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**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
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**Strategies for the Enhancement of the Vocabulary Acquisition
Process Among 9th Graders at Unidad Educativa Fiscal José
Vicente Trujillo in the Year 2022-2023.**

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CERTIFICATION

We certify that this research project was presented by **Jazmín Del Rocío Murillo Parrales** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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Guayaquil, 3 de febrero 2023

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Sírvase encontrar en la presente el *print* correspondiente al informe del software URKUND, correspondiente tema de Trabajo de Integración Curricular « Strategies for the Enhancement of the Vocabulary Acquisition Process Among 9th Graders at Unidad Educativa Fiscal José Vicente Trujillo in the Year 2022-2023», una vez que el mismo ha sido analizado y se ha procedido en conjunto con su autor, la estudiante: Jazmín del Rocío Murillo Parrales, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 2%



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First of all, I would like to express my gratitude to God who has been my fundamental pillar in all these 4 years at the university for having guided me, given me wisdom, patience, and above all health to be able to successfully complete my career.

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DEDICATION

I would like to dedicate the result of this work to all my family. Mainly, to my parents Guillermo and Laida, and to my nanny Margarita, who have supported and sustained me at all times. Thank you for teaching me to face difficulties without ever losing faith.

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ABSTRACT

This research focuses on analyzing the process of vocabulary acquisition in 9th-grade students at Unidad Educativa Fiscal José Vicente Trujillo in the first half of the scholastic year 2022-2023. For this purpose, a theoretical framework was constructed based on topics related to the acquisition of vocabulary, as well as strategies that have been applied by different authors to strengthen this learning process in students. The methodology used for this work was action research, which was developed from a mixed approach. The data collection instruments used in the study were a vocabulary test applied to the students, an interview directed to the teacher of the subject, and a class observation checklist. As results were obtained after the application of the instruments, it was evidenced that the students do not understand how to use vocabulary in context; they use dictionaries to translate sentences; and they lack spelling and pronunciation skills. Finally, it is important to mention that it is necessary to implement strategies to improve students' vocabulary acquisition and a proposal has been designed with suggestions for this purpose.

Keywords: Vocabulary acquisition, strategies, methods, results, skills, proposal

INTRODUCTION

English is a subject that is taught in diverse classrooms, there is always a teacher in charge of teaching it who must do everything possible for students to obtain as much knowledge as possible. However, most of the students usually present problems when learning a second language, and almost always the difficulties are present in the acquisition of vocabulary, as many of them find it difficult to memorize the written form, the meaning, and even more how a word is pronounced at the moment of speaking.

As a result of these problems, students show disinterest and lack of motivation in the subject, resulting in poorly done homework and low grades, among other negative aspects in their learning process. For this reason, teachers should apply better strategies related to the acquisition of vocabulary to create an incentive for students to learn (Reason and Bradbury , 2005).

Having mentioned this, it is evident that the importance of vocabulary acquisition lies largely on the teacher, so the type of strategies and resources used for teaching students must be appropriate. Currently, there is a greater preference for exercises that increase the students' interest in the language, an aspect that teachers should take into consideration before teaching, avoiding the inclusion of traditional methods that will not arise any interest in students.

Currently, there are many alternatives and ways to overcome the problem of vocabulary acquisition, among which we can mention digital tools for vocabulary learning, mobile applications, and digital dictionaries, among others, in the case of teaching in a more updated context. However, for those teachers who still rely on traditional methods, the dictionary and activities such as games, are a good option to help strengthen vocabulary acquisition.

PROBLEM STATEMENT

According to Calle (2022) the teaching of vocabulary is considered one of the fundamental aspects of the mastery of a foreign language, as is the case of the English language. Concerning what the author mentioned, it can be said that vocabulary is an indispensable part of the process of learning a language, given that, through it, a new type of language is established to be able to communicate and express oneself. Within the educational field, the teaching of the English language in educational institutions has always brought discomfort to students, where the problem most of the time is always related to the little knowledge of vocabulary or difficulty in learning new words and pronouncing them correctly. In this case, teachers are responsible for devising new ways to promote correct vocabulary learning, so that, in turn, this does not become monotonous and repetitive to students.

Based on the above, the 9th- grade students at Unidad Educativa Fiscal Jose Vicente Trujillo have presented problems in the use of the vocabulary they have been taught, which make them not able to produce sentences or define words in a correct way. The problem could be determined after observing and analyzing the performance of the students during the classes.

JUSTIFICATION

According to Luoma (2004) "Speaking skills are an important part of the curriculum in language teaching, thus it is an important objective to assess in an accurate, just, and appropriate way" (p.1). There are lots of ways to reach the objective of developing speaking skills among EFL students, in an effective way. One is by improving the vocabulary knowledge of the learners.

Speaking ability and vocabulary development are the keys to success in a second language. Both represent a very important element in the process of oral and written language learning. In learning English as a second language (ESL) and English as a foreign language (EFL), vocabulary functions are important for all language skills (such as listening, speaking, reading, and writing). In addition, having an adequate vocabulary level is vital to successfully use a second language, because, in the absence of vocabulary, the structures and functions achieved, cannot be used to express oneself.

At the same time, vocabulary acquisition has been credited as one of the most important factors when learning English and it is also used for solving second language learning difficulties among English students. Without vocabulary acquisition, the EFL learner will not reach only good development regarding speaking skills but, will also have issues with another productive skill, which is writing.

This project aims at gathering information about the low vocabulary performance of 9th-grade students from classroom "B" at Unidad Educativa Fiscal Jose Vicente Trujillo located in the south of Guayaquil. The importance of this research focuses on analyzing the students' low vocabulary knowledge and finding out the reasons why they are having issues with vocabulary.

The beneficiaries of this project will be the students, teachers, and authorities at Unidad Educativa Fiscal Jose Vicente Trujillo, which will have the information that will allow them to understand the issues the students have regarding vocabulary. Teachers will find this paper useful because, with the research findings, they will be able to implement new teaching methods in vocabulary acquisition, that will help their students learn effectively.

RESEARCH QUESTION

What elements in the EFL teaching-learning process hinder vocabulary acquisition among 9th graders at Unidad Educativa Fiscal Jose Vicente Trujillo in the year 2022-2023?

MAIN OBJECTIVE

To analyze the EFL teaching-learning process for vocabulary acquisition among 9th graders Unidad Educativa Fiscal Jose Vicente Trujillo in the first half of the scholastic year 2022-2023

SPECIFIC OBJECTIVES

1. To test 9th-grade students' ability in vocabulary using exercises from the textbook given by the Government.
2. To analyze the difficulties the students are facing regarding vocabulary learning.
3. To create a proposal that could help vocabulary acquisition among 9th graders.

CHAPTER 1

1. THEORETICAL FRAMEWORK

1.1 VOCABULARY

The term vocabulary refers to a certain level of knowledge of words and their respective meanings. In the case of students, they learn through different forms and contexts, among which are mentioned, speaking, and interacting, among others. (Vanderbilt University, 2023). It is also mentioned that vocabulary allows a person to have a vast knowledge of new words, allowing him/her to have an adequate lexicon to be applied in different life situations.

Likewise, in another theoretical finding, Ballance (2020), mentions that vocabulary is an essential part of life; being in this case an external way of demonstrating the conception that others have. He also states that having a good vocabulary is considered important, since, if it is not developed from an early age, its acquisition will become much more complex as the years go by.

Therefore, according to the author, it can be said that vocabulary is part of our life since childhood, so it is important that it is developed sufficiently, since it will be the one that will allow us to relate to society and connections with the outside world, giving people the opportunity to participate in academic and work processes.

1.2 IMPORTANCE OF VOCABULARY IN EFL

Vocabulary is part of a set of words that help people to communicate, within a foreign language this vocabulary represents almost in its entirety, the complement to be able to express, speak and transmit for a person. In this context, Nation (2007), mentions that the possession of a wide vocabulary is considered essential for the comprehension and production of a foreign language because the knowledge of a word is integrated by several aspects since each lexical unit is integrated by several components, among which can be mention the meaning, connotations, and associations that it entails.

Likewise, according to Krashen (1985), "the essence of a language is its vocabulary, and that grammar only determines how it will produce messages" and adds that "the main piece in the learning of a foreign language is its vocabulary, governed by the individual's need for meaning" (p. 35). It is determined that there is real importance regarding vocabulary in the process of learning a foreign language, because, through it, a person can make himself/herself understood in another language, aspects that are considered extremely complex and require a lot of practice, since, to learn a language and master it successfully, it must be learned from an early age.

Boers & Lindstromberg (2005), state that vocabulary comes first in the process of language acquisition, and that, in addition, to begin communication, it is not necessary to know grammar, but rather to have appropriate use of vocabulary for the situation, even if it is used in isolation.

With this theoretical contribution, it is determined that vocabulary is considered a much more important piece in the learning of a foreign language, even before grammar, which makes sense, since this is confirmed at the moment when a child learns to speak, where he first begins to communicate through words without even having learned their correct spelling or how they are used in a sentence with syntactic coherence.

1.3 WHAT IS VOCABULARY LEARNING?

Vocabulary is an important part of language learning since it is used to exchange the meanings of different words. Nowadays, more and more educational institutions include vocabulary in the teaching of a language, whether native or foreign, since they consider that it helps the lexicon of each student to be formed in a better way. For this reason, vocabulary is considered a fundamental point in language learning, since the more knowledge of words and phrases a person has, the easier and more fluent he or she will be able to express him or herself (Romero & Rojas, 2013, p. 34).

As previously mentioned, learning vocabulary allows you to have a much broader knowledge of a particular language, and the more words you know, the more fluently you can express yourself. That said, through vocabulary you have much more possibility of communication, even to engage in long conversations in another language, putting in context, that the more you practice, the more you learn.

In the same context, Sánchez & Guzmán (2019), mentions that vocabulary is the fundamental pillar for learning a language. It is also pointed out that vocabulary is linked to other types of skills in addition to the benefit of acquiring knowledge, in other words, when learning vocabulary, one also has the possibility of developing excellent reading and listening comprehension, as well as being able to communicate in a better way. (p. 22).

Therefore, learning vocabulary allows a person to develop many more skills and abilities since apart from being beneficial to improving the lexicon, it also improves the ability to retain ideas, order them and communicate them in a better way than colloquial language.

1.4 TYPES OF VOCABULARY

Receptive Vocabulary

According to Centro Virtual Cervantes (2022), receptive vocabulary refers to the terms that an individual knows and understands as part of his or her interlocution, however, this type of vocabulary is part of a speaker's mental lexicon. In other words, this means that the individual has an understanding of the basic words and has the facility to recognize them, as well as being able to identify them just by hearing, seeing, or writing them.

That said, it can be determined that, with this type of vocabulary, the student can understand what is being taught without the need for help, or in this case with very little help from the teacher, however, the student cannot still use the words in an

autonomous context, so the teacher is responsible for providing the respective introduction to the appropriate methods for teaching.

Productive Vocabulary

A vocabulary is considered productive when an individual can pronounce a word, spell it correctly, know how to segment it into parts, use it in different contexts, and even make combinations with other known words (San Mateo, 2013, p. 3).

Based on this, it can be said that vocabulary is productive when it is learned in the right way, which gives the person the possibility of being able to produce much more with it. Among the aspects in which the productive vocabulary is immersed, the way in which the learned words are used, the number of words used to formulate a sentence, and in turn give meaning to it, among other aspects, are manifested.

1.5 THE IMPORTANCE OF VOCABULARY KNOWLEDGE

Vocabulary is considered of utmost importance, both for the comprehension of a text, whether written or oral, as well as in its production. By knowing the vocabulary, one has the possibility of mastering concrete words, such as nouns, adjectives, verbs, and expressions, among others (Siqueira, 2007).

By having a basic knowledge of the vocabulary of words, a person has many more capabilities and possibilities to express himself better, either in front of the public in any event, as a student and work aspects of everyday life. Likewise, it can be observed that the person is entitled to many benefits and facilities in the handling of words, taking into account where to use them properly, and knowing how to avoid situations in which such words do not match, among other situations.

In the same context, it is mentioned that more than all the existing benefits, the knowledge of vocabulary represents an essential basis for a person to be able to express him/herself with ease, however, it is stated that this is often not taken into consideration by teachers (Szudarski, & Carter, 2016).

1.6 VOCABULARY ACQUISITION

When it comes to vocabulary acquisition, this is directly related to the knowledge or discovery of new references, in this case, within the educational environment, as students gain knowledge of other subjects, disciplines, or other realities, they will have to associate each of the different ways of naming the different parts of reality. This activity should be consigned by every trainer or teacher who has to teach languages, whether native or foreign language (Andalusian Federation of Education, 2010, p. 3).

Regarding what the author mentioned, it is considered important that teachers take into consideration the issue of vocabulary acquisition in their students, this could easily be evaluated through a test to determine their level of knowledge, and dialogues in classes on relevant topics, among other ideas. However, there is also the student's side, who must do his part and strengthen himself as he advances through his learning cycle.

Likewise, when vocabulary is acquired, over time, the learner has a mastery over it, which consists of knowing the words and concepts to which they refer, as well as the different types of strategies to make use of them effectively and appropriately (Andalusian Federation of Education, 2010, p. 2).

According to Schmitt (2008), in his article entitled "Understanding vocabulary acquisition, instruction, and assessment: a research agenda", discusses the development of a model of vocabulary acquisition. It is mentioned that being able to demonstrate that the order of vocabulary acquisition is generalizable would easily enable teachers and evaluators to make use of a model that demonstrates how at least a part of vocabulary knowledge is acquired. However, it is emphasized that it is first necessary to be able to expand to other word knowledge components and other first languages.

Schmitt (2008) concluded that the most relevant to carry out when vocabulary is acquired focuses on working more on fluency and the inclusion of formulaic language, however, the author refers that these are not the only issues that are important to be addressed.

1.7 VOCABULARY ACQUISITION STRATEGIES IN EFL STUDENTS

The mastery and acquisition of vocabulary have been indispensable topics for a person to learn the English language. There is a consensus that vocabulary is attributed as a catalyst for mastering a second or foreign language, thus, it is preferred that if the student who is learning English as a foreign language (EFL) lacks vocabulary knowledge, it will be quite complex for them to communicate effectively with others (Faez, 2011).

In this context, a key strategy mentioned by Faez (2011), for vocabulary acquisition, is that students can find keywords in the texts of study, whereby performing this activity, students can cover their vocabulary weaknesses, emphasizing that vocabulary knowledge is one of the essential aspects that affect reading comprehension. It can be evidenced that what the authors try to explain, refers to the fact that this can be a way in which students can enrich their vocabulary, finding keywords, which may be new or unknown, to encourage them to know their meaning to use it in a sentence or conversation.

Laufer (2019), argues that teachers are responsible for providing students with adequate English vocabulary, as well as the discourse structures required to promote their correct acquisition and learning within the specific domain of the language being studied. It has been observed that teachers of English as a foreign language focus their classroom practice on the integration of activities related to the acquisition of vocabulary and its mastery. One strategy carried out, which is quite efficient, is based on having a vocabulary list with words written by the students in their workbooks during classroom interaction, which helps them to convey the meaning and to be able to easily describe the point to be developed.

In that sense, it is mentioned that mastering vocabulary allows for more confidence and self-esteem to be added to the students. They can speak much more fluently when they have enough vocabulary from which to choose words, and for this reason, learning vocabulary is very important for the success of their study, since most textbooks and journal articles are written in English (Laufer, 2019).

Within the learning process of vocabulary acquisition, learners can make use of learning strategies, in this regard, there are four subcategories in learning vocabulary strategies. The first strategy focuses on cognitive strategy, which does not involve learners in mental processing, but it is a more mechanical means; the second strategy is called metacognitive strategy, and this relates to the processes involved in monitoring, decision making and evaluation of the learner's process; the third strategy focuses more on memory and its development takes place when learners associate their learning of new words with mental processing by relating their existing or background knowledge to the new words. And, finally, the fourth and last strategy is based on the determination strategy, which is in charge of learning strategies that are executed individually, that is when students try to know the vocabulary words on their own (Schmitt, 2008).

Within the context of vocabulary learning and acquisition in foreign language learners, many studies have been conducted to identify what kind of strategies learners use. Most of these studies focus on the development of vocabulary learning strategies exercised by students who wish to learn English for academic purposes. However, it is quite clear that there is a diversity of methods and strategies that efficiently help with the process of vocabulary acquisition, which is a rather complex process for those who for the first time are choosing to learn a second foreign language (Wisdom et al., 2012).

1.8 TEACHING VOCABULARY

According to Alqahtani (2015), teaching vocabulary is a crucial aspect of language learning, since languages rely on words to convey what is known as a language of communication. Therefore, it is mentioned that it is almost impossible to be able to learn a language without words, in some recent research it is pointed out that teaching vocabulary can be somewhat problematic, as many teachers do not rely on the best practices of teaching vocabulary and sometimes do not know where to start to emphasize teaching word learning.

It is clear to both teachers and students that vocabulary acquisition is a central factor in language instruction. Vocabulary instruction is considered one of the most

discussed parts of teaching English as a foreign language. When the teaching-learning process is carried out, problems are presented to teachers, who often have problems with how to teach students to achieve satisfactory results. Teachers should be concerned that the teaching of vocabulary is something new and different from the student's native language, as well as taking into consideration that teaching English to young people is different from teaching English to adults since the teacher must prepare and know the appropriate techniques that will be applied to the students (Walters, 2004).

Finally, it is mentioned that a good teacher must be creative and able to master the material to be understood by the students and to see that they are motivated or interested. Teachers must know the characteristics and academic performance of their students, in addition, they need to prepare good techniques and adequate material to achieve the objective of language teaching (Walters, 2004).

1.9 PROBLEMS WITH VOCABULARY ACQUISITION

According to Capperucci (2017), it is stated that without descriptive linguistics and vocabulary, nothing can be communicated. This implies that even someone who has intelligent grammar will be totally in vain if there is no understanding of vocabulary. Additionally, it is also emphasized that vocabulary translates as one of the most important things in education and for learning a foreign language since it is not possible to speak without the form of words.

In a study carried out by Susanto et al., (2021), it is mentioned that among the difficulties faced by students in terms of vocabulary acquisition, most of them have problems announcing words, since they notice that there is one way to write and another to spell, the various grammatical types of a word, which are called inflections, turned out to be one of the causes of the students' problems in acquiring vocabulary, besides that, the problems determined by the student to decide the appropriate meaning of the terms causes some bewilderment in the exploitation of the words.

Likewise, the author states that students get confused when they discover words or expressions that are idiomatic, it is composed of some factors that induced problems for students in terms of vocabulary acquisition Susanto et al., (2021), The following are the most raised problems in Susanto's study, which were obtained from students' criteria:

- a) The writing results are different from the spoken form in English.
- b) The number of words that the students have to learn is extremely large.
- c) The restrictions of the data sources about words.
- d) The quality of word knowledge, recognizing a word is much more important than recognizing that it has a lexical definition.
- e) Deficiency of apprehension of word grammar is obtained.
- f) Incorrect pronunciation is commonly included by the deficiency of sound similarity between the English language and also the students' linguistic communication Susanto et al., (2021).

Alqahtani (2015) mentions that several types of research have shown that readers of a second language depend largely on vocabulary knowledge, therefore, the lack of such knowledge is the main and biggest obstacle to overcoming the production of a foreign language, since when you have a meaning or concept that you want to express, you need to have a set of words from which you can choose some to be able to express that meaning or concept. In addition, the author adds that when students travel, they do not carry a grammar book with them, but dictionaries.

In this sense, vocabulary is recognized as the best source of problems for students studying a foreign language, which refers to the fact that the openness of vocabulary is perceived by students as the cause of their difficulties. Likewise, it is mentioned that another possible reason could be that, unlike syntax and phonology, the dictionary does not have rules that students can follow to acquire and build their knowledge, i.e., it is not clear which rules apply or which vocabulary items should be studied first (Rob & Misako, 2003).

According to Capperucci (2017), among the most common difficulties in vocabulary acquisition are the following:

Pronunciation

Several studies have shown that words that are difficult to pronounce are the most difficult to learn. Unlike Spanish, English is not a phonetic language because it is not written as it is pronounced; therefore, learners find pronunciation complex.

Spelling

It is likely that mismatches between sounds and spelling are the cause of errors, either through pronunciation or spelling, and may contribute to the difficulty of a word. While most of the spelling in English is large, there are also several glaring irregularities. Among some of these are silent letters which are particularly a problem.

Length and complexity

Long words seem to be no more complex to learn than short ones, however, as a rule of thumb, words of great length tend to be short in English, so students are likely to encounter them more often, which could be a factor in improving their learning.

Grammar

This is also a problem, as grammar is associated with the word, specifically if it differs from its first language equivalent. It focuses on the study of writing, literary language, and the memorization of grammatical rules.

Meaning

When two words overlap in meaning, learners are likely to confuse them because they are spelt or pronounced differently, but their meaning is the same and they constitute the opposite phenomenon of homonymy and are called synonyms.

Scope, connotation, and idiomaticity

Words that can be used in a wide range of contexts are generally perceived as simpler than their synonyms with a much narrower range. Thus, put in a very broad verb, compared to verbs such as impose, place, and position, among others.

Uncertainty as to the connotations of some words can also cause problems, so some words have negative connotations in English, but their equivalent may simply mean something more common. Finally, as for words or expressions that are idiomatic, they are generally more complicated to understand than words whose meaning is transparent.

1.10 ACTIVITIES AND GAMES FOR VOCABULARY ACQUISITION

Currently, thanks to technology there are several ways to reinforce the so-called language acquisition within the educational environment, starting with the simplest, from colored posters with figures to attract their attention, to large pieces of games developed under source code, where the purpose is the same; to induce students to be able to get a greater number of new words in their heads.

Such is the case of the project carried out by Delgado (2016), whose proposal was to determine the potential of writing dialogues for dubbing, as a mechanism to facilitate the acquisition of the English language. The project consisted of the creation of materials and activities based on fragments of audiovisual texts. Thanks to this, it was possible to contribute to a significant improvement in the process of English vocabulary acquisition, being this a creative way that offers a variety of solutions to different problems.

According to the author, it is evident that thanks to these activities it is possible to create a significant improvement in the acquisition of the English language, allowing a creative way to encourage students to learn much more vocabulary. It means the theme of vocabulary acquisition, not only helps students to develop in speaking and writing in an optimal way but also gives them another way of thinking, where they can even create scenarios with real-life situations, where conflict resolution and the needs of society are present.

According to Guasti (2016) with the acquisition of a new vocabulary, students can set in motion search and encoding processes in the face of successive lexical

gaps. He also assures that the success of this process is based on the memorization of terms, which is one of the most efficient and effective contributions (p. 2).

Within the same context, in another work carried out by Acevedo et al., (2021), which aimed to solve the problem within the basic English vocabulary learning environment, it was proposed to improve vocabulary acquisition through a virtual environment using activities. The activities were multimedia, eye-catching and innovative, among which we can mention puzzles, concentration, alphabet soup, and exercises for basic vocabulary relation; where topics such as professions, family members, and public places were taken into account. As a result of this project, during the evaluation stage, it was observed that there was an appropriation of the lexicon and a high level of acceptance on behalf of the students according to the proposed activities.

After what has been exposed by the authors, it is determined that technology is a powerful strategy for the acquisition of vocabulary since there are currently countless programs and applications that were developed for such purposes. This can be corroborated by what happened during the arrival of the Covid-19 pandemic to the world, where all the centers that were working with face-to-face teaching had to adapt to the new online modality.

Within the same topic, some games help make vocabulary acquisition much simpler and more understandable for students. According to Pérez (2022), one of the main difficulties that students have in foreign language teaching is the acquisition of vocabulary, and the use given to it to improve their communication skills.

Games applied in the educational field have multiple benefits since they can be used in all age groups; besides encouraging students to want to learn by the fact that it is a game. There are different types of games that are used by language teachers in classes, these almost always involve listening, speaking, and oral expression within their context since these are important aspects of learning a foreign language. Among the games that are more efficient in the educational context are digital games, which allow much more interaction and cover a variety of activities, however, these games

also allude to bad habits due to their excessive use, so some teachers do not recommend using this type of games (Pérez, 2022).

According to several studies, it has been shown that digital games contribute significantly to the development of students' vocabulary. Therefore, students can absorb words because many of them are found in the games, and many of them can be key to winning a certain game; some of these games that require words and a lot of skill to pass a level are Scrabble and Pictionary. That said, games can provide a realistic context for students to use language in the classroom (Bruton & Lorenzo, 2001).

On the other hand, Villacis (2016), note that even these games contribute to students with low self-esteem being much more motivated and participating in classroom activities, thus allowing them to become self-confident. The following are some of the games mentioned, which have particular characteristics and have been selected according to their efficiency and positive contribution to the acquisition of vocabulary for language learners.

Hangman

This is a very popular game, and its purpose is to demonstrate the skills and creativity of students to survive, it works through incomplete words, which must be filled with different letters until you can complete the correct word, otherwise the player will lose. In the case of vocabulary acquisition, it is quite efficient, since it allows students to be shown the errors and words that they are writing wrong, encouraging them to feel the desire to write them correctly to win the game (San Mateo, 2013).

Missing letter

The missing letter is a very entertaining game to sharpen the mind, it allows players to test their ability to identify a missing letter in a word, this is a skill that students learn after having visual clues of how phonemes "individual sounds" and graphemes "letters that make up the sounds" work together. Being able to identify sounds in isolation is a necessary skill for students to learn, as it will help them to decode and write words (Dean & Hubbell, 2012).

The way for teachers to implement this game is to first help students learn to transfer phonemes to graphemes. After students can do this, they can begin with spelling practice, the identification of isolated sounds is a skill in which students can identify an individual sound within a word. How students can be helped to practice identifying isolated sounds is to include missing letter learning activities within their academic planning (Dean & Hubbell, 2012).

The context of this game is to complete the missing letters in each word, or the spelling provided to advance to the next level. After all the missing letters are completed, they can change color from one type of color to indicate the victory of the game, as well as another color to indicate that the game has been lost, and this will help the players to understand if the answer is correct or incorrect by observing the colors. In certain Missing letter apps, the user is given a help option, which allows the user to know the answer to the spelling provided (Large and et al., 2002).

Scrabble

Scrabble is one of the traditional board games, in which 2 to 4 players participate, where points are scored by placing tiles with a single letter on a board, which is divided into a grid of 15x15 squares, in which one tile per square is placed. The context of the game is that words must be formed that appear in the standard dictionary and that, in the manner of crossword puzzles, can be read from left to right, horizontally or vertically, the scoring of each of the tiles is centered on the frequency of the letter (Priyatha, 2017).

Trivia

Trivia is known as interactive elements, which consists of the player having to answer at least one question from each of the categories that are imposed, and of which the game consists of. As it is a game-type element, the user will have the possibility of playing as many games as he/she wishes, so that he/she can improve his/her scores (A., P., & Desrochers, A, 2022).

In the case of Trivia as a game for learning vocabulary, it is determined that, unlike the other games, this one has much more variety, and despite being a game

based on questions and not on words, it is also very useful for putting into practice the process of vocabulary acquisition, since the teacher can make use of different categories of questions, based on how a certain word studied in class is pronounced or spelled.

Trivia can also be used as a kind of contest, which the teacher can use to encourage students to want to study much more vocabulary. In addition, the winners of the game can be awarded extra points in the subject as part of a prize for winning the game.

Pictionary

Pictionary also happens to be one of the most popular games when it comes to learning games. The game consists of a board, 123 cards for adults, 83 for children, category cards, pencils, drawing pads, 4 tokens, an hourglass, a die, and an instruction manual. The victory of the game is attributed to the team that manages to advance to the final square and guess the last of use that is in it, the maximum number of teams allowed is 4, and each team can choose the person who will make the drawings, however, this person can vary according to the rules, as it cannot be the same repeatedly.

Each card has 5 different categories, which correspond to the colors of the squares on the board.

Yellow: objects or things that can be seen and touched, parts of animals or people.

Blue: person, place, or animal, including proper names of real or fictional characters or famous people.

Orange: the action or things that can be done.

Green: difficult, hard to draw or guess words.

Red: several or any type of word

As can be seen, Pictionary offers a variety of themes to approach the game, so it is a challenge to those who are going to play for the first time.

CHAPTER 2

METHODOLOGY

2.1 ANTECEDENTS

Unidad Educativa Fiscal Vicente Trujillo is a public school located in the south of the city of Guayaquil. The school has a total of 537 students in the morning shift, with 40 students per classroom. All students take English lessons 3 hours per week plus an additional hour of reinforcement for workshops, or other activities.

2.2 METHODOLOGY DESIGN

As the objective of this project is 'to analyze the EFL teaching-learning process for vocabulary acquisition' the research design used was action research with a mixed method design.

2.3 ACTION RESEARCH

Action research refers to a wide variety of evaluative, investigative and analytical research methods, which are designed to diagnose problems or weaknesses, whether organizational, academic, or educational, to help researchers develop practical solutions to address them quickly and efficiently. Within education, action research can also be applied to educational programs or techniques, which are not necessarily experiencing any problems, but educators simply want to learn more to improve. The overall goal is to create a simple, practical, and repeatable process of iterative learning, evaluation, and improvement that leads to better and better outcomes for schools, teachers, or programs (Ainscow, 2016).

Therefore, according to (Ainscow, 2016), it is mentioned that action research can also be referred to as an action cycle or inquiry cycle, since it usually follows a predefined process that is repeated over time, below, some guidelines on how to perform the cycle correctly are mentioned:

- Identify a problem to be studied
- Collect data about the problem
- Organize, analyze and interpret the data
- Develop a plan to address the problem
- Implement the planning
- Evaluate the results of the actions taken
- Identify a new problem
- Repeat the process

McNiff (2013), on the other hand, states and emphasizes that there is no such thing as action research because it is not static or determined, it defines itself as the research work progresses. McNiff also characterizes action research as action-oriented and as a process that people go through to make their learning public and thus explains how it informs their practice. Action research does not derive its meaning from an abstract idea or self-sufficient discovery: the meaning of action research is derived from how educators negotiate the problems and successes of living and working within the classroom, school, and community.

Koshy (2010), describes action research as constructive inquiry, whereby the researcher undertakes to construct his or her knowledge about specific topics through planning, acting, evaluating, refining, and learning through experience. It is a constant learning process, in which the researcher can learn and also share the newly generated knowledge with those who can benefit from it.

2.4 MIXED METHOD

It is understood that quantitative research involves the collection and analysis of numerical data, while qualitative research considers the use of narrative or experiential data (Hayes et al., 2013). It can be evidenced that there is a difference between both types of research, however, when it comes to mixed methods, both qualitative and quantitative aspects are combined, to help the researcher to obtain more accurate and relevant information for the study, when both methods are mixed, this is called mixed methods.

According to Halcomb & Hickman (2015), it is mentioned that to carry out mixed methods research, it is not only a matter of the researcher focusing on gathering qualitative and quantitative information but also, it is emphasized that a set of aspects should be taken into consideration so that the research process can be carried out in the best way. Within these considerations, the researcher must evaluate both types of methods, look at their approaches and adjust them to his or her study needs, so that he or she can justify why he or she is deciding to work with both methods.

Mixed method inquiry manifests itself as an approach to investigate the social world that ideally involves more than one methodological tradition, and, therefore, more than one form of knowledge, in conjunction with more than one type of technique to collect, analyze and represent human phenomena, all to have a better understanding (Johnson, 2007).

Tashakkori & Creswell (2007), note that mixed methods research focuses on the researcher being in charge of collecting and analyzing data, integrating findings, and drawing inferences using both qualitative and quantitative approaches or methods in a single study or research program.

2.5 PARTICIPANTS

The participants in this research are the English teacher/coordinator and 40 students (21 girls and 19 boys) who are currently in the 9th- grade of basic education at Unidad Educativa Fiscal José Vicente Trujillo. The ages of participants are between 13 and 16 years old and they have English classes three times a week, 40 minutes per class. Additionally, they have one class for reinforcement or workshops. The textbook does not have a title, it is divided into modules and it is provided by the Government of Ecuador.

2.6 DATA GATHERING INSTRUMENTS

Three instruments were used for data collection, a vocabulary test with words taken from the textbook, a checklist observation taken from <https://studylib.net/doc/7264941/classroom-observation--improving-vocabulary-instruction> , and an interview created by Louise Josefsson from Göteborgs Universitet.

The test was administered to the group of students to know about the problems they have when they use the vocabulary taught during the lessons. This test has 3 parts: In part A the students had to complete definitions with words provided in a box. In part B, the students had to choose a synonym and in part C, the students had to complete sentences with words taken from a box.

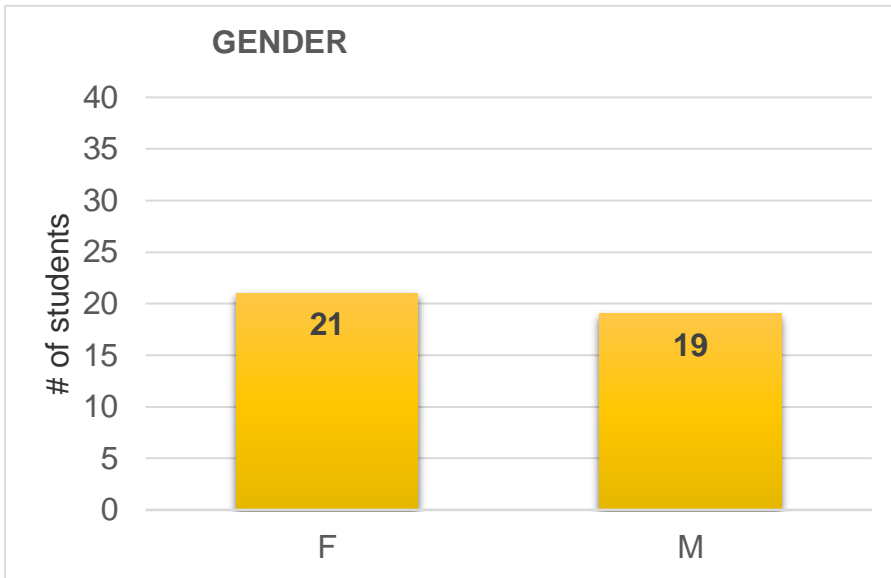
The interview was conducted with the English teacher/coordinator to obtain information about her views of teaching vocabulary. To conduct the interview, 7 questions were taken from the one created by Louise Josefsson from Göteborgs Universitet.

The classroom observation checklist was used to observe how the English teacher/coordinator performs her vocabulary lessons.

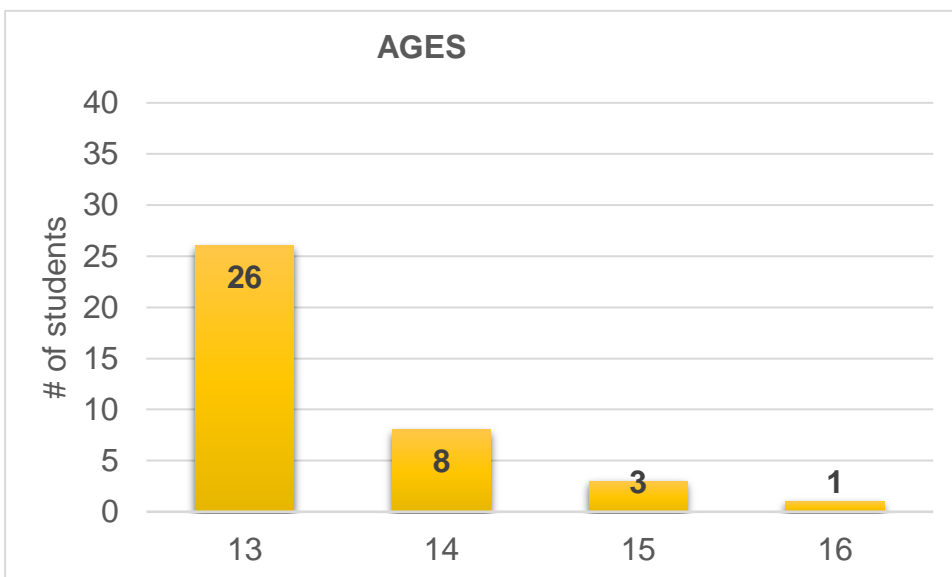
CHAPTER 3

DATA ANALYSIS

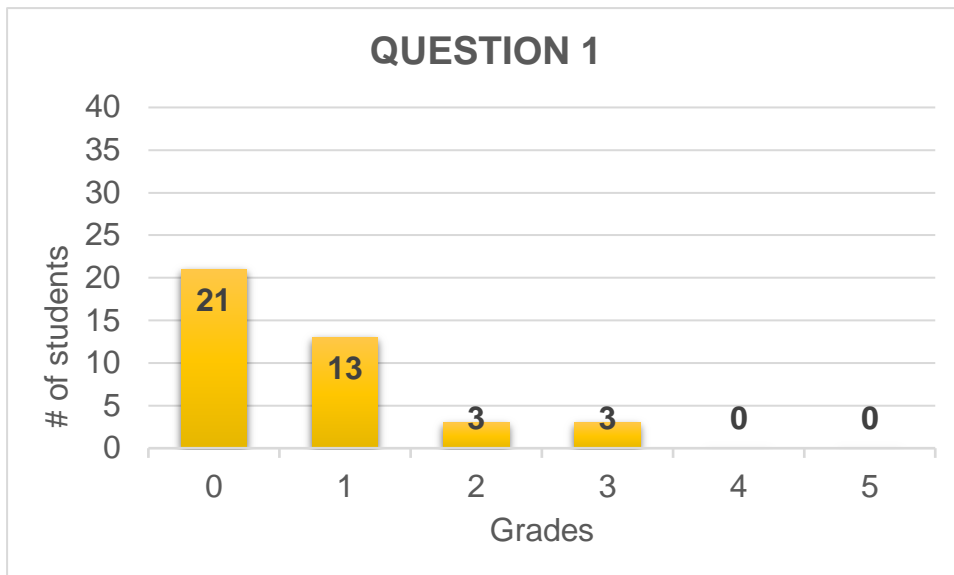
3.1 TEST RESULTS



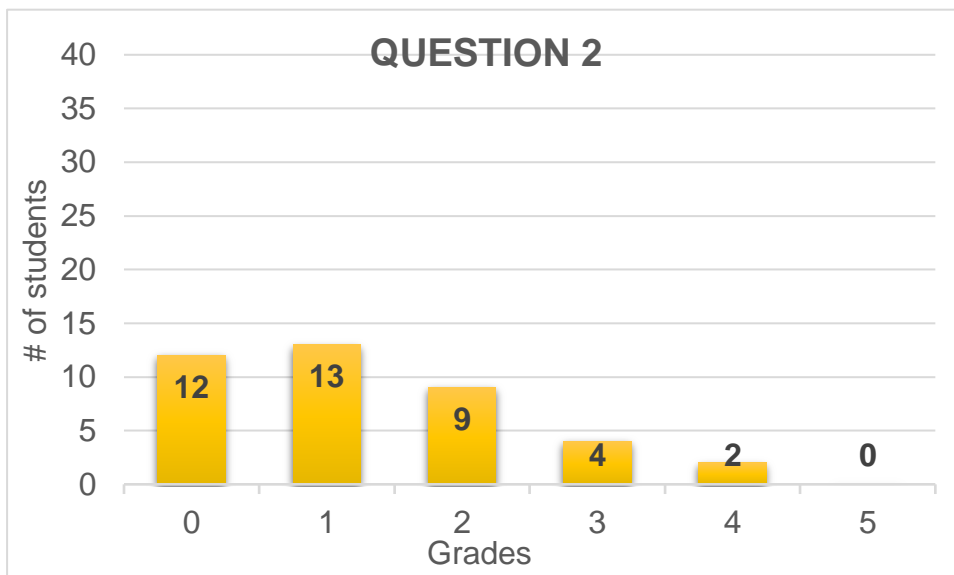
This chart shows that there are 40 students in total, 21 girls and 19 boys.



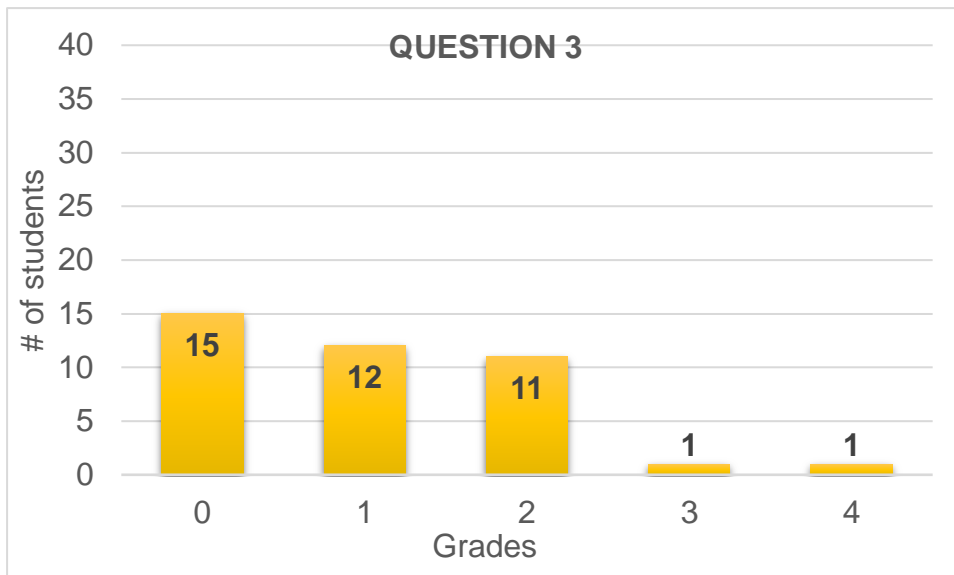
The age of the students in this study varies from 13 to 16.



In Question 1, the students had to match statements with definitions, any student couldn't complete the 5 statements in the correct way. 13 students only matched one statement correctly, 3 students matched two and 3 students matched three. The other 21 students didn't complete the activity in the right way.



In Question 2, the students had to choose the correct answer for some definitions. Any students got the five definitions correctly. Only 2 students got four correct answers, 4 students answered three, 9 students answered two, 13 students got one and 12 students didn't complete the exercises successfully.



In Question 3, students had to complete some sentences with selected words. Only 1 student fulfilled the exercise, 1 student completed three sentences, 11 students completed two, 12 students completed one and 15 students didn't fulfill the exercise correctly.

3.2 ANALYSIS OF TEST RESULTS

In order to determine the students' vocabulary problem, a test was applied. This test consisted of three sections that included a matching exercise, a multiple-choice exercise, and a completion exercise.

Before starting the test, the teacher explained to the students that they were going to have a test about the vocabulary they had studied and that the result would not affect their grades. The students were willing to take the test but at the same time, the atmosphere in the classroom became tense as the students were nervous, which is normal when learners are being tested.

When the students received the test, each section was explained twice, first in English and then in Spanish. Once everything had been explained, they were asked if they had any doubts or concerns, which did not arise, and they were told that they should answer all the questions and that they would have 40 minutes to complete the test. Once all the instructions had been given, the students began to answer the test.

In the first section, the students had to match statements with definitions, the problem was that the students were not able to do it in the correct way, nobody in the class completed the five statements correctly. Thornbury (2002) said that the most common difficulty in vocabulary acquisition is "when two words coincide in meaning, learners are likely to confuse them". This happened in section one as the students got confused when recognizing the meanings of the words.

In the second section, synonyms were used, the students had to choose one correct answer to complete some definitions and any student was able to do it right. This agrees with Susanto et al., (2021), who said that one of the causes of the students' problems in acquiring vocabulary is when the student has to decide the appropriate meaning of the terms which causes some bewilderment in the exploitation of the words.

In the third section, students had to complete the sentences with selected words. Most of the students did not complete the sentences correctly and only one student answered them appropriately. Also in this exercise, some students did not write the words correctly even though they had them written in the word box provided for the exercise.

At the end of the test, the students mentioned that it was a bit difficult because they had not been given a vocabulary test before. Some of them admitted to having left the paper blank because they did not know how to answer the test. This makes it think that they do not have enough exposure to vocabulary exercises during the lessons, they might not have enough practice, or they might not use it in any situation.

After analyzing the results obtained in the test, it can be summarized using Akerberg, M. (2005) words, he mentions that several types of research have shown that readers of a second language depend largely on vocabulary knowledge, therefore, the lack of such knowledge is the main and biggest obstacle to overcoming the production of a foreign language, since when you have a meaning or concept that you want to express, you need to have a set of words from which you can choose some to be able to express that meaning or concept.

3.3 ANALYSIS OF CLASS OBSERVATION

The classroom observation checklist was adapted from Doing What Works website and took place on 1 November 2022. The vocabulary taught that day was about Christmas, and the teacher selected a few words (tree, turkey, gift, dinner, pray, etc.)

During the observation, it was noticed that there were no vocabulary teaching strategies. There was no review of words learned in the previous unit and the lesson started with new words related to Christmas. The words that the students were provided in that specific lesson were words that do not appear in the student's textbook. It was also observed that the new words introduced and explained to the students were done once in English and twice in Spanish and the students did not use the words in context.

As the class was progressing the teacher did not ask the students to share what they already knew about the meaning of the new words. It was also noticed that the teacher did not use active activities to support vocabulary, she just asked the students to write sentences using the words she wrote on the board. The students made use of their dictionaries to translate each word they needed in the sentences.

3.4 ANALYSIS OF TEACHER'S INTERVIEW

Question 1:

Based on your experience, how important do you find vocabulary in language teaching?

The teacher commented that vocabulary is extremely important in her classes, specifically emphasizing that she should teach using vocabulary by categories, where students can learn a variety of words about a specific topic. Additionally, she mentioned that lately and due to the season, she had been teaching her students the vocabulary by categories about Christmas, which she affirmed was a very entertaining exercise for them.

Question 2:**Can you describe one of your typical vocabulary lessons?**

As a typical vocabulary practice, the teacher stated that she likes to start with writing a word on the board, and with that word, ask students to guess what other English vocabulary words are associated with it, which represents a way to reinforce previous vocabulary learned.

Question 3:**Is vocabulary learning a separate or an integrated part of your lessons?**

In the case of the third question, the teacher mentioned that students' vocabulary learning is an activity that is integrated into their lessons and even more than that. For this, she gave an example that the topic of vocabulary can also be used outside the classroom, at home, at the mall, or some other place, trying to mention the names of things or objects they see around them in English, which works as practice.

Question 4:**What kind of methods do you use to teach vocabulary?**

As the main method employed for teaching vocabulary to her students, the teacher stated that she prefers the traditional method, employing the use of the dictionary. Emphasizing that, thanks to its usability, students can learn about word meanings in alphabetical order. That said, in this case, it can be considered that the teacher may be a bit obsolete with her method of teaching vocabulary, however, it also relies on the way the teacher tries to teach, since there may be a possibility that the way of teaching is so good, that it does not even affect the fact that she is working with a traditional method.

Question 5:**Do you test the student's knowledge of vocabulary? How?**

In this case, the teacher mentioned that she prefers to use traditional methods and resources to test the student's level of knowledge, such as cards or a sheet of paper. The teacher's idea focuses on the fact that students do not know the spelling, meaning, or pronunciation of the word shown in the pictures.

Given this, it is a good strategy, since it encourages students to become more familiar with the knowledge of a certain object, thing, or place without the need to look up its meaning in the dictionary. Likewise, what the teacher wants is to reinforce the vocabulary previously acquired by the students, so that the words can be used in daily life situations.

Question 6:**Do you work with dictionaries? In that case, how? Otherwise, why not?**

In this question, the teacher responded by mentioning once again the use of the dictionary as part of a learning strategy that contributes to the knowledge of word construction and meaning. In this case, and following what was previously mentioned about the use of the dictionary as a traditional resource. It can be said that the type of dictionary used is not really what matters, currently, there will be more updated and modern teachers who are accustomed to working with digital tools, and that's fine, since they have mastered its use, and know how to apply it within the teaching-learning process of languages with students.

However, there are also teachers like the teacher interviewed, who considers that she prefers to use classic books and dictionaries to teach about the structure and order of words, and that is also valid. For some language teachers, traditional methods work much better.

Question 7:

Would you be open to using games and new activities in your vocabulary lessons? Which ones?

For this question, it is important to approach the answer from different points. First, it is possible to contrast the recognition and importance of the teacher towards the use of technology as part of her methods and strategies to teach her students, and second, it is also possible to verify the results of the application of these technological tools as part of her methods to learn together with her students. The teacher commented that during the previous weeks, she had used the Kahoot application with her students, where she carried out some kind of activities related to a competition contest, where students had to show who was the most agile in answering questions related to the contents of their studies.

The teacher mentioned how much fun her students had. In this case, it can be seen how a teacher who uses dictionaries and traditional teaching methods can also be able to use technology to strengthen the teaching-learning process of the English language with her students.

It can be concluded that it is not always necessary to use technology for a teacher to demonstrate his or her teaching skills in the classroom. On the other hand, it is important to recognize that technology has also contributed to a considerable improvement in the teaching-learning process in the field of languages.

3.5 CONCLUSIONS

After analyzing the classroom observation, the teacher's interview, and the vocabulary test, the following conclusions were drawn:

- The 9th-grade students at Unidad Educativa Fiscal Jose Vicente Trujillo have vocabulary lessons more frequently in L1 than in L2. For this reason, at the moment of writing sentences, students first write them in Spanish and then they translate each word using the dictionaries they take to the class.
- Students do not practice enough exercises to reinforce the new vocabulary learned in class. They only have contact with the new words during the lesson, and the words are not reinforced in a post class. Thanks to this, a lack in the recognition of vocabulary words, as well as in their application within appropriate contexts is clearly seen.
- Students present difficulties in spelling and pronunciation of words. During the class observation it was noticed that they were not asked to repeat the words orally.

3.6 RECOMMENDATIONS

- It is recommended that the teacher only speaks English in class, and gives students examples of sentences using the words they have learned to avoid the "translation" that do not help students to acquire vocabulary.
- Games or activities should be applied to strengthen students' acquisition of vocabulary. It is also important to have more vocabulary practice, with exercises in which students can form sentences with different words and in different contexts.

- It is recommended that the teacher include clues to help with the use of vocabulary in-class exercises. Some examples could be a brief definition of the word to be used, the use of synonyms to associate the words, antonyms to get an idea of what the word is about, based on the opposite idea, and pictures that can help students to have an idea of the context in which the taught words will be used.

CHAPTER 4

PROPOSAL

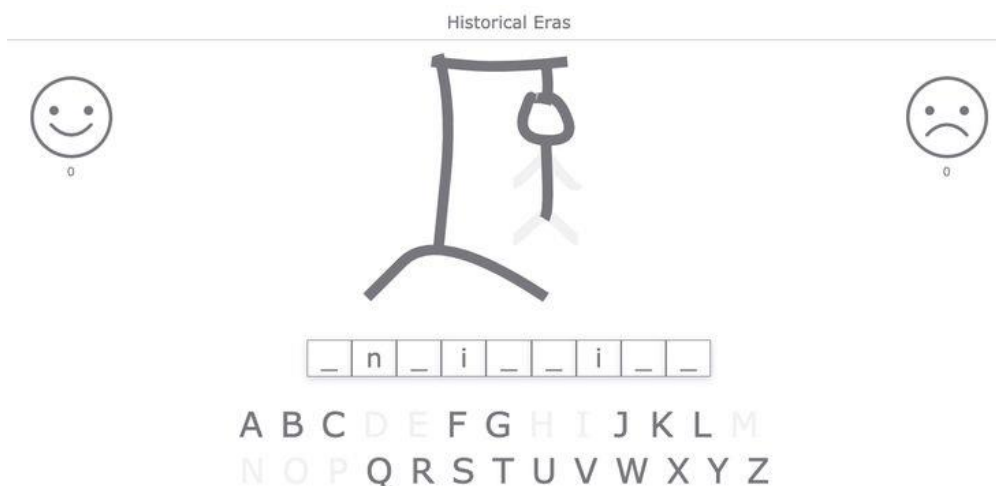
Based on the results obtained in this work, it is necessary to propose some strategies for the acquisition of vocabulary and increase students' awareness of the use of the words learned in class. In this sense, the following set of exercises, based on didactic strategies, will help to strengthen EFL vocabulary in 9th- grade students at Unidad Educativa Fiscal José Vicente Trujillo in the year 2022-2023.

General Data			
Project Title:	Strategies for the enhancement of the vocabulary acquisition process among 9th graders at Unidad Educativa Fiscal José Vicente Trujillo in the year 2022-2023		
Project Team:	Jazmin Murillo		
Main Objective:	To teach 40 English words from the last 4 units of the English textbook with new strategies to 9th- grade students at Unidad Educativa Fiscal José Vicente Trujillo		
Specific Objectives:	1 To strengthen students' knowledge and lexicon through the correct use of words.		
	2 To promote students' participation in class through interactive activities.		
	3 To encourage students to acquire new vocabulary by playing vocabulary games.		
Execution time:	Starting		Ending
Evaluation time:	Starting		Ending
Project Description			
<p>This project aims to improve the vocabulary of 9th- grade students through effective vocabulary teaching strategies for the classroom during the 2022-2023 school year. Different activities such as guessing games, Pictionary, Scrabble, and Hanged man, among others, will be implemented to enrich students' vocabulary learning. The activities are focused on the recognition of the acquired vocabulary, in which students must identify the correct definition, put the missing letter, put the words to form a sentence. They will also have a reinforcement guide that will be a vocabulary list, which will help them remember the correct word for the exercises and activities required in the classroom. The project will be supervised and evaluated by a teacher for four weeks. There will be a final test in the last week of the project.</p>			









Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
SO 1	Hangman	Students are going to guess letters to discover an incomplete word or phrase.	Students will improve their memory in learning new words, spelling, and reasoning.	Blackboard, colored markers, white paper, pencil/ pen, eraser	4 sessions	Teacher
	Missing letter	Students are going to recognize which letter is missing in each term.	Students will increase their recognition of the words they have learnt.	Blackboard, colored markers, workbook, pencil and eraser.	4 sessions	Teacher
SO 2	Scrabble	Students are going to form words that appear in the standard dictionary that can be read from left to right, horizontally or vertically.	Students will learn strategic thinking skills that will stimulate word analysis skills and verbal logic, as well as teach patience and discipline.	Blackboard, colored markers, physical or digital dictionary, workbook, pencil and eraser.	3 sessions	Teacher
	Trivia	Students will have to practice the process of vocabulary acquisition, as the teacher can use different categories of questions, based on how a certain word studied in class is pronounced or spelled.	Students will improve their skills and competencies in the pronunciation of words, differentiating intonation and accent when speaking.	Computer, projector, kahoot application, cell phone (optional), workbook, pencil and eraser.	4 sessions	Teacher

SO 3	Pictionary	Students are going to try to identify a word by looking at their partner's drawings, the only communication is by drawing.	It enables students to construct their own knowledge through experimentation, exploration, inquiry, and investigation, which are key processes in achieving truly meaningful learning for students.	Pencil, white paper, and a stopwatch to count the time.	3 sessions	Teacher
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Strategy #1: Hanged man	
Objective	To enrich the lexicon of students
Resources	Blackboard, colored markers, white paper, pencil/ pen, eraser
Description:	
<ol style="list-style-type: none"> 1. The teacher will hand out a white sheet of paper with a different word for each student, which they must complete. 2. Then, the teacher will place each word on the blackboard so that; each student can play with the word. 3. Students should do their best to fill in the correct word without getting hung. 	



write the missing letter of each word (a,e)

	P_ncil		Y_cht
	Rock_t		L__mp
	Not__		Xylophon__
	Or_ng__		Wh_l__

Strategy #2: Missing letter	
Objective	To improve students' vocabulary writing.
Resources	Blackboard, colored markers, workbook, pencil and eraser.
Description:	
<p>1. The teacher will place a word with some letters missing on the board, accompanied by a drawing.</p> <p>2. The students should write the exercise in their notebooks and participate; the teacher will ask them randomly for each word.</p> <p>3. Each student selected by the teacher should go out and write the missing letters on the blackboard.</p>	



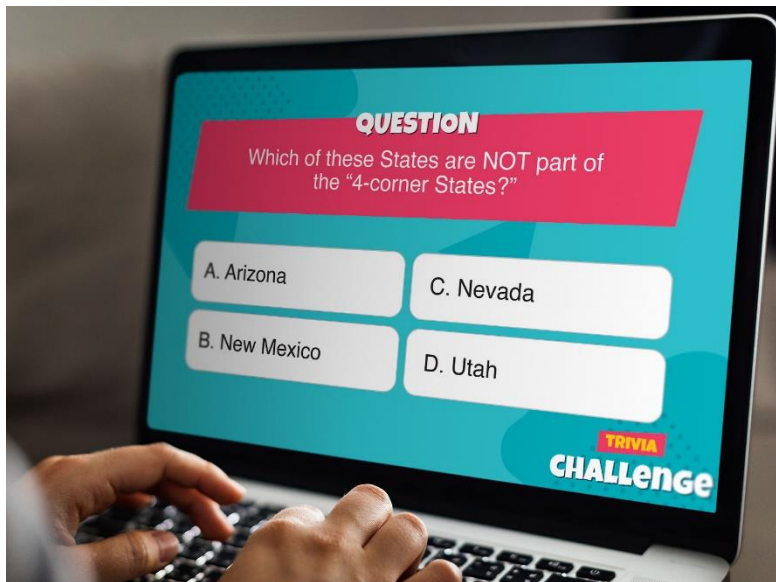
Strategy #3: Scrabble	
Objective	To strengthen students' memory and concentration.
Resources	Blackboard, colored markers, physical or digital dictionary, workbook, pencil and eraser
Description:	
<p>1. The teacher will prepare a scrabble board and place it on the blackboard; it will contain boxes with existing words and others with empty spaces. The idea is for students to form new words by putting words together.</p>	

2. The teacher will place a set of cards with random letters of the alphabet, through which students will complete the words on the board.
3. Each box has different points, some higher than others, which the teacher should have previously placed.



Strategy #4: Trivia	
Objective	To reinforce students' skills and competencies in vocabulary pronunciation.
Resources	Computer, projector, kahoot application, cell phone (optional), workbook, pencil and eraser.
Description:	

1. The teacher will prepare a trivia game in the Kahoot application with different categories, where students must correctly pronounce the phrases or words.
2. Then, the teacher will ask the students to join the game so that they can answer the trivia questions.
3. As the students answer the questions, the game will give their scores depending on their answers.



Strategy #5: Pictionary

Objective	To improve students' mental agility
Resources	Pencil, white paper and a stopwatch to count the time.

Description:

1. The teacher will form groups of two students
2. The teacher should secretly call out the name of the picture; that the student must draw for his partner to guess.

3. The student who guesses the most words correctly is the winner



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APPENDIX



Vocabulary Test

Age: 14 años Gender: F M

A. Match each definition with a word 2/5

ILLNESS	RELIEVE	STRESS	MISTAKE	CURE
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1. Feeling of pressure and anxiety relieve x stress
2. To make an illness or injury better cure
3. Sickness, not feeling well stress x illness
4. Error, not correct Mistake
5. To reduce or eliminate illness x relieve

B. Choose the correct answer for each definition 2/5

1. To not react negatively to something even if you prefer something else
a. Stand for b. Accept c. Tolerate d. Support
2. A name friends call someone, different from their real name
a. Real name b. Nickname c. Familiar name d. First name
3. A competition in which the fastest wins
a. Volleyball b. wrestling c. Race d. Rugby
4. A person that is active in sports, especially on teams
a. Athlete b. Professional c. Runner d. Acrobat
5. A story about a person's life
a. History b. Biography c. Story d. Tale

c. Complete these sentences with a word from the box

0/4

RELAXING	STRESSING	POPULAR	COMPETITIVE	CHEAP
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1. Video games aren't only for relaxing people. competitive
2. In China, people can buy stressing souvenirs. cheap
3. Soccer is a competitive sport around the world. popular
4. Music therapy is a popular way to manage stress. relaxing
5. ~~The relaxing video game is fun and relatively easy~~

CLASSROOM OBSERVATION

Objective: To evaluate vocabulary teaching and learning.

Date/Time of Observation: 1/11/2022

Grade Level: 9th

Content Area: English

Topic of Lesson: Christmas Vocabulary

Selected Vocabulary Words: tree, turkey, gift, dinner, pray, etc

Explicit Vocabulary Instruction (embedded in content lesson)	Observed	Not Observed	Notes for Discussion
1. Teacher provides explicit vocabulary strategies embedded into the content lesson.		✓	
2. Teacher reviews words learned from previous lessons and a schoolwide list, if relevant to the lesson.		✓	The teacher started with new vocabulary.
3. Teacher provides a list of new words students will encounter in the text.		✓	The teacher provided a list of words but they didn't appear in the book.
4. Teacher introduces new words and explains the meanings of these words.	✓		
5. Students are asked to share what they already know about the meanings of new words.		✓	
6. Teacher builds on students' prior knowledge of word meanings.	✓		The teacher asked the students to make a sentence with the words they have learned.
7. Teacher uses active and generative activities to embed and support vocabulary development during the content lesson (e.g., word sorts, games, word riddles, art/drawing, sentence challenges, etc.)		✓	

8. Teacher uses informal opportunities as words arise during the lesson to explicitly teach word meaning.		✓	
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Interview's transcript

Interviewer

Good afternoon miss. First of all. Thank you for giving me your time for this interview. I have seven questions for you, and the first question of this interview is the following.

The first question is. Based on your experience, how important do you find vocabulary in language teaching?

Teacher

OK, I have to tell you that vocabulary it's very important in my class why one of my methods to teach vocabulary it's when the vocabulary is by categories. For example, someday I teach vocabulary about the meal, breakfast, lunch, dinner, and another day vocabulary. Things or rooms at home, kitchen, living room, and dining room. Another day for last example that I had taught, taught in the class is Christmas vocabulary, because of the holidays. It's very important in doing this by category. It's, uh, very easy for them.

Interviewer

Ok, the next question is. Can you describe one of your typical vocabulary lessons?

Teacher

OK, I like to start the lesson when I only have to write just one word on the board, for example, Christmas, then they have to guess another word about that. For example, if I say Christmas, they can say Christmas Tree, Christmas dinner, Christmas House, Christmas lights, etc.,

Interviewer

Ok, now let's move on to the next question. Is vocabulary learning a separate or an integrated part of your lessons?

Teacher

I think it's integrated because I can give to them another example of how to do this at home. For example, if they are in the living room, they want to think. Too many things around in the living room. For example, a sofa, a TV set, or a lamp. That thing is like that. So, it's very important. I think it's very when they are integrated.

Interviewer

Now on to the next question: What kind of methods do you use to teach vocabulary?

Teacher

OK and 1st place I like the classic method. For example, the dictionary. It is for me the dictionary because I use the dictionary, I feel that I'm teaching two things. 1st is, uh, the use of the dictionary and another is that they can put their words in alphabetical order. It's very important.

Interviewer

OK, do you test the student's knowledge of vocabulary? How?

Teacher

Yeah, yeah, I am. I prefer to evaluate in vocabulary one method or one way to do this is for example using flashcards or a sheet of paper, I'd like to use pictures.

Pictures, that way they cannot use Spanish words, they all that they have to do is watch the picture and write the name of the picture in English.

Interviewer

OK, do you work with dictionaries? In that case, how? Otherwise, why not?

Teacher

Yes, I like to use dictionaries because it's a classic test, uh, classic book and I want them can. I like that I want that they can use them. They learn to use them because this is an activity that can help. Help to them and they can order words they and they can learn how to look for that words.

Interviewer

And the last question is, would you be open to using games and new activities in your vocabulary lessons? Which ones?

Teacher

OK, I have to tell you that the last week I used the Kahoot application with my students. Ohhh they were very happy because they like to compete, they like to compete in this and they say oh, I'm the fast I'm the faster and the fastest so I like the I like to see that happiness. In in, in them. So, it's very important. Use technology to teach English and to learn English too.

Interviewer

Yes, of course.

OK, miss thank you so much for giving me part of your time in this interview.

Teacher

OK, thank you.



UNIVERSIDAD CATÓLICA
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FAH-PINE-002-2022

Miércoles, 01 de junio del 2022

Licenciado
Nilo Baque Quimí
Rector
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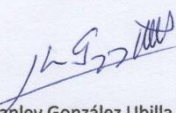
De mis consideraciones:

Reciba un cordial saludo. Por el presente solicito muy comedidamente, salvo su mejor criterio, se permita a la estudiante Jazmín del Rocío Murillo Parrales con C.I. 092724557-1, estudiante de 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, acceder a las instalaciones de la Unidad Educativa José Vicente Trujillo, que usted acertadamente dirige, con el fin de que pueda realizar la recolección de datos para elaborar su trabajo de titulación, el cual trata sobre el desarrollo de la destreza oral del idioma inglés, dentro del aula de clase, específicamente en estudiantes del noveno grado.

La Srta. Murillo estaría visitando constantemente la clase de inglés que reciben los estudiantes del noveno grado, durante los meses de mayo, junio, julio y agosto del presente, para recopilar la información necesaria para el desarrollo de su documento de graduación.

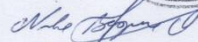
De antemano agradezco la atención brindada.

Atentamente,


Lcdo. Stanley González Ubilla, M.Ed.
Director
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1. Junio / 2022

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Murillo Parrales Jazmín Del Rocío**, con C.C: # 0927245571 autor/a del trabajo de titulación: **Strategies for the Enhancement of the Vocabulary Acquisition Process Among 9th Graders at Unidad Educativa Fiscal José Vicente Trujillo in the Year 2022-2023** previo a la obtención del título de **Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Strategies for the Enhancement of the Vocabulary Acquisition Process Among 9th Graders at Unidad Educativa Fiscal José Vicente Trujillo in the Year 2022-2023		
AUTOR(ES)	Murillo Parrales Jazmín del Rocío		
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ÁREAS TEMÁTICAS:	Educación, Lingüística, Idiomas		
PALABRAS CLAVES/ KEYWORDS:	Vocabulary acquisition, strategies, methods, results, skills, proposal		
RESUMEN/ABSTRACT (150-250 palabras):	<p>This research focuses on analyzing the process of vocabulary acquisition in 9th-grade students at Unidad Educativa Fiscal José Vicente Trujillo in the first half of the scholastic year 2022-2023. For this purpose, a theoretical framework was constructed based on topics related to the acquisition of vocabulary, as well as strategies that have been applied by different authors to strengthen this learning process in students. The methodology used for this work was action research, which was developed from a mixed approach. The data collection instruments used in the study were a vocabulary test applied to the students, an interview directed to the teacher of the subject, and a class observation checklist. As results were obtained after the application of the instruments, it was evidenced that the students do not understand how to use vocabulary in context; they use dictionaries to translate sentences; and they lack spelling and pronunciation skills. Finally, it is important to mention that it is necessary to implement strategies to improve students' vocabulary acquisition and a proposal has been designed with suggestions for this purpose.</p>		
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