Román-Cao, E. (2013). *Evolución histórica del concepto de trabajo independiente (Vol. 16 (1))*. Educación y Educadores.

Sampieri, R. H. (2014). Metodología de la investigación. México: McGraw-Hill Interamericana.

Santiesteban K. (2023). *Teaching English for specific purposes: a pedagogical intervention at Machala Technical University*. *Sinergia Académica*, 3-7. Obtenido de https://sinergiaacademica.com/index.php/sa/article/view/140/787

Vaca García, J. (2020). Interferencia del sintagma adjetival del idioma español en la producción escrita del idioma inglés en los estudiantes de segundo año de Bachillerato General Unificado del Colegio Nacional Experimental Amazonas en el periodo académico 2019-2020. *Repositorio Institucional Universidad Central del Ecuador*.

Viñamagua Espinoza, G. A. & Loyola Pillajo, E. L. (2024). *System of activities using flashcards as a didactic resource to improve vocabulary acquisition (Trabajo de titulación)*. UTMACH, Facultad de Ciencias Sociales, Machala, Ecuador

ANNEXES

Annex 1.

Guía de Observación

Propósito: Reconocer como se desarrolla el uso y conocimiento del vocabulario escrito en la clase de inglés de los estudiantes del 2do de bachillerato.

Datos Generales

- Fecha de Observación: _____
- Grupo Observado: _____

Dimensión: Comprensión de Palabras		
Indicadores a observar: Rango de palabras conocidas, Dominio del vocabulario básico.		
Criterio de Evaluación	**SÍ/NO**	**Observaciones**
Utiliza un vocabulario variado y acorde a su edad y nivel educativo.		
Reconoce y utiliza correctamente las palabras más comunes.		
Dimensión: Uso del vocabulario		
Indicadores a observar: Selección de palabras adecuadas al contexto, Uso correcto de palabras funcionales.		
Criterio de Evaluación	**SÍ/NO**	**Observaciones**
Ajusta su lenguaje según la situación comunicativa (formal, informal).		
Emplea correctamente preposiciones, conectores y otras palabras funcionales.		
Dimensión: Producción Escrita		
Indicadores a observar: Uso correcto de vocabulario aprendido en textos escritos.		
Criterio de Evaluación	**SÍ/NO**	**Observaciones**

Incorpora nuevas palabras en sus producciones escritas de manera adecuada.		
Dimensión: Léxico		
Indicadores a observar: Incremento de palabras nuevas.		
Criterio de Evaluación	**SÍ/NO**	**Observaciones**
Amplía su vocabulario de forma constante.		

Annex 2.

Students Interview

Objective:

To gather accurate and relevant information to support the implementation of an activities system based on the use of autonomous work to improve the development of written vocabulary in the English language.

Questions:

1. **¿Qué estrategias utilizas para aprender nuevas palabras en inglés?**

2. **¿Qué tipo de palabras o expresiones encuentras difíciles de comprender y utilizar en tus tareas escritas en inglés?**

3. **¿Cómo decides qué palabras o frases usar cuando escribes un texto en inglés formal o informal?**

Annex 3

Pedagogical Test: pre-test.

UNIVERSIDAD TÉCNICA DE MACHALA
D.L. No. 69-04 de 14 de abril de 1969
Calidad, Pertinencia y Calidez
FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH TEST

Institución Educativa		Jornada	Matutina
Curso	2do BGU	Paralelo	I
Estudiante:		Edad:	

1. Look at the pictures and write a word to describe each one.

1. : _____   4. : _____

2. : _____   5. : _____

3. : _____

2. Choose the correct word to complete each sentence.

1. This is a _____ (cat / red).

2. The ball is _____ (big / happy).

3. I see a _____ (sun / table) in the sky.

4. She has a _____ (book / run).

5. It is a _____ (car / jump).

3. Choose the correct word to complete the sentences.

1. This is my _____ (dog / play).

2. I like _____ (blue / apple).

3. The chair is _____ (under / cat).

4. He is _____ (happy / table).

5. Look at the _____ (house / eat).

4. Complete the sentences with the words in, on, or under.

1. The ball is _____ the table.

2. The cat is _____ the chair.

3. The book is _____ the bag.

4. The apple is _____ the plate.

5. The pencil is _____ the desk.

5. Write two simple sentences about yourself. Use the words you have learned.

Example: I am Sara. I like cats.

Your answer:

---

6. Write words you know from the following categories:

1. Colors (Colores): _____, _____, _____, _____, _____

2. Animals (Animales): _____, _____, _____, _____, _____

3. Objects (Objetos): _____, _____, _____, _____, _____

4. Fruits (Frutas): _____, _____, _____, _____, _____

5. Numbers (Números): _____, _____, _____, _____, _____

Annex 3

Pedagogical Test: post-test.

UNIVERSIDAD TÉCNICA DE MACHALA

D.L. No. 69-04 de 14 de abril de 1969

Calidad, Pertinencia y Calidez

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH POST-TEST

Institución Educativa		Jornada	Matutina
Curso	2do BGU	Paralelo	I
Estudiante:		Edad:	

1. Look at the images and write a simple sentence for each one.

1. : _____

2. : _____

3. : _____

4. : _____

5. : _____

2. Complete sentences with the appropriate word, using basic vocabulary correctly.

1. The sky is _____ (blue / hot).

2. My sister has a _____ (dog / jump).

3. We go to _____ (school / happy) in the morning.

4. She eats a _____ (banana / table).

5. I am _____ (diving/ climbing) in the sea.

3. Select the word that best completes each sentence according to the context.

1. I am_____ (worried / calm) about final exams.

2. She _____ (is / are) my friend.

3. The apple is _____ (red / table).

4. They _____ (kick / lick) the ball in soccer

5. He feels _____ (bad / happy) when he's sick.

4. Complete the sentences with the appropriate prepositions: in, on, under, or next to.

1. The bag is _____ the chair.

2. The boy is _____ the classroom.

3. The pen is _____ the table.

4. My house is _____ the park.

5. The cat is _____ the box.

5. Write a short text (3-4 sentences) about your favorite activity. Use the words you have learned.

Example: I feel happy when I play football. I play with my friends in the park. It is fun.

Your answer:

---

6. Write words you know from the following categories:

1. School objects (Objetos escolares): _____, _____, _____

2. Sports (Deportes): _____, _____, _____

3. Emotions (Emociones): _____, _____, _____