



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**System of Academic Reinforcement Classes to Enhance English Vocabulary
Acquisition**

**MONTERO JIMENEZ SAMANTHA ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GUASHPA LOZANO JORGE DANIEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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CHAMBA ZAMBRANO JONH MARCELO

**MACHALA
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DEDICATORY

I would like to express my deepest gratitude to my mother, Patricia Jiménez, for being a constant source of motivation and inspiration. Her unconditional support throughout my academic journey has been essential in achieving this milestone. I am also thankful to God, for grating me wisdom, strength, and clarity needed to continue along this academic path. For me, this work represents not only the culmination of an important chapter, but also the first step toward greater personal and professional growth.

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I am profoundly grateful to those who accompanied and supported me throughout this journey. To my family, an unwavering presence, who lovingly stood by me through every sleepless night, every silence, and every step that brought me closer to this goal. Their patience, encouragement, and faith provided comfort during the most challenging days. To Dr. Odalia Llerena Companioni, my thesis advisor, for her generous guidance, for providing clarity amid uncertainty, and for accompanying each stage of this process with wisdom and humanity.

And to time, that silent weaver of moments, whose invisible threads allowed this endeavor to find its course and conclusion.

Jorge Daniel Guashpa Lozano

ABSTRACT

The present research aimed to implement a system of academic reinforcement classes to improve English vocabulary acquisition among seventh-grade students at “Sósená Barrezueta de Zamora” Basic Education School during the 2024–2025 academic year. The core problem identified was the students’ limited English vocabulary, which negatively impacted their academic performance and communicative abilities. A qualitative approach was adopted, based on the participatory action research paradigm, using both theoretical and empirical methods such as participant observation, focus group interviews, notebook analysis, and pedagogical assessments. The proposal focused on designing and implementing a structured reinforcement class system that addressed key vocabulary dimensions: breadth, depth, and verbal fluency. The results showed significant improvements in vocabulary retention, understanding, and contextual use, thus strengthening students’ linguistic competence. This study demonstrates that reinforcement classes are an effective pedagogical strategy to overcome learning gaps in English and to foster comprehensive lexical development in school contexts.

Keywords: Vocabulary acquisition, English, reinforcement classes, basic education, pedagogical strategies.

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INTRODUCTION

Over time, the English language has gained significant prominence in everyday life, being considered by authors like Domínguez and Aoyama (2021) as the most prevalent language worldwide. This phenomenon is attributed to the process of globalization, where English has become a fundamental tool for individuals' professional advancement. As a result, the teaching and learning of English have become essential on a global scale due to the demands imposed by the globalized environment in which we find ourselves.

In the field of foreign language learning, the importance of vocabulary is highlighted, as noted by Palacios, Pardo, and Cango (2023), who state:

“Vocabulary mastery is a fundamental element in the process of learning and teaching a foreign language, as it enables effective communication. While students used to believe that vocabulary could be acquired spontaneously, it is now widely recognized that additional support, including techniques and strategies, is needed to facilitate the learning process.” (p. 83)

As can be seen, vocabulary limitations can hinder the ability to hold meaningful conversations, underscoring the importance of having additional resources for vocabulary enrichment.

Given this context, it is essential to emphasize the crucial role of reinforcement classes in enhancing English language learning. This resource has proven highly effective, as evidenced by its implementation in a school in Mexico in a study conducted by Nieto, Dueck, and Salinas (2022). After these reinforcement sessions concluded, students were interviewed and reported a notable increase in their vocabulary or an improvement in their application of the vocabulary they already possessed.

Based on the aforementioned points, the primary importance of vocabulary learning through English reinforcement classes is evident, highlighting its relevance and the imprudence of underestimating it. It is crucial to emphasize the alarming need to learn English in Ecuador, given the concerning data provided by the English Proficiency Index (2022). The country ranks 18th out of 20 in Latin America and 80th out of 118 worldwide.

Specifically, the province of El Oro has been rated as having a very low proficiency level, impacting all educational institutions in the region. Consequently, it is vital to implement reinforcement strategies to improve vocabulary mastery in English language learning.

As part of the pre-professional practices in this study, the following observations were made at Sosea Barrezueta de Zamora school:

- Students do not master the vocabulary from the previous period.
- Low scores on exam questions related to vocabulary.
- Limited use of didactic resources by the teacher for vocabulary instruction.
- The subject is scheduled twice a week.
- Low family's socio-economic level.
- Some students do not complete their homework.

This leads to the formulation of the following scientific problem:

How can English vocabulary acquisition be improved among seventh-grade students at Sosea Barrezueta de Zamora Basic Education School during the 2024-2025 academic year?

Taking into account the object of study, which is the English teaching-learning process among seventh-grade students at Sosea Barrezueta de Zamora Basic Education School during the 2024-2025 academic year, the possible causes of the problem include:

- Lack of regular and continuous practice of English vocabulary.
- Unmotivating teaching methods for students.

- Limited time for English instruction imposed by school regulations.
- Inadequate and ineffective didactic resources.
- Lack of family support for language learning.
- Absence of didactic resources that contribute to autonomous vocabulary learning in English.

The general objective of the research is: To implement a system of academic reinforcement classes to improve vocabulary acquisition in English among 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year. This objective is limited to the field of action of academic reinforcement as a methodological strategy.

This research work establishes the following specific objectives:

To theoretically substantiate academic reinforcement for vocabulary instruction within the English teaching-learning process for 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year.

To diagnose the level of vocabulary development in English among 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year.

To implement the system of academic reinforcement classes to improve vocabulary acquisition in English among 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year.

To assess how the system of academic reinforcement classes contributed to the improvement of vocabulary acquisition in English among 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year, the analysis will explore the relationship between the applied strategies and the progress observed in students' vocabulary development through descriptive and interpretive methods.

The category related to the implementation of reinforcement classes refers to a structured set of complementary activities aimed at strengthening students' learning and enhancing the overall quality of education within the institution. On the other hand, the category focused on English vocabulary development involves the progress observed in students' lexical knowledge as a result of the applied reinforcement strategies. This connection allows for the analysis of how methodological interventions influence vocabulary acquisition in real educational contexts.

To implement an academic reinforcement class system aimed at improving English vocabulary acquisition among seventh-grade students at Sosena Barrezueta de Zamora Basic Education School during the 2024-2025 academic year.

To verify how the academic reinforcement class system contributed to the improvement of English vocabulary acquisition in seventh-grade students at Sosena Barrezueta de Zamora Basic Education School during the 2024-2025 academic year.

Due to this, it has been considered appropriate to establish the following categories and subcategories of analysis, aimed at understanding the impact of the reinforcement classes on the development of English vocabulary:

1. Vocabulary Breadth and Depth:

- Number of known Words: The quantity of terms the student recognizes and understands.
- Lexical Variety: The diversity of semantic fields and grammatical categories present in the student's vocabulary.
- Semantic Knowledge of Words: The level of understanding of the meaning and contextual use of words.

2. Verbal Fluency:

- Speed of Word Recall During Speaking: The rate at which the student mentally accesses vocabulary during oral production.
- Discourse Continuity: The ability to maintain smooth communication without prolonged interruptions caused by lexical hesitation.

3. Vocabulary Dimensions:

- Receptive Vocabulary: The set of words the student can recognize and comprehend when listening or reading.
- Productive Vocabulary: The words the student can actively use in oral or written expresión.

This scientific research is conducted within a qualitative methodological paradigm, employing Participatory Action Research (PAR) with an interpretive design approach. The target population comprises 7th-grade students at Sosena Barrezueta de Zamora Basic Education School, during the 2024–2025 academic year from group "A".

Consequently, theoretical methods such as the Historical-Logical, Analytical-Synthetic, Inductive-Deductive, and Systemic approaches are used, along with empirical methods including the observation guide, field journal, and pedagogical test. These methods will be thoroughly detailed in the methodological framework of the research.

The importance of this research lies in the implementation of a reinforcement class system that acts as a methodological strategy to enhance vocabulary development in the English language.

The practical contribution is the system of reinforcement classes. These activities are designed to enrich students' English vocabulary, promoting their active participation in the process of acquiring a second language. This study is structured into four chapters

Chapter I: Theoretical description of the research object and field, supported by relevant bibliographic information.

Chapter II: Establishes the type of research, as well as the methods and techniques that will be used to conduct the study.

Chapter III: Presents the intervention proposal, detailing the system of reinforcement classes as a methodological strategy for vocabulary development in English.

Chapter IV: Discusses the results obtained, followed by the conclusions and recommendations derived from the study. Additionally, it includes the bibliography used and the pertinent appendices.

CHAPTER I

Theoretical Foundations of the English Teaching-Learning Process and Reinforcement Classes in Relation to Vocabulary Acquisition

In this chapter, the English teaching-learning process and reinforcement classes in relation to vocabulary acquisition are theoretically grounded. The importance of English language acquisition has progressively increased, which has led to the optimization of its teaching on a global level. For this reason, over the years, various pedagogical strategies have been developed and implemented to enhance the effectiveness of teaching and learning English as a foreign language.

1.1 Historical Background of the Use of Reinforcement Classes in the English Teaching-Learning Process in Relation to Vocabulary Acquisition.

If one wishes to conduct a study on English vocabulary development, it is essential to reference the evolution of various methods for teaching the language. Below, an evolutionary analysis of these methods is presented, examining how each one contributes to vocabulary acquisition.

First Cycle (19th Century): Grammar-Translation

According to authors such as Campoverde, Zambrano, and Solano (2019), the “Grammar-Translation” method is the oldest one, as its foundations were based on Latin instruction. However, it was later applied to English teaching, focusing primarily on grammatical rules, vocabulary, and translation exercises. For a prolonged period, it was the preferred technique for instructing grammatical rules. According to Cortés (2000), as cited in Herrera (2020), the grammar-translation method has the following characteristics:

1. The first language is used as a teaching tool, with comparisons made between the grammatical rules and vocabulary of the target language and those of the former. The study of the foreign language is primarily carried out through this comparison.
2. The target language is learned by reading and translating its literature, although reverse translation of certain sentences can also be used.
3. Reading and writing integration is fundamental in this method, while oral communication is limited or infrequent.
4. Grammar study is conducted deductively, that is that lessons present grammatical rules accompanied by examples. Later, translation exercises are used to ensure understanding of these rules.
5. Vocabulary learning occurs through bilingual lists, where grammar memorization must be utilized.
6. Students write compositions on the topics of the texts read in class, although these texts are not deeply examined, as they primarily serve to familiarize students with the grammatical content and vocabulary of the target language.
7. There is a strong emphasis on correction, and students are made to understand that they must avoid mistakes at all costs, as they are not tolerable, and repeating them would solidify them as correct.
8. This teaching method aims to develop “mental gymnastics,” meaning that students should enhance their intellectual abilities and improve their mental discipline through study.
9. The teacher is regarded as the ultimate authority in the classroom and plays an active role in organizing sessions, instructing, facilitating interactions between themselves and the students, correcting, and evaluating.

10. Student evaluation is conducted through translations, grammar exercises, and questions related to the culture of the target language.

As can be seen, the “Grammar-Translation” method, primarily applied in the 19th century, positioned students as passive subjects whose role was limited to receiving information focused on grammar and vocabulary. Therefore, its approach was predominantly oriented toward reading and writing. Among the disadvantages of this method, the ingrained idea of “perfection” in language production stands out. It is precisely for this reason that, according to Herrera (2020), there was a growing opposition to the application of this method, which led to the emergence of the “Reform Movement.” According to Richards and Rodgers (1986), as cited in Herrera (2020), this movement included the following points:

1. The methodology should be based on the development of oral communication, as the ultimate goal of knowing a language is to speak it.
2. Teachers must rigorously understand the phonetics of the target language and teach it to students.
3. Students should be exposed to listening to the foreign language before seeing it in written form.
4. Words and sentences should be taught in relevant contexts and not in isolation.
5. Grammar should be taught inductively.
6. Translation should be avoided, although at times the mother tongue may be used to explain certain concepts or to ensure that students understand the explanations.

As can be seen, this reform emphasized improving communication in the language through a more natural learning method, that is, learning a foreign language in the same way one acquires the mother tongue. This approach represented a radical shift from traditional methodologies. Such proposals ultimately led to a new pedagogical approach known as the Direct Method.

Second Cycle (20th Century): Direct Method

According Novoa (2023), the “Direct Method” involves a natural and unforced contact with the foreign language, a contact that must be continuous, similar to the acquisition of the mother tongue. Interestingly, this method does not focus solely on oral production but also on the development of grammar and vocabulary. In this way, the “Direct Method” aims to address the inherent human and communicative deficiencies in learning a new language.

On the other hand, Novoa (2023) states: “[...] an important pillar of the Direct Method is that students learn to speak and understand the language they wish to acquire through its use in real and everyday situations [...]” According to Mangadas (2011), as cited in Novoa (2023), the “Direct Method” includes the following principles:

- Never translate: it must be demonstrated.
- Never explain: act to demonstrate.
- Do not give long speeches; questions should be asked instead.
- It always must be correct.
- Always speak to students in complete sentences.
- Do not talk too much; let the students speak.
- Avoid the use of books.
- Do not go too fast; go at the student’s pace.

Now, in order to fulfill these principles, strategies such as Role Play and Andragogy have proven to be valuable for the development of the English language. Below, these strategies are detailed:

Role Play: According to Orozco (2020), Role Play allows students to take on the role of different characters and interact based on the characteristics of those characters. This method, when applied in the context of learning a new language, facilitates the development of communicative, grammatical, and vocabulary skills. By acting as a character, students practice

the language in a contextualized and meaningful way, which helps them internalize linguistic structures and vocabulary more naturally and effectively.

Andragogy: According to Gonzales, Martinez, and Hernández (2022), Andragogy focuses on the study of optimal situations for learning a foreign language in adults. This approach takes into account the specific needs and characteristics of adults, designing activities and learning scenarios that maximize their potential for language acquisition. By recreating these ideal situations, a more effective learning environment is achieved, where adults can apply the language in a practical and relevant way to their daily experiences.

Both strategies, when combined, provide a comprehensive approach to learning English, favoring both the practical and communicative aspects, as well as the context and relevance of the learning activities. Now, in order to enhance the direct method, the Audiolingual approach arises.

Third Cycle (1940): Audiolingual Approach

According to Hernández (2020), the Audiolingual method refers to the action of listening (Audio) and speaking (lingual). Additionally, Pardo (2022) states that this method emerged during World War II with the goal of achieving full mastery of the production and comprehension of the language in question. To achieve this, memorization plays a crucial role in this learning strategy. However, due to its systematic nature, the learning obtained is superficial and lacks deep meaning. This approach can lead students to remember structures and vocabulary mechanically, without real understanding or practical application of the language in authentic contexts.

Fourth Cycle (1970): Communicative Approach

Authors such as Rodríguez, Ávila, Pérez, Rivera, and Flores (2022) discuss the communicative approach as follows:

Communication is the process through which clear ideas are sent and received, and the improvement of oral expression in English is grounded in the communicative approach. Communicative Language Teaching (CLT) is a set of principles and objectives designed to facilitate language learning through classroom activities that best promote the development of communicative competence. Communicative competence is the ability to convey ideas coherently and in an organized manner, both orally and in writing. The ability to speak is the communicative process of exchanging ideas and feelings in a given context so that they are understood. Thus, speaking ability is oral communicative competence. Developing this skill will enable fluent and precise speech (p. 21).

As can be seen, the communicative approach prioritizes the development of speaking competence over other linguistic skills. To achieve comprehensive mastery of this competence, it is fundamental to have a broad lexical repertoire. Consequently, the pedagogical strategies implemented to foster communicative competence are aimed at expanding and deepening vocabulary.

Fifth Cycle (1980): Lexical Approach

In today's context, fluency and clarity in articulation are determining factors for assessing proficiency in a foreign language. To reach a competent level in these aspects, it is essential to possess an extensive lexical mastery. This is why authors like Vaccari (2022) state:

Learning a language necessarily involves learning its vocabulary, because in the lexicon all knowledge of phonology, morphology, semantics, and pragmatics is integrated, and it is through the potential of words that humans can refer to both the extralinguistic world and the linguistic one itself (p. 27).

As can be seen, the lexical approach seeks to develop sentence construction in natural contexts using linguistic corpora.

Twenty-First Century: Technology and Corpus-Based Learning

Authors like Colantino (2023) mention that:

An interesting area is the study of a technollect combined with the use of linguistic corpora: the result can be truly motivating for students of a foreign language who wish to specialize in a specific field of knowledge. [...] The use of a corpus can provide access to real and authentic linguistic data aimed at developing learners' metalinguistic awareness; on the other hand, teachers can design activities and exercises that contribute to the assimilation of the functioning mechanisms of the morphosyntactic and lexico-semantic systems of a foreign language. [...] Corpora offer the user (researcher, student, or any user) the possibility of accessing a wide range of digitally processed texts (written and/or oral) that are representative of a language or a linguistic variety and that have been coded for subsequent scientific analysis.

During this cycle, the use of teaching materials such as textbooks, audio, and digital resources acquires special relevance in the process of teaching and learning a foreign language. This teaching modality remains relevant, as its efficiency and effectiveness in consolidating a new language in students have been proven. Furthermore, having constant access to these materials facilitates autonomous learning, which is essential for acquiring a new language.

These changes reflect an evolution from methods based on memorization and translation to more communicative approaches based on the real use of language. The incorporation of technology has allowed for a more detailed analysis and a more effective teaching of vocabulary in English.

1.2 Conceptual Characterization of the Process of Teaching-Learning English and its Relationship with Teaching Methods for Vocabulary Acquisition.

To effectively understand how remedial classes can play a crucial role in the development of English vocabulary within the teaching-learning process, it is essential to break down and understand the concepts involved. Below is a detailed analysis of each of these terms.

1.2.1 Characteristics of the English Teaching-Learning Process in Unified General Baccalaureate Education with Teaching Methods for Vocabulary Acquisition.

The conceptualization of the teaching-learning process has been addressed by various authors such as Osorio, Vidanovic, and Finol (2021), who state: “The teaching-learning process is conceived as a deliberate communication system that involves the implementation of pedagogical strategies to facilitate learning.” (p. 2) Furthermore, this research underscores the close interdependence between teaching and learning, highlighting that teaching is fundamental to facilitating effective learning. Therefore, it emphasizes the importance of teachers completely mastering these elements and managing this process assertively to guide students appropriately toward the established educational objectives.

Among these elements, Osorio, Vidanovic, and Finol (2021) present the following: “the involved subjects, the objectives, the curriculum, competencies, contents, teaching strategies, means or resources, forms of organization, infrastructure, and evaluation.” (p. 2) These elements are not limited to the classroom; they also extend beyond it. Therefore, the teaching-learning process is present not only inside but also outside the classroom.

On the other hand, authors such as Mendoza Yépez, M. M., León Quinapallo, X. P., Gilar Corbi, R., and Vizcaíno Mendoza, F. M. (2022) highlight the importance of strengthening proper management of the teaching-learning process to significantly enhance student learning, allowing them to acquire knowledge that lasts throughout their lives. However, this approach must align with the proposals established in the curricular standards. In this context, the

importance of developing various pathways or strategies for knowledge acquisition is emphasized.

Now, in the teaching-learning process of the English language (speaking, listening, reading, and writing), persistent deficiencies have been identified. According to Bravo and Vigueras (2021), the lack of new strategies in this process has a negative effect on the consolidation and application of acquired knowledge. In this regard, authors such as Basurto, Velásquez, Moreira, and Rodríguez (2020) state:

A este respecto, autores como Basurto, Velásquez, Moreira y Rodríguez (2020) dicen:

“Learning in the new era is open, meaning that the student will find a vast amount of information, and it is up to them to choose the information that best aligns with their needs. Just like in traditional learning, this form of learning requires time and a lot of effort; for example, although learning outdoors is not a natural thing, individuals must learn how to learn in an open environment, and teachers must help students connect prior knowledge with new knowledge and also be able to recognize gaps in their understanding.” (p. 236)

Como se puede observar, el proceso de enseñanza-aprendizaje del inglés va más allá del aula. Se reconoce que el rol del docente es fundamental, ya que guía y orienta el aprendizaje para alcanzar un dominio óptimo, especialmente en las dificultades idiomáticas comunes en el camino hacia el dominio de una lengua extranjera.

As a matter of fact, the teaching-learning process of English goes beyond the classroom. It is acknowledged that the teacher’s role is fundamental, as they guide and orient learning to achieve optimal proficiency, especially in common language difficulties on the path to mastering a foreign language.

For this reason, authors such as Mantuano and Rivadeneira (2021) point out that the goal of the English language teaching-learning process is to facilitate mastery of the language.

To achieve this, they emphasize that language practice is not limited to the classroom but is actively encouraged outside of school hours. They argue that failing to do so would considerably affect both oral and written comprehension as well as oral and written production.

On the other hand, according to the English curriculum for the BGU level, the exit profile envisioned by the curricular framework is mastery of the four skills of English at a B1.2 level. To achieve this, the teaching-learning process of the English language is based on the use of the CLIL (Content and Language Integrated Learning) approach, which involves teaching English through other subjects; the communicative approach to language, which focuses on oral and written production in English; and student-centered learning.

1.2.2 Pedagogical Foundations of Academic Reinforcement as a Methodological Strategy in the Acquisition of English Vocabulary.

Firstly, it is important to recognize that all academic institutions share at least one common objective: to efficiently fulfill the established curriculum. However, this is not always feasible. Various external factors to the academic context could hinder this process, resulting in gaps in knowledge and, consequently, harming students. Keeping this in mind, authors such as Córdova and Barrera (2019) state:

“Various studies reflect the importance of academic reinforcement and emphasize that it is not an isolated process that can be carried out improvisationally; rather, it requires planning, management, and evaluation. Academic reinforcement processes aim to explore students’ interests, improve learning methodologies, and guide them in special situations, among other things. It should be noted that academic reinforcement involves not only pedagogical knowledge but also practical skills. Therefore, it is essential to distinguish the modalities, types, and requirements necessary for the application of academic reinforcements.” (p. 102)

According to the research of these authors, it has been determined that reinforcement classes are fundamental in the teaching-learning process, as they facilitate the acquisition and consolidation of meaningful knowledge. In this regard, authors such as Cordova, Flores, and Vives (2021) state about reinforcement classes:

“This tool is applied as a teaching strategy to improve learning and reduce low academic performance, becoming an important practice in response to the need to reinforce knowledge in the teaching-learning process and strengthen the individual attention of each student identified with learning difficulties.” (p. 127)

According to these authors, reinforcement classes are positioned as a key pedagogical tool in the teaching-learning process, facilitating efficient, optimal, and lasting learning. Additionally, they help to remedy possible theoretical and practical gaps that may arise during the academic period.

In the teaching-learning process of English, reinforcement classes play a crucial role. Authors such as Nieto, Dueck, and Cervantes (2022) highlight that many students face the fear of not mastering the language adequately due to the lack of use of English outside the classroom, compounded by the insufficient implementation of extracurricular activities that promote their development. For this reason, in their research, these authors emphasized the importance of incorporating reinforcement classes that promote the development of English skills.

On the other hand, according to Caicedo (2022), technological applications stand out as a substantial tool in reinforcement classes: “[...] academic reinforcements in English may be very scarce, [...] for this reason, teachers need to stay updated [...] on the use of new

educational tools to be able to implement them [...] this will help us improve teaching and learning.”

In relation to English reinforcement classes in BGU, the national curriculum considers them a methodology that reflects and addresses the strengths and challenges of students, facilitating the learning process. These academic reinforcements also play a crucial role in motivating students to learn English. Moreover, the national curriculum adopts a formative perspective, which aligns with the reinforcement classes known as ‘feedback,’ thus contributing to the formation and support of continuous learning.

Based on this consideration, reinforcement classes in the teaching-learning process of the English language constitute an increasingly prominent role. These classes not only help to fully cover the established curriculum but also address students’ concerns regarding meeting the standards described in the curriculum. Therefore, the role of extracurricular activities is defined as a crucial aspect for strengthening the development of skills in the English language and addressing any deficiencies that may arise in these skills.

1.2.3 Characterization of Vocabulary as a Foundation for Learning the English Language.

According to authors such as Gottheil, Barreyro, Ponce, Ibarra, and Brenlla (2019), vocabulary is defined as the set of words that a person knows in a specific language, including nouns, verbs, adjectives, adverbs, among others. In their research, these authors introduce the concepts of ‘breadth’ and ‘depth’ of vocabulary, where breadth refers to the number of words known and depth to the level of understanding and knowledge about those words. Mastery of both aspects is fundamental for developing cognitive skills such as listening and reading comprehension.

The mastery of vocabulary has a significant impact on the teaching-learning process of the English language. Authors such as Palacios, Pardo, and Cango (2024) argue that a limited

vocabulary represents a considerable obstacle to the production and comprehension of the English language. In this regard, they state: “While it was previously believed that vocabulary could be acquired spontaneously, it is now widely recognized that additional help is required, including techniques and strategies, to facilitate the learning process.” In this context, the crucial importance of strategies in the teaching-learning process of English vocabulary is acknowledged.

To begin with, Peñafiel and Castro (2019) emphasize the importance of progressing from a basic level to an advanced level. In this regard, Sánchez, Condori, Ludeña, Cardenas, and Flores (2022) address in their research the “Determination” strategy for discovering specific terms, structured in three phases: deduction of meaning, context analysis, and dictionary consultation, respectively. However, they also mention “Strategies for consolidating the found word”:

- Memorization involves linking the word to a personal experience, using semantic maps to visualize its meaning, integrating the word into sentences, analyzing its phonetics, and reciting it aloud during repeated study.
- Cognitive approach involves learning the word through verbal repetition, taking notes during classes, using the vocabulary section of a textbook, and employing specific tools to analyze vocabulary.
- Metacognitive approach involves using movies in English to acquire vocabulary and relate it to the context of the film, employing songs in English, assessing knowledge through vocabulary tests, monitoring progress, and continuing to review and study the word over time.

According to the analysis of these authors, vocabulary refers to the number of words we know and our ability to use them, which is fundamental for effectively understanding and

producing the English language. For this reason, it is crucial to consider this in the teaching and learning process of English. There are various strategies that can facilitate this process and help achieve an adequate and optimal mastery of English vocabulary.

1. The breadth and depth of vocabulary, considered fundamental characteristics of an individual's lexicon, constitutes a challenge in the linguistic and pedagogical field. According to Castro and Londoño (2021), reading comprehension is positioned as a central indicator to measure vocabulary mastery. These authors state the following: “[...] a competent English reader is one who, [...], not only limits themselves to interpreting the information present in the text but also creates meaning through the reading process, generating a critical stance towards the author’s argument.” In this regard, an individual’s ability to deduce the meaning of unknown words based on textual context emerges as an essential criterion for determining their level of vocabulary development.

Subcategories:

Lexical Variety: This refers to the diversity of words used in oral or written production. A varied vocabulary reflects a broad command of lexis and the ability to adapt language according to different communicative contexts.

Semantic Knowledge of Words: This refers to the ability to explain multiple meanings, connotations, synonyms, antonyms, and semantic relationships between words, which enriches the speaker’s communicative competence.

2. Verbal fluency is an essential element in acquiring an advanced command of English vocabulary. In this regard, Cid, Reynolds, and Farías (2024) state that: “[...] fluency not only represents the highest level of oral linguistic performance but is also a highly valued characteristic in real-world contexts [...].” Consequently, the ability to articulate ideas coherently and consistently during verbal interaction stands as a critical indicator for assessing

the breadth and depth of an individual's vocabulary, reflecting their overall communicative competence..

Subcategories:

Speed of Word Recall During Speaking: This refers to the ease which the speaker accesses their mental lexicon during verbal production, which directly impacts the naturalness and effectiveness of communication.

Continuidad del discurso: Hace referencia a la habilidad de mantener una producción oral constante, sin interrupciones frecuentes debidas a la falta de vocabulario. Una mayor continuidad refleja un dominio más sólido del léxico.

3. The number of words known constitutes a fundamental pillar in the construction of coherent phrases and sentences, necessary for the fluent expression of ideas and opinions, both orally and in writing. In this regard, Laufer and Ravenhorst (2010), cited by Chacon and Martínez (2020), argue that “the number of words a student knows provides a certain lexical coverage of the texts he/she reads and decisively influences their comprehension ability, which is excessively hindered by insufficient vocabulary”. Thus, the number of words an individual can recognize and use serves as a key indicator for assessing their vocabulary mastery, as it is directly related to their ability to understand and produce effective discourse.

Subcategories:

Receptive Vocabulary: These are the words a person can recognize and understand when listening or reading. This type of vocabulary is fundamental for listening and reading comprehension.

Productive Vocabulary: This refers to the words a person can correctly use in spoken or written communicative contexts. It reflects the speaker's active capacity to construct effective discourse..

1.3 Contextualization of the Teaching-Learning Process of English and Reinforcement Classes in Relation to Vocabulary Acquisition.

The teaching-learning process is subject to continuous evolutionary changes aimed at identifying more effective methods for providing high-quality education. This phenomenon is especially evident in the context of foreign language learning. In Ecuador, English has not always been considered an essential component of the educational system. However, as the global importance of this language has been recognized, various strategies have been developed to effectively integrate it into the educational curriculum. Based on this premise, a detailed analysis of the evolution of this process will be conducted.

1.3.1. Contextual Analysis of the Implementation of Reinforcement Classes in English Vocabulary Acquisition within the Ecuadorian Educational Context.

First Stage (1980-1992): The teaching of the English language in Ecuador has experienced significant fluctuations due to a lack of adequate attention in educational policies. As a result, the level of competence in English in the country remains considerably low. Nevertheless, it is pertinent to conduct a thorough analysis of the historical development of the teaching-learning process of English in Ecuador over the years.

In an essay by Basurto and Mendoza (n.d.), it is clearly evidenced how the teaching-learning process of English in the 80s was limited to a traditional approach. Although classes focused on grammar, spelling, and vocabulary through repetition methods, these three aspects were included in a single class session, which hindered vocabulary acquisition.

Furthermore, in his master's thesis, Pibaque (2001) analyzed that from 1981 to 2001, English did not receive the appropriate attention, as it was not included in the study curriculum, even in several countries in Latin America, from the first to the third grade. Finally, with the restructuring of the curriculum, the subject of English was incorporated with a mere theoretical load of 2 hours. However, the traditional approach to teaching continued to prevail during that

period, along with a notable lack of teaching materials, and the focus on vocabulary was lost. Attention was only given to the four skills of English.

As can be observed, in the 80s, the teaching-learning process of English was conditioned by grammatical correction and vocabulary acquisition, in which the teacher played a central role. Additionally, the weekly class load was only 2 hours, which limited the implementation of vocabulary. Therefore, the need to include reinforcement classes to address this necessity is evident.

Second Stage (1992-2020): According to the article “Descripción-Proyecto-Reforma-Inglés” (n.d.), in July 1992, a bilateral technical cooperation agreement between Ecuador and the UK was signed, which promoted the professional development of English teachers through the CRADLE project. This progress was made possible by the collaboration between the National Curriculum Directorate, the National Division of Foreign Languages, and DINAMED. Moreover, since that date, the subject of English has been made mandatory in secondary education.

One of the general objectives of this project is to:

- Innovate and strengthen the teaching-learning process of the English language in order to develop in students the necessary communicative competence through the linguistic skills of listening, reading, speaking, and writing. This process is subject to a system of performance indicators (standards) and promotes the use of values.

Among its specific objectives, they are as follow:

- To produce the reformed curriculum and English program for the eighth, ninth, and tenth grades of Basic Education (Basic Cycle) and the first, second, and third grades of Bachillerato (Diversified Cycle).

- [...] to review the series of texts *Our World Through English*, produced in the first phase of the project for the eighth, ninth, and tenth grades of Basic Education (Basic Cycle) and the first, second, and third grades of Bachillerato (Diversified Cycle), and to publish them.

Although this was a golden age due to the significant advancement Ecuador experienced in the teaching of the English language, it is important to highlight that, according to Cañarte, Quevedo, and García (2013), the series of texts used during this period focused on the development of the four skills of English (speaking, listening, reading, and writing; none specifically focused on vocabulary acquisition) and were complemented by other teaching resources such as tape recorders and cassettes. However, the traditional method continued to prevail in the English teaching-learning process, and classes remained limited to the classroom context.

This is why, even in 2010, the printed edition of *El Diario* reported on the level of English proficiency among teachers of this subject: “[...] although there are 5,000 teachers of this language, no one reached the B2 level, but many reached B1, and a good number achieved A2 level, indicating that this is a widespread social deception; we need to urgently implement training programs for these English teachers.”

As can be perceived, the need to implement “urgent training programs” to improve the English teaching-learning process begins to be evident. However, even by that time, remedial classes were not considered a key component in vocabulary acquisition.

This problem persisted until humanity suffered a significant blow with the onset of the COVID-19 pandemic. The entire world experienced a period of standstill, and the educational sector was one of the most affected. Nonetheless, this setback opened the door to identify a need that had always been present in the English teaching-learning process.

Third Stage (2020-Present): The UNAE Observatory in its Bulletin No. 3 from January 2023 stated: “[...] it is essential to develop and implement actions in educational institutions that allow for the recovery, even partially, of the knowledge and skills lost.” With this goal in mind, one of the specific actions to be developed was to execute tutoring plans and individualized teaching programs. For this reason, on page 19 of the Bulletin, it is mentioned: “The Ministry of Education, [...], developed in May 2022, a curriculum for the different sublevels, with an adjustment of the class hours that provides periods of teacher support aimed at learning reinforcement.”

In a survey conducted by the Observatory of the National University of Education (UNAE), it was revealed that remedial classes are mainly applied in the subjects of Mathematics and Language, with a frequency of 75%. However, in the subject of English, there is the least implementation of learning recovery strategies.

During the pandemic, the importance of implementing remedial classes became evident. However, in the subject of English, these classes had a frequency of less than 4%. Clearly, due attention has not been given to English, and therefore, insufficient attention has been paid to vocabulary acquisition.

The acquisition of the English language has progressively increased in importance, which has driven the optimization of its teaching in educational institutions. In Ecuador, this trend is similarly reflected. Over the years, various pedagogical strategies have been developed and implemented aimed at enhancing efficiency in the teaching and learning of English as a foreign language.

Regarding vocabulary development, various authors have explored different strategies for vocabulary enhancement in the immediate context, particularly at the Technical University of Machala. According to Pulla (2016), the use of flashcards and multimedia tools is a key factor in vocabulary acquisition and development. On the other hand, Bravo and Franco (2023)

argue that a system based on the technique of spaced repetition is effective for mastering a broad lexical repertoire. Likewise, Mosquera and Peñaloza (2023) assert that the use of the Teaching Proficiency through Reading and Storytelling (TPRS) methodology is fundamental in the process of teaching and learning vocabulary in English. Additionally, authors like Jiménez and Morán (2022) support the use of digital tools such as Kahoot, arguing that, in theory, these would allow students to achieve fluency and mastery of vocabulary.

As clearly evidenced, the potential of vocabulary has never been specifically addressed through remedial classes. This underscores the need to integrate these classes into vocabulary development. Therefore, the present research project aims to implement a system of academic remedial classes to improve vocabulary acquisition in English.

1.3.2 Diagnosis of the Teaching-Learning Process Focused on the Development of English Vocabulary Acquisition among Seventh-Grade Students, Group “A,” at Sósena Barrezueta de Zamora Basic Education School.

This section presents the results obtained from the application of a pedagogical diagnosis conducted with seventh-grade students, group “A,” at Sósena Barrezueta De Zamora Basic Education School. Various qualitative methodological instruments were employed for data collection, including a systematic observation guide, semi-structured interviews with a focus group, and documentary analysis of class notebooks. These resources provided a comprehensive overview of the academic performance, interpersonal dynamics, and predominant learning strategies within the group.

Focus Group Interview: Students

During the focus group interview with the students, multiple factors negatively impacting English vocabulary acquisition were identified. One of the most evident findings was the lack of comprehension and mastery of basic expressions in the language. When asked to translate simple phrases such as “Hi, my name is Juan” or words like “Friend,” “Teacher,”

and “Book,” the majority of students were unable to respond or exhibited complete uncertainty. This result is concerning, given that these expressions correspond to the minimum expected vocabulary for their proficiency level.

Furthermore, during the interview, students reported that they do not maintain the habit of taking notes in English classes concerning lexical content. This lack of written records hinders review and memorization of new words, which is a fundamental element in acquiring any foreign language. Additionally, a passive attitude towards learning was observed, as students did not express use of personal study strategies or alternative methods for reinforcing vocabulary.

Focus Group Interview: Teacher

The diagnosis was supplemented with a focus group interview conducted with the teacher responsible for the English subject. The teacher emphatically indicated that the students exhibit a very low level of English vocabulary knowledge. He confirmed the existence of significant learning gaps. Additionally, he noted that this situation is exacerbated by the students’ lack of active participation in class and limited willingness to engage in autonomous work. The teacher also mentioned that, although he attempts to introduce new vocabulary gradually, the students are unable to retain or apply the terms in simple contexts, which significantly hinders their progress.

Notebook Review

The review of students’ notebooks provided concrete information regarding their study habits and the tracking of English-related content. The findings were consistent with observations made during the interviews. Overall, the notebooks exhibited an almost complete absence of notes related to the English subject. No records of vocabulary lists or translations were identified, indicating a lack of systematic work focused on the language’s lexicon. This absence of written evidence reveals a disconnect between classroom instruction

and the students' individual efforts, highlighting a significant deficiency in the consolidation of learning.

Application of the Observation Guide

Finally, through the application of the observation guide during class sessions, it was confirmed that the students do not adopt a proactive attitude toward the English learning process. While they do not appear to be particularly distracted or behaviorally problematic, there is a noticeable lack of essential habits such as note-taking or requesting clarifications about unfamiliar words. Interaction with the teacher is minimal, and the vocabulary introduced in class does not seem to be internalized or reused in subsequent contexts. This indicates that vocabulary instruction is not being addressed with the necessary depth or methodology to achieve genuine content appropriation by the students.

In summary, the diagnosis conducted through various qualitative instruments reveals a critical situation regarding English vocabulary acquisition among seventh-grade students in group "A." The students exhibit a lexical proficiency level far below expectations, even concerning fundamental expressions and phrases. This situation is exacerbated by the absence of study strategies, a lack of habits such as note-taking, and passive participation in the teaching-learning process.

The diagnosed context highlights an urgent need to implement specific pedagogical strategies that directly and effectively address this issue. In this regard, reinforcement classes emerge as a key tool to enhance English vocabulary learning by providing students with additional opportunities for practice, systematization, and application of the linguistic content they need to master.

CHAPTER II

Methodological Framework

This chapter outlines the essential elements that support the development of the present research, including the type of study, the applied method, the design, and the techniques used for data collection. These components are intended to optimize the English language teaching-learning process and reinforcement classes, with the aim of effectively strengthening vocabulary acquisition and development.

2.1 Paradigm and Type of Research

This research is based on a qualitative methodological paradigm, employing participatory action research (PAR) with an interpretive design approach, whose objective is to understand participants' perspectives and conceptions through their interaction, based on their experiences and the surrounding social environment. Additionally, it seeks to promote critical analysis and generate a process of continuous improvement within the research, actively involving participants. According to Ramírez and Arbesú (2020), an interpretive design “[...] not only studies phenomena and subjects in their natural settings, but also attempts to understand, know, and interpret what is observed based on the meanings others assign to the actions they perform [...].” In this sense, this approach allows our study to analyze in depth—through observation—the needs and issues present in the teaching-learning process within the educational context.

2.2 Population

Within the framework of this study, it is essential to determine the type of population the research will target (teachers, students, and environment). Vizcaíno, Maldonado, and Cedeño (2023) define the term population as: “the complete set of individuals, elements, or phenomena that share a common characteristic and are the subject of study” (p. 24). In other words, the population is a group of people who share key characteristics related to the study

and the investigated context. For this reason, our study population consists of a group of 30 students, aged 9–11, from the educational institution Sosena Barrezueta de Zamora, located in the city of Machala, El Oro province.

2.3 Research Methods.

According to authors such as Tarrillo et al. (2024), “Research methods serve as a guide, path, procedure, sequence, or steps to achieve study objectives, answer questions, and draw conclusions through a systematic and theoretical analysis applied to a specific field of study” (p. 56). Similarly, Romero et al. (2024) highlight that a method can be interpreted as “the path through” or “the path to follow,” positioning it as an approach that enables the systematic and structured resolution of problems, ensuring an organized and coherent reach in investigative processes.

Thus, methods constitute fundamental tools for researchers to organize, verify, and give credibility to their work, allowing them to address the research problem systematically and orderly throughout the process.

2.3.1 Theoretical Level Methods.

This involves a set of techniques that facilitate the analysis of the relationship between the research object, which is not directly observable within the conceptual framework. These techniques allow the researcher to use a guiding framework during the process of analysis and comprehension of complex phenomena.

As stated by Feria, Blanco, and Valledor (2019), cited by Rosabal, Ávila, and Matilla (2023):

These methods can be used as a general research approach. They go beyond the phenomenological and superficial characteristics of reality, explain facts, and delve into the essential relationships and fundamental qualities of processes that are not directly observable. Their functions include:

- a. Supporting and solving scientific problems.
- b. Interpreting empirical data.
- c. Building and developing scientific theory. (p. 31)

Therefore, the theoretical level is crucial for researchers, as it focuses on supporting and interpreting the problems being addressed. This phase allows for a deeper and more comprehensive understanding of the research, establishing a framework that guides data collection. In doing so, it ensures that the study is more effective and relevant, with the capacity to be applied in broader contexts.

For this reason, the following methods were employed, which were essential for the development of this study:

Historical–Logical

The logical and historical approaches were used to construct the historical background of the subject and field of study. This facilitated a deeper understanding of its evolution over time, as stated by Piñas et al. (2022):

The logical and historical methods complement and connect with each other. In order to understand the causes of events, the logical method must rely on the theoretical contributions gathered by the historical method.

In other words, this method primarily focuses on examining the origin and current evolution of the studied phenomenon, considering how social, cultural, and contextual factors have influenced its transformation. It not only analyzes changes but also allows a comprehensive understanding of their significance by identifying the causes and patterns that have developed throughout the research.

Analytic–Synthetic

With the aim of deepening the conceptual delimitation, this approach facilitates the analysis of diagnostic results and the development of conclusions, enabling a clear and coherent

understanding. According to López and Ramos (2021), this process allows for the decomposition of a complex problematic situation (analysis) and then the integration of the obtained elements by establishing relationships through synthesis. Thus, components gathered at different stages are combined to provide an integral vision of the object of study.

Inductive–Deductive

This process enabled the derivation of general conclusions from the analysis of specific cases to understand the phenomenon (induction), and then the application of those conclusions to verify new scenarios (deduction). In this way, it facilitated the construction and validation of the study's findings. As Pérez (2024) notes in his IMOYE article, it is a: “set of comparative procedures used to seek general patterns in individual cases, where the experiment plays an essential role in solving a problem or research task.”

Thus, while the inductive method proceeds from the particular to the general, and the deductive from the general to the particular, the combination of both allows the research to begin with specific facts and then validate, complete, or revise conclusions, strengthening the study's reliability.

Systemic

This is defined as a structured and interrelated approach that analyzes how the parts of a system are organized and how their functions interact to achieve expected objectives. As emphasized by Cardozo (2020, as cited in Serrano, 2022): “[...] systems thinking allows for a comprehensive view of the problems to be solved and, at the same time, provides dynamic and global solutions [...]”

In our work, this approach facilitated the construction of the proposal and different stages of the research by enabling the understanding of how students, through applied pedagogical strategies and content, interact among themselves. This was observed through

deep observation of various adaptations that emerged during reinforcement classes, demonstrating their impact on vocabulary development.

2.3.2 Empirical Level Methods

The empirical method is a research approach based on the researcher's direct observation of the phenomenon. Through practice, it analyzes and systematizes reality, allowing for a deeper and more objective understanding of the studied phenomenon. According to Hernández, Argüelles, and Palacio (2021, as cited in López & Ramos, 2021), these are a set of principles centered on identifying events related to the problem statement. This approach seeks to validate the proposed intervention, justifying the need to employ specific theoretical methods.

This study is based on three empirical methods, participant observation. This method involves the researcher's active integration within the student group's environment, enabling a direct and contextual view of how students perform, interact, and respond to the strategies implemented during reinforcement classes. It is a methodological approach that allows the structured and organized collection of information about the context or reality of the studied phenomenon, thus facilitating its assessment and deeper understanding (Olaz, 2023).

Consequently, it is important to highlight the use of observation guides as tools that help the researcher focus on key influencing factors. These guides are flexible and can adapt to contextual and social interaction changes, ensuring a more dynamic and in-depth understanding of the study subject. This is essential to capture behaviors, attitudes, and dynamics that might be overlooked by other recording techniques.

The field diary, in turn, is a reflective instrument in which the researcher systematically documents their observations, impressions, and experiences during the course of the intervention. This tool captures not only what occurs but also how it is interpreted, offering a subjective yet enriching perspective that complements observational insights. According to

Bretones (2020), a field diary is: “[...] a recording system for noting what the people being observed do, what they say, the context in which observed situations occur, and other relevant elements [...]” This helps in planning reinforcement activities that address the achievements and challenges students face in their vocabulary learning process. The follow-up will focus on how students learn new words, understand their meaning, and use them in daily life.

Finally, the pedagogical test is used to obtain concrete evidence of students’ learning in relation to English vocabulary. Through practical exercises or evaluative activities, it is possible to identify how well the content from reinforcement classes has been internalized and applied. By employing participant observations, student and teacher interviews, the research can accurately determine students’ progress in acquiring English vocabulary.

The combination of these three tools enables a comprehensive understanding of the phenomenon from different dimensions: what is seen (observation), what is interpreted (diary), and what is evidenced (test). This triangulation not only strengthens the validity of the analysis but is particularly useful in real educational contexts, where multiple emotional, social, and cognitive factors influence the process of language learning. This is reflected in the methodological framework, where the population and techniques used to address the research problem are detailed.

Problem		Objective	
How can English vocabulary acquisition be improved among seventh-grade students at Sosena Barrezueta de Zamora Basic Education School during the 2024–2025 academic year?		To implement an academic reinforcement class system to improve English vocabulary acquisition among seventh-grade students at Sósena Barrezueta de Zamora Basic Education School during the 2024–2025 academic year.	
Categories	Subcategories	Definition	Instruments
1. Breadth and Depth of Vocabulary	Lexical Variety	The range of topics a speaker can cover using their vocabulary.	1. Observation Guide 2. Student Focus Group Interview 3. Notebook Review

	Semantic Knowledge of Words	The ability to explain multiple meanings, connotations, and semantic relationships.	1. Observation Guide 2. Student Focus Group Interview 3. Notebook Review
2. Verbal Fluency	Speed of Word Recall in Speech	The speaker's ease in retrieving stored words during verbal production.	1. Observation Guide 2. Student Focus Group Interview
	Discourse Continuity	The ability to maintain fluent speech without frequent interruptions due to lack of vocabulary.	1. Observation Guide 2. Student Focus Group Interview
3. Quantity of Known Words	Receptive Vocabulary	Words the individual recognizes and understands when listening or reading.	1. Notebook Review 2. Student Focus Group Interview
	Productive Vocabulary	Words the individual correctly uses in spoken or written communicative contexts.	1. Observation Guide 2. Student Focus Group Interview

CHAPTER III

Academic Reinforcement Class System for the Improvement of English Vocabulary Acquisition among Seventh-Grade Students.

This chapter presents the academic reinforcement class system aimed at improving English vocabulary acquisition, along with its corresponding theoretical foundations from pedagogical, didactic, and psychological perspectives.

3.1 Theoretical Foundation of the Academic Reinforcement Class System to Improve Vocabulary Acquisition among Seventh-Grade Students at Sosena Barrezueta de Zamora Basic Education School.

The acquisition of vocabulary in a foreign language is closely linked to the learner's active engagement in carefully designed activities that foster lexical development. Through these strategies, students not only broaden their understanding of words in different contexts, but also improve their ability to retrieve and use vocabulary appropriately and fluently in oral communication. This process strengthens both their linguistic repertoire and semantic memory, facilitating comprehension and interpretation of spoken discourse.

Based on this premise, an academic reinforcement class system has been designed with the purpose of improving English vocabulary acquisition. This proposal aims to support lexical competence through practical activities that emphasize vocabulary use, contextualization, and meaningful oral production. It is intended to serve as a complement to the regular curriculum, offering students a more active and supportive learning environment that enhances retention, meaningful use of language, and communicative autonomy.

Understanding the concept of “system” in educational contexts is essential. According to Euroinnova (n.d.), a system is defined as “a set of organized elements that interact with each other to pursue a common goal.” This definition highlights the coordinated nature of educational practices and the importance of planning and integration to achieve desired

learning outcomes. Therefore, a reinforcement class system can be understood as an organized set of teaching strategies and actions designed to address specific needs observed in students' language learning processes.

The design of this system was based on the integration of pedagogical, didactic, and psychological perspectives that support the teaching and learning of vocabulary. These foundations helped shape an approach that is theoretically coherent and sensitive to the real needs of learners.

From a pedagogical perspective, reinforcement classes are viewed as a complementary educational strategy that deepens and strengthens what students have encountered in the regular classroom. In the context of vocabulary acquisition, they offer a structured space for meaningful repetition, sustained practice, and opportunities to personalize learning. Repetition, especially when applied over time and through varied and meaningful contexts, has been identified as a key factor in supporting long-term retention of vocabulary. Uchihara, Webb, and Yanagisawa (2019), through a meta-analysis, demonstrate that such repetition—when accompanied by visual and contextual support—has a significant effect on incidental vocabulary learning. The teacher's role in guiding this process is crucial, providing mediation, encouragement, and opportunities for reflection.

From a didactic viewpoint, reinforcement classes make it possible to implement varied strategies that respond directly to students' learning difficulties. These strategies go beyond memorization, focusing instead on guided exposure to vocabulary in purposeful and communicative contexts. As Zhang (2022) suggests, explicit vocabulary instruction, supported by teacher feedback and contextualized activities, enhances learners' ability to retain and apply new words.

Reinforcement classes create space for active methodologies such as task-based learning, peer collaboration, and the use of problem-solving strategies related to language use.

Nation (2020) supports this by affirming that effective vocabulary learning arises from repeated exposure combined with opportunities to use words in meaningful, real-life or simulated situations. In this way, reinforcement becomes a flexible tool that adapts to students' learning rhythms and supports their gradual progress.

Additionally, the design of these classes considers the affective and motivational aspects of learning. Because reinforcement sessions are often conducted in smaller groups, they allow for more individualized attention and foster stronger relationships between teacher and student. This nurturing atmosphere supports communicative confidence and encourages students to engage more actively with the language. Békés (2020) argues that teaching strategies based on meaningful repetition, guided interaction, and visual support are especially beneficial when students are active participants in their own learning.

From a psychological standpoint, reinforcement classes support both cognitive and emotional aspects of vocabulary learning. These sessions offer learners a safe environment in which to address their linguistic challenges, reducing anxiety and reinforcing their self-efficacy. Studies in educational psychology show that vocabulary acquisition is closely tied to attention, working memory, and self-regulation. For example, Khonamri and Aghaee (2021) found that students who received emotional scaffolding during reinforcement sessions showed significant improvement in both vocabulary performance and motivation. These findings highlight the role of emotional security and guided practice in language learning processes.

In conclusion, the reinforcement class system proposed here is grounded in a comprehensive understanding of the teaching-learning process. It draws from pedagogical practices that support learner diversity and inclusion; it employs didactic strategies that encourage contextualized, meaningful, and active use of vocabulary; and it recognizes the psychological conditions that make language learning more effective and lasting. This approach affirms that successful vocabulary acquisition depends not only on instructional

content, but also on how the learner interacts with language in supportive, relevant, and motivating contexts.

3.2 Characteristics of the Academic Reinforcement Class System for Enhancing Vocabulary Acquisition in the English Language Teaching-Learning Process.

The proposed reinforcement class system aims to improve English vocabulary acquisition among seventh-grade basic education students. To this end, a methodological structure is designed focusing on repeated exposure, contextual use of lexical items, and active student participation in activities intended to reinforce meaningful learning of new words. The sessions are held outside regular class hours, allowing students to work in a more focused and less pressured environment, where guided practice and continuous teacher support are prioritized.

The activities designed within this system combine traditional techniques such as translation, sentence completion, lexical matching exercises, and group dynamics, with the goal of consolidating vocabulary previously introduced in class. The sessions are progressively structured: beginning with the presentation of lexical content in both Spanish and English through contextualized examples, followed by controlled practice activities such as worksheets, phrase translation, and oral exercises. Subsequently, semi-controlled activities are implemented, including short dialogues or recognition games, culminating in a production or review phase where students apply vocabulary in new contexts or reflect on their progress.

A distinctive feature of this system is the use of dynamic strategies such as “vocabulary bingo,” “board races,” and the “gallery walk” technique employing word and image cards. These activities not only reinforce word meaning but also promote active student participation, contributing to a more engaging and effective learning experience. Additionally, small formative assessments, such as quizzes or post-test style games, are incorporated to monitor each student’s progress and adjust strategies according to their performance.

According to Zhang (2022), the use of structured repetition and interactive activities in vocabulary instruction enhances not only lexical retention but also spontaneous application in communicative contexts. Similarly, recent research by Mohammadi et al. (2020) highlights that strategies based on repeated and contextualized practice activate cognitive processes associated with lexical consolidation in long-term memory. Likewise, Békés (2020) points out that practical activities such as flashcards, visual recognition games, and collaborative exercises foster more meaningful and lasting learning, especially at the basic education level.

Overall, the proposed reinforcement class system is characterized by its progressive approach, centered on practice and reutilization of vocabulary across diverse formats, supported by the teacher's constant mediation. This proposal ultimately seeks to create a conducive environment for vocabulary consolidation in basic-level students, contributing to a solid foundation for the development of their communicative competence in English.

3.3 Description of the Reinforcement Class System to Improve Vocabulary Acquisition in the English Language Teaching-Learning Process.

Below is the description of the reinforcement class system designed to be implemented as part of the teaching-learning process with the aim of improving English vocabulary acquisition. This system consists of three in-person sessions, planned to be carried out progressively from June 9 to June 11, during which lexical content will be addressed through specific and contextualized didactic strategies.

General Objective:

To improve English vocabulary acquisition among seventh-grade students at Sosena Barrezueta Basic Education School in Zamora through structured activities within a reinforcement class system that promotes vocabulary comprehension and usage.

Specific Objectives:

- Develop reinforcement pedagogical activities that facilitate the comprehension of English vocabulary meanings through contextualized sentence translation.
- Promote lexical recognition and association through interactive dynamics that stimulate visual and auditory vocabulary learning..
- Implement playful strategies and controlled practice activities that enable students to reuse and consolidate learned vocabulary in basic communicative situations.

Evaluation System of the Classes

Various pedagogical resources will be employed, such as illustrated flashcards, printed visual materials, and worksheets, with the purpose of addressing vocabulary from a theoretical perspective. However, through the implementation of playful activities such as role-play, practical handling of the lexicon will be facilitated, promoting its use in meaningful communicative contexts. Finally, by applying an observation guide, the effects of the implemented reinforcement sessions can be analyzed, while focused group interviews with students will be conducted to triangulate, consolidate, and deepen the obtained results.

CLASS 1: Use of the Simple Present with Basic Vocabulary

Teachers: Jorge Guashpa & Samantha Montero

Date: Monday, June 9, 2025

Course: 7th Basic General Education (EGB)

Area: English – Vocabulary Reinforcement

Duration: 45 minutes

Level: A1.1

General Objective:

Translate basic sentences in the simple present tense from Spanish to English, using everyday vocabulary related to greetings, objects, animals, days of the week, and personal information.

Resources:

- Illustrated flashcards with key words (English/Spanish)
- Worksheet with incomplete sentences
- Whiteboard and marker
- English notebooks
- Printed visual materials

Guided Translation (10 minutes):

Guided review of common errors found in previous translations. Visual examples are used (e.g., Cat – Gato, Book – Libro) and students are invited to share how they would translate those words.

Presentation (10 minutes):

Step-by-step explanation of the translation process. Simple present sentences with known vocabulary are modeled, and students take notes. Expressions include:

- What is your name? → My name is...
- How are you? → I'm fine, thank you
- See you → See you later

Controlled Practice (10 minutes):

Students complete a worksheet with sentences in the simple present using the vocabulary covered. They work in pairs and then share their answers.

Semi-Controlled Practice (10 minutes):

Students dramatize short dialogues where they use personal information structures. Correct pronunciation is encouraged with teacher support.

Closure (5 minutes):

Brief review with quick oral questions. The teacher provides positive feedback and reinforces key expressions.

Assessment:

Type: Checklist and individual worksheet (translation and oral use of vocabulary).

Criteria:

- Correctly translate at least 4 sentences using the simple present (2 points)
- Actively participate in the dramatization (1 point)
- Use basic vocabulary in oral structures (e.g., This is my book) (2 points)

Total: 5 points

CLASS 2: Autonomous Use of Vocabulary in Simple Sentences

Teachers: Jorge Guashpa & Samantha Montero

Date: Tuesday, June 10, 2025

Course: 7th Basic General Education (EGB)

Area: English – Vocabulary Reinforcement

Duration: 45 minutes

Level: A1.1

General Objective:

Promote students' autonomy in applying previously learned vocabulary by identifying and spontaneously completing sentences in English.

Resources:

- Whiteboard and markers
- Flashcards with key vocabulary
- Printed materials with incomplete sentences
- English notebooks

Warm-up (10 minutes):

Presentation on the board of incomplete sentences for students to orally complete the missing words. Activation of prior knowledge and vocabulary reinforcement.

Explanation and Guided Translation (10 minutes):

Analysis of the presented sentences, explanation of their translation, and contextual clues to facilitate comprehension and correct word selection.

Activity: Board Race (20 minutes):

Classroom divided into two teams. Incomplete sentences are displayed on the board; students take turns completing the sentences with the correct English word, competing for speed and accuracy. Each team starts with five lives; incorrect answers cost lives.

Closure and Homework (5 minutes):

Homework assigned: create five incomplete sentences for classmates to complete, promoting autonomous practice and active memorization.

Assessment:

- Active participation in the Board Race
- Accuracy and speed in completing sentences
- Homework submitted with appropriate incomplete sentences

CLASS 3: Playful Evaluation and Vocabulary Reinforcement

Teachers: Jorge Guashpa & Samantha Montero

Date: Wednesday, June 11, 2025

Course: 7th Basic General Education (EGB)

Area: English – Vocabulary Reinforcement

Duration: 45 minutes

Level: A1.1

General Objective:

Consolidate and assess the learned vocabulary through interactive activities that promote active participation and contextual understanding.

Resources:

- Bingo cards with words and expressions in English and Spanish
- Cards for the gallery walk activity (words in English and Spanish with images)
- Whiteboard and markers
- English notebooks

Initial Activity (5 minutes):

Quick review of key vocabulary through oral questions and brief explanation of the day's activities.

First Activity: Vocabulary Bingo (20 minutes):

The teacher says words and expressions in English. Students look for those words on their cards and mark them if they have them. The cards include translations and sentences to complete.

Closing Activity: Gallery Walk (15 minutes):

Students walk around the classroom to match English words with their Spanish translations and place them on the board along with representative images.

Conclusion (5 minutes):

Teacher feedback on student performance and closing of the intervention series.

Assessment:

- Active participation in activities
- Correct identification and translation of vocabulary
- Accuracy in matching during the gallery walk

CHAPTER IV

Analysis and Discussion of the Results Obtained Following the Implementation of the Academic Reinforcement Class System Focused on Strengthening English Vocabulary

Throughout this chapter, the results obtained from the data collection process are detailed, using instruments such as the observation guide, the field journal, and the pedagogical test, as previously described in the methodological section. In addition, the outcomes following the implementation of each instructional plan are presented, with the purpose of evidencing progress in the process of English vocabulary acquisition achieved through academic reinforcement classes, while considering the educational context and the students' proficiency level.

4.1 Description of the Implementation of the Academic Reinforcement Class System Aimed at Improving English Vocabulary Acquisition

To implement the system of academic reinforcement classes aimed at strengthening English vocabulary acquisition among seventh-grade students at Escuela de Educación Básica Sosena Barrezueta, formal authorization was obtained from institutional authorities, including the school principal, Lic. Joffre Zaruma, and the subject-area teacher, Mgs. Darwin [Last Name]. The authorization established that the intervention would take place from Wednesday, May 14, 2025, through Wednesday, June 11, 2025.

As part of the initial diagnostic phase, on Friday, May 16, 2025, an observation session was conducted with a group of 30 students, aged between 9 and 11 years, from seventh grade, section "A", at Sosena Barrezueta de Zamora Basic Education School. The objective was to analyze their active participation and command of A1-level English vocabulary. To this end, an observation guide, notebook review, and field journal were employed to record aspects such

as classroom engagement, word comprehension, pronunciation, attitude toward language learning, and the detailed application of content previously addressed in their English classes.

During the observation, it was noted that a considerable number of students demonstrated limited knowledge of English vocabulary, accompanied by a disengaged attitude toward the subject. Comments such as “I don’t like English; I prefer math,” “English is boring; I don’t understand it,” or “English won’t be useful to me—why should I learn it?” revealed a negative perception and low motivation levels.

Subsequently, a review of student notebooks was conducted, which revealed that the teacher’s lessons were predominantly theory-based, lacking practical applications that could attract students’ attention or motivate independent learning. The students’ comments helped to identify the cause of their disinterest: the lessons did not include word translations, detailed explanations, or practice exercises to support vocabulary learning, resulting in sparse and monotonous classes.

Moreover, several factors affecting class development were observed, such as frequent distractions, fear of being ridiculed when participating or making mistakes, and reliance on classmates to complete tasks. Even during playful activities designed to encourage engagement—such as the game “Tengo, tengo, tango”—many students avoided trying on their own and preferred to seek help, which limited the development of their autonomy in vocabulary acquisition.

Lesson 1: Use of the Simple Present Tense with Basic Vocabulary

On Monday, June 9, 2025, in accordance with the established instructional plan, the main objective was to provide students with the opportunity to practice translating basic sentences in the simple present tense from Spanish to English. This activity focused on the use of elementary vocabulary, including days of the week, greetings, objects, animals, and personal information, with the purpose of assessing the students’ prior knowledge.

During the session, the most common translation errors related to the presented set of words were reviewed. These words served as models for explaining the translation process step by step. Among the examples used were: Brother–Hermano, Cat–Gato, School–Escuela, Food–Comida, Book–Libro, and Sky–Cielo, among others. These terms were addressed through matching activities, whose instructions were previously explained to ensure correct execution.

Additionally, random oral questions were incorporated to foster active participation among students, using basic English expressions such as What is your name? with the response My name is...; How are you? with I'm fine, thank you; and greetings like See you, complemented with See you later. These structures were also recorded by the students in their English notebooks to be later practiced through pronunciation exercises. This methodology allowed for a contextualized introduction of content, activating prior knowledge through visual aids and communicative situations related to students' everyday experiences.

As part of a controlled practice activity, a worksheet with incomplete sentences was distributed, which students were required to complete using the previously introduced vocabulary. Furthermore, a semi-controlled practice was implemented, in which students translated and performed short dialogues containing personal information in English. This activity encouraged oral use of the acquired vocabulary, reinforcing both fluency and pronunciation with the teacher's guidance.

Lesson 2: Autonomous Use of Vocabulary in Simple Sentences

On Tuesday, June 10th, the session's primary objective was to promote learner autonomy in the application of previously introduced lexical items. The participants were tasked with autonomously completing sentences, thereby providing evidence of their comprehension of both semantic nuances and pragmatic functions of the vocabulary within authentic English contexts. To this end, a sequence of scaffolded activities was meticulously designed to consolidate the lexical repertoire developed in the initial session, taking into careful

consideration the learners' individual cognitive rhythms, proficiency levels, and sociocultural backgrounds.

To initiate the session, a warm-up activity was conducted, consisting of several incomplete sentences written on the board by the teacher. Students were required to identify and spontaneously complete the missing words orally. This strategy helped activate prior knowledge, reinforce previously learned vocabulary, and prepare students for the upcoming activities planned for this intervention.

Based on the examples provided, their respective translations were explained, and contextual clues were given to help students accurately identify the word that would complete each sentence's meaning.

To apply the learned material in a dynamic manner, a game called Board Race was implemented. In this activity, the teacher divided the class into two teams, arranging the classroom into two sections—three rows per team. Each team started with five "lives." The teacher wrote five incomplete sentences on the board, and students took turns identifying and correctly completing the missing English word, aiming to do so quickly and accurately. The team that finished first with correct answers won the round, while the losing team forfeited one life.

As homework, students were assigned the task of creating five incomplete sentences for their classmates to complete using the learned vocabulary. This aimed to promote autonomous practice and active memorization of the content.

Lesson 3: Playful Assessment and Reinforcement of Vocabulary

On Wednesday, June 11, 2025, the objective was to integrate various activities—such as translation, sentence completion, multiple-choice selection, and matching—to evaluate the knowledge acquired in previous sessions. To this end, a gamified activity based on a vocabulary bingo game was designed, incorporating content covered throughout the preceding

classes. This dynamic served as an evaluative instrument, enabling the assessment of the students' degree of vocabulary assimilation.

The activity involved the teacher pronouncing words from the vocabulary studied in class, while students had to determine whether those words appeared on their bingo cards and mark them accordingly. The cards also included words in Spanish, which students had to translate into English, as well as simple expressions to be completed. For instance, one square required translating the expression "I'm fine, thank you" into Spanish, while another presented an incomplete sentence with multiple-choice options, prompting the student to eliminate the incorrect alternatives and select the appropriate one based on context.

Once the first part of the session concluded, a gallery walk activity was carried out. This involved placing different cards with English and Spanish words throughout the classroom. Students were required to walk around the room, identify and correctly match each English word with its Spanish equivalent, and then post both cards on the board alongside a representative image. This activity served as the conclusion to the three sequential interventions, with the objective of later determining whether significant changes had occurred as a result of the academic reinforcement classes aimed at improving English vocabulary acquisition.

4.2 Analysis of the Results Obtained Following the Implementation of the Academic Reinforcement Class System for the Improvement of English Vocabulary Acquisition

This section presents the analysis of the results obtained from the applied sessions, considering aspects such as students' participation in each intervention, the effectiveness of the pre-established strategies, and the perceptions expressed by the participants themselves. Furthermore, it examines whether the vocabulary-focused reinforcement classes generated significant improvements. The usefulness of the previously developed consistency matrix is

also evaluated, based on the categories of vocabulary breadth and depth, verbal fluency, and the number of known words, along with their respective subcategories, as a key tool for the planning and assessment of each implemented class.

As a starting point for the intervention, students were observed and consulted regarding their knowledge level related to English vocabulary. During this diagnostic process, it became evident that when spontaneous questions were posed, such as “Students, what does Sky mean?” or “Play soccer”, or when attempting to initiate a basic conversation like “What is your name?”, most students either did not respond or expressed unfamiliarity with the meaning of these expressions. In addition, some students voiced negative opinions about the subject, describing it as boring—reflecting a lack of motivation toward learning English.

Based on the needs identified during the diagnostic phase, a lesson plan was designed to address the primary difficulties observed. In the first intervention, the main objective was to expand and deepen students’ vocabulary, in accordance with their level and educational context, elevating it to a level more appropriate for seventh grade. Lexical variety played a fundamental role in this process through the use of images associated with key words such as Brother, Cat, Book, School, Food, among others.

Images were presented alongside the Spanish translation of each word. This strategy not only captured the students’ interest but also facilitated the introduction of new vocabulary related to topics such as greetings, objects, and days of the week. This dynamic encouraged visual and active word recognition, as students were required to correctly match each word with its corresponding translation.

Simultaneously, the development of semantic knowledge was promoted, as students were not merely translating from English to Spanish; they were also guided to understand each term in context. For example, when introducing the word Book, it was not only associated with the image of a book, but students were also prompted to engage in a brief discussion about its

usage, when they bring it to class, and what it is used for, among other ideas. This strategy enabled students to establish multiple associations and meanings around a single word, thereby fostering a deeper and more functional understanding of the vocabulary addressed.

During the second session, special emphasis was placed on developing verbal fluency. A warm-up activity was implemented, which involved the teacher writing incomplete sentences on the board. Students were asked to participate orally by suggesting the appropriate word to complete each sentence, while the teacher guided the process and confirmed their responses. This dynamic not only reinforced previously taught vocabulary but also activated knowledge acquired in previous sessions, encouraging quick recall of words during speech.

As students participated, an increase in verbal agility and confidence was observed. Even those who had previously shown hesitation or insecurity began to engage more actively, responding with phrases such as “It’s school,” “This is play because it has soccer,” or “This is teacher,” justifying their choices based on real-life and everyday situations. This demonstrated not only greater fluency in the use of acquired vocabulary, but also a stronger contextual understanding that facilitated spontaneous application in the classroom.

Subsequently, the didactic game Board Race was conducted, which generated a high level of participation and engagement among students. In this activity, incomplete sentences were presented—such as “The sun shines in the _”—and teams competed to correctly complete the phrase. This activity encouraged students to respond quickly and accurately by activating previously studied vocabulary. During the game, expressions like “It’s sky!” or “Ah, now I remember the word!” were frequently heard, revealing that healthy team competition fostered faster and more confident responses, even among those who had previously been hesitant to speak.

Moreover, the continuity of speech was also strengthened, as students began not only identifying isolated words but also integrating them into coherent, complete sentences.

Comments such as “I pronounce this word better now” or “This activity is easy” reflected increased familiarity with the language in communicative contexts. Likewise, when hearing prompts such as “Play goes with...”, students confidently responded “It’s soccer!”, demonstrating a deeper understanding of the contextual use of vocabulary.

For the final stage of this intervention—corresponding to the third session—various activities were implemented to expand the number of vocabulary items known by students and to consolidate the words taught in previous sessions. One of the main strategies was the Vocabulary Bingo game, which not only facilitated recognition of the words pronounced by the teacher but also included squares with tasks such as completing sentences and translating previously studied terms.

This dynamic promoted the development of receptive vocabulary, as students had to listen carefully, identify, and associate each word correctly with its English or Spanish equivalent, depending on the case. For instance, one square presented the incomplete phrase “I’m __, thank you”, and students selected the correct option—fine—from several choices. In another square, they were asked to translate a word such as Cat, quickly identifying it as gato. Thus, the game not only encouraged active participation but also allowed students to reinforce acquired knowledge by recognizing and understanding vocabulary in different contexts.

Following this, the Gallery Walk activity was carried out, which served to reinforce productive vocabulary. Once the bingo game concluded, the teacher placed various images around the classroom, and students matched English words with their Spanish equivalents. They then began to dramatize these words through brief dialogues. For example, upon matching the words “Pencil” and “Lápiz”, they produced phrases such as “I use the pencil when I do an activity” or “It is used for writing,” which they subsequently reconstructed into short sentences in English, such as “I use the pencil to write.”

This activity encouraged students not only to recognize vocabulary but also to begin producing meaningful sentences using the lexical items they had learned. As a result, active participation was evident both orally and in writing, as a direct outcome of the work carried out throughout the sessions of the reinforcement class system aimed at improving English vocabulary acquisition.

The pedagogical interventions implemented had a positive impact on the students, as evidenced through various data collection instruments. The observation guide applied at the beginning of the process revealed attitudes of disinterest and negative comments toward the English subject, such as: “English is boring; I don’t understand it” or “I prefer math.” However, by the end of the final session, a significant change in the group's perception was observed. Students began expressing more positive and reflective opinions, such as: “I really enjoyed the games in English,” “I learned new words I didn’t know,” or “I liked the way of teaching; it’s fun.”

This shift in attitude was supported by the results of the student focus group interview, in which questions were asked such as: “How did you find the activity?”, “What new words did you learn?”, and “Do you think English is boring when it is learned through games?” The responses revealed greater motivation and openness toward language learning, highlighting the role of playful activities as effective tools for capturing student interest and facilitating content comprehension.

Furthermore, the review of student notebooks confirmed concrete progress in vocabulary acquisition. Previously, the records reflected limited and mechanical English usage, with no clear explanations or translations. However, following the implementation of the reinforcement class system, an increase was observed in both the quantity and quality of vocabulary learned, as well as in the organization of content. This suggests that the activities

carried out during each session significantly contributed to the consolidation of the vocabulary studied.

CONCLUSIONS

Ultimately, the implementation of the academic reinforcement class system, focused on enhancing English vocabulary, generated a positive impact on the seventh-grade students at the Sosena Barrezueta Basic Education School. The applied strategy demonstrated a significant improvement in the lexical proficiency of the targeted group, which was made possible through the structured planning of three pedagogical sessions, grounded in the previously designed consistency matrix.

This process effectively addressed the difficulties identified during the diagnostic phase, such as limited language proficiency, low class participation, and lack of interest in learning English. The intervention not only contributed to strengthening lexical knowledge but also fostered a notable change in students' attitudes towards the subject, promoting greater motivation and active participation throughout the sessions.

Furthermore, the instruments utilized—such as focused student interviews, notebook reviews, and direct observations—validated the effectiveness of the methodological approach employed. The incorporation of active, adaptive, and student-centered strategies demonstrated that an English teaching methodology based on meaningful learning not only facilitates vocabulary acquisition but also enhances students' confidence, interest, and commitment to their own learning process.

Therefore, it can be affirmed that a class system aimed at improving English is truly effective when developed within a motivating school environment tailored to the group's needs. The appropriate use of didactic resources and relevant pedagogical strategies enables the generation of significant changes both in academic performance and in students' attitudes toward language learning.

RECOMMENDATIONS

Based on the positive outcomes evidenced following the implementation of the reinforcement class system aimed at improving English vocabulary, several recommendations are proposed to optimize future interventions in the English language domain. These suggestions seek to strengthen pedagogical practices in similar educational contexts by promoting more effective, contextualized, and student-centered instruction:

1. Encourage engaging and motivational activities that foster English communication through games, interactive exercises, and group challenges situated in authentic contexts.
2. Utilize interactive visual aids and diverse didactic materials, such as flashcards and illustrated worksheets, to facilitate the association between Spanish and English, thereby enhancing memorization and student interest.
3. Provide professional development for teachers in the application of active methodologies and pedagogical strategies tailored to students' needs, aiming to create an environment that promotes participation and confidence in speaking English.
4. Promote the implementation of similar initiatives in other educational settings using a quantitative approach to measure perceptions and progress through statistical analysis yielding quantifiable results.

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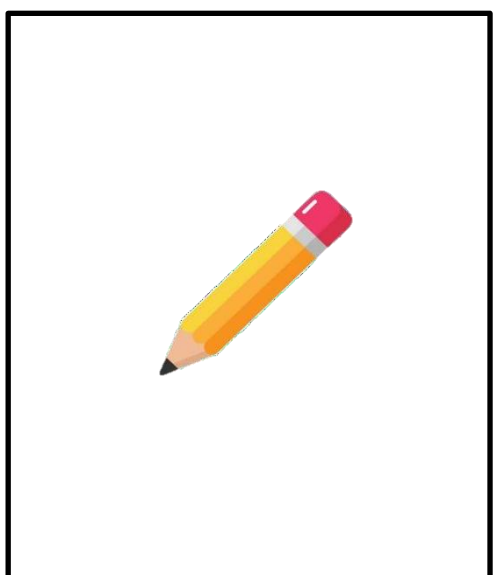
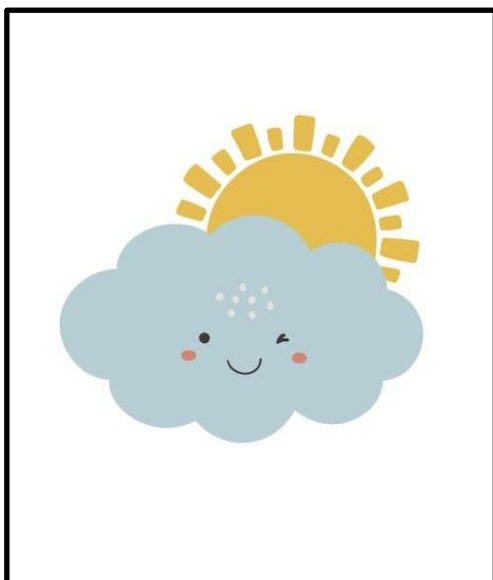
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APPENDIX

ANEXX 1

Initial Assessment of English Vocabulary Knowledge

English 7th Grade Basic Education (Level A1.1)





ACTIVIDAD

Nombre del estudiante: _____ Fecha: _____

Curso: 7mo EGB

Parte 1: Selección Múltiple (10 puntos)

Instrucciones: Elige la opción correcta que complete la oración.

1. My favorite fruit is _____.
a) chair b) pencil c) apple d) book
2. They like to _____ soccer after class.
a) play b) sings c) jump d) read
3. The dog _____ very fast.
a) runs b) eat c) jump d) sings
4. The _____ is blue.
a) apple b) sky c) dog d) house
5. She has a _____ to write with.
a) pencil b) chair c) bottle d) phone

Parte 2: Completa la frase (5 puntos)

Instrucciones: Completa las oraciones con una palabra del recuadro.

teacher – pencil – Monday – big – play

1. I have a _____ in my pencil case.
2. We _____ soccer after school.
3. My _____ is very nice.
4. The elephant is very _____.
5. Today is _____.

Parte 3: Relación de columnas (5 puntos)

Instrucciones: Une la palabra en inglés con su traducción

- | | |
|------------|-------------|
| 1. Brother | a) Gato |
| 2. Water | b) Amigo |
| 3. School | c) Libro |
| 4. Cat | d) Hermano |
| 5. Teacher | e) Comida |
| 6. Food | f) Agua |
| 7. Book | g) Madre |
| 8. Friend | h) Escuela |
| 9. Mother | i) Profesor |

Parte 4: Traducción (5 puntos)

Instrucciones: Traduce al inglés las siguientes frases.

1. Mi nombre es Juan.
2. Ella tiene un perro.
3. Hoy es martes.
4. Él es mi amigo.

Total Score: 25 points

- 21–25: Excellent vocabulary mastery
- 15–20: Good level, some areas need reinforcement
- 10–14: Basic level, requires practice
- 0–9: Requires intensive support

ANEXX 2

CLASS 1- ACTIVITY

1. Complete el dialogo con las oraciones del cuadro

See you	I am Fine, thanks	What is your name?	Nice to meet you too	My name is Rino
---------	-------------------	--------------------	----------------------	-----------------

1. What is your name? ... My name is Rino

2. ...? My name is Tania

3. How are you? ...

4. See you later ...

5. Nice to meet you ...

2. Completa la palabra en inglés con su significado:

English	Español
Book	_____
Teacher	_____
Pencil	_____
Dog	_____
School	_____

Opciones:

- a) Lápiz
- b) Escuela
- c) Libro
- d) Perro
- e) Profesora

3. Los días de la semana (Days of the week)

◆ Escribe los días de la semana:

La semana en inglés

M	Lunes
T	Martes
W	Miércoles
T	Jueves
F	Viernes
S	Sábado
S	Domingo

Usa estas palabras:

Wednesday – Sunday Monday – Tuesday – Thursday – Friday – Saturday

Actividad de Speaking: ¡Preséntate y haz una pregunta!

Instrucciones:

Busca un compañero o una compañera.

Completa con tu información personal, luego lean y digan este diálogo en voz alta:

- Hello! My name is _____. What's your name?
- My name is _____.
- How are you?
- I'm fine, thank you! And you?
- I'm great!

Ahora cada uno debe traer un útil escolar (por ejemplo: un lápiz, un libro o una regla).

Cuando lo tengan en la mano, deben decir qué tienen y hacer una pregunta, EJEMPLO:

- I have a pencil. Compañero 1
- Is this a pencil? Compañero 2
- Yes, it is. / No, it isn't. Compañero 1

Pencil = lápiz Book = libro Ruler = regla

ANEXX 3

CLASS 2-ACTIVITY

Name: _____ Date: _____

🔥 Actividad 1 – Escribe las frases en orden (Writing & Vocabulary)

Instrucciones: Las siguientes frases están desordenadas en inglés.

Escribe **la frase correcta** en inglés, usando la pista en español.

1. **you see**

👉 *Nos vemos*



2. **fine I'm thanks**

👉 *Estoy bien, gracias*



3. **name your what's**

👉 *¿Cómo te llamas?*



4. **Rino name my is**

👉 *Me llamo Rino*



5. **meet too nice you to**

👉 *Encantado de conocerte también*



🔥 Actividad 2 – Escribe el nombre en inglés

Instrucciones: Observa cada imagen y escribe cómo se dice en inglés.



🔥 Actividad 3 – Escribe los días de la semana correctamente y su traducción

Instrucciones: Ordena las letras para formar el día correcto en inglés y escribe al lado su traducción en español.

1. **nSudy** _____ = Español: _____

2. **yadnoM** _____ = Español: _____

3. **rFdya** _____ = Español: _____

4. **dsTyeua** _____ = Español: _____

5. **ynedWdesa** _____ = Español: _____

6. **sTyradah** _____ = Español: _____

BOARD RACE ACTIVITY



ANEXX 4

CLASS 3

BINGO ACTIVITY

<p>ENGLISH: CAT</p> <p>SPANISH: _____</p>	<p>COMPLETE:</p> <p>I'M _____, THANK YOU.</p> <p>a) Good</p> <p>b) Fine</p> <p>c) Okay</p>	<p>SKY</p>
<p>DOG</p>	<p>UNIR CON LINEAS:</p> <p>Mother a) Lunes</p> <p>School b) Escuela</p> <p>Monday c) Mamá</p>	<p>SPANISH: MAESTRA</p> <p>ENGLISH: _____</p>
<p>ENCIERRA LA</p> <p>CORRECTA:</p> <p>What is your name?</p> <p>a) I'm ten years old.</p> <p>b) My name is Alex.</p> <p>c) I live in Ecuador.</p>	<p>ENGLISH: MONDAY</p> <p>SPANISH: _____</p>	<p>PENCIL</p>

ACTIVITY

GALLERY WALK



TEACHER



ELEPHANT



CAT

