



# UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

El uso de las Tics para el desarrollo de vocabulario del idioma inglés.

REINOSO NAGUA DENNIS ALEXANDER  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

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

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**MACHALA  
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## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>3</b>
<b>CHAPTER 1.....</b>	<b>7</b>
1.1 Historical background of the evolution of information technologies in the Teaching-Learning Process of the English language.....	7
1.2. Theoretical Characterization of the Use of Information Technologies in the Teaching-Learning Process for the development of the English language.....	10
1.2.1 The English teaching-learning process.....	11
1.2. 2 Use of Information Technologies for the development of English.....	13
1.2.2.1 Lyrics Training as a learning platform.....	15
1.2.3 English vocabulary.....	16
1.3. Contextual background of the use of ICTs for English vocabulary development in Higher Basic Education.....	19
1.3.1 Use of Information Technology for English vocabulary development in Ecuador.	19
1.3.2. Diagnosis of the current state of vocabulary development in 9th grade "A" students of Colegio de Bachillerato N/N of the city of Machala.....	21
<b>CHAPTER 2.....</b>	<b>28</b>
2.1 Paradigm and type of investigation.....	28
2.2 Population and Sample.....	28
2.3 Methods of the investigation.....	29
2.3.1 Theoretical Level Methods.....	29
2.3.2. Empirical Level Methods.....	31
2.4. Research Instruments.....	33
2.4.1 Procedure for explanation of data.....	34
<b>CHAPTER 3.....</b>	<b>38</b>
3.1 Theoretical foundation of the didactic workshop system based on the use of Information Technologies for the development of vocabulary in the English language....	38
3.2. Characterization of the use of information technologies for the development of vocabulary in the English language in students of 9th grade EGB.....	41
3.3. Description of the system of didactic workshops using information technologies for the development of vocabulary in the English language in students of 9th grade EGB....	42
<b>CHAPTER 4.....</b>	<b>46</b>
4.1 Description of the application of didactic workshops using information technologies for the development of vocabulary in the English language.....	46
4.2 Results of the application of didactic workshops using information technologies for the development of vocabulary in the English language.....	50
<b>Discussion of results.....</b>	<b>60</b>
<b>Conclusions.....</b>	<b>62</b>
<b>Recommendations.....</b>	<b>64</b>
<b>Bibliography.....</b>	<b>65</b>

## INTRODUCTION

Generally speaking, despite the large number of languages available, English still occupies an important place in the modern world. The modern world has developed rapidly and has become so diverse that today the inhabitants of the planet speak thousands of languages. Among them, the most widely used languages are Mandarin, Spanish and English, the latter being the third most spoken language with 360 million people.

Therefore, English has become an indispensable tool in Latin America, and learning it has become a necessity for every person. A person who speaks this language can be competitive in the modern world and be at the forefront of scientific and technological advances. However, teachers in Latin America show a low level of proficiency in this language. While policy frameworks set proficiency expectations from levels B2 to C2 of the Common European Framework of Reference for Languages (CEFR). (Cronquist, K & Fiszbein Ariel, 2017, p5).

In Ecuador, English is considered an optional subject; this means that each institution has the right to include it or not in its curriculum. To give a significant idea of this deficit in foreign language learning, a study was conducted by Education First in 2011, which showed quantitatively that in Ecuador the acquisition of English vocabulary of its inhabitants is not sufficient, while in countries such as Malaysia they are at a satisfactory level. (Peña, V, 2017, p21).

As it is the case of what has been identified in the pre-professional practices of the Pedagogy career of national and foreign languages in the High School N/N of the city of Machala in the students of the 9th grade “A”, the following situations have been observed:

- Students have insufficient English vocabulary.
- Students do not actively participate in class.
- Students have difficulty with English grammar.

- Students have limited resources.
- Teachers do not use didactic resources to develop vocabulary.

This leads to the following **scientific problem**:

How to improve the development of vocabulary in the students of the 9th year of EGB parallel “A”, of the High School N/N of the city of Machala, period 2025-2026?

Taking into account the **object of study** of the teaching-learning process of the English language in higher education.

Among the **possible causes** of the problem are:

- Limited time for teaching English imposed by school regulations.
- Limited resources for teaching English.
- Teaching methods that are not very motivating for teaching and acquiring English.
- Deficiency of vocabulary and lack of English practice.

The general objective of the research is: to implement a system of didactic workshops with the use of Lyrics Training that contributes to the improvement of English vocabulary in the students of the 9th year of EGB parallel “A”, of the Colegio de Bachillerato N/N of the city of Machala, school year 2025-2026.

This objective is delimited in the **field of action**, the use of information technologies for the development of English.

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

- Theoretically support the use of information technologies for the development of English vocabulary

- Diagnose the current state of English vocabulary of students in the 9th year of EGB parallel “A”, of the High School N / N of the city of Machala, school year 2025-2026.
- To design a system of didactic workshops with the use of the Lyrics training platform for the development of English vocabulary in the students of the 9th year of EGB parallel “A”, of the Colegio de Bachillerato N/N of the city of Machala, school year 2025-2026.
- To evaluate the effectiveness of the application of the didactic workshop system using the Lyrics training platform in the development of English vocabulary in the students of the 9th year of EGB parallel “A”, of the Colegio de Bachillerato N/N of the city of Machala, school year 2025-2026.

And it is developed based on the following **scientific hypothesis**: if a system of didactic workshops is developed with the use of the Lyrics training platform, then, the English vocabulary of the students of 9th year EGB parallel “A” in the High School N/N of the city of Machala will be developed in the school year 2025-2026.

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

The **independent variable** consists of a series of didactic workshops utilizing the Lyrics Training platform. This platform incorporates interactive activities aimed at enhancing participants' listening and language skills through the use of songs in various languages. By integrating music into the learning process, these workshops create a dynamic and engaging environment that stimulates the participants' educational experience.

The **dependent variable** is the development of English vocabulary, defined as the acquisition of words and their meanings used in a specific language within a certain social context.



This research is carried out from a **quantitative methodological** paradigm, with an experimental design of explanatory type. The population is formed by 22 students of 9th year of EGB parallel “A” of the High School N/N of the city of Machala.

The study employs **theoretical methods** such as: historical-logical, synthetic analytical and systemic methods. And empirical methods such as: measurement, an observation guide, interview and a diagnostic evaluation, which will be detailed in greater depth in the methodological framework.

The **significance of the research** focuses on the use of the Lyrics Training platform to develop English vocabulary through a system of didactic workshops, with the aim of increasing proficiency in the target language.

This research makes a **practical contribution** through a series of didactic workshops that focus on using the Lyrics Training platform. These workshops aim to help students enhance their English vocabulary while feeling more engaged in the process of learning a second language.

This study is organized into four chapters. **Chapter I** provides a theoretical overview of the research object and field, supported by relevant bibliographic information. **Chapter II** outlines the types of research, methods, and techniques that will be employed. **Chapter III** presents the proposed intervention. Finally, **Chapter IV** includes a discussion of the results, concluding remarks with conclusions and recommendations, as well as a bibliography and appendices.

## **CHAPTER 1**

### **Theoretical Foundations of the English Language Teaching-Learning Process and the Use of Information Technology in Vocabulary Instruction**

This chapter presents the theoretical basis of this research on the emergence of information technologies and how they developed throughout history until the present day, all based on the support of bibliographic sources.

#### **1.1 Historical background of the evolution of information technologies in the Teaching-Learning Process of the English language.**

The evolution of educational technologies has gone through several important stages, marked by advances in how technology is used to facilitate learning. Some of the most relevant stages are described below:

##### **1. Pre-technological stage (Before the 20th century):**

According to Lewis Mumford (1934), in their book “Technics and Civilization” describe how ancient civilizations depended on basic but effective technologies. According to Mumford, pre-industrial technology was closely linked to natural cycles and local resources. In addition, he emphasizes that “wind and water technology” predominated at this stage, i.e., the use of natural forces such as wind and water.

Development of printing (XV century): The invention of the printing press in the 15th century by Johannes Gutenberg marked a turning point in the history of mankind. Prior to this technology, books were copied by hand, which made the process slow, expensive and accessible only to a privileged elite. Gutenberg developed the movable type printing press, which enabled the mass and economical production of texts. This advance democratized access to knowledge and promoted literacy and education in Europe.

##### **2. First stage of educational technology (19th - early 20th century):** The first stage of



educational technology (19th and early 20th century) is characterized by a focus on visual and auditory media as complementary tools for learning. During this period, educational technology was not seen as an independent field, but as a support for traditional pedagogical practices.

According to Torres, B. (2017), Several technological means for teaching emerged between the 1920s and 1930s: Visual objects and printed materials: with the expansion of education, printed and graphic teaching materials, such as maps, photographs, diagrams and posters, began to be used to support learning.

Educational cinema: In the 19th and early 20th centuries, cinema began to be used in classrooms as a visual teaching tool. The first educational screenings took place in the 1920s and 1930s.

### 3. Second stage of educational technology (mid-twentieth century):

For Luis, P. (2022), the second stage of educational technology has been mainly since the mid-twentieth century and is characterized by the incorporation of audiovisual media and technological devices to the teaching-learning process, marking a significant advance in the way education is approached.

In the same way, several means of learning through technology have emerged, providing a greater contribution to education:

Audiovisual: In the mid-20th century, audiovisual technology (such as television, video, slide projectors and audio recorders) was introduced into classrooms. These advances provided new means of presenting content visually and aurally.

Computers: In the late 1950s and 1960s, computers began to be used incipiently in schools. The first uses were limited, mainly for administrative tasks, but pedagogical applications such as simulations or mathematics programs began to be explored.

Educational technology as a discipline: In the 1960s and 1970s, educational

technology began to consolidate as a field of academic study, with a focus on the creation of instructional materials and research on how media can influence learning.

#### 4. Third stage (end of the 20th century - beginning of the 21st century):

Personal computers and educational software: In the 1980s and 1990s, with the expansion of personal computers, computers became key tools for learning. Educational programs such as “Microsoft Encarta” or “ClarisWorks” and educational games became popular (Juan, 2000).

Internet: The advent of the Internet radically changed education. Resources such as digital libraries, online learning platforms, and the possibility of accessing educational content and materials from all over the world emerged, allowing for a more personalized and accessible education.

Multimedia: In the mid-1990s, the combination of text, image, sound and video in multimedia platforms became popular, allowing for more interactive and complete learning experiences.

#### 5. Fourth stage (21st century - the digital era):

Online education and learning platforms: With the advancement of broadband, online education platforms (such as Moodle, Coursera, and edX) expanded, facilitating distance learning and open education. Through these platforms, students around the world have access to courses from prestigious universities (John, 2019).

Mobile devices: The popularization of smartphones and tablets has changed the ways of learning, facilitating access to educational applications and resources from anywhere and at any time.

Artificial intelligence (AI) and adaptive learning: Currently, AI-based systems are being developed that can personalize teaching to adapt to the needs and learning pace of each student. Platforms such as Duolingo or Khan Academy use artificial intelligence to

offer more dynamic learning experiences.

Augmented Reality (AR) and Virtual Reality (VR): These technologies are beginning to be integrated into education, offering immersive experiences for learning science, history, art, and more. AR and VR make it possible to simulate environments and situations that would not be possible in a traditional classroom.

Big Data and learning analytics: The use of large volumes of data (Big Data) makes it possible to analyze student behavior and performance, which facilitates the personalization of learning and the improvement of pedagogical methods.

#### 6. Near future:

At the end of 2019, several problems arose in education, due to witnessing a Covid-19 virus, which paralyzed everyone and also stopped any means of face-to-face learning so it was sustained by technology.

The future of educational technologies could be marked by greater integration of automation, with systems that can adapt even more precisely to the individual needs of students, optimizing teaching and learning (Silvia, 2021).

Inclusive and accessible education: We are working on technologies that enable more inclusive education, using tools such as automatic translators, reading software for the visually impaired, and accessible platforms for students with cognitive disabilities.

This in turn reflects how technology has transformed education, from the use of simple tools to the development of highly interactive and personalized learning environments.

### **1.2. Theoretical Characterization of the Use of Information Technologies in the Teaching-Learning Process for the development of the English language.**

The use of Information Technologies in the educational process is crucial for English

vocabulary learning. These tools make the activities designed by teachers more attractive, which encourages students to actively participate in digital activities and, in turn, facilitates the retention of the vocabulary learned.

### **1.2.1 The English teaching-learning process.**

We can indicate that the appropriate use of ICT as a didactic resource in the learning of a new language has become valuable in the development of didactic strategies within the teaching-learning processes in a technological society, in the so-called technological revolution, teachers and students have technological resources that allow them to be constantly connected to the development of educational activities that are proposed, to improve the acquisition of meaningful, sustainable and sustainable learning that generate a positive impact on the student population. It is important to highlight the need to implement didactic strategies that regulate the use of these resources in English classes and the search for contents that are relevant to the educational community.

Then, due to the fact that ICT, also known as technologies, manage and transform information, they also require the use of various tools, such as calculators and programs that support this procedure to organize and create manageable information. In this case, ICT has successfully facilitated interpersonal communication, information search and storage, and technological devices have helped ICT to promote its role in society.

ICT in education is constantly evolving to be accepted and included as an educational resource to enrich the training of students (Isabel, 2024). The entry of ICT into education has been revolutionary because through its intervention in students, meaningful learning outcomes can be achieved where students reinforce their own learning through constructivist learning.

The use of technological materials in general education is considered a great investment because of course there is another model that also involves several processes

such as the adjustment and setting of the device for its correct use. In the classroom, students participate in the learning process in various ways, putting technological resources into practice, which generates a different mindset and perspective when interacting with IT (Diana, J & Jhanet, T, 2022).

Due to the high demand for ICT, information is available on countless websites, easily accessible and available to all who seek, as long as they have a computer, tablet or cell phone and access to the Internet and ICT. Coming to our society to stay and become part of our daily lives will be no big deal. It is absurd that it has disappeared from our lives.

Through the use of ICT, environments are being generated that simplify teaching, personal advancement and tailored information are being realized through communication tools, achieving success in the training of the professional. The curriculum is often discussed without having a precise understanding of its meaning, so we have decided to seek an accurate interpretation of what it means (Miguel G, 2021).

According to Gargallo (2018), Information and Communication Technologies (ICT) are fundamental for the development of various sectors of contemporary society, especially in the educational field, ICT are of great utility to facilitate interactive learning activities in a context that faces new challenges and educational environments. These communication tools update and transform the roles of the actors involved in the educational process, including students, teachers and school authorities.

According to Domínguez, C (2019), in their research “El uso de las TIC en la Enseñanza del Inglés en las Primarias Públicas”, in Mexico, they argue that one of the factors that has the greatest influence on the process, is the frequency with which an English teacher makes use of ICT, and they sustain that, in many aspects, the influence is negative, since teachers are not motivated or interested in terms of training and/or updates in the mastery of technological tools that are useful for their pedagogical work. In addition

to the lack of support from the administrations, in most educational institutions technological tools are used for purposes other than teaching; they are more of an administrative nature, which restricts their application in the classroom.

Monica, E. (2022), argues that the use of technological tools in the teaching of English directly influences student motivation and favors the development of communicative skills, considering that audiovisual resources help them to improve their pronunciation and cognitive processes, which are essential for learning a second language.

In summary, ICTs have the gift of motivation because they allow students to think and reason, which means devoting more time to study habits that, as we know, today's students have abandoned due to traditional education.

This does not take into account the motivation of the students and during the lessons ensure the active and continuous participation of the students because when they find a device that provides information immediately, they acquire autonomy and make their own decisions about what they do or interest in learning.

### **1.2. 2 Use of Information Technologies for the development of English.**

A virtual education platform is a program that contains various types of tools for educational purposes. Its main function is to facilitate the creation of virtual environments that allow all forms of learning over the Internet without the need for programming skills. In fact, these are programs that allow you to perform tasks such as: organize content and activities on the Internet. courses, manage student enrollment, track course work, clarify doubts and create spaces for interactive communication, evaluate student performance, etc. (Caballero & Lara, 2024).

It can also be used to comprehensively manage distance learning or to complement face-to-face training. However, they are increasingly used to create discussion and work spaces for research groups or to create virtual communities and learning networks on

topics of common interest.

Depending on the type of activity to be carried out, there are different types of educational platforms:

Commercial education foundations. These are developed by commercial companies or educational institutions. They are usually characterized by very good reliability and efficient technical support. They require a fee, usually an annual fee, which gives you access to subsequent upgrades. The most important are a number of different specialized modules that allow you to fully customize the platform to your needs. Some of the most famous ones:

- WebCT
- Clase primera

Free software platform. They are created without the objective of making profit. Their main advantages are that the program is free to use for all purposes, you can adapt it to your needs or distribute copies and you do not have to pay for access to updates. Here are some free learning platforms:

- Moodle
- Carolina

The basis for your own development: these are not intended for mass distribution as they are developed specifically for a specific project. The advantage is that are completely customized to the needs of the project and better meet the educational and pedagogical needs of the project. The main disadvantage is that they cannot be easily generalized to other fields, in addition to their high cost.

According to Andres, M. (2015), virtual learning platforms, if best practices are taken into account, were found to increase students' motivation to participate in class and are a good source to ensure that participants increase their ability to take preventive measures after

school. complete training.

In higher education, virtual platforms have achieved very significant scientific and technological advances, forcing directors, teachers and many university students to practice and adapt to the constant changes generated by daily life; learning platforms have provided many useful educational tools to plan, design and optimize the teaching and learning process in a way that promotes synchronous and asynchronous collaborative participation between teachers and students, as well as among teachers themselves.

People claim that virtual learning environments are classrooms without walls and assert that it is a virtual social space most actively represented by the Internet, which is not direct but representative, not close but distant, asynchronous but hypertextual and not based on spatial bases, closure with inside, borders and outside, but on electronic networks whose interacting nodes may be scattered in different locations.

#### **1.2.2.1 Lyrics Training as a learning platform.**

Lyrics Training facilitates the learning of new vocabulary words or expressions, and even verbs. In addition, it helps strengthen grammar by completing gap-filling tasks by writing the missing words in each paragraph of the melody.

As Sandoval, V. (2023) points out, technological progress allows students to explore the web and find web pages that can be very beneficial for English language learning. As previously indicated, Lyrics Training is a website that allows ear training through music videos, in order to quickly understand the pronunciation of various words of the language. The same individual who manages this website claims that users become involved in a community whose main objective is to promote language learning through the exchange of educational and recreational content with other users. The website seeks to become a useful resource for all those who wish to learn languages, in addition to well-known artists and musical works.



### **1.2.3 English vocabulary.**

Vocabulary is the set of words that a person knows and uses to communicate. In the English context, vocabulary refers to the words that make up the language and are used in various communication situations, both spoken and written. Acquiring and developing English vocabulary is essential to achieving communicative competence and the ability to use the language fluently.

Vocabulary refers to the group of words that an individual understands and uses in a specific language. According to Guillermo, L (2021), “the lexicon encompasses not only single words, but also expressions or factual utterances that possess a particular meaning within the language”. This principle emphasizes that the lexicon is not restricted to individual words, but also includes more complex units of meaning.

The following is a description of the characteristics of vocabulary, highlighting its structure, progress and usefulness in a language:

**Impact of other languages:** Throughout its evolution, English has assimilated words from different languages. This has expanded its lexicon, providing it with an extensive range of synonyms and nuances.

**Breadth and variety:** English has one of the largest lexicons on the planet. This is attributed, to some extent, to its worldwide growth trajectory and its use as a common language in scientific, technical and cultural fields.

**Flexible morphology:** English facilitates the development of new words through procedures such as derivation, composition and conversion. For example, terms such as “googling” or “selfie” demonstrate this ability of the language to adjust to new communicational demands.

**Use of polysemous terms:** Many English words have several meanings, varying according to the context. For example, the term “bank” can refer to a financial institution or

the bank of a river. This can be challenging for students, but it also demonstrates the flexibility of the language.

Frequency and register: there are obvious distinctions between the most common words and those of technical or specialized use. The vocabulary is divided into three fundamental levels: high frequency, low frequency and specific to specific areas of study.

English vocabulary is crucial for learning and teaching the language, because without a proper knowledge of it, people cannot understand others or express their own ideas. In many languages, even without mastering grammar, with a few useful words and expressions, one can communicate. As students develop greater fluency and expression in English, the acquisition of productive vocabulary is crucial to improve their communication skills. (Gabriela O, 2023).

Therefore, students often instinctively recognize the importance of English vocabulary in learning English. Learning English vocabulary helps students understand and communicate with others. While we cannot claim that learning vocabulary alone will lead to effective communication, vocabulary acquisition is vital to language proficiency and fluency.

Since vocabulary is variable and always increasing in volume, acquiring such vocabulary represents a challenge. An obvious case in point are expressions such as “Internet, e-mail, bugs, router”, among others. Today, we are all familiar with these terms. Vocabulary growth is exciting, but it also means that both teachers and students must foster the habit of learning vocabulary.

We can expand our knowledge of English vocabulary in many different ways. Even native English speakers, who are still acquiring vocabulary. If I have a dictionary handy or online, I check the meaning of the word or phrase. From there you have to find words and phrases that you like so that you can use it yourself because there is little point in acquiring vocabulary if you can't use it. Both native English speakers, teachers and students should

develop a growing love for learning English vocabulary.

In the literature reviewed, there is no definition whose structure delimits the components of the vocabulary, which are systematized below:

### **1. Lexical level**

The vocabulary includes words, expressions and forms that can be classified as follows:

Simple words: formed by a root (e.g., “sun”).

Derived words: Formed by a root and affixes (e.g., “sunny”).

Compound words: Formed by two or more roots (e.g., “umbrella”).

Fixed expressions: Phrases that function as a single unit of meaning (e.g., “hit the nail on the head”).

### **2. Grammatical level**

The vocabulary is organized according to the function of the words:

- Nouns
- Adjectives
- Verbs
- Adverbs
- Pronouns
- Conjunctions
- Prepositions
- Interjections

### **3. Semantic relations**

The meaning of words is structured through:

- Synonymy: Words with similar meanings (e.g., “fast” and “swift”).
- Antonymy: Words with opposite meanings (e.g., “big” and “small”).
- Homonymy: Words that are spelled the same but have different meanings (e.g.,

“bank” as a seat or financial institution).

- Polysemy: A word with multiple related meanings (e.g., “leaf” of a tree or paper).
- Hyponymy and hyperonymy: Relationship between specific (hyponyms) and general (hyperonyms) terms (e.g., “rose” is a hyponym for “flower”).

## **5. Pragmatic level and context.**

The application of vocabulary is also based on the context and purpose of the communication:

- Formal or informal.
- Regionalisms or dialects.
- Neologisms and linguistic borrowings.

## **1.3. Contextual background of the use of ICTs for English vocabulary development in Higher Basic Education.**

### **1.3.1 Use of Information Technology for English vocabulary development in Ecuador.**

Over time, the method of teaching English in Ecuador has undergone significant modifications. In the past, public educational institutions did not give priority to English and only taught it for a restricted period of time. The implementation of Information and Communication Technologies (ICTs) in English language instruction in Ecuador began to gain importance at the beginning of the 21st century, driven by global and local educational projects that promoted the incorporation of technological tools in the learning process. Thus, English language instruction in Ecuador has undergone a significant evolution.

At the Universidad Técnica de Manabí, Information Technologies were applied to develop English vocabulary. Ortiz, H & Díaz, R. (2022), concluded that, taking advantage of technological tools to learn the English language is not enough; these must be interactive and motivate students to continue learning. It is important to emphasize that applying ICTs to

English language learning is not an easy task, since it requires ongoing training and innovation, oriented to the intellectual side of the students. Likewise, we must continue to think that the use of technological tools must become dynamic spaces that motivate learning.

At the Universidad Católica del Ecuador Sede Esmeraldas (PUCESE), Information Technologies were applied for the development of the English language, according to the author Adriana, G. (2021), concluded that education is the basis for the progress of any country. Therefore, it is essential to provide students with innovative, personalized and appropriate teaching, which is in tune with the modernist and technological era in which we live. The incorporation of ICTs in the classroom must be accompanied by clear and precise objectives that allow for the creation of meaningful learning spaces.

In the Department of Foreign Languages, University of Cienfuegos “Carlos Rafael Rodríguez”, Quito, a research work was conducted where information technologies were applied for the development and acquisition of foreign language, from the authors Parrado, R., & Ana, I. (2020), concluded that the implementation of information and communication technologies (ICT) focused on increasing the motivation of students in the teaching-learning process of English has proven to be effective, through the use of videos, crossword puzzles and karaokes, it has been possible to increase the level of motivation of students to 88% and their active participation to 84%. In addition, a significant increase in the interaction between students, teacher and language has been observed, facilitating the practice of acquired language skills. These conditions are essential for learning that prepares students as competent future professionals.

At the Technical University of Machala, a study was conducted where various technological tools were implemented for the development of vocabulary in English. The authors Morán, K., & Jimenez, J. (2022), concluded that they had a great progress in the acquisition of vocabulary through a system of activities using the technological tool Kahoot

with very favorable results in their research.

### **1.3.2. Diagnosis of the current state of vocabulary development in 9th grade "A" students of Colegio de Bachillerato N/N of the city of Machala.**

This section shows the results obtained from the diagnosis made to the 9th grade "A" students of Colegio de Bachillerato N/N of the city of Machala. The instruments used for data collection are: the observation guide, the interview, the diagnostic evaluation and the measurement.

#### **Analysis of results**

The first resource used was the **Observation Guide**, which facilitated the identification of the following characteristics:

- Students face problems using English words appropriately.
- The class lacks organization, which causes waste of time and failure to meet educational objectives.
- Students find it difficult to follow the teacher's directions because they do not understand the meaning of the vocabulary used in English.

The second instrument used was an **interview**, directed to the English teacher, with the objective of understanding her perspective about the vocabulary level of the students, collecting the following information:

According to the teacher:

- Students tend to downplay the importance of English as a subject. This attitude could be influenced by the lack of interest shown by parents, who are not actively involved in their children's academic progress in this subject, nor do they provide the necessary

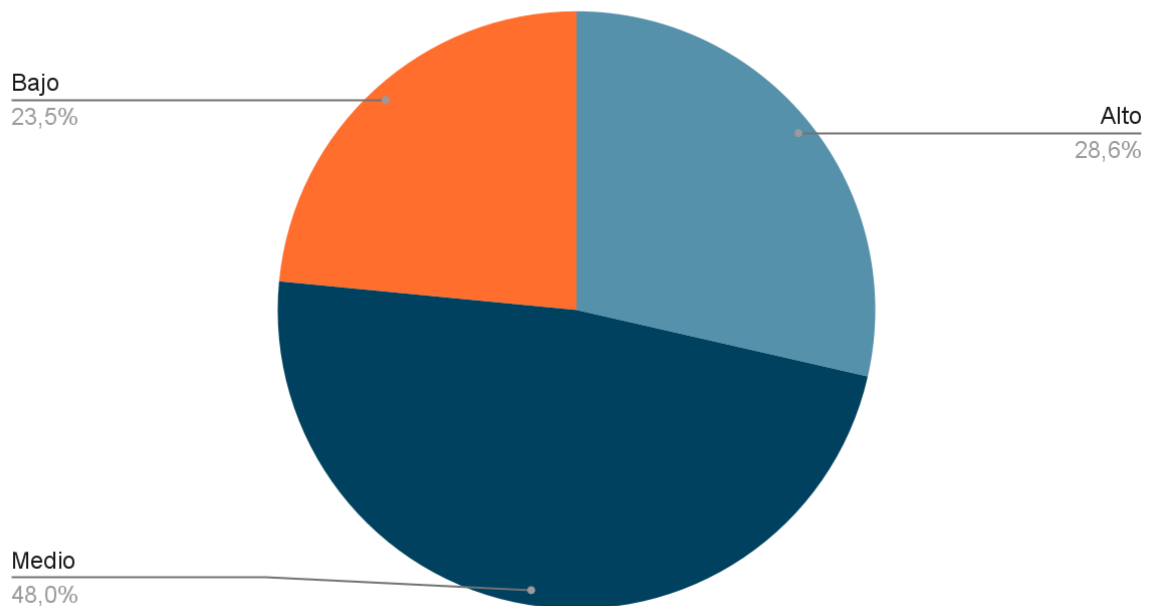
support when activities or events are proposed that seek to strengthen the teaching-learning process.

- On the other hand, the relevance of the use of pedagogical strategies and creative didactic resources is highlighted, since these allow generating deeper and more meaningful learning, as opposed to traditional methods based solely on repetition. Innovative strategies help to capture students' attention and promote a better use of their abilities.
- From her experience, the teacher suggests that one of the keys to raising the level of English, especially vocabulary, is to achieve greater involvement on the part of families, encouraging parents to supervise and promote their children's educational practices. She also stresses the importance of teachers being constantly updated and trained to implement new methodologies for teaching the language.

As a third instrument, a **diagnostic evaluation** was carried out with the objective of identifying the level of knowledge of English vocabulary of the ninth grade students, parallel “A”, of the Colegio de Bachillerato N/N, located in the city of Machala. The following is the analysis of the results obtained, based on the previously established indicators.

**Indicator: simple words, derived words, compound words, fixed expressions.**

### Dimensión: Léxico

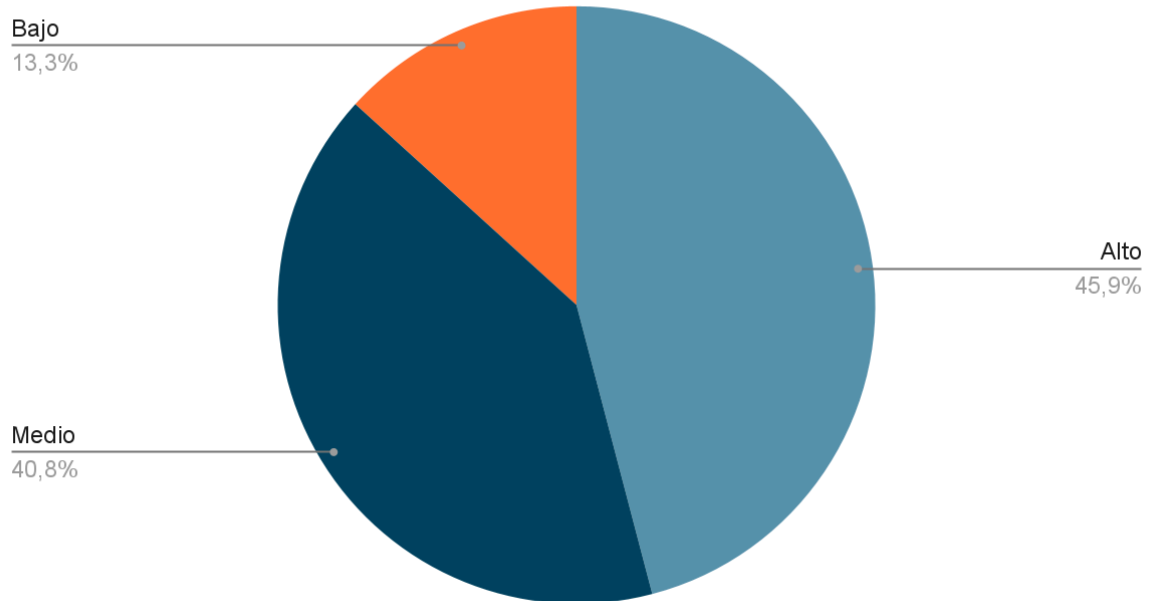


The results of the pretest conducted with students on this indicator indicate that a minority are at the low performance level, indicating that they need additional support in this dimension. The majority of students are at an intermediate level, showing acceptable mastery, although still with room for improvement. A smaller group managed to reach a high level, demonstrating an efficient handling of the assessed content.

**Indicator: nouns, adverbs, verbs, adjectives, pronouns, conjunctions, prepositions, interjections.**



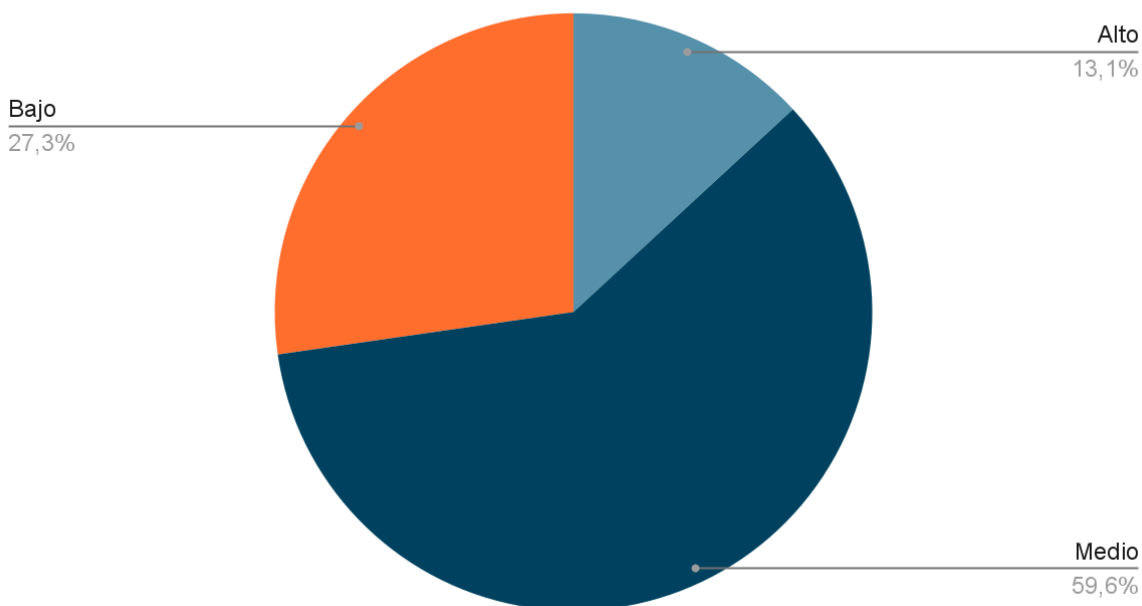
### Dimensión: Gramatical



The results of the pretest conducted with students on this indicator indicate that only a small segment of the group is at a low level, indicating that the majority has at least an elementary mastery of the content. A considerable percentage of students are at the medium level, demonstrating appropriate performance. However, the majority of the group achieved a high level, demonstrating a strong control of the aspects evaluated in this dimension.

**Indicator: synonymy, antonymy, homonymy, polysemy, hyponymy.**

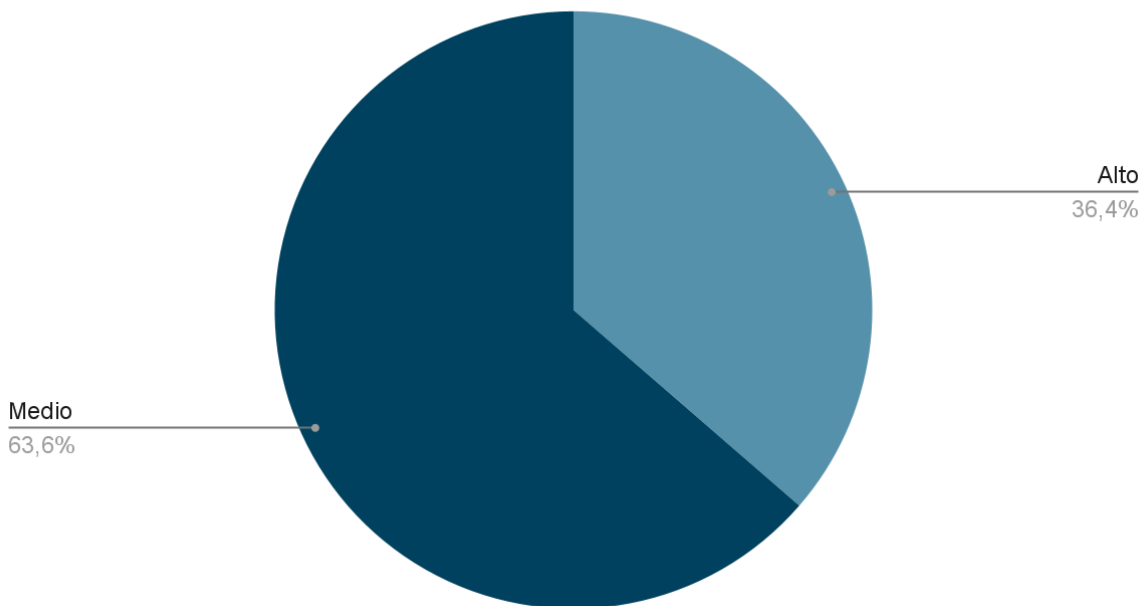
### Dimensión: Semántico



The data from the pretest conducted with the students for this indicator indicate that a significant percentage of the group is at the medium level, which reflects the most frequent performance among the students. A lower number showed a low level, indicating the need to strengthen some aspects. Finally, only a small group of students managed to place themselves at the high level, indicating that there is still room for progress towards a more detailed understanding of the content assessed.

**Indicator: formal or informal, regionalism or dialects, neologisms and linguistic borrowings.**

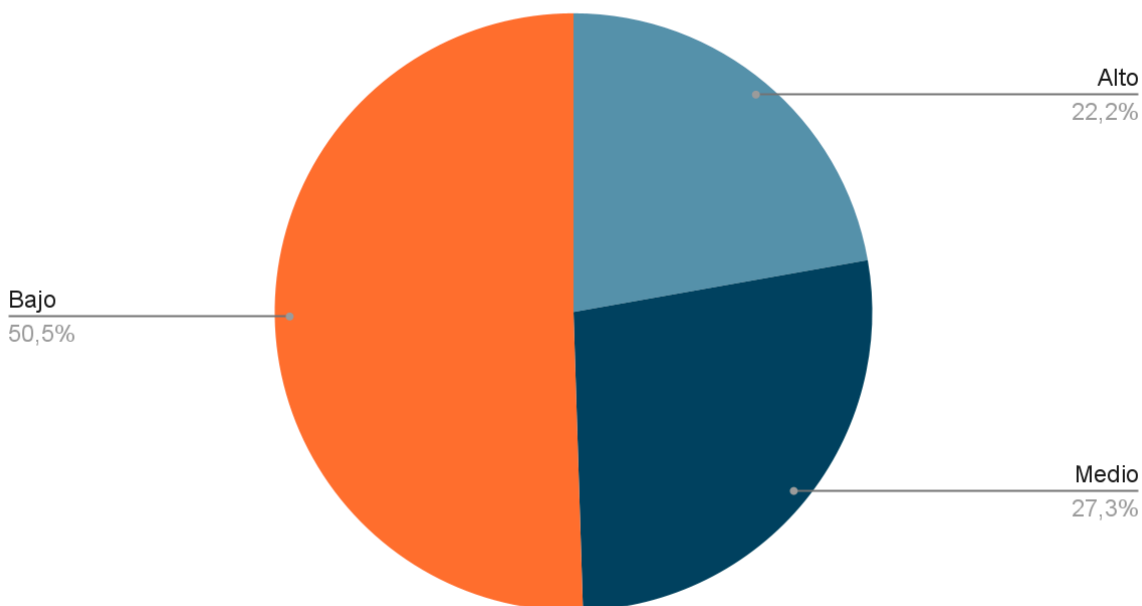
### Dimensión: Pragmático



The results of the pretest conducted with the students in this indicator show that most of them are at a medium level of performance, which indicates an appropriate general mastery, although with opportunities for improvement. A significant part of the group achieved a high level, evidencing an adequate management of the content. It is important to highlight that there were no students in the low level, which indicates a firm base in this dimension by all those evaluated.

#### **Synthesizing the Data Obtained.**

### Datos Obtenidos (pre-test)



The graphs shown show that most of the students of the 9th grade "A" of the High School N/N in Machala are at a low level of performance, which indicates the need to enhance their capabilities in this field. A reduced part of the group is at an intermediate level, showing a partial control of the content. Finally, only a small percentage of students managed to reach a high level, indicating that there is potential, but also considerable room for improvement in the whole group.

According to the data obtained in the pre-test carried out on the 9th grade "A" students of the Colegio de Bachillerato N/N in Machala, it is understood that vocabulary should be developed in general through didactic workshops to improve the students' performance in English.

## **CHAPTER 2**

### **METHODOLOGICAL FRAMEWORK**

This chapter presents the methodology applied in the research, beginning with the delimitation of its methodological perspective, the type of study, the population with which we worked for data collection, the methods and instruments, all of them designed to achieve the development of written vocabulary in the English language in 9th grade students of the High School N/N of the city of Machala.

#### **2.1 Paradigm and type of investigation.**

This research was developed from the positivist quantitative paradigm, with an experimental design of explanatory type because it seeks to explain the causes that give rise to the phenomenon studied based on a hypothesis, according to Jiménez L (2024), this paradigm is fundamental in scientific and academic research, since it facilitates the measurement and analysis of numerical data with accuracy, in addition to offering objective results and effective generalization. Thus, research is of the explanatory type because its purpose is to answer why certain phenomena work the way they do, that is, it explores the relationships between cause and effect and their quantification (Arias, E. 2020).

#### **2.2 Population and Sample**

The population is constituted by a group of 9th year students of the High School N/N of the city of Machala, province of Oro, and their age range is between 12 and 13 years old respectively.

## **2.3 Methods of the investigation.**

Scientific research methods are a set of ordered, structured and systematic processes used by the author to produce, verify and obtain knowledge. These strategies are based on logical, empirical and objective criteria, and make it possible to deal with particular questions or problems in an exact and repeatable way. Some authors such as Arellano, F. (2024) define them as “techniques to be implemented systematically to discover knowledge in a specific area of study.”, while for Amador, M. (2017) “The purpose of this is that it is oriented in a simple and focused way to facilitate the work of researchers who begin this arduous process.”

### **2.3.1 Theoretical Level Methods.**

Theoretical methods are regularly applied from the creation of the research design, through the analysis of the current state of the scientific problem, to the interpretation of the data and facts demonstrated, and the corresponding conclusions and suggestions.(Ortiz, E, 2012).

The methods employed are detailed below:

#### **- Historical-logical.**

It is a methodology frequently employed in the social sciences, philosophy and historical research to understand and examine phenomena, processes or concepts in their historical evolution and logical structure. This approach merges the study of the historical progression of a phenomenon with the exploration of its internal structure, its fundamental links and its logic of evolution.

Considering Antonieta, P & Arlen, I (2021):

Theoretical methods make it possible to detail the fundamental connections of the object of study that cannot be observed directly, supporting the construction of knowledge that allows the conceptual interpretation of empirical data, as well as the elaboration and evolution of theories.

- **Analytical synthetic**

The synthetic method uses analysis as a tool to achieve its goal. Thus, it employs a procedure that makes it possible to carry it out in an organized manner and with an action protocol. Its purpose is to contribute to existing knowledge. Thus, the approach is to improve science and its use as a method to interpret reality.

From the point of view of Rodríguez & Pérez (2017):

The analytic-synthetic approach alludes to two cognitive processes that operate together: analysis and synthesis. Analysis is a logical process that allows to mentally break down a whole into its main components and attributes. On the other hand, synthesis is the opposite operation, it determines the grouping or mixing of the parts previously studied and allows the discovery of diverse relationships and particularities among the components of reality.

- **Hypothetical deductive**

The hypothetico-deductive approach is one of the models that characterize the scientific method, based on a cycle of induction-deduction-induction to formulate hypotheses and verify or disprove them.

Considering Bhandari (2023):

Deductive reasoning is a logical methodology that relies on general concepts to reach specific conclusions. It is often opposed to inductive reasoning, which is based on specific observations to derive global conclusions.

## **- Systemic Method**

It is an organizational tool that aims to examine a context and the interrelationship of the components that compose it; in addition to the mutual circular dynamics that constantly occurs between them.

As Espinoza, J (2020) says:

The systemic approach suggests a global perspective of systems, not as isolated entities, but as a whole, since the combination of its elements and the interrelationships they maintain among themselves produces a result superior to that of the components individually. Taking into account the above mentioned, the present research makes use of this type of method at the moment of studying the facts and the bibliographic information on the teaching-learning process of the English language in basic general education, the analysis of the data and its interpretation to obtain the conclusions that respond to the problem posed.

### **2.3.2. Empirical Level Methods.**

These are research methods that use direct observation, experience and experimentation to gather information and acquire knowledge. These procedures focus on analyzing phenomena as they happen in reality, using sensory perception and measuring instruments to collect verifiable data. From the point of view Cerezal & Fiallo (2005, cited in Jiménez & Pérez, 2017) state that "Empirical knowledge is that acquired from practice, examined and organized experimentally through constant observation and experimentation. It represents the first phase of knowledge, in which the human being acquires the representation of the surrounding world through sensations, perceptions and representations.(...)".

This research is based on three types of empirical methods: observation used to collect information about the problem by means of an observation guide, with the objective of directly analyzing the behavior of the students. Diagnostic evaluation used to measure the



academic level of the students, particularly the English vocabulary, surveys directed to the students to know their point of view regarding the academic improvement of English.

Each method used is detailed below:

- **Measurement:** Measurement involves counting, matching one unit against another, making a numerical evaluation, assigning a value, giving numbers to objects. Everything there is is in a certain quantity and can be measured. These are not assigned randomly, but are governed by certain rules, an empirical system is established that derives in a formal system.(Reyes, S 2019).
- **Observation:** It is an essential instrument to collect data in an unbiased way. This methodology is used to create a broad understanding about a specific issue. It can be used to conduct field research, examine behaviors, gain a deeper understanding of problems and their origins, identify the particular conditions and requirements of a group, among other aspects (Díaz, M 2023). Its purpose is to thoroughly examine a phenomenon, event or circumstance to collect information that will be analyzed later to contrast the hypothesis.
- **Diagnostic evaluation:** We refer to a rigorous procedure that is implemented systematically. In the educational context, it is generally carried out before starting a new subject or afterwards. In this way, information can be obtained about the level of learning that the different students are managing. (Guerrero, J 2023).
- **Interview:** The interview is an organized discussion that seeks to collect, rescue and document the experiences that have been stored in the memory of people. It is a scenario where, through language, the interviewee relates his or her experiences and the interviewer asks about events and facts (Mata, L 2020).

## 2.4. Research Instruments

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

Research problem	General Objective	Hypothesis	Variables	Dimensions	Indicators	Questions
How to improve the development of vocabulary in the students of the 9th year of EGB parallel “A”, of the High School N/N of the city of Machala, period	To implement a system of didactic workshops with the use of Lyrics Training that contributes to the improvement of the English vocabulary in the students of the 9th year of EGB parallel “A”, of the High School N/N of the city of Machala, school year 2025-2026.	If a system of didactic workshops is elaborated with the use of the Lyrics training platform, then, the English vocabulary of the students of 9th grade EGB parallel “A” in the High School N/N of the city of Machala will be developed in the school year 2025-2026.	<p>The independent variable comprises a system of didactic workshops using the Lyrics Training platform, which is understood as: interactive activities designed to improve the participants' listening and language skills by incorporating songs in different languages, providing a dynamic and satisfying stimulus to the learning environment.</p> <p>The dependent variable is constituted by the development of English vocabulary.</p>	<p>Lexicon</p> <p>Grammatical</p> <p>Semantic</p> <p>Pragmatic</p>	<p>Simple words</p> <p>Derived words</p> <p>Compound words</p> <p>Fixed expressions</p> <p>Nouns</p> <p>Adverbs</p> <p>Verbs</p> <p>Adjectives</p> <p>Pronouns</p> <p>Conjunctions</p> <p>Prepositions</p> <p>Interjections</p> <p>Synonymy</p>	

### 2.4.1 Procedure for explanation of data.

The information is examined using the proportion (%), for each indicator during the pre-test and post-test. The information regarding vocabulary development was synthesized into three levels: High, Medium and Low, obtained from the study of the position of the indicators. Additionally, a scale for diagnosis is elaborated, as illustrated in the following tables:

INDICATOR	ANALYSIS
Lexicon	<b>High (7-8)</b>
Simple words	Student recognizes 7 to 8 words.
Derived words	<b>Medium (4-6)</b>
Compound words	Student recognizes 4-6 words.
Fixed expressions	<b>Low (0-3)</b>
	Student recognizes less than 3 words.
INDICATOR	ANÁLISIS
Grammar	<b>High (5)</b>
Nouns	Student recognizes all words.
Adverbs	<b>Medium (2-4)</b>
Verbs	Student recognizes half of the words.
Adjectives	<b>Low (0-1)</b>
Pronouns	Student knows less than half of the words.
Conjunctions	
Prepositions	
Interjections	

INDICATOR	ANÁLISIS
Semantics	High (5)
Synonymy	Student recognizes all words
Antonymy	Medium (3-4)
Homonymy	Student recognizes 3 to 4 words.
Polysemy	Low (0-2)
Hyponymy	Student recognizes no more than 2 words.
INDICATOR	ANALYSIS
Pragmatic	<b>High (5)</b>
Formal or informal	Student recognizes all words
Regionalism or dialects	<b>Medium (3-4)</b>
Neologisms and linguistic loans	Student recognizes 3 to 4 words.
	<b>Low (0-2)</b>
	Student recognizes no more than 2 words

INDICATOR	ANALYSIS
Lexicon	<b>High (9-10)</b>
Simple words	Student recognizes 9 to 10 words.
Derived words	<b>Medium (7-8)</b>

Compound words Fixed expressions	Student recognizes 7-8 words. <b>Low (0-6)</b> Student recognizes less than 6 words.
<b>INDICATOR</b>	<b>ANALYSIS</b>
Grammar Nouns Adverbs Verbs Adjectives Pronouns Conjunctions Prepositions Interjections	<b>High (7)</b> Student recognizes all words. <b>Medium (4-6)</b> Student recognizes 4-6 words. <b>Low (0-3)</b> Student knows less than 4 words.
<b>INDICATOR</b>	<b>ANALYSIS</b>
Semantics Synonymy Antonymy Homonymy Polysemy	<b>High (8-10)</b> Student recognizes 8 to 10 words. <b>Medium (4-7)</b> Student recognizes 4-7 words. <b>Low (0-3)</b> Student recognizes no more than 3 words.

INDICATOR	ANALYSIS
Pragmatic	<b>High (7)</b>
Formal or informal	Student recognizes all words
Regionalism or dialects	<b>Medium (3-6)</b>
Neologisms and linguistic loans	Student recognizes 3-6 words.
	<b>Low (0-2)</b>
	Student recognizes no more than 2 words.

Scale	Analysis
<b>High</b>	<b>8-10</b>
<b>Medium</b>	<b>6-7</b>
<b>Low</b>	<b>0-5</b>

## **CHAPTER 3**

### **SYSTEM OF CLASSES FOR THE DEVELOPMENT OF ENGLISH VOCABULARY FOR 9TH GRADE “A” STUDENTS THROUGH THE USE OF INFORMATION TECHNOLOGIES.**

This chapter presents the classroom system and describes the essential characteristics of its application. It provides the teacher with the necessary tools to improve the teaching-learning process related to vocabulary development through the use of Information Technologies. Likewise, the intervention proposal is presented, specifying its objectives and outlining the development plan that supports it.

#### **3.1 Theoretical foundation of the didactic workshop system based on the use of Information Technologies for the development of vocabulary in the English language.**

Vocabulary development in a foreign language, especially in English, is an essential element in the process of language assimilation, as it represents the foundation for reading comprehension, verbal and written production, and relevant interaction in real situations. According to Nation (2015), lexical knowledge has a close relationship with communication fluency and general linguistic ability, so its evolution must be addressed in a systematic and contextual manner. However, one of the most common challenges in vocabulary instruction is the scarcity of motivating and effective techniques, in addition to the absence of genuine exposure to the language.

In this context, a system of didactic workshops based on the application of Information Technologies (ICTs) is suggested, in response to the need to adapt learning spaces into more active, social and learner-focused environments. According to Alavi (2018), the implementation of educational environments fosters students' engagement, independence

and active involvement, particularly in foreign language learning, where multimodal interaction and access to genuine resources play a crucial role.

As proposed by Mendoza and Arevalo (2021), workshops facilitate the integration of content, action and reflection through participatory strategies, which is particularly effective for vocabulary teaching, by encouraging experimentation and the contextualized use of vocabulary. In this context, the workshop system is designed as an orderly, sequential and adaptable set of activities aimed at strengthening language skills through the strategic use of technological resources.

From a pedagogical point of view, this method is based on the foundations of social constructivism and relevant learning. Vygotsky's (1978) sociocultural theory remains relevant in educational projects using technologies, underlining the relevance of cooperative learning and mediation as drivers of cognitive progress. Workshops are therefore established as places of guided interaction, in which the teacher plays the role of learning facilitator, while technologies make it possible to expand the area of proximal development through resources such as videos, interactive platforms, digital corpora and multimedia dictionaries.

On the other hand, contemporary writers such as Beetham and Sharpe (2019) highlight the importance of educational technology not only as a support tool, but also as an agent of change in teaching-learning methods. Information technologies provide a favorable environment for constant practice, instant feedback, and diverse and rich exposure to the vocabulary used, factors that increase knowledge retention and transmission. Instruments such as Word Wall, Quizlet, Padlet, Lyrics Training, among others, are incorporated into the workshop system as tools that enrich language practice and foster learner independence.

From a didactic point of view, the workshop system needs a meticulous organization that takes into account the classification of vocabulary, the choice of relevant contexts and the implementation of various teaching strategies, such as task-based learning, the use of



authentic resources and moderate gamification. According to Godwin-Jones (2020) and Kukulska-Hulme (2016), digital and mobile technologies promote the generation of ubiquitous learning environments, in which students can access content and exercise vocabulary in an asynchronous and personalized way, which enriches and enhances the work done in the classroom.

In psychological terms, the workshop system drives motivational and emotional elements essential for language learning. According to Dornyei (2019), the emotional involvement in the activity, the sense of self-sufficiency, and the opportunity for relevant social interaction promote learner persistence and vocabulary assimilation. In this scenario, didactic workshops grounded in Technologies facilitate learners to actively engage, experience language in functional settings, and control their own learning process with more autonomy.

In summary, the model of didactic workshops based on the application of information technologies is based on three fundamental dimensions. From the pedagogical perspective, it establishes the foundations of constructivism and cooperative learning, fostering an environment where knowledge is actively built through the intermediation of teachers and technology. From the didactic point of view, it suggests structured, progressive and contextualized activities that include digital tools to promote the understanding and effective use of English vocabulary. From the psychological point of view, it takes into account the motivational, emotional and cognitive elements that influence language learning, promoting relevant self-regulation through technological environments.

### **3.2. Characterization of the use of information technologies for the development of vocabulary in the English language in students of 9th grade EGB.**

Vocabulary represents the set of words that an individual or linguistic community handles, and is an essential tool for effective oral and written communication. In the process of acquiring English as a foreign language, the development of a solid vocabulary is indispensable for the comprehension and production of clear and precise messages. For this reason, it is crucial to implement innovative didactic approaches that favor this process.

Information technologies, when integrated into educational contexts, have proven to be valuable resources for enriching language learning. These tools, which include interactive platforms, mobile applications and virtual environments, promote more dynamic, personalized and accessible teaching. By offering multiple formats for presentation and practice, they allow students to actively engage in their learning, thus facilitating retention and contextual use of new vocabulary.

Based on the above, we propose a didactic intervention focused on the use of digital technologies for students in the ninth year of General Basic Education. This intervention is structured in three sessions of one hour each, in which activities specifically designed to strengthen vocabulary through the use of technological resources are incorporated. These activities seek to promote autonomous learning, active participation and the practical use of vocabulary in real communicative situations.

Likewise, the proposal considers the progression and consolidation of learning, allowing students to practice continuously and apply vocabulary in different contexts. The objective is for students not only to memorize isolated words, but also to integrate them in a meaningful way in their oral and written expression, thus contributing to a more functional and lasting mastery of the English language.

### **3.3. Description of the system of didactic workshops using information technologies for the development of vocabulary in the English language in students of 9th grade EGB.**

This section presents the design and implementation of a system of didactic workshops supported by information technology, whose purpose is to foster the development of English vocabulary in students in the ninth grade of General Basic Education. The proposal was implemented in three face-to-face sessions, which incorporate interactive activities that facilitate a dynamic, attractive and contextualized learning environment. The use of these didactic workshops allowed for greater student participation, favoring the recognition, comprehension and appropriate use of vocabulary in real communicative situations.

#### **General Objective**

To strengthen the development of English vocabulary in ninth grade students through the implementation of didactic workshops that integrate the use of information technologies, thus promoting active and meaningful learning.

#### **Specific objectives:**

- Encourage student participation through structured activities.
- Encourage comprehension of English words through didactic workshops.
- Evaluate the appropriate application of the vocabulary covered in each session.

#### **CLASS 1**

**Content:** Personal Pronouns

**Objective:** At the end of the class, students should have identified all the personal pronouns with their correct use through activities in the didactic workshop.

**Resources:**

- Cards illustrated with images and words

- Adhesive tape or Velcro to stick the images
- Didactic workshop

**Duration:** 80 minutes

**Activities:**

- Activation of previous knowledge with images and words.
- Teacher explanation and student participation.
- Activity in pairs to solve the didactic workshop.
- Feedback of the class and qualification of the didactic workshop.

**Evaluation:** Active participation and resolution of the didactic workshop.

## CLASS 2

**Content:** Descriptive Adjectives

**Objective:** At the end of the class, students will recognize 7 adjectives in English through a didactic workshop.

**Resources:**

- Images of each adjective.
- Didactic workshop
- Markers and tape

**Duration:** 40 minutes

**Activities:**

- Presentation of the vocabulary related to descriptive adjectives with images.
- Activity in pairs where they have to complete exercises related to the class through a didactic workshop.
- Game in pairs: match each image with the correct adjective on the blackboard.

**Evaluation:** Number of correct answers and performance through the workshop.

### **CLASS 3**

**Content:** Formal and informal expressions.

**Objective:** At the end of the class, students will demonstrate understanding of vocabulary through different formal and informal expressions in English.

**Resources:**

- Images
- Didactic workshop
- Markers and eraser

**Duration:** 80 minutes

**Activities:**

- Recognition of different expressions in English.
- Didactic workshop in pairs.
- Evaluating students' pronunciation.

**Evaluation:** Correct use of formal and informal expressions through didactic workshops.

### **CLASS 4**

**Content:** General Review

**Objective:** At the end of the class, students will demonstrate understanding of the vocabulary worked on in the previous sessions through review activities and a final evaluation

**Resources:**

- Images with the topics previously covered.
- Pencils and erasers
- Printed evaluation with images and vocabulary.

**Duration:** 60 minutes

**Activities:**

- General review of the vocabulary learned
- Application of the post-test

**Evaluation:** Correct use of vocabulary during the activities and general participation.

## **CHAPTER 4**

### **System of didactic workshops using information technologies for the development of vocabulary in the English language.**

The purpose of this chapter is to describe and analyze the results obtained after the implementation of a system of didactic workshops supported by the use of information technologies, oriented to the development of vocabulary in the English language in students of the ninth year of General Basic Education. For this purpose, evidence obtained through direct observation, activities carried out by the students and the comparison between the results obtained in the pretest and posttest were considered.

#### **4.1 Description of the application of didactic workshops using information technologies for the development of vocabulary in the English language.**

This section details the experiences obtained during the pedagogical intervention phase developed over four class sessions in the form of a system of didactic workshops. These activities were focused on strengthening the English vocabulary of students in the ninth year of General Basic Education. The description is based on direct observations made by the author, who acted as facilitator during the workshops, promoting an active and meaningful participation of the students.

The class system was divided into four sessions planned for June 10, 11, 12 and 13, between 1:00 pm and 2:30 pm. The sessions are detailed below according to what was observed in the classroom.

##### **Diagnostic session**

Before starting the pedagogical intervention. A diagnostic assessment was carried out in order to identify the students' level of English vocabulary. This assessment consisted of a series of exercises where students had to select simple terms.

The main objective was to know the strengths and difficulties in the management of basic English vocabulary, as well as to encourage social interest through the use of technological tools such as Lyrics Training. The students participated in the evaluation with enthusiasm, which allowed us to observe a collaborative and motivating environment throughout the class.

### **Class 1: Personal pronouns**

The first intervention session focused on strengthening the knowledge and use of personal pronouns in English. The teacher began the class with a clear and simple explanation on the blackboard, using written and oral examples so that students could understand the function of each pronoun within a sentence. As the explanation progressed, active participation was encouraged through questions directed to the group.

Afterwards, the teacher organized the students into work teams and distributed physical cards with printed words, classified by categories: personal pronouns, verbs and basic complements. Each group had to take a card from each category and form complete sentences, which they then shared aloud with the rest of the class. This dynamic encouraged interaction among classmates and reinforced learning in a practical way.

During the development of the activity, a positive attitude was evidenced on the part of the students, who showed willingness to collaborate, help each other and correct each other. The atmosphere was participatory and allowed students to internalize the correct use of personal pronouns through guided practice. At the end, a didactic workshop was held in which similar exercises were applied in order to consolidate the knowledge acquired during the class.

### **Class 2: Correct use of English adjectives**

The second intervention session aimed to reinforce the correct use of adjectives in English, especially those related to physical characteristics and moods. The teacher started



the class with a brief explanation on the blackboard about the position of adjectives in the sentence and their function in describing nouns. Simple examples such as “a tall boy” or “a happy girl” were used, which were read and repeated by the students to reinforce pronunciation and comprehension.

Then, a practical activity was developed in which the teacher handed out cards illustrated with images of people and objects, accompanied by nouns. Students had to select the appropriate adjective to describe the image, place it in the correct place and read the sentence aloud. This dynamic allowed them to work on visual recognition, word association and the basic construction of descriptive sentences.

The group showed a participative and enthusiastic attitude, interacting with the material and sharing their answers with their classmates. The teacher went around the groups to provide support, clarify doubts and reinforce the content according to the needs observed. The class was developed in a dynamic and cooperative environment, facilitating active learning.

At the end of the session, a didactic workshop focused on the creation of sentences with adjectives, where students worked in pairs to write short descriptions using the words they had learned. This final activity consolidated the use of adjectives in meaningful contexts and promoted written production in English in a simple and effective way.

### **Class 3:** Formal and informal expressions.

The third intervention session focused on the recognition and appropriate use of formal and informal expressions in English. The teacher began the class by explaining the differences between the two types of expressions, highlighting in which contexts it is appropriate to use them. To facilitate understanding, clear examples were presented on the board, such as greetings, farewells and common phrases used in formal and informal situations.

The students were then divided into small groups and given cards with different written expressions. Each group had to identify whether the expression was formal or informal and then practice its use through short dialogues. Students took turns acting out small everyday situations, applying the expressions according to the corresponding context.

During the activity, active participation and a marked interest in correctly differentiating the forms of communication were observed. The teacher supervised each group, offering immediate feedback and clarifying doubts to reinforce learning.

At the end of the class, a didactic workshop was held in which the students created their own dialogues, combining formal and informal expressions, and then presented them to their classmates. This practical experience helped to strengthen knowledge and build confidence in the proper use of both forms of communication in English.

**Exercise class:** General review and post-test application

The fourth session had as its main objective a general review of the contents of the previous sessions, consolidating the students' learning about personal pronouns, adjectives and formal and informal expressions in English. The teacher started the class with a brief oral and written review of the topics, using examples and directed questions to activate previous knowledge.

Afterwards, a group activity was organized in which students participated in didactic games designed to reinforce each of the contents. Through sentence formation exercises, word association and dialogue representation, students were able to practice and apply what they had learned in a collaborative and dynamic environment.

During the development of the session, an enthusiastic and participative attitude was observed on the part of the students, who showed confidence in using the revised structures and vocabulary. The teacher provided constant support, clarifying doubts and encouraging interaction among classmates.

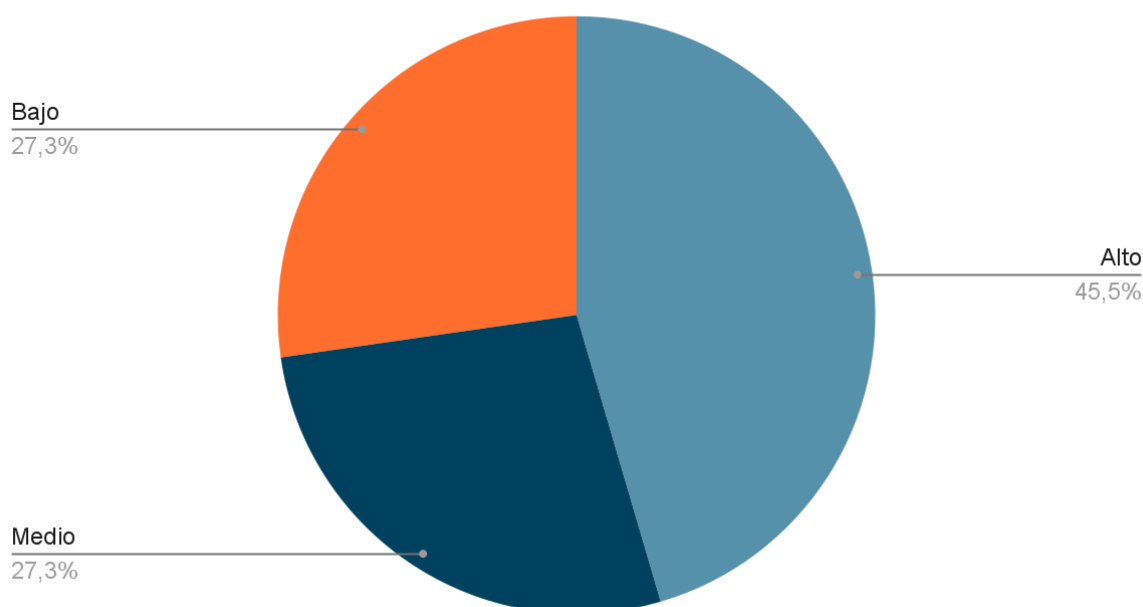
To close the class, a didactic workshop was held that integrated all the topics addressed, allowing students to apply their knowledge in a practical and fun way. This activity served to reinforce learning and prepare the group for future evaluations.

#### **4.2 Results of the application of didactic workshops using information technologies for the development of vocabulary in the English language.**

Once the didactic workshop system was implemented using information technologies, an evaluation was applied to the group, which served as a post-test in order to evaluate the development of vocabulary in the English language. For data collection, four indicators were taken into account. Likewise, a general analysis of the information collected was made.

##### **Indicator 1: simple words, derived words, compound words, fixed expressions.**

###### **Dimensión: Léxico**

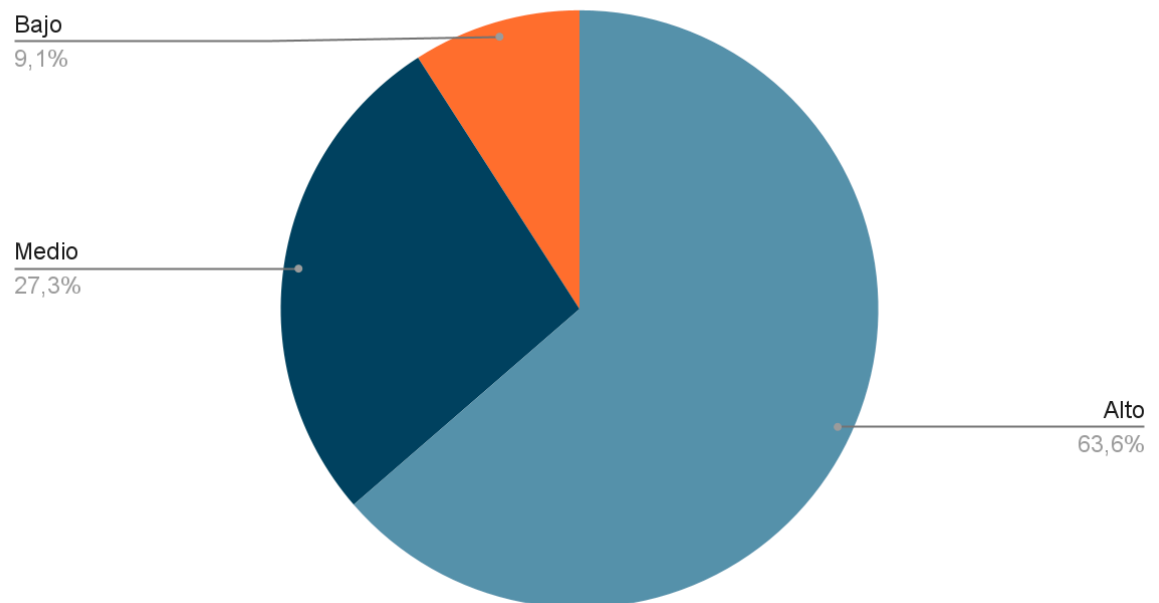


The results obtained in the post-test of the indicator related to the use of simple, derived and compound words and fixed expressions show that a significant part of the students demonstrated a high command in this area. Another group achieved acceptable

performance, while the rest evidenced certain difficulties in adequately handling these language elements. This suggests a diversity of levels of comprehension and application of the vocabulary worked on.

**Indicator 2: nouns, adverbs, verbs, adjectives, pronouns, conjunctions, prepositions, interjections.**

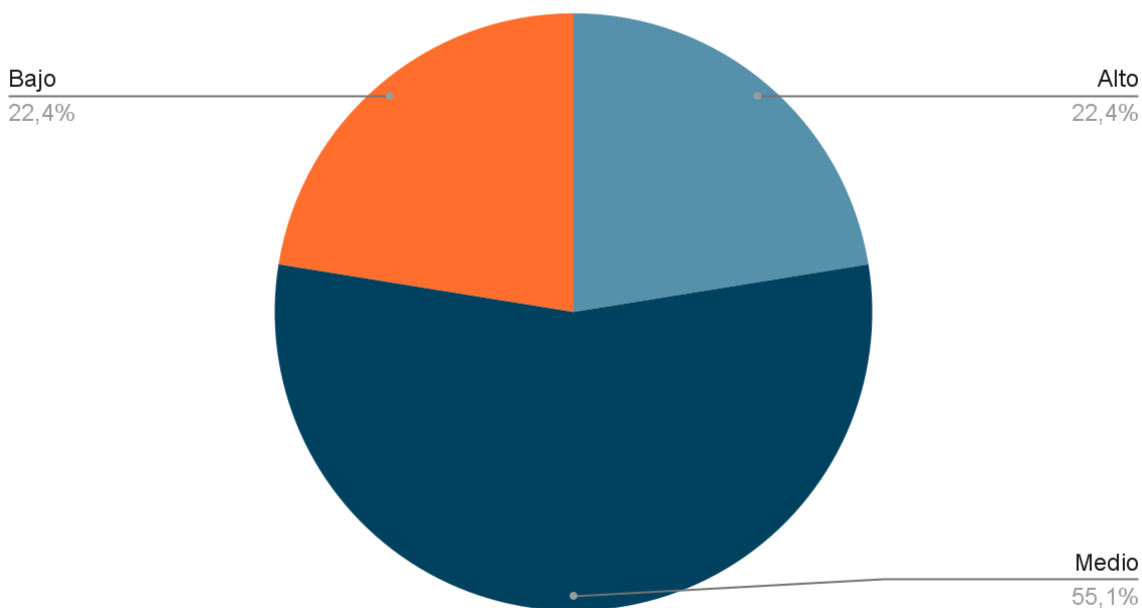
#### Dimensión: Gramatical



The results of the post-test show that most of the students demonstrated a solid command in the recognition and use of the evaluated grammatical categories -such as nouns, adverbs, verbs, adjectives, pronouns, conjunctions, prepositions and interjections- by placing themselves at a high level of performance. A smaller group showed acceptable knowledge, although with some aspects to be reinforced, while a reduced number presented notable difficulties, suggesting the need for additional pedagogical support to achieve the proposed objectives.

**Indicator 3: synonymy, antonymy, homonymy, polysemy, hyponymy.**

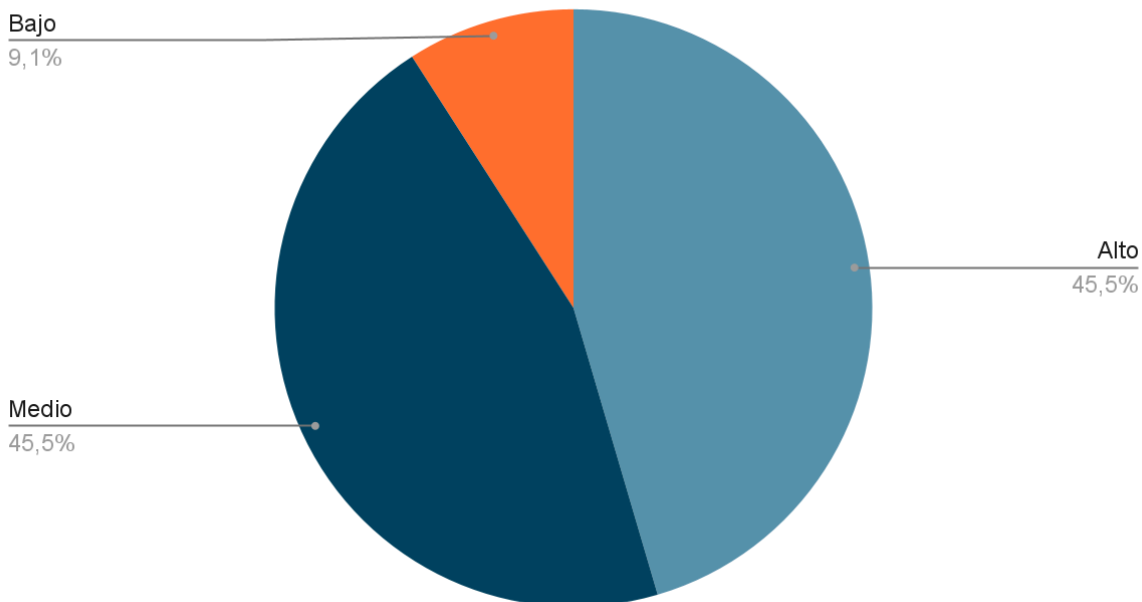
### Dimensión: Semántico



The results of the post-test in relation to the indicator on synonymy, antonymy, homonymy, polysemy and hyponymy show that more than half of the students achieved a solid command of the contents, placing themselves at a high level of performance. A smaller group of students showed an acceptable command, placing themselves at a medium level, while an equal number of students presented notorious difficulties in the comprehension and application of these concepts, reflecting a low level. This suggests a need for specific reinforcement for those with lower performance, as well as the recognition of the achievements obtained by those who demonstrated a better use of the content.

**Indicator 4: formal or informal, regionalism or dialects, neologisms and linguistic borrowings.**

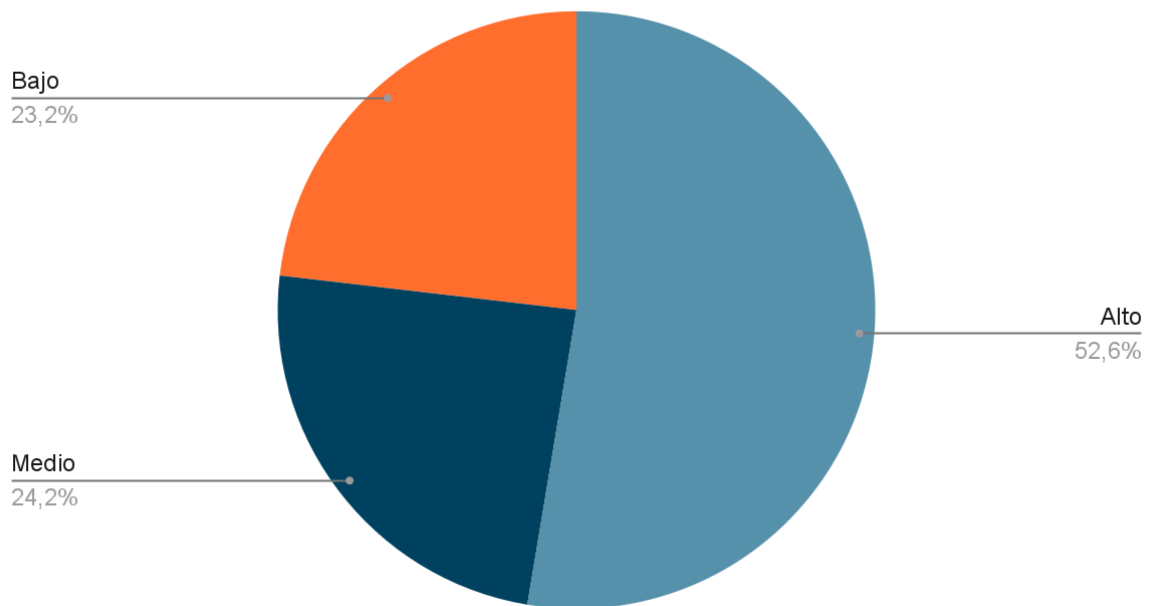
### Dimensión: Pragmático



In relation to indicator 4, which evaluates aspects such as the formal or informal use of language, the presence of regionalisms or dialects, as well as neologisms and linguistic borrowings, the results of the post-test show a diverse distribution in the students' performance. A considerable part of the group managed to demonstrate a solid command of these elements, reflecting an adequate management of the variations and resources of the language. Another group showed an acceptable development, although with certain aspects to be strengthened. Finally, a minority presented more notorious difficulties in the comprehension and application of these contents, which indicates the need for further support in this area.

**Synthesizing the data obtained.**

### Datos Obtenidos (post-test)



The results of the post-test show a significant improvement in the students' performance. Half of the group achieved a high level, which indicates a solid understanding of the contents worked on. A smaller number of students presented a medium performance, which suggests that, although they achieved certain learning, they still require reinforcement in some aspects. Finally, a few students showed difficulties, reflected in a low level of performance, which highlights the need for additional support to strengthen their skills.

### Hypothesis testing

In order to determine whether the implementation of the didactic workshop system with the use of Lyrics Training produced a significant effect on English vocabulary development, a Student's t-test for related samples was applied. This statistical tool allows comparing the results obtained in the pre-test and post-test of the same group, being appropriate to identify changes produced after an educational intervention.

**Statistical hypotheses:**

**-Null hypothesis (H0):** The application of a didactic workshop system with the use of the Lyrics Training platform will not develop students' English vocabulary.

**-Alternative hypothesis (H1):** The application of a didactic workshop system with the use of the Lyrics Training platform will significantly develop students' English vocabulary.

**Paired T-Test Analysis (Overall Results)****Table 1: Complete Data and Differences (Pre-test vs. Post-test)**

Nº	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	Difference (d <sub>i</sub> = X <sub>2</sub> - X <sub>1</sub> )
1	20.0	80.0	60.0
2	90.0	100.0	10.0
3	70.0	80.0	10.0
4	70.0	80.0	10.0
5	20.0	60.0	40.0
6	20.0	60.0	40.0
7	50.0	90.0	40.0
8	50.0	80.0	30.0
9	40.0	70.0	30.0
10	30.0	60.0	30.0
11	80.0	90.0	10.0
12	60.0	90.0	30.0
13	20.0	60.0	40.0
14	30.0	60.0	30.0



15	70.0	90.0	20.0
16	90.0	100.0	10.0
17	90.0	100.0	10.0
18	90.0	100.0	10.0
19	90.0	100.0	10.0
20	80.0	90.0	10.0
21	70.0	90.0	20.0
22	70.0	80.0	10.0

- Shows individual scores before and after the intervention.
- The difference ( $X_2 - X_1$ ) is positive in all cases, indicating improvement in all students.
- Differences vary between students, but many exceed 30 points, reflecting considerable impact.

**Table 2: Key statistical calculations**

Statistician	Value
Pre-test average	59.09
Post-test average	82.27
Average difference ( $d$ )	23.18
Standard deviation( $Sd$ )	14.60
T-value	7.45

Degrees of Freedom (df)	21
Critical Value ( $\alpha = 0.05$ )	$\pm 0.05$
P-value (dos colas)	0,0000002548
Critical value T (dos colas, $\alpha=0,05$ )	2,080

## ANALYSIS BY DIMENSIONS

### 1. Table 3: Lexical Dimension

Performance	PRE-TEST (22 students)	POST-TEST (22 students)	Change
High	6 (28.6%)	10 (45.5%)	+16.9%
Medium	11 (48.0%)	6 (27.3%)	-20.7%
Low	5 (23.5%)	6 (27.3%)	-3.8%

- Remarkable progress: most students are now fluent in basic structures and vocabulary.

### Table 4: Grammatical Dimension

Performance	PRE-TEST (22 students)	POST-TEST (22 students)	Change
High	10 (45.9%)	14 (63.6%)	+17.7%
Medium	9 (40.8%)	6 (27.3%)	-13.5%
Low	3 (13.3%)	2 (9.1%)	-4.2%

- Great improvement: students can now use the language to communicate effectively.

**Table 5: Semantic Dimension**

<b>Performance</b>	PRE-TEST (22 students)	POST-TEST (22 students)	Change
High	3 (13.1%)	5 (22.4%)	+9.3%
Medium	13 (59.6%)	12 (55.1%)	-4.5%
Low	6 (27.3%)	5 (22.4%)	-4.9%

- Considerable progress has been made, as students have acquired the ability to use the language to communicate effectively.

**4. Table 6: Pragmatic Dimension**

<b>Performance</b>	PRE-TEST (22 students)	POST-TEST (22 students)	Change
High	8 (36.4%)	10 (45.5%)	+9.1%
Medium	14 (63.6%)	10 (45.5%)	-18.1%
Low	0 (0,0%)	2 (9.1%)	+9.1%

- Although improvements have been recorded, this area still represents the greatest challenge, which could be related to the difficulty of the activities or to the level of the students.

To analyze the effect of the intervention through didactic workshops on English vocabulary development, a paired samples t-test was applied, comparing the pre-test and post-test results of 22 students. The mean of the differences between the two measurements

was 23.18 points, with a standard deviation of 14.60, reflecting a marked improvement in student performance.

The calculated t-statistic was 7.45 with 21 degrees of freedom, and the p-value obtained was 0.0000002548, clearly below the established significance level ( $\alpha = 0.05$ ). Likewise, the t-value is well above the critical t-value of  $\pm 2.080$ , which provides solid evidence to reject the null hypothesis.

Consequently, it is concluded that the application of the didactic workshop system generated a statistically significant effect on students' English vocabulary development.

## Discussion of results

The main purpose of this research was to implement a system of didactic workshops with the use of the Lyrics Training platform, in order to improve the English vocabulary of students in the ninth year of General Basic Education, parallel “A”, of the High School N/N of the city of Machala, during the school year 2025-2026. This proposal responded to a need identified in the initial diagnosis, which showed a limited command of vocabulary in its lexical, grammatical, semantic and pragmatic components, corresponding to level A1 of the Common European Framework of Reference for Languages.

After the application of the workshop system, the results of the post-test reflected relevant progress in all the dimensions evaluated. In the lexical dimension, the percentage of students with a high level increased from 28.6% to 45.5%, indicating an improvement in the acquisition of frequent and useful vocabulary. Although there was also a slight increase in the low level (from 23.5% to 27.3%), this may be due to an adjustment in the classification of students who were initially at the medium level, which decreased from 48.0% to 27.3%.

In the grammatical dimension, a significant improvement was observed: the high level increased from 45.9% to 63.6% and the low level decreased from 13.3% to 9.1%. This progress reflects that students achieved greater accuracy in the use of basic grammatical structures, such as verb tenses, agreement and syntactic order, which directly contributed to the quality of their English productions.

Regarding the semantic dimension, the improvement was moderate. The high level grew from 13.1% to 22.4%, and the low level decreased slightly. The majority of students remained at the medium level, indicating that while there was progress in understanding the contextual meaning of words and phrases, there are still opportunities to strengthen this proficiency through more specific strategies.

In the pragmatic dimension, progress was also evident: the high level went from 36.4% to 45.5%, and the medium level was reduced from 63.6% to 45.5%. Although a small percentage of students in the low level (9.1%) emerged that was not previously recorded, this can be interpreted as a more accurate reassessment of performance after the intervention. The results indicate that students developed a greater ability to use language appropriately according to the communicative context.

From a statistical point of view, a paired samples t-test was applied, which showed a significant difference between the pre-test and post-test results. This allowed us to reject the null hypothesis and confirm that the intervention had a real effect on vocabulary development. On average, students improved their scores significantly, demonstrating the positive impact of the workshop system with the use of Lyrics Training.

In conclusion, the results confirm that the use of didactic workshops supported by technological resources contributed effectively to the strengthening of English vocabulary in its different dimensions. However, areas that still require reinforcement are identified, especially in semantic and pragmatic aspects, suggesting the need to incorporate in future interventions activities that promote a more reflective, contextualized and autonomous use of the language.

## Conclusions

The purpose of this research was to implement a system of didactic workshops with the use of the Lyrics Training platform, with the objective of contributing to the improvement of the English vocabulary in the students of the 9th year of EGB parallel “A” of the High School N/N of the city of Machala, during the school year 2025-2026. This proposal arises as a response to problems evidenced in the educational context, such as the low command of English vocabulary, the lack of motivation in learning the language and the scarce use of interactive technological tools in the classroom.

First, the objective of theoretically supporting the use of Information Technology for English vocabulary development allowed us to build a solid conceptual framework. Through the analysis of various academic sources, it was found that digital platforms such as Lyrics Training promote meaningful language learning by integrating music, interactivity and contextualized repetition, which favors memorization and active use of vocabulary.

Second, the diagnosis of the current state of students' English vocabulary revealed a low level of knowledge and use of high-frequency words, idiomatic expressions, and basic everyday English terms. This finding highlighted the urgent need for a pedagogical intervention that not only strengthens the lexicon, but also awakens the students' interest in learning English in a dynamic and motivating way.

The third specific objective, focused on the design of a system of didactic workshops using Lyrics Training, resulted in a structured, flexible and contextualized methodological proposal. The workshops were organized around songs selected by level of difficulty, themes and relevant vocabulary, integrating individual and group dynamics that favored both exposure and retention of new words in real and meaningful contexts.

Finally, the evaluation of the effectiveness of the workshops showed notable improvements in the students' mastery of English vocabulary. There was a significant increase in the number of words recognized and used correctly in both written and oral exercises. In addition, students showed greater motivation and participation in class, which reinforces the validity of the use of Lyrics Training as a didactic tool. However, the need to reinforce follow-up strategies and continuous practice to ensure long-term vocabulary consolidation was also identified.

In summary, it is concluded that the implementation of didactic workshops with the use of Lyrics Training constitutes an effective strategy to improve English vocabulary in elementary school students. This approach not only responds to the linguistic needs of the target group, but also promotes more participatory, contextualized and engaging learning. It is therefore recommended to extend its application to other educational levels and to complement the work with additional activities that encourage autonomy and the functional use of the vocabulary learned in real communicative situations.



## Recommendations

Based on the results and findings obtained during the implementation of the didactic workshop system with the Lyrics Training platform, several key areas are identified to guide future research and pedagogical practices. These recommendations seek to optimize the use of technological resources in English vocabulary learning, ensuring a more comprehensive and sustained development in the different linguistic dimensions of the students. The following are the four most relevant suggestions for those who wish to replicate, adapt or expand this educational proposal.

1. Strengthen the semantic and pragmatic dimensions through specific activities that promote contextual comprehension and the appropriate use of vocabulary in real communicative situations, such as debates or simulations, to improve these areas where progress was moderate.
2. Incorporate follow-up strategies and continuous practice to ensure consolidation and autonomy in the use of the vocabulary learned, through self-assessments, complementary workshops or other long-term reinforcement dynamics.
3. Adapt the selection of songs and activities to the level and preferences of the students, choosing different genres, themes and degrees of difficulty to maintain motivation and meet the diversity of learning styles.
4. Extend the application of the system to other educational contexts and levels to validate and adjust the methodology in different schools, levels or groups with diverse characteristics, strengthening the generalization and effectiveness of the proposal.

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## APPENDIX

### ANNEX 1



#### Cuestionario Diagnóstico de Inglés



Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Total: \_\_\_\_\_ / 10 pts.

**Instrucciones:** Lee cada pregunta y marca la palabra correcta en inglés según se te indica. ¡Solo necesitas reconocer o identificar!

**Elige una parte del cuerpo:**

- a) hand
- b) house
- c) run
- d) car

**¿Cuál de estas palabras es un objeto de clase?**

- a) pen
- b) shoe
- c) bread
- d) door

**"She" es:**

- a) pronombre
- b) sustantivo
- c) adjetivo

**"Run" es:**

- a) sustantivo
- b) verbo
- c) preposición

**¿Cuál es un antónimo de "cold"?**

- a) ice
- b) hot
- c) warm

**Sinónimo de "big":**

- a) large

- b) tall
- c) small

¿Cuál frase es formal?

- a) What's up?
- b) Good afternoon, sir.
- c) Hey bro!

¿Cuál es una forma informal de decir "Hello"?

- a) Hi!
- b) Good morning
- c) Nice to meet you

## PART 1 LISTENING

### Lemon Tree

I'm  here in the boring   
 It's just another  Sunday afternoon  
 I'm wasting my time, I got nothing to do  
 I'm hanging around, I'm waiting for   
 But nothing ever happens  I wonder

Room	Sitting
rainy	And
you	

## PART 2 LISTENING

I'm driving around in my   
 I'm driving too ,  driving too far  
 I'd like to change my point of view  
 I  so , I'm waiting for   
 But nothing ever happens and I wonder

I'm	feel
you	fast
car	lonely





## UNIVERSIDAD TÉCNICA DE MACHALA

Calidad, Pertinencia y Calidez

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

### ENGLISH WORKSHOP

Student's name: \_\_\_\_\_.

**Ejercicio 1: Completa con el pronombre personal correcto (I, you, he, she, it, we, they)**

My name is Sarah. \_\_\_\_ am 15 years old.

This is my **dog**. \_\_\_\_ is very friendly.

**Peter** is my brother. \_\_\_\_ likes football.

**Anna and I** are friends. \_\_\_\_ go to the same school.

**My parents** are teachers. \_\_\_\_ work at a university.

Hello, Tom! \_\_\_\_ are very funny.

That's my **cat**. \_\_\_\_ is sleeping.

**Ejercicio 2: Escribe la frase usando un pronombre en lugar del sujeto subrayado**

Ejemplo:

John is my friend. → He is my friend.

**Mary** is a good singer. → \_\_\_\_ is a good singer.

**The dog** is hungry. → \_\_\_\_ is hungry.

**Tom and Jerry** are funny. → \_\_\_\_ are funny.

**My mom and I** are baking a cake. → \_\_\_\_ are baking a cake.

**You and your sister** are late. → \_\_\_\_ are late.

**The book** is on the table. → \_\_\_\_ is on the table.

**Paul** is a doctor. → \_\_\_\_ is a doctor.



**Sarah and Anna** like chocolate. → \_\_\_\_ like chocolate.

### **Ejercicio 3: Completa las oraciones con el adjetivo correcto**

Escoge del banco de palabras el adjetivo que mejor completa la oración.

**Adjetivos: tall, cold, funny, old, happy, small, fast, angry**

The weather is very \_\_\_\_\_. I need a jacket.

My cat is very \_\_\_\_\_. It always runs around the house.

John is very \_\_\_\_\_. He always tells jokes.

That building is very \_\_\_\_\_. It has 30 floors!

My grandparents are \_\_\_\_\_.

The baby is \_\_\_\_\_. He smiles all the time.

This room is too \_\_\_\_\_. Let's go to the bigger one.

The teacher looks \_\_\_\_\_. Maybe we were too loud.

### **My Day at the Park**



Hello! \_\_\_\_ am Lucy. Today \_\_\_\_ go to the park with my brother, Tom. \_\_\_\_ is 10 years old. \_\_\_\_ is very \_\_\_\_ and \_\_\_\_ sometimes. But today \_\_\_\_ is very \_\_\_\_ because we have ice cream! We see a dog. \_\_\_\_ is very \_\_\_\_\_. The dog runs very \_\_\_\_\_. Then we see an \_\_\_\_ man. \_\_\_\_ has a big hat and smiles at us. Tom tells a joke. \_\_\_\_ is very \_\_\_\_\_. We all laugh. At the end of the day, \_\_\_\_ are tired but \_\_\_\_\_. We love the park!

**Ejercicio 4: Complete the sentences with the opposite word:**

The building is very **tall**, but the tree is very \_\_\_\_\_.

I am **cold** in winter, but in summer, I am very \_\_\_\_\_.

That joke is very **funny**, but this one is very \_\_\_\_\_.

My dog is **old**, but my puppy is very \_\_\_\_\_.

She is **happy** today, but yesterday she was \_\_\_\_\_.

The mouse is very **small**, but the elephant is very \_\_\_\_\_.

The rabbit is **fast**, but the turtle is very \_\_\_\_\_.

He is **angry** now, but before he was very \_\_\_\_\_.

**Ejercicio 5: Can you put these scrambled words in the correct order?**

1. Trohs =
2. Toh =
3. Das =
4. Ynrga =
5. Ongyu =
6. Igb =
7. Owls =
8. Adm =
9. Obingr =

**Ejercicio 6: Complete the story with the correct opposite words:**

It was the first day of school. Tom is a tall boy, but his friend Ana is \_\_\_\_\_. Their teacher is very old, but the new assistant is \_\_\_\_\_. In the classroom, the air was cold, but outside it was \_\_\_\_\_. Tom told a funny story, but Ana thought it was \_\_\_\_\_. At recess, a fast boy ran to the playground, and a \_\_\_\_\_ girl walked slowly. Ana was happy to see her best friend, but another boy was \_\_\_\_\_ because he lost his pencil. Tom had a small backpack, and Ana had a \_\_\_\_\_ one. At the end of the day, the angry boy found his pencil and felt \_\_\_\_\_ again.

## FORMAL & INFORMAL EXPRESSIONS

### Word bank

#### Formales:

- ☐ Good morning
- ☐ Thank you
- ☐ I'm sorry
- ☐ Excuse me
- ☐ I don't understand

#### Informales:

- Hi
- Thanks
- Sorry
- What's up?
- I don't get it

### Complete the sentences with the correct expression (formal or informal):

(Formal) \_\_\_\_\_, can you help me, please?

(Informal) \_\_\_\_\_, how are you today?

(Formal) \_\_\_\_\_ for your help.

(Informal) A: I gave you the pen.

B: \_\_\_\_\_!

(Formal) \_\_\_\_\_, I didn't hear the question.

(Informal) A: I told you already.

B: Oh, \_\_\_\_\_, my bad!

(Formal) \_\_\_\_\_, I don't know the answer.

(Informal) A: I don't understand.

B: Me too. \_\_\_\_\_.

(Informal) A: Hey!

B: \_\_\_\_\_?

(Formal) \_\_\_\_\_, I have a question about the class.

(Informal) A: I lost my notebook.

B: \_\_\_\_\_, that's not good.

### LISTENING PART 1

\_\_\_\_\_ found a love for me

Oh, darling, just dive right in and follow my lead

Well, \_\_\_\_\_ found a girl, beautiful and sweet

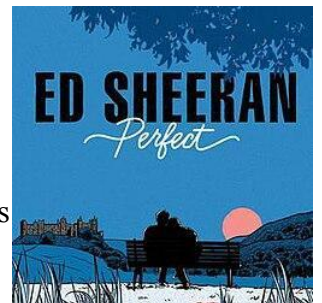
Oh, I never knew \_\_\_\_\_ were the someone waitin' for me

'Cause \_\_\_\_\_ were just kids when we fell in love, not knowin' what \_\_\_\_\_ was

I will not give \_\_\_\_\_ up this time

Oh, darling, just kiss me slow, your heart is all \_\_\_\_\_ own

And in your eyes, you're holding mine.



### LISTENING PART 2

\_\_\_\_\_ just woke up from a dream

Where you and \_\_\_\_\_ had to say goodbye

And I don't know what \_\_\_\_\_ all means

But since I survived, \_\_\_\_\_ realized

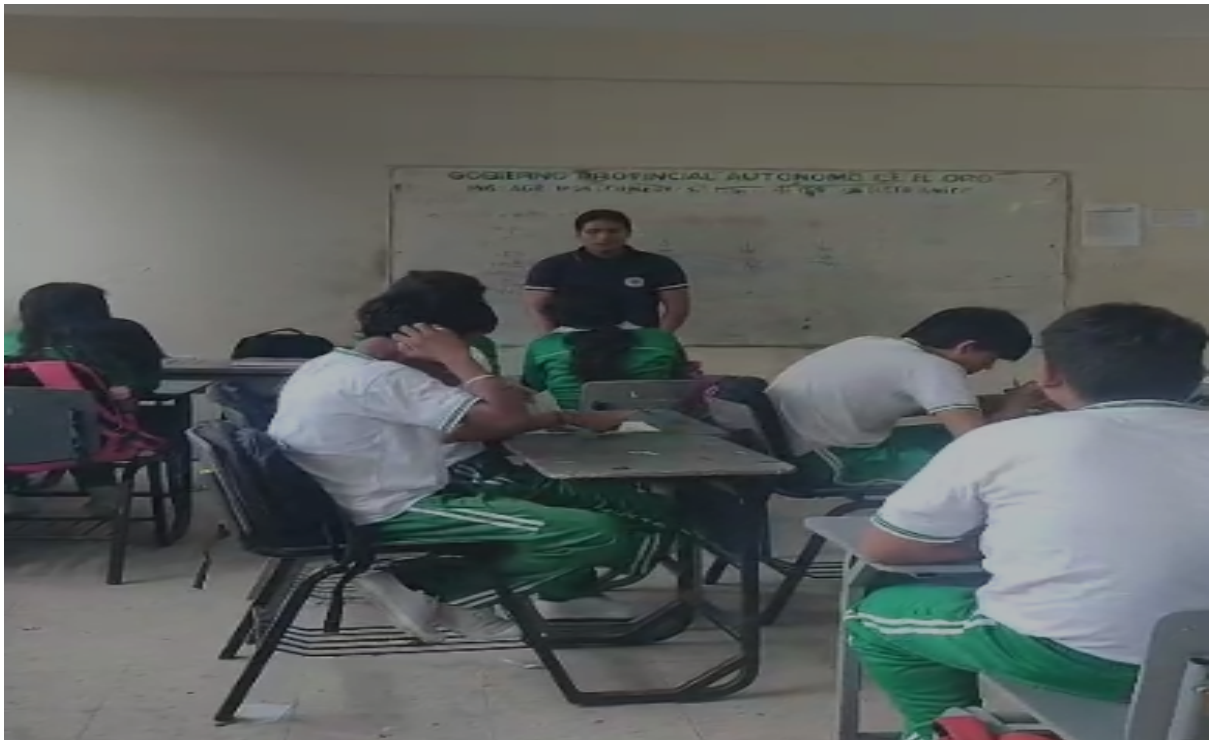
Wherever \_\_\_\_\_ go, that's where I'll follow

Nobody's promised tomorrow

So I'ma love \_\_\_\_\_ every night like it's the last night

Like \_\_\_\_\_ the last night





## ANNEX 3

### Guía de Observación

#### 1. Datos Generales

**Fecha de observación:** Viernes 13 de Junio del 2025

**Hora de inicio:** 1:00 pm

**Duración:** 45 min

**Curso / Nivel:** 9no grado “A”

**Número de estudiantes:** 22 estudiantes

**Observador:** Dennis Alexander Reinoso Nagua

Dimensión	Indicador	Aspectos a observar	Si	No	Observaciones / Evidencia
Uso del vocabulario en inglés	Empleo correcto de palabras básicas en inglés	¿Los estudiantes comprenden el vocabulario escrito u oral?			
Organización de la clase	Claridad en la estructura de la sesión	¿Se sigue una secuencia clara: inicio, desarrollo, cierre?			
	Manejo del	¿Se			

	tiempo	aprovecha adecuadamente el tiempo disponible?			
Comprensión de instrucciones	Claridad del lenguaje del docente	¿El docente usa palabras comprensibles para el nivel de los estudiantes?			
	Seguimiento de indicaciones	¿Los estudiantes logran seguir las instrucciones dadas?			

#### ANNEX 4

Entrevista al Docente que imparte la Asignatura de Inglés

Título: Entrevista a docente de inglés sobre el nivel de vocabulario de los estudiantes y factores que inciden en el proceso de enseñanza-aprendizaje

Objetivo general:

Conocer la percepción de la docente de inglés respecto al nivel de vocabulario de los estudiantes, la participación familiar, y la eficacia de las estrategias pedagógicas empleadas.

##### 1. Datos Generales

- **Nombre del docente entrevistado (opcional):** Anónimo
- **Institución educativa:** N/N
- **Fecha:** Viernes 13 de junio del 2025
- **Grado/Nivel que enseña:** 9no grado "A"
- **Tiempo de experiencia docente:** 8 años
- **Entrevistador:** Dennis Alexander Reinoso Nagua

**Preguntas principales**

¿Cómo describiría el nivel de vocabulario en inglés que manejan actualmente sus estudiantes?

(¿Qué tipo de palabras logran identificar y usar correctamente?)

¿Qué factores cree usted que influyen en el bajo dominio del vocabulario en inglés por parte de los estudiantes?

(¿Considera que hay desinterés por parte del alumnado? ¿A qué se debe?)

Desde su experiencia, ¿qué rol juegan los padres o tutores en el aprendizaje del inglés de sus hijos?

(¿Percibe apoyo o acompañamiento en casa? ¿Cómo afecta esto en el aula?)

¿Cree que el bajo interés de los estudiantes hacia el inglés está relacionado con la falta de involucramiento familiar? ¿Por qué?

¿Qué tipo de estrategias pedagógicas utiliza usted para enseñar vocabulario en inglés?

(¿Cuáles han sido más efectivas? ¿Por qué?)

¿Ha notado alguna diferencia en el aprendizaje cuando implementa actividades creativas o dinámicas, comparadas con métodos tradicionales?

(¿Qué resultados ha observado?)

¿Qué recursos o apoyos considera necesarios para mejorar la enseñanza del inglés en su institución?

¿Qué recomendaciones haría para fortalecer la participación de los padres y mejorar el nivel de vocabulario de los estudiantes?

Desde su punto de vista profesional, ¿qué importancia tiene la formación continua del docente en la enseñanza del idioma inglés?

(¿Ha participado en capacitaciones recientemente? ¿Cómo le han ayudado?)