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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

**“Collaborative Learning as an Educational Strategy in the Acquisition of English
Language Vocabulary”**

**Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of
Master in Pedagogy of National and Foreign Languages, with a Specialisation in
the Teaching of English**

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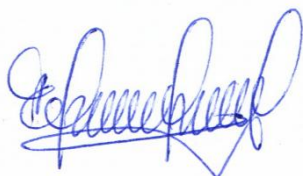
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SUPERVISOR'S CERTIFICATE

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This work complies with the regulations and methodology established in the Postgraduate Degree Unit Regulations, under Resolution No. 150-CSUP-2020. Therefore, I authorise its submission for the corresponding oral defence.



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AUTHORSHIP DECLARATION

The present dissertation constitutes a prerequisite for obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a Specialisation in the Teaching of English.

I, Silvia Janeth Casanova Obando, holder of national identification number 040137229-7, hereby declare that this research is entirely original, authentic, and personal, and that the results and conclusions reached are my sole responsibility.



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DEDICATION

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RESUMEN

Este estudio surge de la necesidad de fortalecer la adquisición del vocabulario en inglés en estudiantes de quinto a séptimo año de educación básica media en la escuela Fe y Alegría de Tulcán, provincia del Carchi. Su objetivo general fue diseñar estrategias pedagógicas basadas en el aprendizaje colaborativo para optimizar el aprendizaje del inglés. La investigación adoptó un enfoque mixto que permitió analizar cualitativa y cuantitativamente el impacto del trabajo en equipo en el aprendizaje del vocabulario. El proceso se desarrolló durante el segundo trimestre, iniciando el 9 de diciembre de 2024 y finalizando el 19 de marzo de 2025. Se aplicó una evaluación diagnóstica para identificar las dificultades de los estudiantes, evidenciando que la mayoría se encontraba en nivel en proceso, lo que motivó la implementación de estrategias colaborativas durante las evaluaciones formativas y sumativas. Estas estrategias metodológicas favorecieron una mejora progresiva en el dominio del vocabulario, alcanzando la mayoría de los estudiantes el nivel adquirida en las evaluaciones finales. Los resultados mostraron que el aprendizaje colaborativo fomentó la participación activa, el apoyo entre compañeros y la aplicación práctica del vocabulario, así como un incremento en la motivación y confianza al interactuar en inglés. En conclusión, este estudio demuestra que las estrategias colaborativas mejoran el rendimiento académico y promueven un ambiente de aprendizaje dinámico e inclusivo, facilitando una enseñanza más significativa del idioma inglés.

Palabras clave: aprendizaje colaborativo, adquisición de vocabulario, enseñanza del inglés, educación básica, motivación estudiantil.

ABSTRACT

This study arose from the need to strengthen English vocabulary acquisition among fifth to seventh grade students at Fe y Alegría School in Tulcán, Carchi Province. The main objective was to design pedagogical strategies based on collaborative learning to optimize English learning. The research employed a mixed-methods approach to qualitatively and quantitatively analyse the impact of teamwork on vocabulary acquisition. The study was conducted during the second trimester, from December 9, 2024, to March 19, 2025. A diagnostic assessment was initially applied to identify students' difficulties, revealing that most were at the In Progress level, which prompted the implementation of collaborative strategies throughout formative and summative evaluations. These methodological strategies led to a progressive improvement in vocabulary mastery, with most students reaching the Acquired level by the final assessments. Results showed that collaborative learning promoted active participation, peer support, and practical application of vocabulary, as well as increased motivation and confidence in English communication. In conclusion, this study demonstrates that collaborative strategies enhance academic performance and foster a dynamic and inclusive learning environment, facilitating more meaningful English language instruction.

Keywords: collaborative learning, vocabulary acquisition, English teaching, basic education, student motivation

CHAPTER I

PROBLEM

1.1 Statement of the Problem

In today's globalised environment, mastery of the English language is an essential competence for academic and professional success. However, many students, especially those whose mother tongue is not English, face significant challenges in effectively acquiring vocabulary. Vocabulary proficiency is fundamental for reading comprehension, oral and written expression, and effective interaction in diverse communicative contexts.

According to Mendoza (2023), "the increasing globalisation and the importance of English as a lingua franca make its mastery essential for the personal and professional development of young people. However, there are various challenges and issues that hinder the effectiveness of English language teaching at this educational level" (p. 4).

Mastery of English is essential in a globalised world, yet its teaching faces challenges such as a lack of resources, outdated methodologies, and student demotivation. Overcoming these issues requires innovative strategies such as active-participatory methodologies, the use of technology, contextualisation of content, equitable access to resources, and continuous teacher training to enhance effectiveness.

Peña (2024) states, "English is a language universally used in different countries around the world, not only as a mother tongue but also as a foreign language. However, in certain countries such as Ecuador, the study of this language does not conclude with internationally acceptable standards" (p. 2).

Traditionally, vocabulary teaching has been based on memorisation and repetition methods, commonly known as "word list learning." Although these methods may be useful for short-term learning, they often prove ineffective for long-term retention and do not promote a practical and contextualised use of the language. According to Sánchez and Barral (2020), "the traditional or translation method focuses on analysing grammatical

rules and applying them to the translation of texts. Classes are mostly conducted in the native language, with little practice of the foreign language studied” (p. 4).

The methodology focused on translation and grammatical analysis, known as the grammar-translation method, emphasises learning grammatical rules and translating texts. Although it provides a deep understanding of the structure of the foreign language, it significantly limits active and oral practice. This passive and theoretical approach hinders the development of essential communicative skills such as fluency and pronunciation, which affects students’ ability to interact effectively in everyday situations. Moreover, it does not foster language immersion, which is key to achieving authentic and natural communication.

Collaborative learning is a pedagogical method that fosters cooperation and teamwork among students and has proven to be a promising strategy to address these limitations. Through collaborative learning, students can benefit from social interaction and the exchange of ideas, which facilitates deeper and more meaningful learning. Collaboration in vocabulary tasks allows students to practise new words in real contexts, receive immediate feedback from peers, and develop communication skills.

At Fe y Alegría Basic Education School, students face difficulties in learning new vocabulary due to several factors, such as limited exposure to the foreign language outside the classroom. In their daily environment, only Spanish is spoken; therefore, the main opportunities to practise their foreign language skills occur during class hours and while completing assignments related to the subject.

Another possible reason is the lack of motivation among primary students. Since the country offers limited exposure to the foreign language, students often do not see the need to learn a second language, and in some cases, their sole objective is to pass the school year. This leads to a lack of consistent practice in the foreign language. Furthermore, class time is limited, with only three 40-minute lessons per week, making vocabulary practice difficult. Under traditional methodologies, there is little or no student participation during lessons, which results in many students lacking oral expression practice or experience working in groups. Consequently, many of them are afraid to

participate in class for fear of making mistakes or expressing their ideas, which hinders vocabulary acquisition.

In public and semi-private institutions in the city, classes often exceed 30 students, making personalised education difficult. Since each student learns at their own pace, some grasp new knowledge quickly while others struggle more. It is also important to note that the same methodology does not work equally for all; for example, Kinesthetic learners need hands-on activities and games, while auditory learners learn better through listening, among others. These limitations make it difficult for students to learn vocabulary in the foreign language.

Given the issues, an innovative strategy was applied: collaborative learning. This approach encouraged the constant participation of all students, allowing those who learned faster to support their peers, fostering teamwork and guiding everyone toward a common goal.

According to Cortes (2023), “collaborative learning seeks to ensure that students focus on their goals and the impact of their actions on the team. It promotes autonomy by reducing teacher intervention, fostering collaboration, individual responsibility, and the development of group skills” (p. 5).

Despite the potential benefits of collaborative learning, there is a lack of empirical research examining its specific impact on English vocabulary acquisition. While some studies have explored collaborative learning in general, few have focused on its specific application to vocabulary teaching. Furthermore, it remains unclear which types of collaborative activities (such as group work, joint projects, or pair discussions) are most effective and how they can be sustainably integrated into the educational curriculum. Another barrier to the effective implementation of collaborative work in vocabulary acquisition is technological limitation. This constraint affects both teachers and students, preventing the adequate use of digital tools and resources that could enhance collaborative learning.

1.2 Research Questions

What are the most common problems students face when learning vocabulary?

What are the theoretical foundations related to collaborative learning and vocabulary acquisition?

What activities could be included in a pedagogical strategy based on collaborative learning to strengthen vocabulary among middle basic education students?

1.3 Research Objectives

General Objective

To propose pedagogical strategies based on collaborative learning to strengthen vocabulary among middle basic education students.

Specific Objectives

- To identify the problems students, face when learning vocabulary.
- To characterise the theoretical foundations of collaborative learning and English vocabulary acquisition.
- To design pedagogical strategies based on collaborative learning for vocabulary teaching.

1.4 Justification

This research was relevant because collaborative learning enabled students to develop social skills such as effective communication, allowing them to express themselves clearly; empathy, where each student understood the needs of their peers while respecting differences; and leadership, with each student taking on a role, one as a moderator and the others as participants in the discussion.

The study had theoretical value, as it contributed to a deeper understanding of the collaborative learning approach and determined its impact on foreign language learning through collaboration, assessing whether students developed social skills and vocabulary.

The contributions of the research included empirical evidence, which could support or question current educational practices and guide classroom decision-making; pedagogical innovations, as it moved away from traditional methodologies and focused on a new alternative; and classroom impact, by evaluating whether the results obtained before and after the intervention significantly affected vocabulary learning.

The research had methodological utility because it offered an alternative to commonly used thinking routines, providing a new approach for selecting methodological strategies. Furthermore, it was feasible, as the economic resources required were minimal, and class hours were used for project development, with free time dedicated to tabulating results from each lesson.

Additionally, this study was justified because it produced social, economic, and educational impacts. Socially, students developed English language skills, fostering more competent individuals in the future with communicative and leadership abilities. Economically, unnecessary expenses were reduced. Therefore, this research benefitted future generations, including postgraduate students who could use this project as a basis for new investigations.

An ideal educational strategy for teaching English in the modern world was collaborative learning. This methodology was justified because it allowed students to expand their vocabulary practically and contextually by actively practising new words in real conversational situations.

Students not only had the opportunity to use new words in meaningful contexts but also benefited from the exchange of ideas and knowledge with peers through collaborative learning. Each student contributed their own knowledge and perspectives, enhancing the collective learning process. This interaction increased participants' vocabulary and created a supportive and motivating environment where students encouraged one another to expand and improve their lexicon.

Moreover, collaborative learning fostered communication and critical thinking skills, which are essential for mastering English. Students developed stronger communicative competencies and learned to negotiate meanings, resolve misunderstandings, and use language effectively in various situations when interacting with peers.

For these reasons, using collaborative learning as a method for teaching English was not only beneficial but necessary. This method transformed the language learning experience, making it more dynamic, interactive, and effective for vocabulary acquisition and the overall development of students' linguistic competencies.

This research aimed to analyse the most common phonetic and intonation features of interlanguage in English as a foreign language among middle basic education students, thereby contributing to the strengthening and mastery of all skills required for English language acquisition. Consequently, this study was framed within the Research Line of the State Polytechnic University of Carchi and its Graduate School in National and Foreign Language Pedagogy with a focus on English teaching, under the theme of Innovation in Pedagogical Mediation, Learning, and Development, and within the subtheme of teacher training in the classroom, school, and community.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

Various studies have shown that traditional vocabulary teaching in English, based on memorisation and translation, limits active student participation and hinders the development of communicative skills. Recent research highlights the value of collaborative learning as an innovative strategy that promotes interaction, teamwork, and contextual use of vocabulary. However, in the Ecuadorian context, there is still limited empirical evidence on its effective application among middle basic education students, underscoring the need to design pedagogical proposals adapted to this educational reality.

Escalona (2020) states that “collaborative learning, based on the communicative approach, enhances communicative competence in English, addressing oral interaction difficulties with innovative techniques that improve communication between students and teachers according to the demands of the Cuban educational system” (p. 1).

Collaborative learning, grounded in the communicative approach, emerges as an effective solution to strengthen communicative competence in English, addressing current educational demands. The proposed techniques encourage oral interaction and collaboration, helping to overcome student difficulties and promoting more effective communication between learners and teachers.

Boix and Ortega (2020) express that “collaborative learning in primary education improves social skills and classroom climate more than academic outcomes. It benefits inclusion and access to knowledge in key areas such as language, mathematics, science, and English, according to 14 reviewed studies” (p. 1).

Collaborative teaching in primary education fosters both academic and socio-emotional development. Although its impact on academic results is not entirely clear, the benefits in social skills, classroom climate, and inclusion are evident. This methodology promotes

interaction and teamwork, encouraging greater cooperation among students. Significant progress is observed in subjects such as Spanish, mathematics, and English regarding participation and access to knowledge.

Torrejón (2023) “presents an educational proposal in physical education that uses collaborative learning to promote holistic development and strengthen teamwork. Based on a thorough analysis, it seeks to highlight benefits and improve collaborative dynamics among students” (p. 1).

The educational intervention based on collaborative learning in physical education aims to enhance students’ holistic development. Through a comprehensive analysis of the methodology’s benefits, the study demonstrates how Collaborative work not only improves physical skills but also strengthens collaboration and group cohesion, providing a more dynamic and participatory learning environment and fostering social competence.

Londoño and Suárez (2021) “conducted a study with tenth-grade students to examine how socio-emotional interactions and motivation influence English learning in virtual environments. Collaborative activities improved performance, relationships, and emotional well-being. Teachers should create stimulating environments with updated strategies” (p. 1).

This research explored the impact of socio-emotional interactions and motivation on English learning in virtual settings for tenth-grade students. Collaborative activities showed that this approach enhances academic performance while improving interpersonal relationships and emotional well-being. Motivation proved essential for achieving these benefits. Consequently, teachers are encouraged to implement innovative and dynamic learning environments using updated pedagogical strategies to foster active and meaningful participation, supporting comprehensive English language development.

Niño (2023) “states that collaborative learning improves reading comprehension in English and promotes teamwork among eleventh-grade students at a private school in Bogotá. The mixed-method study included surveys, tests, and document analysis, highlighting advantages and challenges” (p. 1).

This study demonstrates the effectiveness of Collaborative learning as a pedagogical strategy to strengthen English reading comprehension in eleventh-grade students. Using a mixed-methods approach, the research shows that this methodology not only enhances linguistic skills but also promotes collaboration and teamwork. The findings suggest that Collaborative learning creates an enriching environment that strengthens foreign language reading competencies while aligning with institutional educational objectives.

Acosta (2024) “designed a strategy to foster collaborative learning in English I students in Lima, using qualitative and quantitative methods. Strengths and weaknesses in the educational process were identified, proposing improvements in communicative and socio-emotional skills” (p. 1).

The study developed a methodological strategy to promote collaborative learning in English I students using a socio-critical approach. Through qualitative and quantitative methods, including interviews, observations, and questionnaires, the research identified strengths and weaknesses in the learning process. Based on these findings, a strategy was proposed to optimise collaborative learning, enhance students’ reasoning, and strengthen their communicative and socio-emotional skills, aiming to improve academic performance and classroom interaction.

Espinal (2022) “conducted a quantitative study analysing observations of four teachers and 136 students, concluding that collaborative work and the promotion of critical thinking are essential in the teaching-learning process at all academic levels” (p. 4).

The quantitative, descriptive study analysed data from observations of four teachers and 136 students, highlighting the implementation of collaborative work in English classes. The analysis emphasised that collaborative strategies are crucial for improving learning while fostering critical thinking, a key skill for academic success across all levels. Encouraging these practices in the classroom is essential to strengthen the teaching-learning process.

Ramos (2023) “analysed the impact of Collaborative learning on tenth-grade students, improving communication, motivation, and academic performance in English. However,

some students felt discomfort and stress due to peers' performance, highlighting the need for equitable implementation" (p. 1).

The analysis demonstrates that collaborative learning can be a valuable tool in English teaching, enhancing communication and academic performance. However, it also reveals challenges, such as stress caused by reliance on peers for grades. Despite these drawbacks, the methodology proves effective in improving interpersonal relationships and motivating students, provided it is implemented equitably to avoid adverse outcomes.

Zambrano and Checa (2023) "conducted a comparative analysis of collaborative versus individual learning in English acquisition among second-year EGB students in Ecuador, using friendly games in remote classes. Results showed that 76% of students in collaborative groups achieved better performance with less mental effort" (p. 1).

The study highlights how group dynamics can foster effective English learning in middle basic education students, demonstrating that collaborative work improves academic performance. The use of playful strategies and interactive activities promotes student participation and reduces cognitive load, resulting in better overall performance. This approach underscores the importance of collaborative methodologies and group dynamics, especially in remote and diverse educational contexts, creating a more meaningful and effective learning experience.

Suarez (2024) "evaluated an error correction strategy in grammar and pronunciation with 15 student-teachers from the English Master's program at PUCE Esmeraldas. Although collaborative activities were not highly effective, participants showed progress and high satisfaction with the corrections" (p. 1).

The analysis revealed persistent challenges in areas such as language transfer errors and accentuation issues affecting students' grammar and pronunciation. Although collaborative strategies did not achieve the expected outcomes, participants had a positive perception of the corrections, highlighting improvements in language quality. This suggests that, despite limited effectiveness, collaborative approaches still contribute to learning progress. The study emphasises the need to adjust methodological strategies to make error correction more effective and strengthen student training.

2.2 Theoretical Framework

Collaborative Learning in Middle Basic Education

DigitasLBi (2024) “analyses collaborative learning as a pedagogical method that promotes teaching through student socialization. Its procedure consists of dividing the class into small but heterogeneous groups” (p. 1).

Collaborative teaching fosters student cooperation by organising them into small and diverse groups. This approach promotes socialization, idea exchange, and the development of social skills, enhancing content comprehension and strengthening teamwork, benefiting overall learning.

Pérez and Farfán (2022) “analyse collaborative strategies, such as debates and teamwork, which strengthen critical thinking in English students by promoting problem-solving and joint reflection under teacher guidance” (p. 3).

Activities such as debates and teamwork improve critical thinking in English learners. These practices encourage collaboration and the sharing of ideas, allowing students to develop problem-solving skills and engage in joint reflection under teacher supervision.

Suárez (2024) states that collaborative learning in middle basic education offers multiple advantages: “it improves problem-solving skills, fosters social interaction, promotes diversity, enhances communication skills, inspires creativity, builds confidence, encourages commitment, and develops critical thinking skills” (p. 35).

The collaborative approach in middle basic education provides several benefits, including enhanced problem-solving skills, improved social interaction, promotion of creativity, confidence, commitment, and critical thinking, while also strengthening communication skills and valuing diversity.

Vocabulary Teaching in English as a Foreign Language

Castillo and Quiñonez (2022) “note that English as a foreign language is learned in controlled classrooms due to limited daily use. Vocabulary development is crucial for language competencies, influencing grammar, pronunciation, and pragmatic competence” (p. 32).

Vocabulary mastery is essential for improving language competencies in English, as it enables more effective and precise communication. Beyond correct pronunciation and word variations, current English teaching emphasizes contextual vocabulary use, allowing students not only to learn words but also to understand how to use them appropriately in different situations.

Acosta (2024) “states that context provides students with rich nuances about appropriate word use, its different meanings, and word associations that explicit instruction alone could not offer. This illustrates the importance of teaching vocabulary in relation to specific contexts” (p. 15).

Context is essential to enrich vocabulary learning. Unlike direct instruction, contextual exposure provides a deeper understanding of word meanings and associations, highlighting the need to teach vocabulary within specific situations for proper application.

Second-language vocabulary learning includes phonological, morphological, syntactic, semantic, and orthographic elements, determining its place in a conceptual system and enabling assertive communication in any situation. Language teachers must know and apply strategies and resources to present vocabulary clearly and effectively, including books, dictionaries, and ICT tools.

Flashcards in the Teaching-Learning Process

Zora (2022) notes that “flashcards are essential in teaching English to children, combining images and words to facilitate association and vocabulary retention. They are used in dynamic activities to reinforce learning and promote language practice” (p. 3).

Flashcards are highly effective for teaching English to children, aiding visual and concrete word-image associations. Their repeated use, combined with dynamic and playful activities, reinforces learning and encourages active student participation. Integrating games, group activities, or practical exercises makes learning engaging and meaningful, enhancing memory and motivation.

TalkpalAI (2024) indicates that “flashcards facilitate effective vocabulary memorization through spaced repetition, improving long-term retention. They are portable, allowing study anywhere, and customizable according to level and needs. The creation and review process is interactive, increasing effectiveness” (p. 18).

Flashcards provide a versatile, effective learning tool, enabling visual word-concept associations. They enhance memorization via spaced repetition, improve long-term retention, and allow flexible study anywhere and anytime. Their interactivity encourages dynamic, personalised learning suitable for vocabulary, grammar, or common phrases.

Translation and Vocabulary Teaching

Thornbury (2022) mentions that “using translation, the teacher introduces meaning directly, although it may limit other learning methods and affect student confidence. There are various ways to incorporate translation when presenting new vocabulary in class” (p. 12).

Translation can aid vocabulary learning by linking the native and foreign languages, facilitating initial understanding, especially for complex or abstract terms. However, exclusive reliance on translation may limit creativity and autonomous learning, affecting students’ ability to infer meaning from context or practice oral use.

Mohl (2023) reports that “Ecuador can promote intercultural understanding and social justice by integrating the English as a Lingua Franca approach. This study provides valuable pedagogical perspectives for educators, policymakers, and researchers in multilingual contexts, both in Ecuador and globally” (p. 19).

The English as a Lingua Franca (ELF) approach highlights the importance of promoting intercultural understanding and social justice in multilingual settings. Integrating ELF in English teaching enriches linguistic diversity and benefits both students and educators, providing insights for multicultural educational contexts globally.

Rodríguez (2024) argues that “a good solution to clarify a word or phrase’s meaning, when the student has some understanding but not full comprehension, is to provide examples or alternative explanations” (p. 16).

When students have a general idea of a word or phrase but do not fully understand it, providing contextual examples or alternative explanations helps them connect with the concept, reinforcing comprehension and ensuring accurate acquisition.

Multimedia Tools as Visual Learning Techniques

These include flashcards, photographs, drawings, and similar resources, which convey meaning through specific image-concept relationships and allow interactive student activities, especially for verbs or action processes.

Llumiquinga (2023) “highlights that using multimedia tools in teaching, especially IT tools, improves comprehension, promotes autonomous learning, and motivates students. Proper integration reinforces essential technological skills, adapting to new technologies and enriching interaction” (p. 4).

Integrating multimedia in classrooms enhances comprehension and promotes autonomy. Combining visual and auditory elements increases motivation and interaction, developing key technological competencies for professional growth.

Sánchez (2023) notes that “teachers can use visual elements to share information effectively, but students must actively participate. Learning by teaching is a proven

method for educational success. A University of California study found that students who teach content develop a deeper, more lasting understanding than those who do not” (p. 15).

The learning by teaching approach emphasises active student engagement. Explaining learned content reinforces understanding, critical thinking, and organisational skills. Visual resources support learning, but active participation ensures deeper, meaningful comprehension.

Gestures in English as a Foreign Language Learning

Gestures often illustrate meanings, with teachers creating situations using boards or gestures to reinforce concepts.

Bustos (2024) states that “non-verbal communication (NVC) involves exchanging messages without words, using eye contact, gestures, posture, body language, facial expressions, and paralanguage... to convey emotions and enrich communication, despite limitations in digital environments” (p. 16).

Posso (2023) mentions that “body expression in early education is key to fostering creativity and inclusion, developing communicative, emotional, and cognitive skills. Through movements and gestures, children improve socialization, learning, and critical thinking” (p. 27).

Body expression fosters creativity, inclusion, and development of emotional, cognitive, and communicative skills, facilitating social interaction and learning. This dynamic methodology creates a stimulating environment, supports concept comprehension, and strengthens creativity and critical thinking. Additionally, it encourages students to engage actively with the learning process by using their bodies to express ideas, emotions, and narratives, which enhances memory retention and understanding. By integrating movement and gestures into lessons, students develop greater self-confidence, improve non-verbal communication, and learn to interpret the expressions of others. This approach also promotes collaborative learning, as students often work in pairs or groups,

negotiating meanings and practicing social skills. Over time, these experiences contribute to the holistic development of the learner, fostering both academic and personal growth, while creating a more inclusive and interactive classroom atmosphere that accommodates diverse learning styles and needs.

Verbal Techniques in English Learning

For abstract concepts, oral or written situations help contextualise and apply concepts. Word maps or trees are effective strategies for organising vocabulary and establishing meaningful connections.

Gairns (2021) notes that “images and diagrams are extremely useful for memorizing vocabulary and can highlight relationships between elements” (p. 2).

Englishlive (2024) states that “immersion in a language-speaking environment combined with practical activities is very effective for learning. Distributed practice, exams, social interactions, and flashcards reinforce learning. Implicit learning also contributes to language acquisition” (p. 1).

Immersion and distributed practice are highly effective for language learning. Combined with practical exercises, assessments, social interactions, and flashcards, these strategies reinforce memory and foster lasting learning. Implicit learning complements active methods, promoting skill acquisition and consistent language practice in real contexts for more effective mastery. Furthermore, immersion allows learners to experience the language naturally, encouraging spontaneous use and comprehension in authentic situations. Distributed practice ensures repeated exposure over time, which strengthens retention and reduces forgetting. When combined with interactive exercises and collaborative activities, students develop both receptive and productive skills, enhancing fluency, pronunciation, and confidence. Social interactions provide meaningful communication opportunities, while flashcards support the consolidation of vocabulary and grammar. Overall, this multifaceted approach creates a comprehensive and engaging learning environment, fostering long-term language proficiency, motivation, and the ability to apply skills effectively in diverse real-life contexts.

2.3 Legal Framework

The *Constitución de la República del Ecuador* states, “The State shall guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their own language and cultural context” (Article 29, 2008). This article is significant because it ensures that individuals have the right to learn in their mother tongue and within their cultural context. This principle highlights the necessity of adapting teaching to the linguistic and cultural realities of students, promoting an inclusive educational environment. Incorporating students’ own language and culture not only respects their identity but also enhances learning, as students feel more comfortable and motivated when connecting knowledge to their environment. This approach is essential to guarantee equitable and quality education.

The *Sustainable Development Goals*, in target 4.1, state: “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes” (United Nations, 2015). This global commitment emphasizes the need to provide education that is not only accessible but also guarantees equal opportunities for all students. Ensuring quality education is essential to prepare new generations to face challenges, contributing to their holistic development and to the creation of fairer and more equitable societies. Focusing on relevant learning outcomes highlights the importance of making education meaningful and responsive to current global needs, allowing students to achieve their full potential.

The *Sustainable Development Goals*, in target 8.2, state: “Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high value-added and labour-intensive sectors” (United Nations, 2015). This target emphasises the importance of fostering sustainable economic growth through innovation and technological advancement. By diversifying economic sectors and focusing on those generating high added value, the aim is not only to increase productivity but also to create quality employment. This approach underlines technology and innovation as key drivers for improving competitiveness and promoting inclusive

economic development. It also highlights the need to efficiently utilise human resources, providing opportunities that contribute to social and economic progress.

The *Sustainable Development Goals*, in target 10.2, propose: “By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status” (United Nations, 2015). This goal stresses the necessity of ensuring that all individuals have the opportunity to fully participate in social, economic and political life, regardless of differences. Promoting inclusion at all levels is crucial to achieve a more equitable, respectful, and cohesive society, positively impacting collective well-being. Inclusive policies can reduce social gaps and foster an environment where diverse identities and circumstances are recognised and respected, contributing to societal progress.

The *Sustainable Development Goals*, in target 16.10, mention: “Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements” (United Nations, 2015). Access to information and protection of fundamental freedoms are essential pillars for strengthening democracy and human rights. Ensuring transparency in public administration and freedom of expression fosters an informed citizenry capable of participating actively in political processes.

The *Ley Orgánica de Educación Intercultural* states, in Article 347, literal 9: “A bilingual intercultural education system is guaranteed, using the language of each nationality as the main medium and Spanish as the language of relation, respecting the rights of communities, peoples and nationalities under the public policies of the State” (2011). This article reflects the importance of promoting bilingual intercultural education, recognising and respecting the languages and cultures of the country’s diverse nationalities. Using the mother tongue as the main medium of instruction strengthens cultural identity and fosters inclusion. Additionally, using Spanish as a language of intercultural communication facilitates interaction between different communities, ensuring access to education for all.

Article 348 of the *Ley Orgánica de Educación Intercultural* states: “Public education shall be free, and the State shall finance it in a timely, regular and sufficient manner. The distribution of resources destined for education shall be governed by criteria of social, population, and territorial equity, among others” (2011). This principle establishes the obligation to guarantee free public education, ensuring adequate and sufficient State financing. The allocation of resources must follow social and territorial equity criteria, aiming to balance access to educational opportunities across communities and groups. This measure promotes social justice and inclusion, allowing all students, regardless of context, to access quality education.

The *Reglamento a la Ley Orgánica de Educación Intercultural*, in Article 111, states: “Foreign language teaching staff must demonstrate a minimum B2 level of the CEFR through a standardised test. The National Educational Authority shall publish the list of recognised exams to validate such level of knowledge” (2015). Ecuadorian legislation ensures the quality of foreign language teaching by requiring educators to demonstrate adequate language proficiency through internationally recognised standardised tests. This guarantees that teaching staff are capable of providing effective instruction, thereby promoting student learning. This approach ensures a uniform quality level in education, aligned with international standards, enabling students to develop linguistic skills comparable to global benchmarks.

The *Acuerdo Ministerial 0010A* issued by the National Assembly states, “The English subject shall be assigned a specific weekly timetable in order to fulfil its pedagogical periods, with three hours per week from second grade of EGB to third grade of Bachillerato” (2020, p. 6). It is important to know the timeframe in which activities can be carried out during class hours; therefore, this agreement will serve as one of the pillars of this study.

The *Ecological Contextual Educational Model of UPEC*, in literal i) Learning of native / foreign languages, states:

One of the most important needs of students is the development of communicative competencies in other languages, whether native or foreign. In correspondence with Article 80 of the RRA (2020), which establishes the learning of a second language as a requirement for graduation. Therefore, it is indispensable that each teacher incorporates the reading of articles, texts and other sources in other languages, prioritising English. (p. 114)

The development of communicative competencies in foreign or native languages is a key need for students. In this regard, it is essential to include the reading of articles and texts in other languages, particularly in English, as a fundamental part of the educational process. This inclusion fosters students' linguistic abilities, ensuring they are prepared for a more globalised and diverse academic and professional environment. The focus on learning a second language aligns with graduation requirements and contributes to the comprehensive formation of students.

CHAPTER III

METHODOLOGY

3.1 Description of the Study Area / Study Group

The following research project was conducted at the Fe y Alegría Basic Education School in District 04D01 San Pedro de Huaca, in the province of Carchi, Tulcán. It focused on students in lower secondary education (from fifth to seventh year of Basic General Education).

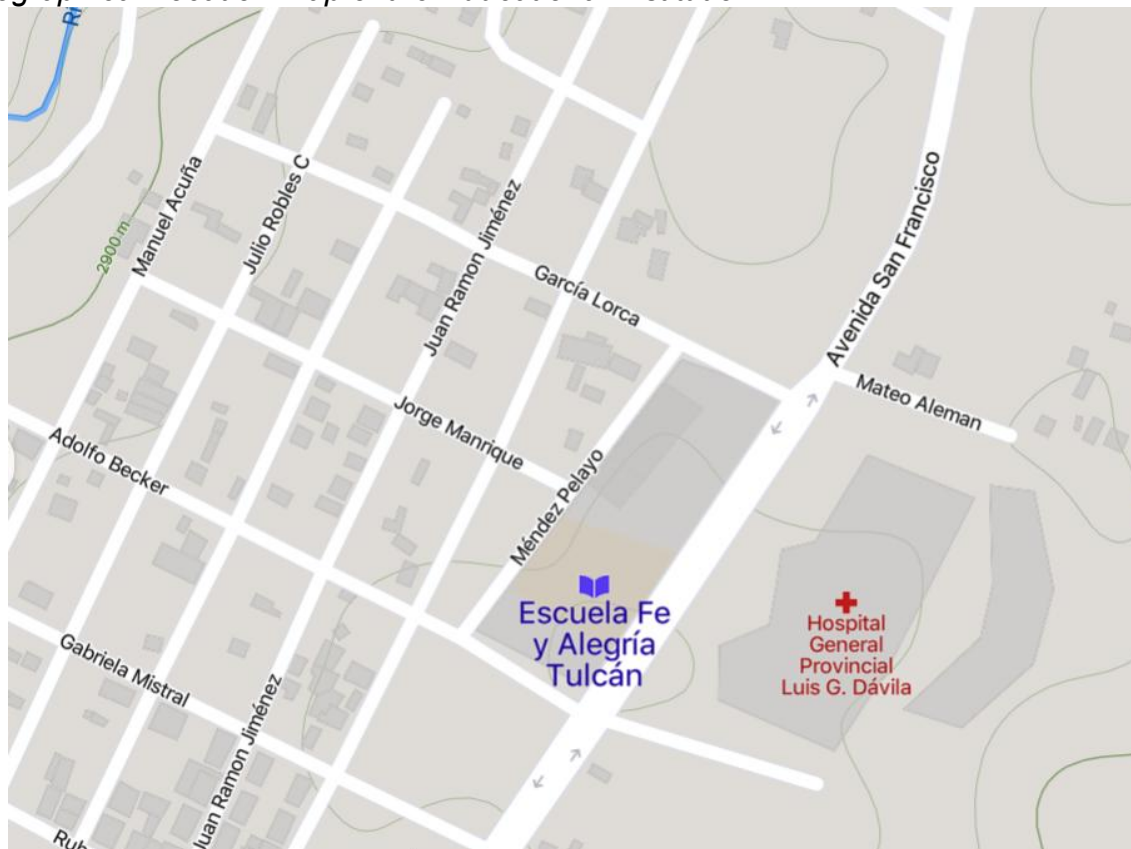
Mission

Fe y Alegría is an International Movement of Popular Education and Social Promotion, promoted by the Society of Jesus in collaboration with various individuals and institutions committed to building a more humane and just world. It drives comprehensive and inclusive educational processes from, with, and for the communities in which it works, promoting and defending the universality of the right to quality education as a public good. Fe y Alegría is committed to the transformation of individuals and the promotion of global citizenship for the construction of democratic social systems (Proyecto Educativo Institucional, 2023, p. 7).

Vision

Fe y Alegría is a benchmark in comprehensive, inclusive, and quality popular education, operating in areas of greatest exclusion and contributing to the promotion and defence of the universal right to quality education in a context of educational emergency (Proyecto Educativo Institucional, 2023, p. 7).

Figure 1
Geographical Location Map of the Educational Institution



Source. Image obtained from Mapcarta. Source: <https://mapcarta.com/es/W868440598>

3.2 Approach

This study was conducted using a quantitative approach, as structured instruments, such as a test and a survey, were employed to collect and analyse numerical data related to collaborative learning and vocabulary development.

According to Hernández, Fernández, and Baptista (2022), the quantitative approach is characterised by the collection and analysis of data with the purpose of describing, explaining, or predicting phenomena through numerical measurement and statistical analysis (p. 4).

The adopted design was a non-experimental, cross-sectional descriptive design, because the variables were not manipulated but observed as they occurred in their natural context at a single point in time. This design allowed the phenomenon under study to be described and the relationships between variables to be analysed without intervening in the educational environment.

This approach facilitated the obtaining of objective and verifiable results, providing a clear and precise description of the impact of collaborative work on students' vocabulary learning.

3.3 Types of Research

Descriptive Research

Steward (2024) states:

Descriptive research provides researchers with a way to present phenomena as they occur naturally. Rooted in an open and non-experimental nature, this type of research focuses on portraying the details of specific phenomena or contexts, helping readers gain a clearer understanding of the topics of interest. (p. 1)

The present study adopted a quantitative approach with a non-experimental, cross-sectional descriptive design, as it aimed to observe and describe phenomena as they occurred in their educational context without manipulating variables, collecting data at a single point in time. This design allowed for obtaining objective and measurable information regarding the impact of collaborative learning on students' English vocabulary development.

For data collection, two main instruments were employed: a survey and a vocabulary test.

The survey was developed by the researcher with the purpose of understanding students' perceptions, attitudes, and experiences regarding collaborative work and its relationship with vocabulary learning. Its content was structured based on the specific objectives of

the study and validated through the judgment of three experts in the fields of education and research methodology, who evaluated the relevance, coherence, and clarity of the items, thereby ensuring content validity. Subsequently, a pilot test was conducted with a small group of students with characteristics similar to the final sample, allowing for necessary adjustments to guarantee the reliability and comprehensibility of the instrument.

The vocabulary test was adapted from the instrument proposed by Dujardin (2021). This instrument allowed for an objective measurement of students' vocabulary levels before and after the pedagogical intervention, ensuring the collection of reliable quantitative data regarding their progress in English learning (p. 3).

Both instruments provided quantifiable and relevant information that served as the basis for statistical analysis, facilitating the acquisition of valid and reliable results regarding the influence of collaborative learning on the development of English vocabulary.

3.4 Definition and Operationalization of Variables

Definition of Variables

Independent Variable: Collaborative Learning

Dependent Variable: Vocabulary in Middle Basic Education Students

Operationalization of Variables

Table 1
Operationalization of the Independent Variable

Variables	Definition	Dimensions	Indicators	Items	Technique	Source
Independent Variable: Collaborative Learning	Collaborative learning is a pedagogical method that promotes teaching through student socialization (DigitasLBi, 2024).	Collaborative Strategies	Application of group techniques in the classroom	Use of group techniques	Survey	67 students from fifth to seventh grade of Basic General Education at Fe y Alegría Basic Education School
		Problem Solving	Frequency of Collaborative work	Frequency of group activities	Survey	
		Effective Communication	Problem-solving in groups	Collective solutions achieved	Survey	
			Originality in proposed solutions	Level of group creativity	Survey	
		Shared Responsibility	Clarity in idea exchange	Clarity in group communication	Survey	
	Respect during group work	Respect in team interaction	Survey			
	Fulfilment of assigned responsibilities	Completion of assigned tasks	Survey			

Table 2
Operationalization of the Dependent Variable

Variables	Definition	Dimensions	Indicators	Items	Technique	Source	Variables
Dependent Variable: English Vocabulary in Middle Basic Education Students	Castillo and Quiñonez (2022) state that "it is a set of words that a child understands and uses in oral and written communication, key for linguistic and academic development" (p. 32).	Vocabulary Learning Processes	Application Strategies for Vocabulary Development	Vocabulary Teaching Strategies	Test	Pre-Test Post-Test Quantitative rating scale: Beginning: 1–4 In Progress: 4.1–7.9 Acquired: 8–10	67 students from fifth to seventh grade of Basic General Education at Fe y Alegría Basic Education School
			Use of didactic resources	Use of materials for vocabulary instruction	Test		
			Integration of technology in the learning process	Use of technological tools	Test		
		Development and Strengthening of Vocabulary	Variety of activities to expand vocabulary	Activities to enrich vocabulary	Test	Quantitative Evaluation Guide	
			Effectiveness of vocabulary teaching methods	Effectiveness of methods used	Test		
			Recommendations for effective strategies	Proposals to strengthen vocabulary	Semi-structured interview		

3.5 Procedures

The study was divided into three phases:

Phase 1. Diagnosis of difficulties in vocabulary learning

In this phase, the strategies, methods, and resources employed by teachers to teach English vocabulary to students at the Basic Education School Fe y Alegría were identified. To this end, interviews were conducted with two English teachers (refer to Appendix E), with the purpose of gaining insight into their experiences, teaching strategies, and the challenges they face in the process of vocabulary instruction. The interview was semi-structured, comprising questions focused on aspects such as teaching techniques, learning assessment, the most useful resources, and student motivation when acquiring new words.

Furthermore, surveys were administered to students in order to determine their perceptions of vocabulary activities, their level of motivation, and the difficulties they encounter when learning new words. These surveys made it possible to gather information regarding the effectiveness of teachers' strategies and the extent of student participation in vocabulary learning activities.

In addition, diagnostic assessments were designed to measure students' initial English vocabulary, including written and oral tests covering everyday terms and common expressions. The aim was to establish a baseline to guide the design of more effective teaching strategies.

Finally, the data were processed through transcription and analysis of the teacher interviews, along with statistical treatment of the surveys and diagnostic tests. This allowed identification of patterns, correlations, and key aspects of teaching practices and common student difficulties. Based on these results, the most suitable teaching materials, such as vocabulary cards, group activities, and multimedia resources, were selected and adapted to promote collaborative learning and vocabulary retention.

Phase 2. Theoretical aspects of collaborative learning and English vocabulary

The interviews, tests, and surveys designed in Phase 1 were implemented. Firstly, interviews were conducted with two English teachers, with the purpose of exploring their experiences, strategies, and challenges related to vocabulary teaching. These semi-structured interviews provided qualitative information on the pedagogical practices employed and their impact on students' vocabulary acquisition.

Subsequently, diagnostic assessments were carried out with the students to identify the difficulties they face when learning English vocabulary. This initial diagnosis made it possible to recognise the group's main challenges, such as the areas in which they demonstrated the greatest gaps in knowledge, the most common types of errors, and the strategies they use to memorise new words.

The tests were administered individually to each student, with the aim of establishing a benchmark for comparing the results obtained after the intervention. In addition, surveys on collaborative learning were distributed to ascertain students' perceptions of this approach, their level of familiarity with group activities, and their willingness to participate actively in the proposed methodology.

Once the interviews, assessments, and surveys were completed, the results were tabulated and organised for subsequent qualitative and quantitative analysis. This tabulation enabled a clear visualisation of the group's areas of strength and opportunities for improvement, as well as the identification of common patterns in the responses of both teachers and students. The data obtained served as a basis for measuring the progress achieved following the implementation of collaborative learning, comparing performance before and after the intervention, which provided a comprehensive view of the methodology's impact on the development of English vocabulary.

Phase 3. Design of collaborative strategies for vocabulary teaching

Collaborative learning methodologies were implemented to teach English vocabulary. This phase focused on applying pedagogical strategies based on student collaboration to improve vocabulary acquisition. Group activities were organized in which students worked together to solve problems, share knowledge, and develop new language skills. Various collaborative learning techniques were used, including group discussions, educational games, and interactive exercises that encouraged active participation and student interaction.

The collaborative learning process was structured around specific tasks designed to strengthen vocabulary, such as creating word lists, categorizing terms, completing group vocabulary exercises, and using flashcards as visual aids. Activities that promoted communicative practice were also incorporated, such as role-playing daily situations where students had to use the vocabulary learned.

During this phase, students worked in small teams to facilitate greater interaction and collaboration. An environment was encouraged where each group member could contribute ideas and knowledge, promoting social learning. Students had the opportunity to teach and learn from each other, consolidating vocabulary through repetition and contextual use.

Continuous monitoring of students' progress throughout the activities was carried out. Teachers provided ongoing feedback on correct vocabulary usage and pronunciation, as well as on each student's participation in collaborative tasks. This monitoring allowed for adjustments to teaching strategies and ensured that all students were effectively involved in the vocabulary learning process.

Once the collaborative activities were completed, the impact of the methodology on vocabulary learning was evaluated through vocabulary tests. Results were compared with the initial diagnostics to determine students' progress and the effectiveness of the applied methodology. This phase allowed measurement of how collaborative work contributed to English vocabulary improvement and provided valuable data for adjusting future interventions.

3.6 Bioethical Considerations

According to Arguedas (2010), “the bioethical considerations to be taken into account were: the principle of autonomy, the principle of beneficence, and the principle of justice” (p. 10). When applied to middle school students, the principle of autonomy ensured that all children’s rights were respected in accordance with the Code of Childhood and Adolescence, with signed consent obtained from both the parents and the school principal. The principle of beneficence was also applied, ensuring that classroom activities did not expose students to physical or psychological risks. Finally, the principle of justice was implemented by promoting educational inclusion, allowing each student to actively participate in their collaborative workgroups with assigned roles, thereby fostering equitable education and fair participation for all.

CHAPTER IV RESULTS AND DISCUSSION

4.1 Results

Acosta (2024) states that “to begin the process, empirical techniques and instruments must be designed, validated, applied, and processed using a sample selected by convenience. These tools should include classroom observation and semi-structured interviews with teachers, as well as pedagogical tests and surveys applied to students” (p. 63).

Based on this, the implementation of the proposal was divided into four stages: first, a survey was conducted with the 67 middle school students at Fe y Alegría School to determine their use of collaborative work and its impact on students. Next, diagnostic tests were administered to assess the students’ level of English vocabulary. Following this, formative assessments were applied during the implementation of the proposal, allowing the monitoring of students’ vocabulary development. Finally, summative evaluations were conducted at the end of the three-year study to determine the final level achieved by all middle school students.

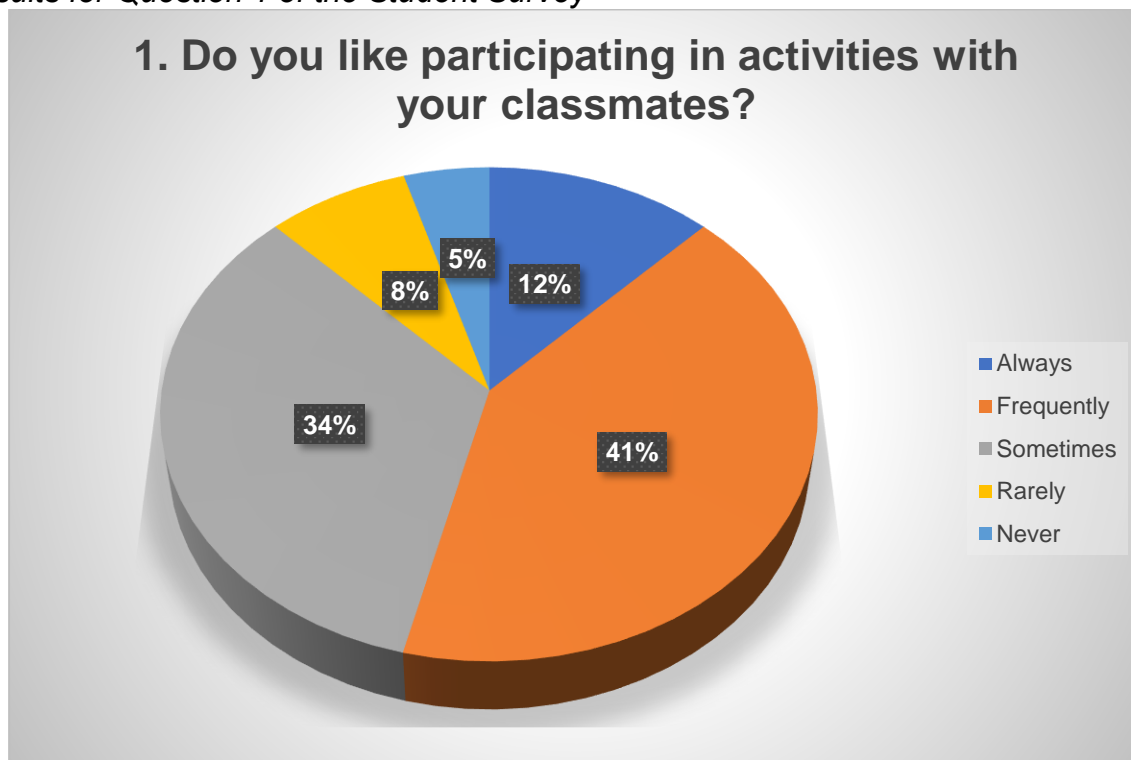
Student Survey

During this stage, 10 structured questions were developed and applied using a Google Form. The response options for each question were: Never, Rarely, Sometimes, Frequently, and Always. The goal was to determine how familiar students were with collaborative learning and whether they were aware of its benefits.

Boix and Ortega (2020) mention that “a pie chart should be created, clearly identifying the options selected and assigning a segment to each based on its frequency. It is important to use differentiated colours and add a legend to facilitate data interpretation” (p. 7).

Based on these guidelines, the results of each survey question were analysed.

Figure 2
Results for Question 1 of the Student Survey



Source. Own elaboration

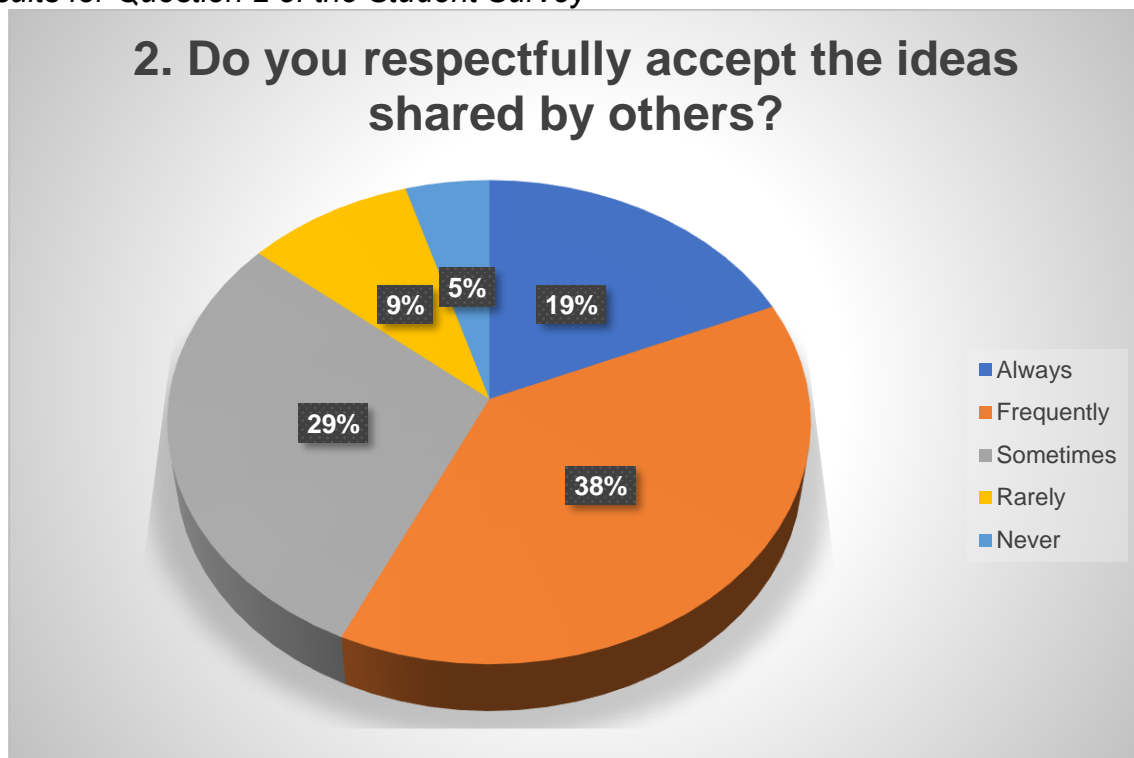
In question one (refer to Figure 2), the majority of students (75%) indicated that they participate frequently or sometimes, suggesting a moderate interest in these activities. However, a small percentage (12%) reported that they always participate, while a significant minority (13%) indicated that they rarely or never do. This may reflect that, although there is a general willingness to participate, some students might need additional motivation or a more inclusive environment to enhance their engagement in group activities.

Ramos (2023) mentions that “Collaborative learning is a teaching methodology that promotes teamwork and collaboration among students to achieve common goals” (p. 1).

The analysis of the data shows that participation in group activities varies among students, reflecting different levels of interest and willingness. While most demonstrate a moderate inclination toward Collaborative work, there is a group that participates

consistently, indicating a natural affinity for this methodology. Nevertheless, it is also important to note that some students engage little or not at all in these activities, which could be due to factors such as lack of motivation, confidence, or an environment that does not meet their needs.

Figure 3
Results for Question 2 of the Student Survey



Source. Own elaboration

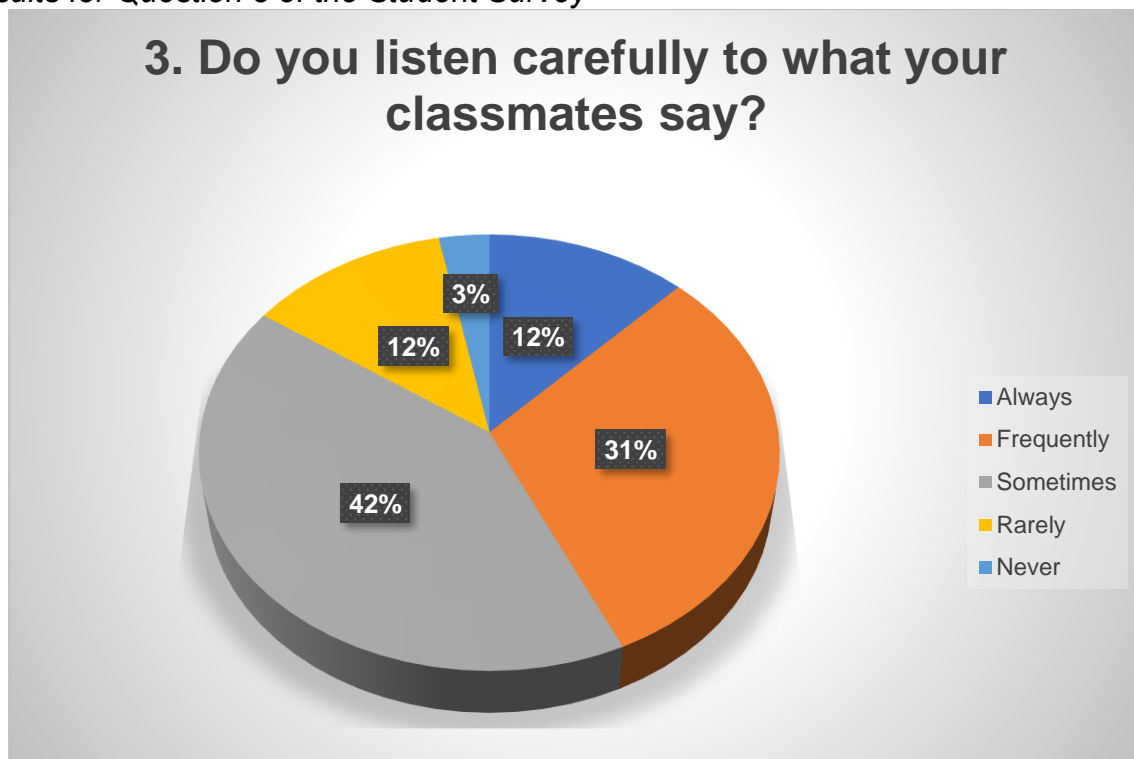
In the second question (refer to Figure 3), most students (57%) reported that they always or frequently accept others' ideas respectfully. This suggests a high level of openness and respect for diverse perspectives, indicating that many students are willing to listen and consider viewpoints different from their own. About 29% indicated they sometimes do so, reflecting a generally receptive attitude with some fluctuations depending on the situation or the group dynamics. A small group (14%) rarely or never accepts others'

ideas, which may indicate difficulties in tolerance, understanding, or valuing different viewpoints. These variations highlight the need for strategies that further promote empathy, active listening, and collaborative skills within the classroom environment.

Boix (2020) emphasizes that “although Collaborative learning is encouraged, individual work still predominates among students,” highlighting that traditional dynamics persist and can limit full collaboration and teamwork in the classroom (p. 8).

In this context, it is evident that some students still struggle to accept their peers’ ideas, reflecting ongoing challenges with respect, empathy, and valuing diverse perspectives in collaborative work. With only 56.9% of students showing openness to different opinions, additional support and targeted strategies are needed to foster a culture of mutual respect and encourage active, constructive participation in group activities.

Figure 4
Results for Question 3 of the Student Survey



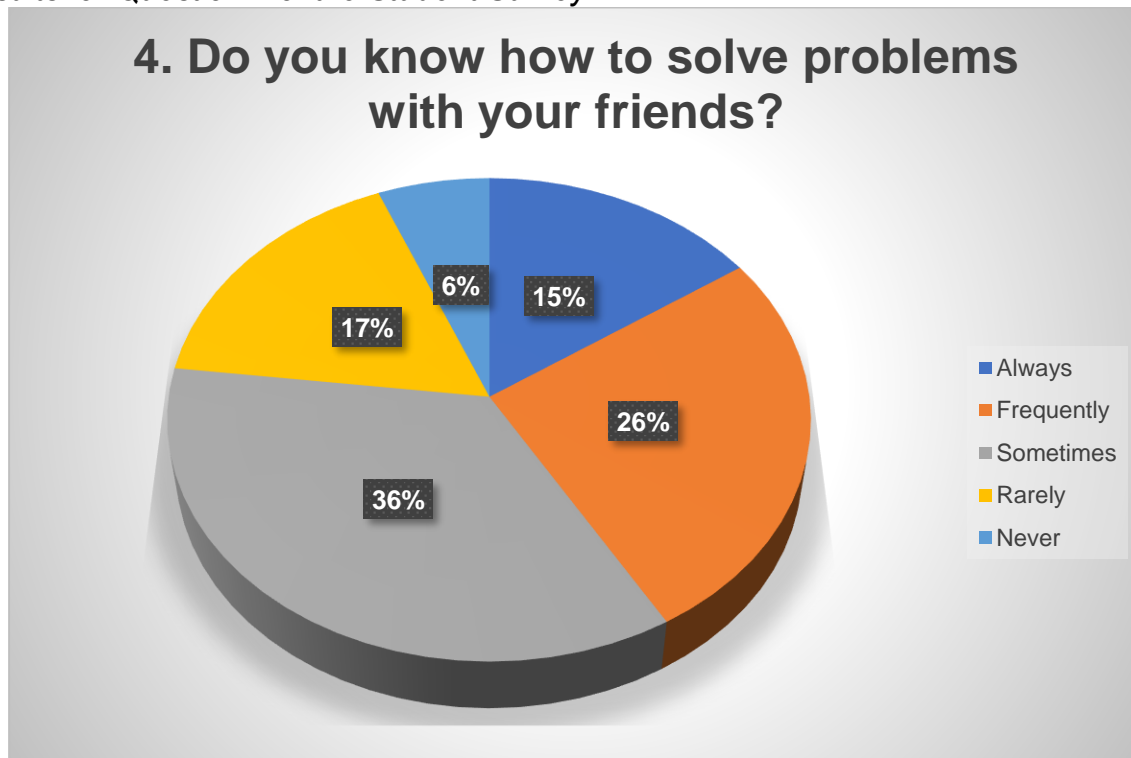
Source. Own elaboration

In the third question (refer to Figure 4), most students (43%) reported that they listen attentively, either always or frequently, reflecting a positive attitude toward communication and teamwork. However, 54% indicated that they listen sometimes or rarely, which may suggest occasional distractions or lack of concentration. Only a small percentage (3%) mentioned that they never listen attentively, indicating that most students show a willingness to participate actively in interactions.

Castillo (2022) notes that “vocabulary is a crucial component in learning English as a foreign language, as it is essential for the development of all language skills. Since languages are based on words, mastering vocabulary is key to achieving effective communication and full language proficiency” (p. 1).

Although most students demonstrate a willingness to listen attentively during group activities, there is still a percentage that seems to do so less frequently. This may be due to various factors, such as lack of interest, difficulties in maintaining concentration, or low motivation toward the content being addressed. This situation can negatively affect the quality of interactions and the achievement of collaborative learning objectives. Therefore, it is essential to implement pedagogical strategies that encourage active participation, reinforce attentive listening, and promote a classroom environment of respect and commitment.

Figure 5
Results for Question 4 of the Student Survey



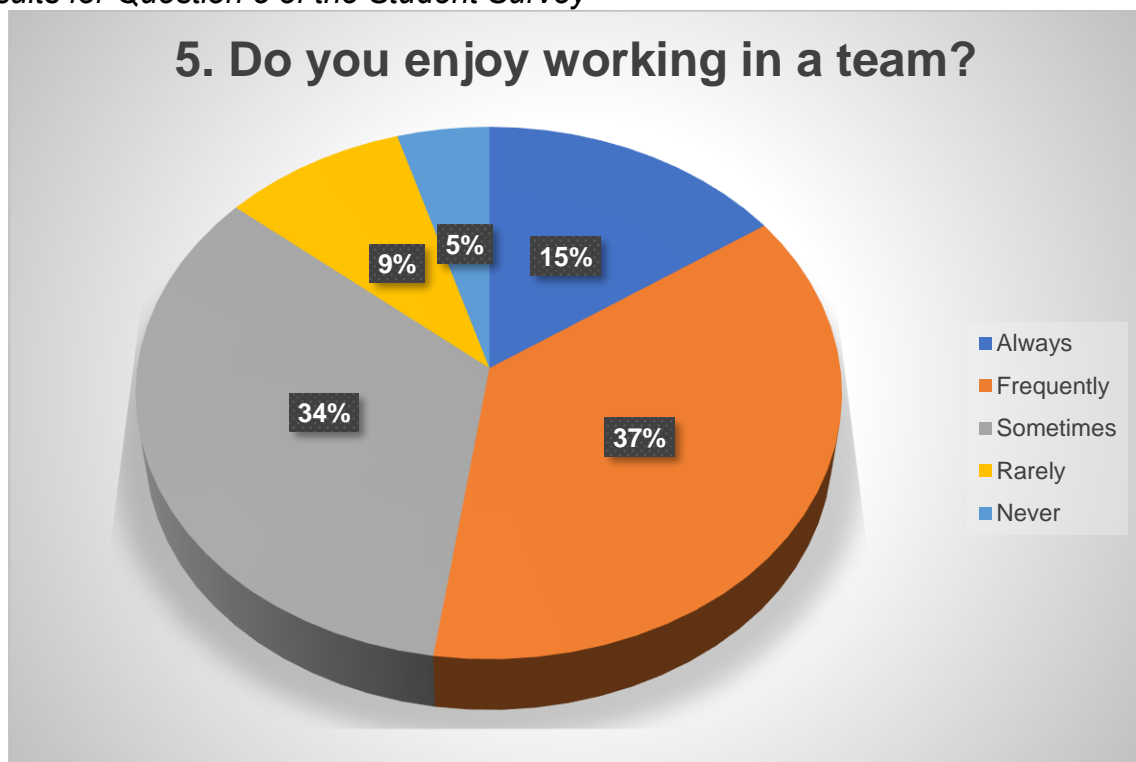
Source. Own elaboration

In the fourth question (refer to Figure 5) most students (36%) indicated that they sometimes do, suggesting that, although some conflict-resolution situations occur, they do not always have the necessary tools to address them effectively. About 41% responded that they do so always or frequently, showing that some students possess the skills to manage problems more regularly. However, 17% mentioned that they rarely can resolve conflicts, and 6% stated that they never know how to do it, indicating an opportunity to strengthen these skills in students.

Niño (2024) analyses that “creating and maintaining effective Collaborative groups is not an easy task, as members may have a mistaken idea of what it means to be part of a Collaborative team or may lack the rigor necessary to apply the Collaborative principles derived from interaction” (p. 34).

Although a considerable portion of students faces conflict-resolution situations, the lack of adequate tools to address them effectively shows that many do not yet have the skills to manage these situations consistently. This challenge reflects that some students still do not fully understand the principles of Collaborative work or fail to apply the strategies necessary to resolve disputes effectively. In this sense, creating and maintaining effective Collaborative groups requires a deeper focus on understanding and practicing these principles within the classroom, as well as continuous guidance, modelling of conflict-resolution techniques, and reinforcement of positive collaborative behaviours to ensure all students develop both social and emotional competencies alongside academic skills.

Figure 6
Results for Question 5 of the Student Survey



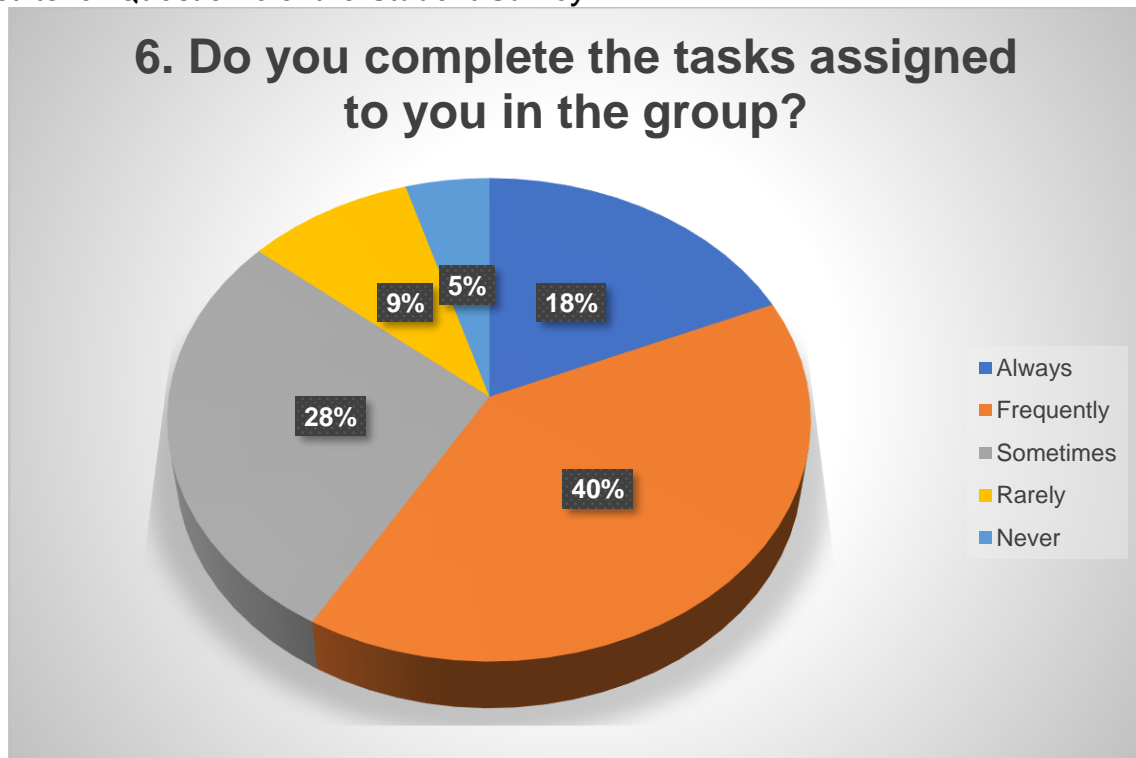
Source. Own elaboration

For the fifth question (refer to Figure 6), the majority of students (52%) reported that they frequently or always enjoy working in a team, indicating that they appreciate group dynamics and collaboration. About 34% said they sometimes enjoy it, suggesting that, although it is not always their preference, they do not have issues with teamwork. However, 14% indicated that they rarely or never enjoy working in a group, which may reflect personal difficulties or preferences that should be considered when planning collaborative activities.

Espinal (2023) notes that “collaborative work is a didactic strategy that, when applied correctly, promotes meaningful learning through the mediation and facilitation of knowledge by the teacher” (p. 60).

The results reflect Espinal’s assertion about the impact of collaborative work on meaningful learning. Although most students enjoy group dynamics, a smaller percentage shows resistance, highlighting the need for differentiated strategies to motivate their participation. Proper teacher mediation can foster a more inclusive and beneficial experience for all students.

Figure 7
Results for Question 6 of the Student Survey



Source. Own elaboration

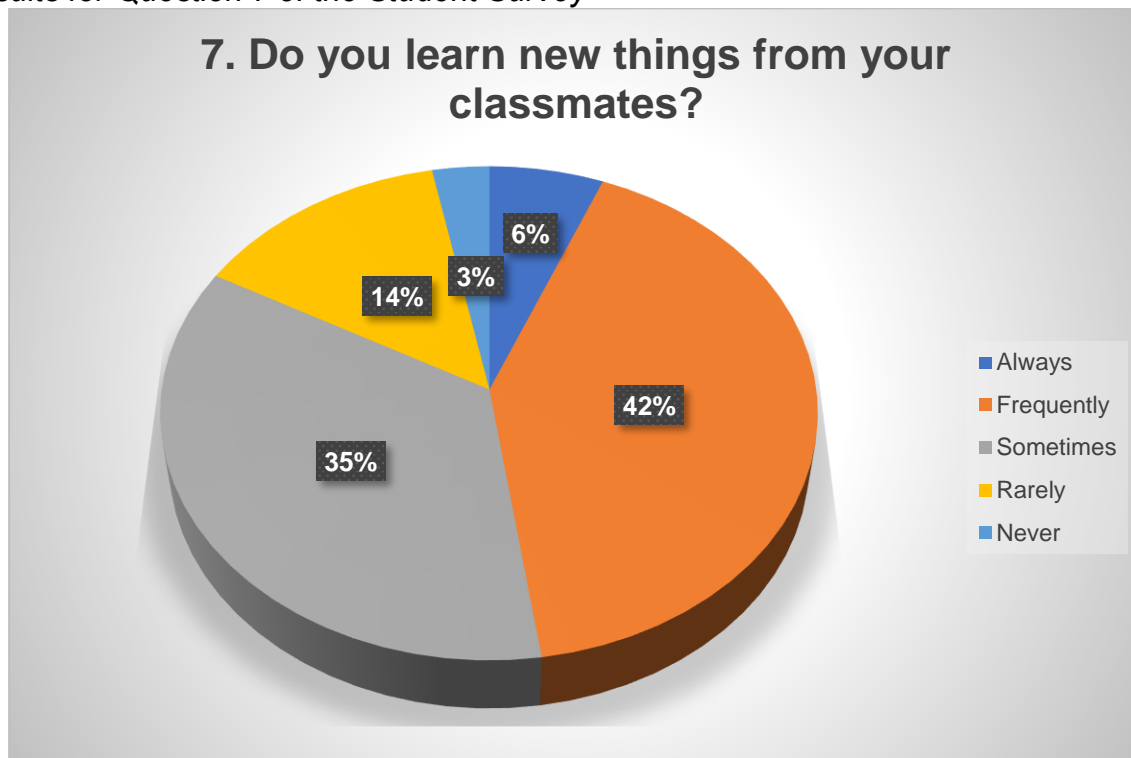
In the sixth question (refer to Figure 7), 58% of students stated that they always or frequently fulfil their responsibilities, reflecting a responsible and committed attitude. About 28% indicated that they do so sometimes, suggesting that, although they complete their tasks on many occasions, they do not always do so consistently. A remaining 14% mentioned that they rarely or never fulfil their responsibilities, which may indicate the need to strengthen collaboration and a sense of commitment within the groups.

Espinal (2023) clarifies that “students will strengthen their critical thinking through collaborative activities. They will create knowledge, share ideas, design proposals, and resolve disagreements, while reinforcing values such as responsibility, commitment, respect, and trust, fostering cooperation and participation in common objectives.” (p. 15).

The fact that many students fulfil their responsibilities supports Espinal’s assertion that collaborative work strengthens responsibility and commitment. However, the percentage

of students who do not consistently meet their duties highlights the need for strategies that promote greater awareness of fulfilling obligations and enhancing cooperation in the classroom.

Figure 8
Results for Question 7 of the Student Survey



Source. Own elaboration

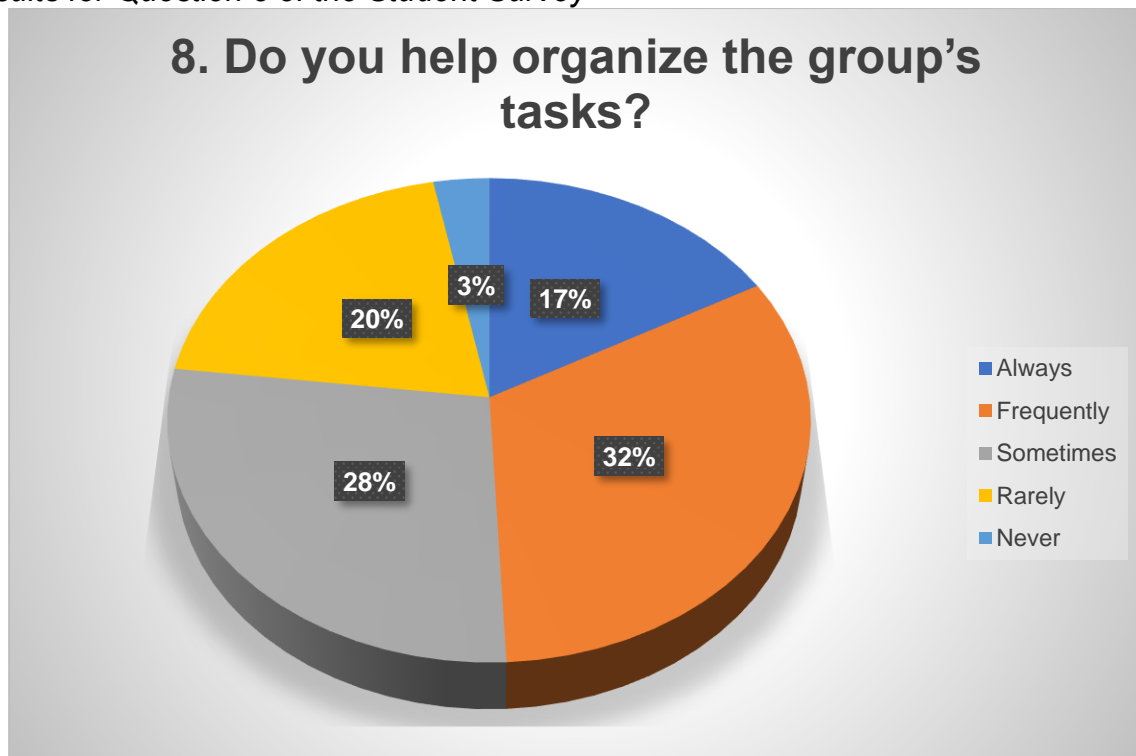
In the seventh question (refer to Figure 8), 48% of students reported frequently or always learning from others, while 35% indicated they do so sometimes, reflecting openness to knowledge exchange. However, 17% rarely or never learn from classmates, suggesting missed opportunities for collaboration and the need for additional guidance to foster active peer learning in a supportive classroom environment.

Posso (2023) states that “creativity in childhood is key for integral development, as it encourages exploration and the acquisition of new knowledge. Additionally, it allows

children to learn flexibly, experiment with ideas, and develop skills that support their adaptation and intellectual growth” (p. 6).

The results show that many students take advantage of opportunities to learn from their peers, demonstrating a positive attitude toward knowledge sharing. However, the proportion that rarely does so indicates barriers to effective collaborative learning. As Posso notes, creativity drives exploration and knowledge acquisition, making it essential to design activities that encourage interaction and cooperation. Incorporating structured collaborative tasks, peer feedback, and interactive group projects can help bridge these gaps, ensuring all students participate, benefit from peer learning, and develop cognitive and social skills in a supportive environment.

Figure 9
Results for Question 8 of the Student Survey



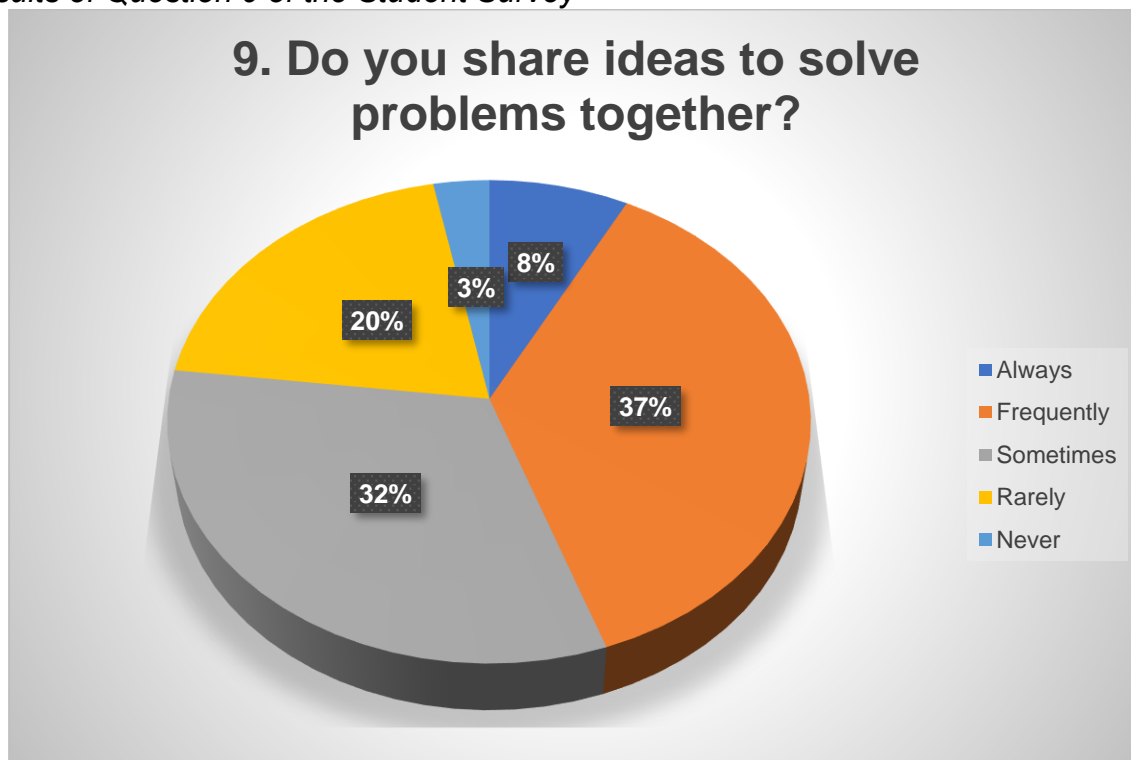
Source. Own elaboration

In the eighth question (refer to Figure 9), most students (32%) state that they do it frequently, while 17% do it always. Twenty-eight percent indicate that they sometimes contribute, suggesting that many get involved in task organization, but some do not always take the initiative. A small percentage (23%) mention that they rarely or never organize, which could indicate the need to promote responsibility and active participation in group planning and organization.

Escalona (2020) comments that “informal learning groups allow students to organize, explain, summarize, and integrate material during direct teaching activities.” These groups, although brief, help reinforce intellectual work. Long-term Collaborative groups, on the other hand, promote organized and collaborative learning, allowing students to support each other in their tasks and academic progress” (p. 7).

The data indicate that most students are involved in task organization, although some do not always take the initiative. This suggests that it is necessary to foster greater responsibility and active participation in group activities. In line with Escalona’s remarks, informal groups enable students to organize and structure material collaboratively. However, for these activities to be truly effective, it is essential to encourage greater involvement in planning and organization, which would promote more organized learning and better academic progress.

Figure 10
Results of Question 9 of the Student Survey



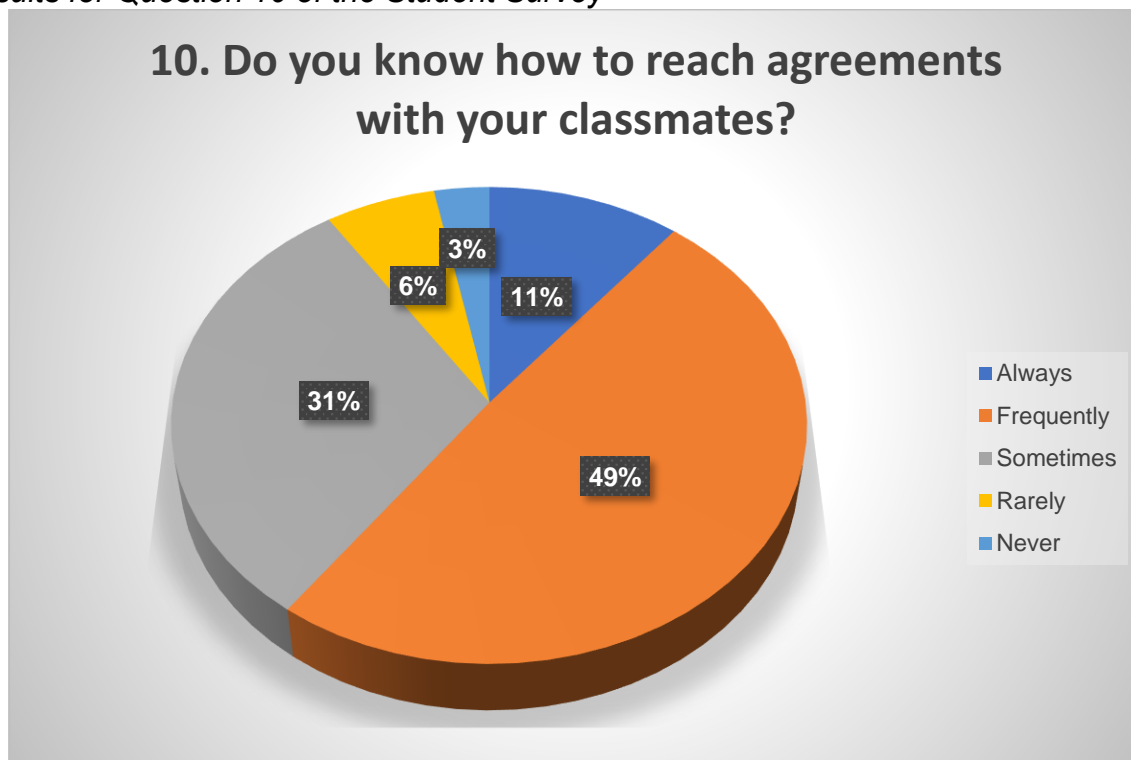
Source. Own elaboration

In the ninth question (refer to

Figure 10), 37% of the students indicate that they do it frequently, while 8% do it always. However, 32% mention that they sometimes offer suggestions, which reflects moderate participation. Twenty-three percent state that they rarely or never contribute ideas to solve conflicts, which could imply the need to encourage some students to share their proposals more often and to participate actively in problem-solving within the group.

Escalona (2020) indicates that “to offer an opinion on collaborative learning, it is essential to recognise its positive aspects, such as cooperation and the development of social and academic skills. However, it also presents challenges, such as unequal participation among students” (p. 10). In conclusion, it is a valuable methodology that, although not without difficulties, promotes meaningful learning and the development of competences when properly managed.

Figure 11
Results for Question 10 of the Student Survey



Source. Own elaboration

In the tenth question (refer to

Figure 11), most students, 49%, report that they do it frequently, while 11% state that they always reach agreements. Thirty-one percent do it sometimes, and only 9% do it rarely or never, indicating that the majority of students have the skills to negotiate and reach consensus within their groups.

Boix (2020) points out that “the structure of Collaborative learning promotes simultaneous interaction, equality in participation, and positive interdependence, fostering a collaborative environment that improves human relationships and strengthens individual and collective responsibility through group support” (p. 3).

Most students indicate that they frequently reach agreements, suggesting that they possess the skills to negotiate and achieve consensus within their groups. Based on Boix’s observations, this reflects the effectiveness of Collaborative learning, which

encourages simultaneous interaction among students, ensures equality in participation, and promotes positive interdependence. This approach creates a collaborative classroom environment where students feel supported, reinforcing both individual and collective responsibility and enhancing human relationships within the group.

Interview with English teachers

With the aim of complementing the results obtained from the survey administered to the student's semi-structured interviews were conducted with two English teachers to gain a deeper understanding of their perceptions regarding vocabulary teaching and the use of collaborative learning in the classroom.

The interview model employed is presented in Appendix E, which includes a set of eleven possible questions designed to explore strategies, resources, difficulties, and perceptions related to the development of English vocabulary. From these, eight questions were selected as being most relevant to the objectives of the study.

The interviews were conducted with two English teachers, both experts in the field, one holding a master's degree in English and the other currently pursuing a master's, with extensive experience in language teaching. The full transcripts of both interviews can be found in Appendix F.

The qualitative analysis of the responses was carried out using thematic analysis, identifying common patterns and differences between the teachers' opinions. The results provided a better understanding of teaching strategies, the educational resources employed, the most frequent difficulties, and the actions implemented by the teachers to enhance students' vocabulary acquisition and retention.

Table 3
Responses Obtained from Interviews with English Teachers

Results of the Interviews Conducted with English Teachers		
Question	Teacher 1	Teacher 2
Strategies for teaching vocabulary	Use of digital tools (Kahoot, Quizizz, Classroom) with collaborative activities	Contextualisation, repetition, and vocabulary exercises
Effectiveness assessment	Observes whether the student uses vocabulary independently	Assesses when the student Applies vocabulary without difficulty
Useful materials	Visual resources and interactive platforms	Flashcards, whiteboard, and projector
Most successful activities	Games, group dynamics, and digital exercises	Readings and sentence creation
Promotion of daily use	Reflection and practice in class and at home	Homework: Use 10 new words in Sentences
Challenges	Difficulty in retaining vocabulary	Slow Memorisation
How It helps retain vocabulary	Use of the audiovisual method	Practice and feedback
Most useful resources	Flashcards and visual materials	Flashcards and Contextualised Vocabulary

Source. Own elaboration

As observed in Table 3, both teachers agree that teaching English vocabulary requires the use of active strategies and a variety of resources that motivate student participation. Teacher Liz Diana Villarreal emphasises the use of digital tools and collaborative activities to strengthen vocabulary practice, whereas Teacher Jefferson Vaca prefers more traditional strategies based on contextualisation, repetition, and the consistent use of vocabulary in sentences.

Regarding the assessment of effectiveness, both concur that the primary indicator of learning is the student's ability to use words independently and fluently in different contexts. Concerning materials and resources, both teachers highlight the usefulness of flashcards and visual aids, although Villarreal complements these with interactive platforms, while Vaca relies on physical resources such as the whiteboard and projector.

With respect to the most successful activities, a difference in approach is noted: Villarreal prioritises games, group dynamics, and digital tools, whereas Vaca favours readings and written exercises that promote linguistic production. Both agree on the importance of

encouraging daily use of vocabulary, whether through class reflections or homework assignments that foster autonomous practice.

Among the main challenges identified, both teachers mention students' difficulty in retaining and memorising new words, reflecting a common issue in teaching English as a foreign language. To overcome this challenge, both employ constant practice and continuous feedback, although Villarreal highlights the effectiveness of the audiovisual method in reinforcing long-term memory.

In summary, the results indicate that, despite the diversity of approaches and tools, both teachers share the objective of achieving meaningful vocabulary learning through active participation, consistent practice, and the contextualised use of words. This demonstrates methodological coherence between the strategies implemented and the observed outcomes in student progress.

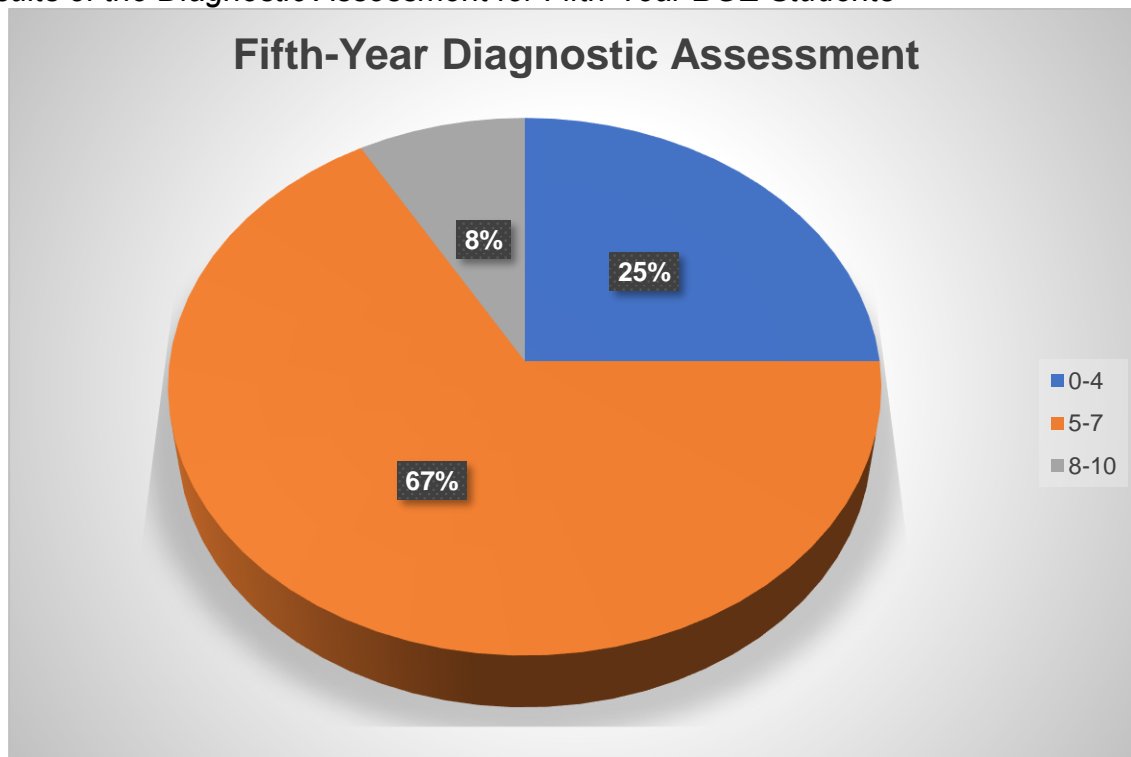
Diagnostic Assessments

Acosta (2024) states:

Assessment is an essential component of the teaching–learning process, aimed at determining the degree of overall development achieved by students, with the purpose of identifying strengths and difficulties to take the necessary measures according to individual and group diversity needs. In the proposed strategy, it is recommended to use diagnostic, continuous, and metacognitive assessments to encourage the development of skills such as learning to learn, self-awareness, self-control, and individual logical reasoning by working on them collaboratively as part of formative assessment, in which everyone learns and corrects their mistakes collectively according to the established indicators. (p. 92)

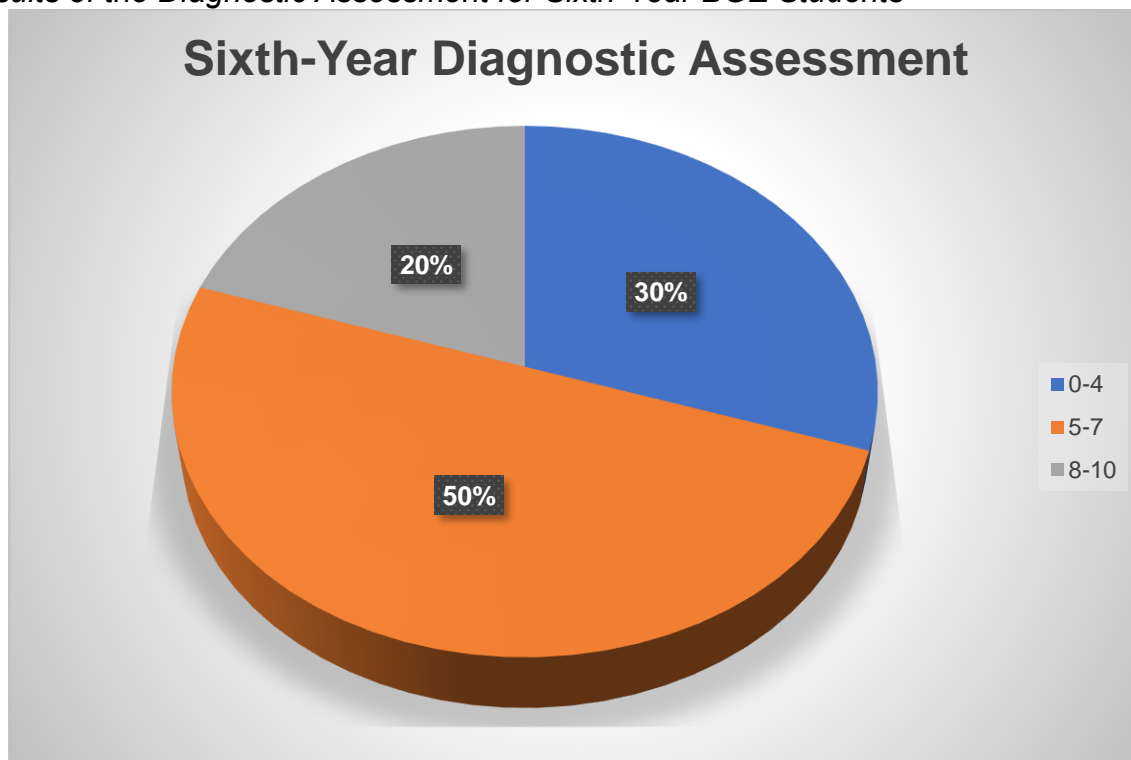
The following section presents the results obtained from the diagnostic assessments of the 67 lower secondary education students at the Fe y Alegría Basic Education School.

Figure 12
Results of the Diagnostic Assessment for Fifth-Year BGE Students



Source. Own elaboration

The results of the diagnostic assessment (refer to Figure 12), applied to fifth-year basic education students, showed that 25% were at the “Beginning” level (1–4), 67% at the “In Progress” level (5–7), and only 8% had reached the “Acquired” level (8–10). This indicated that most students were in the process of achieving the expected learning outcomes, while a significant portion faced considerable difficulties requiring priority attention. These results highlighted the importance of implementing active and differentiated pedagogical strategies to improve learning and facilitate progress toward more advanced levels.

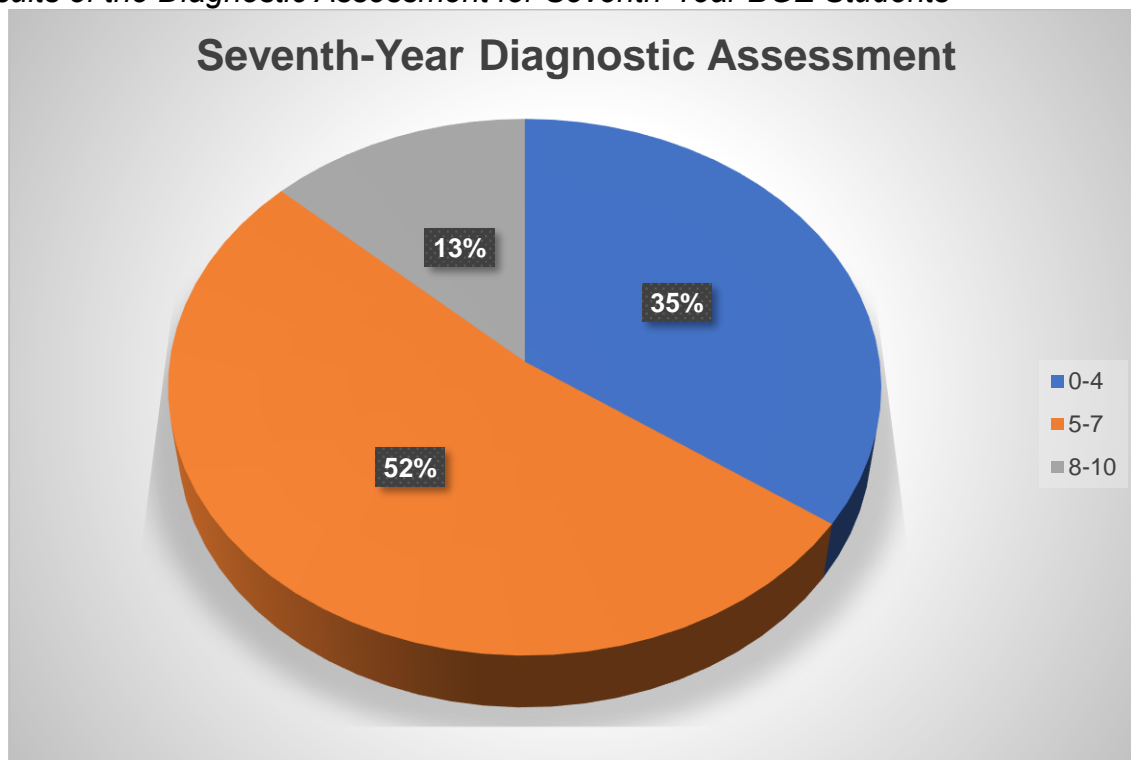
Figure 13*Results of the Diagnostic Assessment for Sixth-Year BGE Students*

Source. Own elaboration

In the diagnostic assessment of sixth-year basic education students (refer to Figure 13), It was observed that 30% were at the “Beginning” level (1–4), 50% at the “In Progress” level (5–7), and 20% had reached the “Acquired” level (8–10). Most students were at the “In Progress” level, indicating that they were still developing the necessary competencies but required additional support to achieve the expected learning outcomes. Moreover, the percentage at the “Beginning” level was considerable, underscoring the importance of reinforcing pedagogical strategies, providing targeted interventions, and designing activities that address individual learning needs to promote academic growth and overall skill development.

Figure 14

Results of the Diagnostic Assessment for Seventh-Year BGE Students



Source. Own elaboration

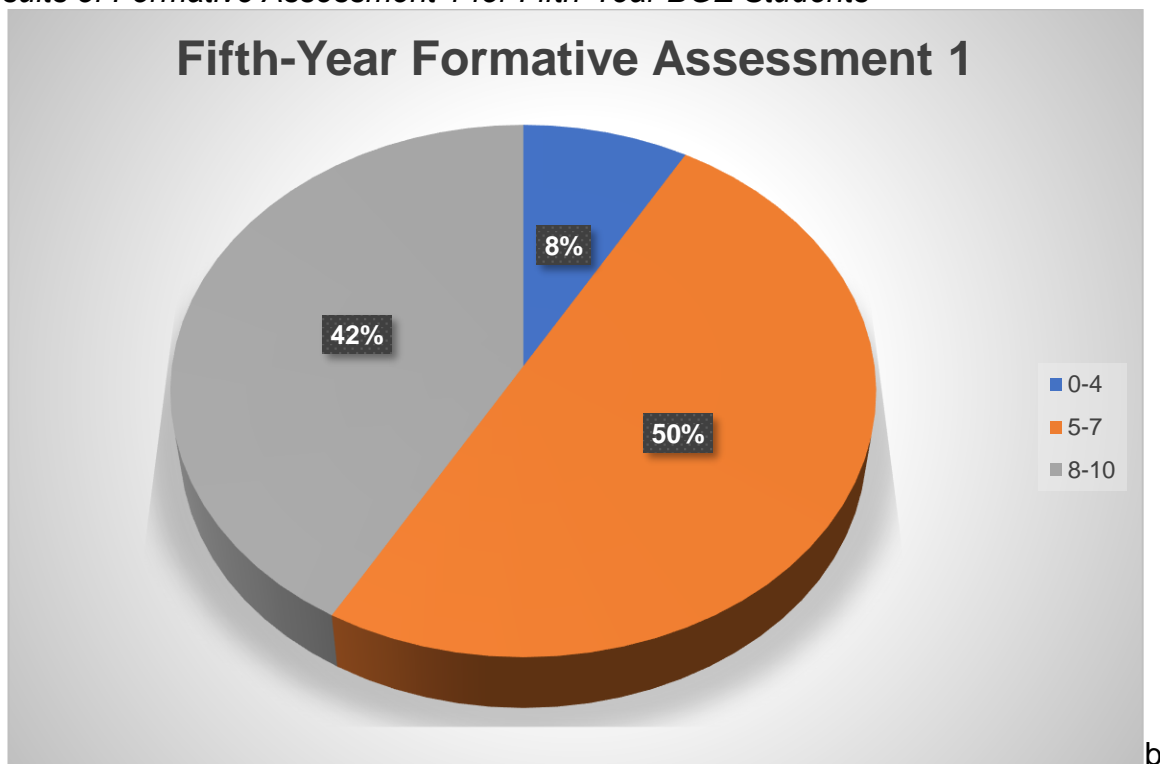
The diagnostic assessment (refer to Figure 14), shows that 35% were at the “Beginning” level (1–4), 52% at the “In Progress” level (5–7), and 13% had reached the “Acquired” level (8–10). Most students were at the “In Progress” level, indicating that they were still developing the necessary competencies but continued to require support to achieve adequate mastery. The percentage of students at the “Beginning” level was considerable, highlighting the need to implement new pedagogical strategies, design targeted interventions, and provide additional guidance to address this issue effectively and promote overall academic progress.

Formative Assessments

This section was developed during the implementation of the proposal, in which three formative assessments were conducted for each academic year.

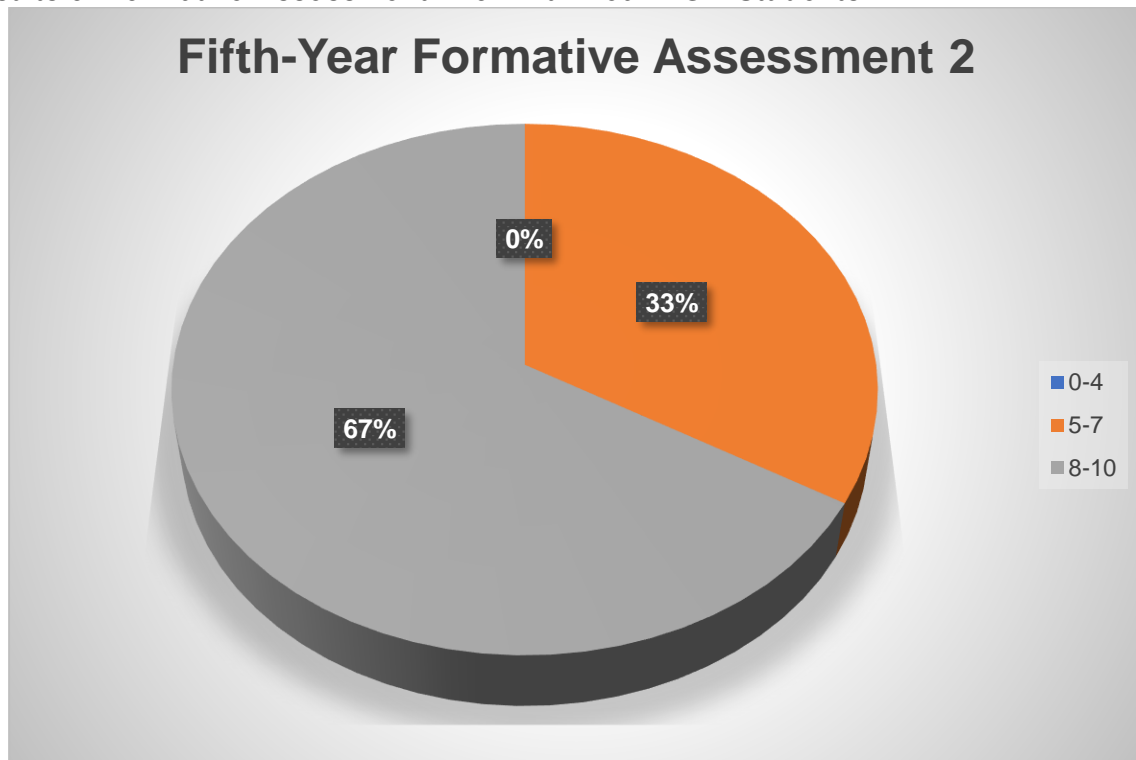
Figure 15

Results of Formative Assessment 1 for Fifth-Year BGE Students



Source. Own elaboration

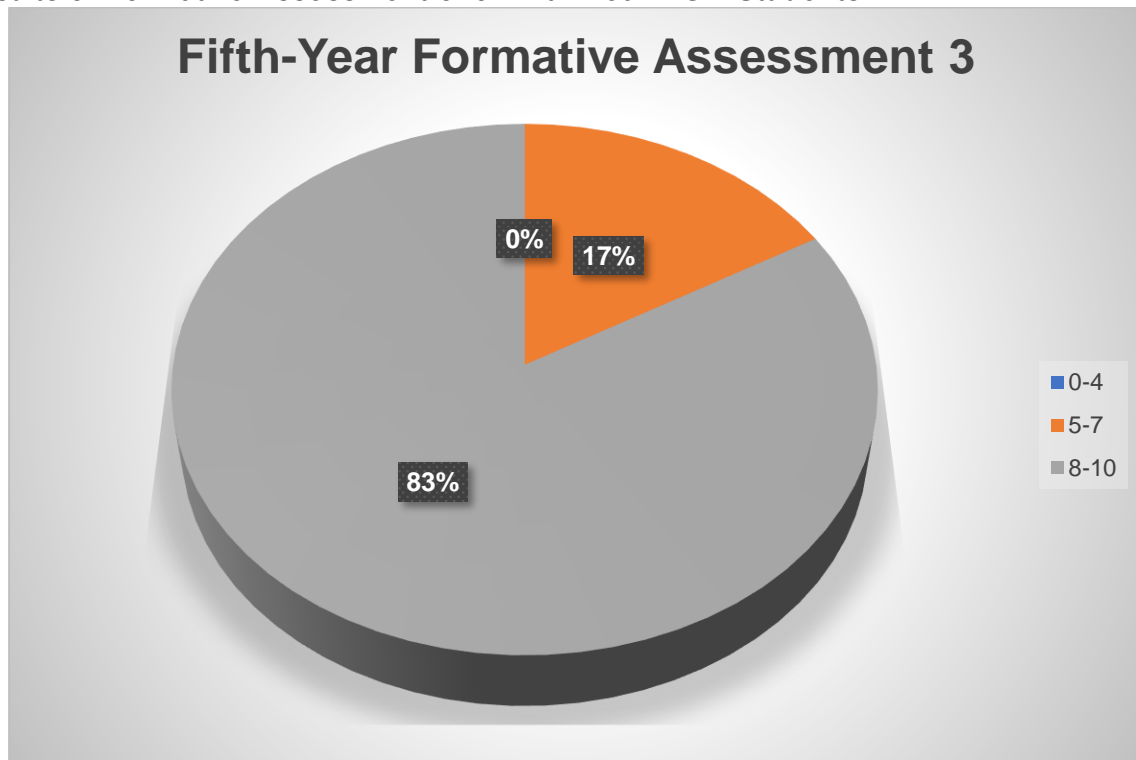
In Formative Assessment 1 (refer to Figure 15), it was observed that most students were in the “In Progress” range (5–7), with 12 students, indicating an intermediate level of learning. A group of 10 students had reached the “Acquired” level (8–10), demonstrating adequate mastery of the content. However, 2 students were in the “Beginning” range (0–4), showing that some students still required additional support to continue their progress. Overall, the class showed positive advancement, but it remained necessary to continue strengthening the skills of students in the “In Progress” and “Beginning” categories.

Figure 16*Results of Formative Assessment 2 for Fifth-Year BGE Students*

Source. Own elaboration

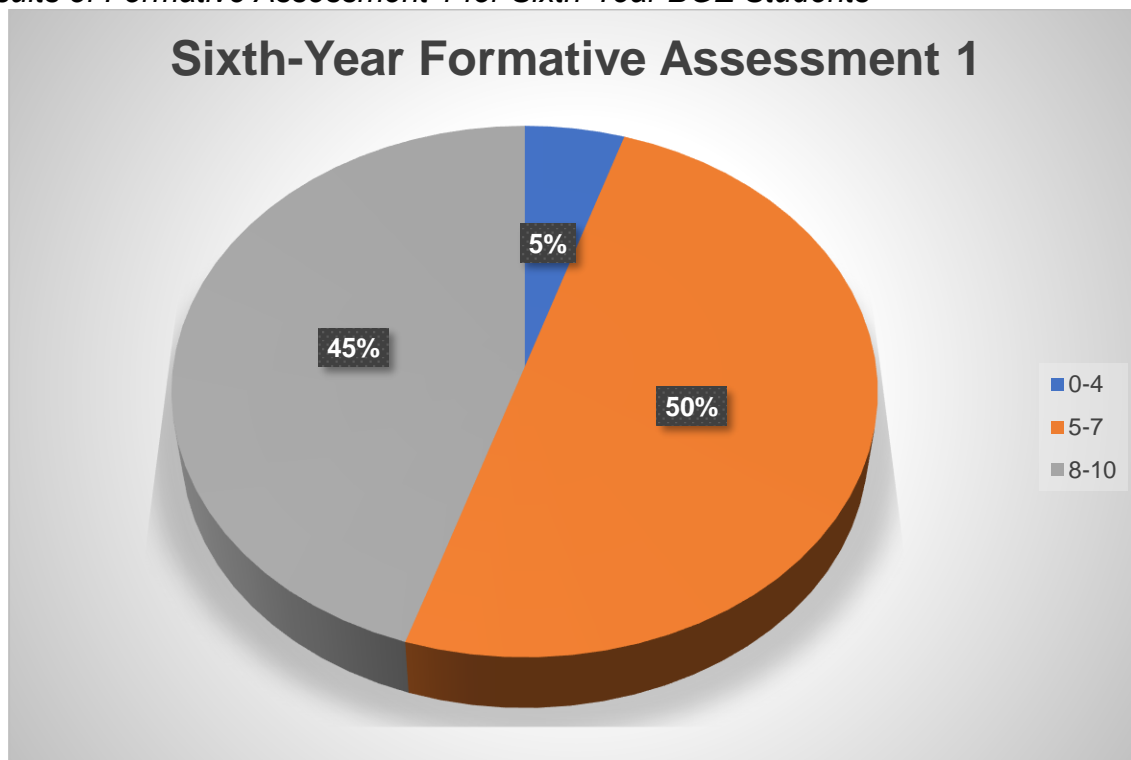
In Formative Assessment 2 (refer to Figure 16), it was evident that no students were in the “Beginning” range (0–4), indicating that all students had surpassed the lowest performance level. Most students were in the “Acquired” range (8–10), with 16 students, reflecting strong mastery of the content and a solid understanding of the key concepts taught. Meanwhile, 8 students were in the “In Progress” range (5–7), suggesting that they still required some adjustments, targeted support, and additional practice to fully consolidate their learning. Overall, the class demonstrated a good level of understanding, although it was necessary to reinforce the areas of students in progress to ensure their full academic development and confidence.

Figure 17
Results of Formative Assessment 3 for Fifth-Year BGE Students



Source. Own elaboration

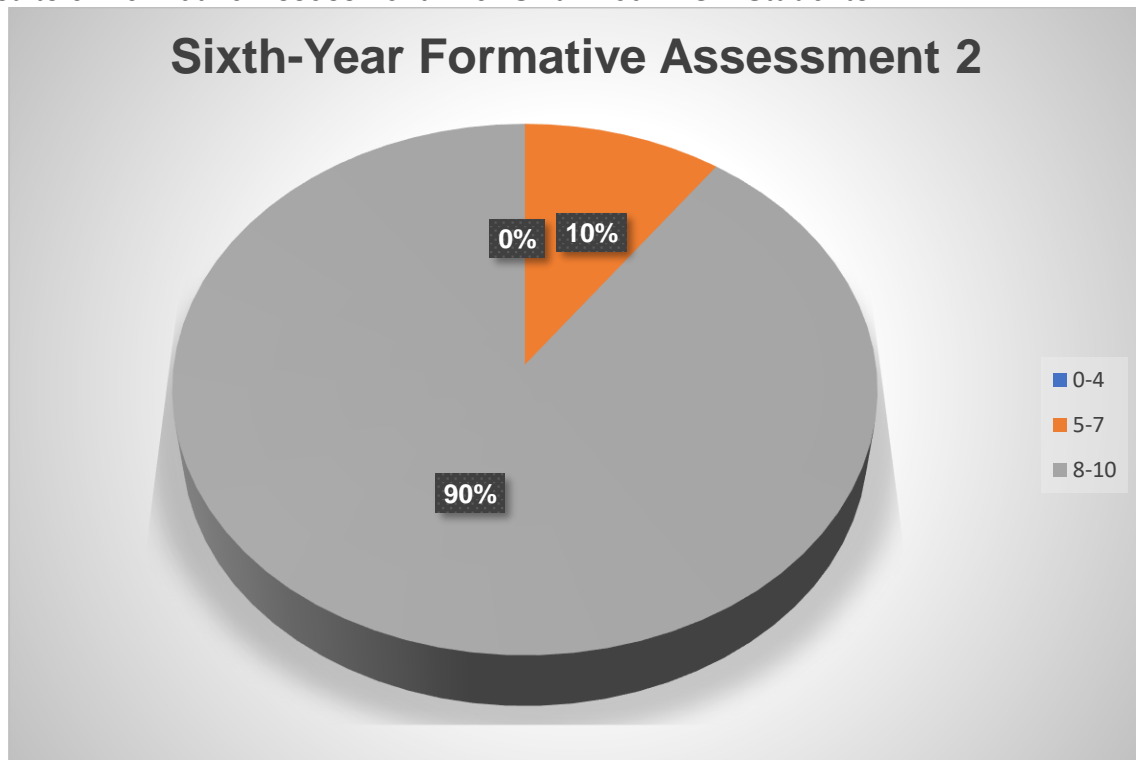
In Formative Assessment 3 (refer to Figure 17), it was observed that no students were in the “Beginning” range (0–4), reflecting that all had reached at least a basic level of understanding. The majority were in the “Acquired” range (8–10), with 20 students, demonstrating outstanding mastery of the content. However, 4 students were in the “In Progress” range (5–7), suggesting that they still required some reinforcement to consolidate their learning fully. Overall, the class’s performance was excellent, although it remained important to continue providing targeted support and guidance to the students in progress to ensure their complete academic development and sustained achievement.

Figure 18*Results of Formative Assessment 1 for Sixth-Year BGE Students*

Source. Own elaboration

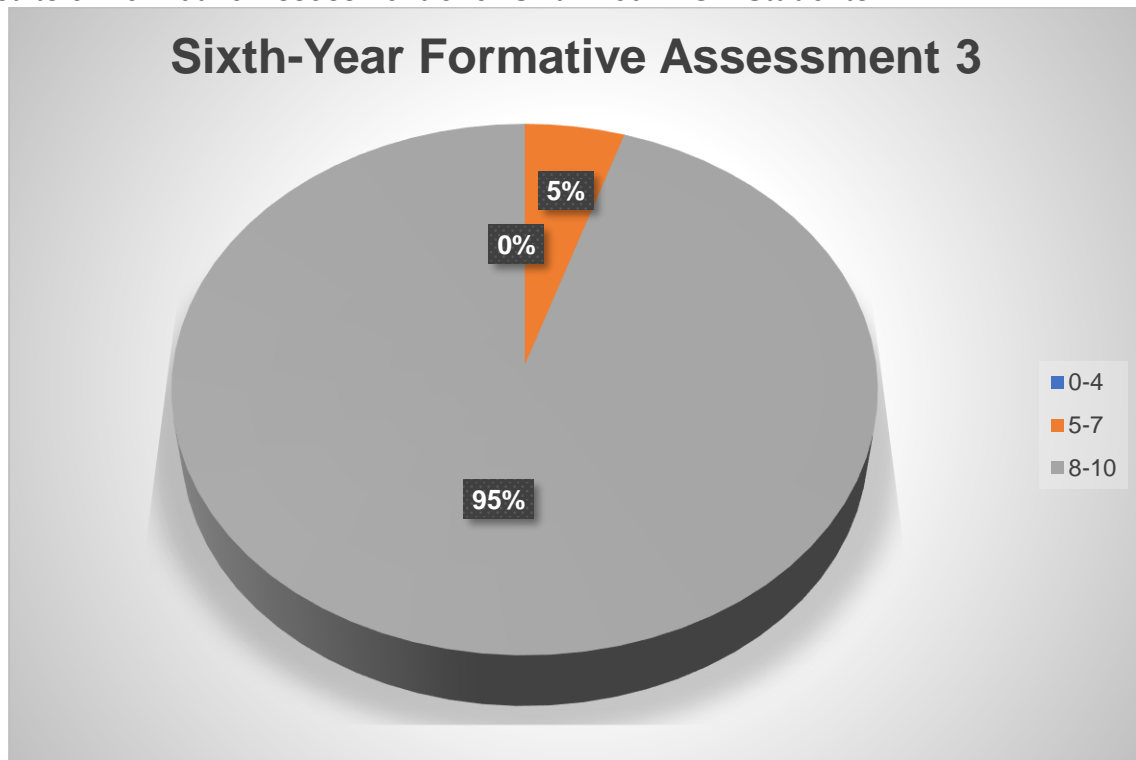
In Assessment 1 (refer to Figure 18), it was observed that 1 student was in the “Beginning” range (0–4), indicating that they still required significant support to improve their understanding. On the other hand, 10 students were in the “In Progress” range (5–7), showing that they were making progress but still needed attention to reinforce their knowledge. The same number of students, 9, were in the “Acquired” range (8–10), demonstrating a satisfactory level of mastery. In conclusion, although the majority had progressed adequately, it was necessary to focus efforts on those students who were in the initial stages of learning.

Figure 19
Results of Formative Assessment 2 for Sixth-Year BGE Students



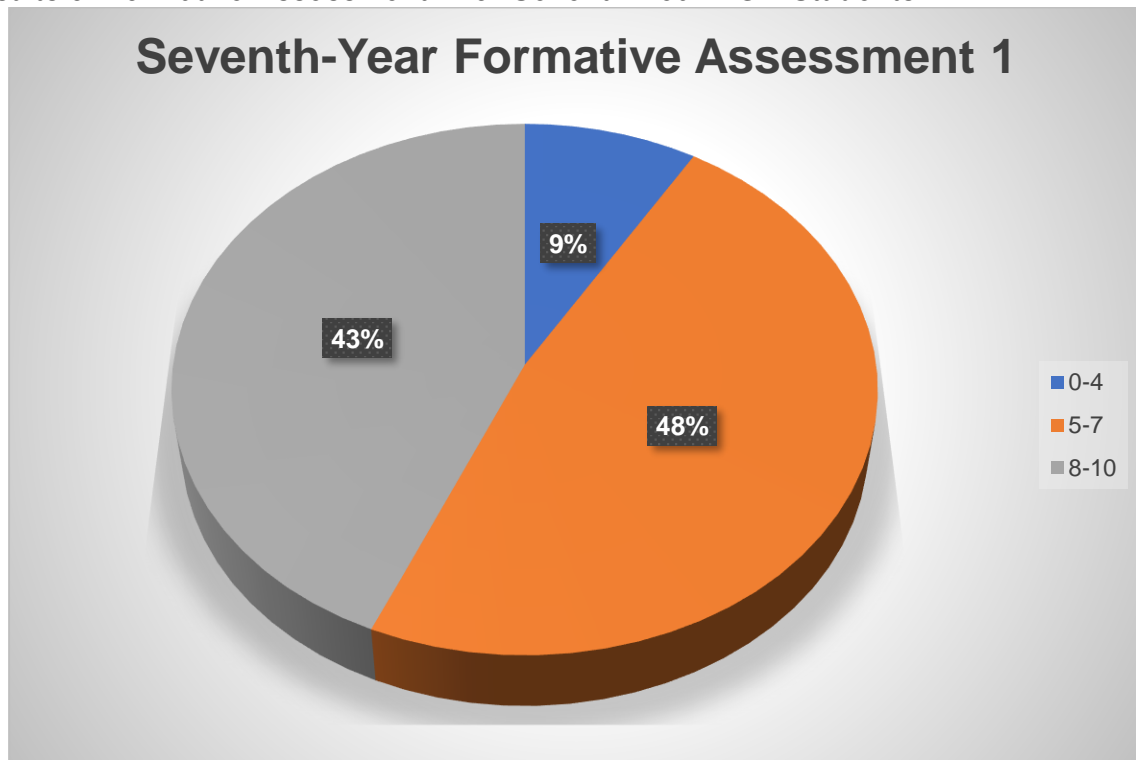
Source. Own elaboration

In Assessment 2 (refer to Figure 19), it was observed that no students were in the “Beginning” range (0–4), indicating that all students had surpassed the basic level of understanding. Most students, totalling 18, were in the “Acquired” range (8–10), reflecting a good mastery of the content. Meanwhile, 2 students were in the “In Progress” range (5–7), suggesting that they still required some adjustments to improve their comprehension. Overall, the assessment showed positive performance, although it remained important to continue supporting the students in progress to strengthen their learning.

Figure 20*Results of Formative Assessment 3 for Sixth-Year BGE Students*

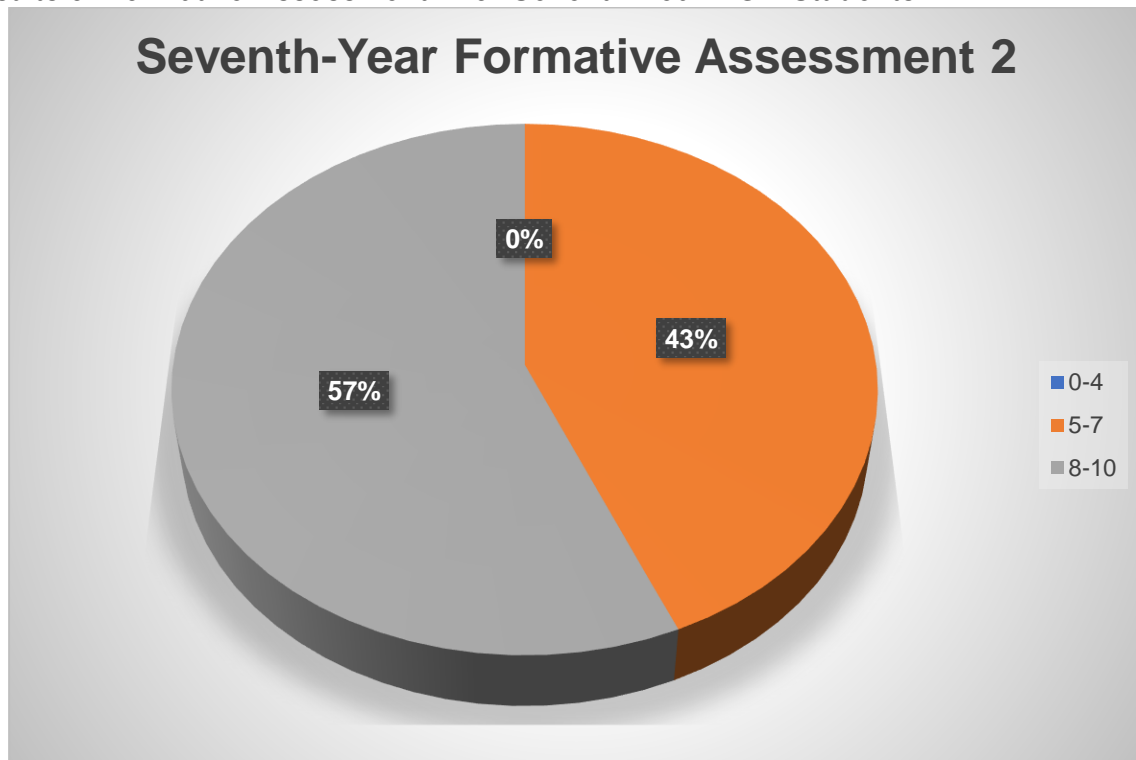
Source. Own elaboration

In Assessment 3 (refer to Figure 20), it was observed that no students were in the “Beginning” range (0–4), demonstrating that all students had reached at least a basic level of understanding. The majority of students, totalling 19, were in the “Acquired” range (8–10), indicating outstanding mastery of the content. Only 1 student was in the “In Progress” range (5–7), showing significant progress compared to previous assessments. Overall, performance was excellent, although it remained necessary to provide additional support to students in progress to ensure their continued advancement.

Figure 21*Results of Formative Assessment 1 for Seventh-Year BGE Students*

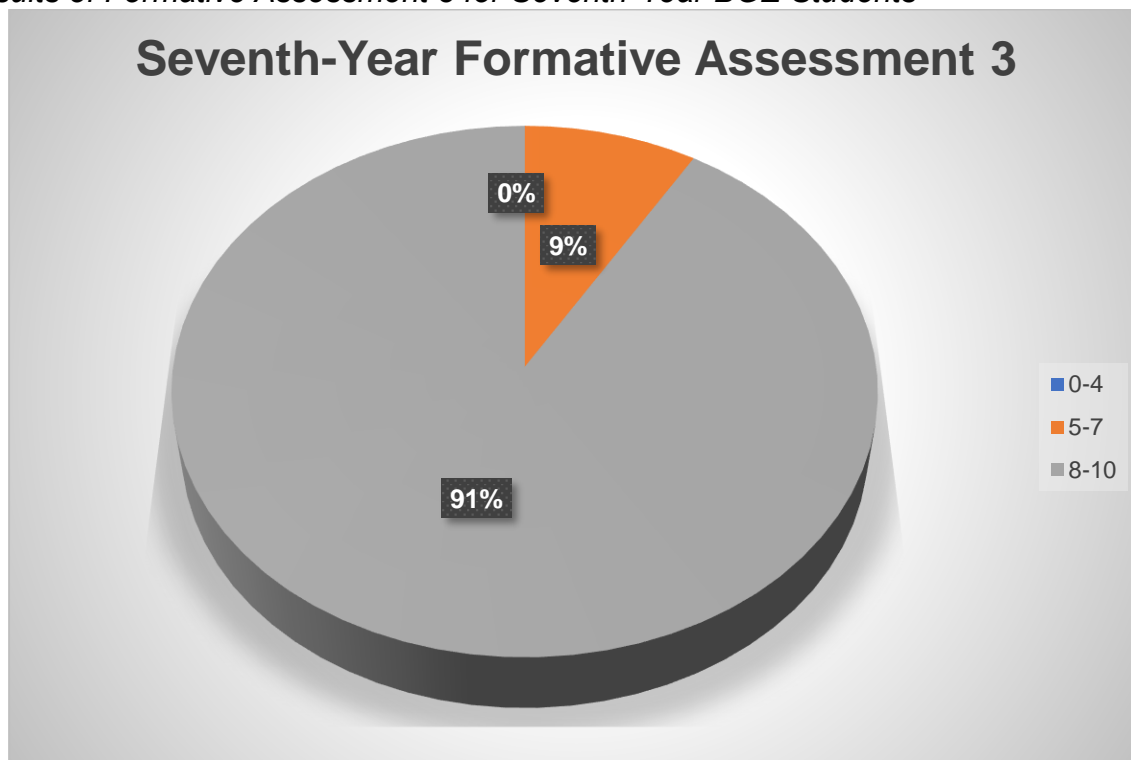
Source. Own elaboration

In Assessment 1 (refer to Figure 21), it was observed that 2 students were in the “Beginning” range (0–4), indicating that they required more intensive support to improve their performance. A total of 11 students were in the “In Progress” range (5–7), suggesting that they were advancing but still needed additional help to strengthen their understanding. The remaining 10 students were in the “Acquired” range (8–10), demonstrating adequate mastery of the topic. Overall, the group showed positive progress, although it was important to provide the necessary support to students in progress to ensure their success.

Figure 22*Results of Formative Assessment 2 for Seventh-Year BGE Students*

Source. Own elaboration

In Assessment 2 (refer to Figure 22), it was observed that no students were in the “Beginning” range (0–4), indicating improvement compared to Formative Assessment 1. A total of 10 students were in the “In Progress” range (5–7), suggesting that they were making progress but still required additional support to consolidate their understanding. A large number of students, totalling 13, were in the “Acquired” range (8–10), reflecting strong mastery of the content. Overall, the group demonstrated good performance, although efforts should be focused on those in the intermediate stages of learning.

Figure 23*Results of Formative Assessment 3 for Seventh-Year BGE Students*

Source. Own elaboration

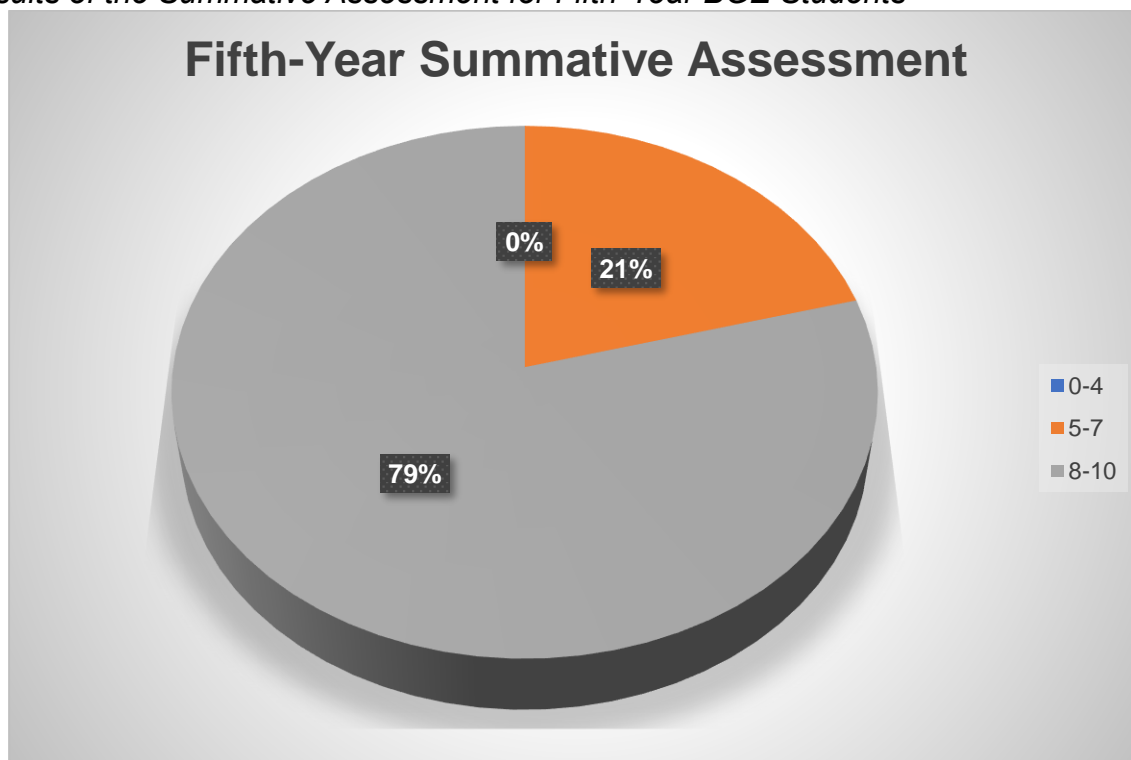
In Assessment 3 (refer to Figure 23), it was noted that no students were in the “Beginning” range (0–4), reflecting that all had surpassed the basic level of understanding. The majority of students, totalling 21, were in the “Acquired” range (8–10), demonstrating outstanding mastery of the content. Only 2 students were in the “In Progress” range (5–7), reflecting overall course progress. Overall, performance was excellent, although it remained necessary to provide additional support to students in progress to ensure their continued advancement.

Summative Assessments

Upon completion of the proposal implementation, summative assessments were conducted to evaluate the success and effectiveness of collaborative learning in the teaching of English vocabulary, which yielded the following results:

Figure 24

Results of the Summative Assessment for Fifth-Year BGE Students



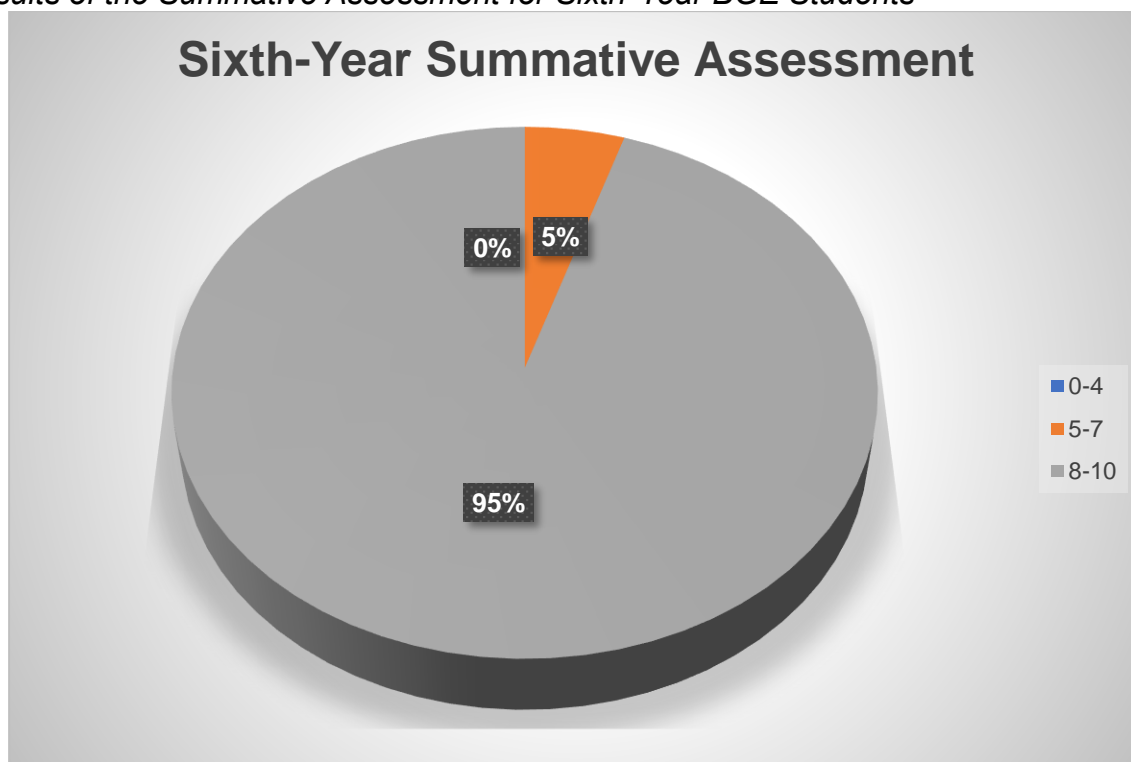
Source. Own elaboration

In the Fifth-Year summative assessment (refer to Figure 24), it was observed that no students were in the “Beginning” range (0–4), indicating that all had surpassed the lowest level of understanding. The majority of students, totalling 19, reached the “Acquired” range (8–10), reflecting strong mastery of the content. A total of 5 students were in the “In Progress” range (5–7), indicating that they still required some adjustments to consolidate their knowledge. Overall, the group demonstrated excellent performance, highlighting the effectiveness of the teaching strategies implemented. This result

suggests that collaborative learning significantly contributed to students' understanding and retention of vocabulary. However, it also emphasizes the need to maintain targeted support for those still progressing, ensuring that no student is left behind and that all learners can achieve full mastery of the material. Continued monitoring and reinforcement of skills will be essential to sustain these positive outcomes and foster long-term academic growth.

Figure 25

Results of the Summative Assessment for Sixth-Year BGE Students



Source. Own elaboration

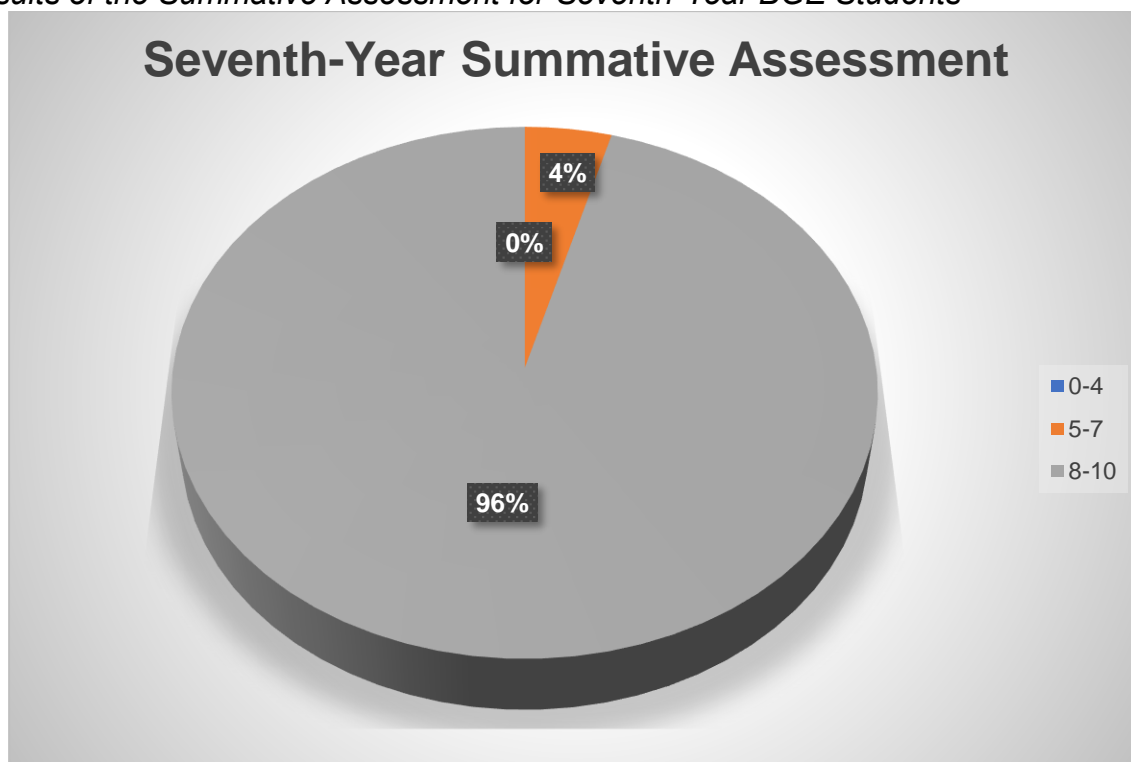
In the summative assessment (refer to

Figure 25), it was observed that all students had surpassed the “Beginning” range (0–4), with no low scores recorded, demonstrating overall improvement and solid foundational understanding. The majority of students, totalling 19, were in the “Acquired” range (8–10), reflecting a strong and consistent mastery of the content, as well as the effectiveness of

the teaching strategies implemented throughout the course. Only 1 student was in the “In Progress” range (5–7), suggesting that they still required targeted reinforcement and additional practice to fully consolidate their knowledge. Overall, the class’s performance was very positive, highlighting significant academic growth, although it remains essential to continue providing support and guidance to the student in progress to ensure their continued advancement and success in future assessments.

Figure 26

Results of the Summative Assessment for Seventh-Year BGE Students



Source. Own elaboration

In the summative assessment (refer to Figure 26), it was observed that no students were in the “Beginning” range (0–4), indicating that all had surpassed a basic level of understanding and demonstrated solid foundational knowledge. The majority of students, totalling 22, were in the “Acquired” range (8–10), reflecting excellent mastery of the content and the effectiveness of the instructional strategies applied. Only 1 student

remained in the “In Progress” range (5–7), suggesting that they still required targeted reinforcement to fully consolidate their learning. Overall, the results were very positive, highlighting significant academic achievement across the class, although it remains necessary to continue providing focused support to the student in progress to ensure complete mastery and continued success in future learning activities.

4.2 Discussion

To analyse the results, various tables were prepared to compile the information obtained for each academic year.

Table 4

Fifth-Year BGE Assessments

	Fifth-Year BGE Assessments		
	1-4(Beginning)	5-7 (In Progress)	8-10 (Acquired)
Diagnostic Assessment	6	16	2
Formative Assessment 1	2	12	10
Formative Assessment 2	0	8	16
Formative Assessment 3	0	4	20
Summative Assessment	0	5	19

Source. Own elaboration

For Fifth-Year BGE (refer to Table 4), it was observed that in the diagnostic assessment, the majority of students (16) were in the “In Progress” range, with 6 in “Beginning” and 2 in “Acquired.” It was concerning that 6 students were in “Beginning,” indicating that they required more intensive support to improve their understanding from the outset. In the formative assessments, progress was evident: in Formative Assessment 1, 2 students were in “Beginning,” while the majority (12) were in “In Progress” and 10 reached the “Acquired” level. In Formative Assessments 2 and 3, the number of students in “Acquired” increased considerably, with 16 and 20 respectively, reflecting significant improvement in content mastery. Finally, in the summative assessment, most students (19) were in

“Acquired,” while 5 remained in “In Progress,” indicating that the group had achieved a good level of understanding, although additional support was still necessary for some students. In conclusion, the group demonstrated remarkable progress, consolidating learning as the assessments advanced.

Table 5
Sixth-Year BGE Assessments

Sixth-Year BGE Assessments			
	1-4(Beginning)	5-7 (In Progress)	8-10 (Acquired)
Diagnostic Assessment	6	10	4
Formative Assessment 1	1	10	9
Formative Assessment 2	0	8	12
Formative Assessment 3	0	2	18
Summative Assessment	0	1	19

Source. Own elaboration

For Sixth-Year BGE (refer to Table 5), it was observed that in the diagnostic assessment, the majority of students (10) were in the “In Progress” range, with 6 in “Beginning” and 4 in “Acquired.” It was concerning that 6 students were in “Beginning,” indicating a need for greater support from the start to achieve basic comprehension. Continuous improvement was evident in the formative assessments: in Formative Assessment 1, 1 student was in “Beginning,” the majority (10) in “In Progress,” and 9 in “Acquired.” In Formative Assessments 2 and 3, the number of students in “Acquired” increased considerably, with 12 and 18 respectively, reflecting notable progress in content mastery. Finally, in the summative assessment, the majority (19) were in “Acquired,” while 1 remained in “In Progress,” indicating that the group achieved a good level of understanding, although additional support was still required for some students. In conclusion, the group demonstrated significant progress, consolidating their knowledge throughout the assessments.

Table 6
Seventh-Year BGE Assessments

Seventh-Year BGE Assessments			
	1-4(Beginning)	5-7 (In Progress)	8-10 (Acquired)
Diagnostic Assessment	8	12	3
Formative Assessment 1	2	11	10
Formative Assessment 2	0	10	13
Formative Assessment 3	0	2	21
Summative Assessment	0	1	22

Source. Own elaboration

For Seventh-Year BGE (refer to Table 6), it was observed that in the diagnostic assessment, most students (12) were in the “In Progress” range, with 8 in “Beginning” and only 3 in “Acquired.” It was concerning that 8 students were in “Beginning,” highlighting the need to provide support from the start of the process to ensure a solid foundation. Progressive improvement was evident in the formative assessments: in Formative Assessment 1, 2 students remained in “Beginning,” the majority (11) were in “In Progress,” and 10 reached the “Acquired” level. In Formative Assessments 2 and 3, the number of students in “Acquired” increased considerably, reaching 13 and 21 respectively, reflecting a notable strengthening in vocabulary mastery. Finally, in the summative assessment, the vast majority (22) were in “Acquired,” while only 1 remained in “In Progress,” demonstrating that the group achieved an excellent level of content comprehension. In summary, the results evidence significant progress, consolidating learning throughout the term.

The analysis showed that the implemented pedagogical proposal was effective in improving vocabulary learning. The use of active strategies such as thinking routines, cognitive skills, and the multiple intelligences palette contributed to creating a more participatory, inclusive, and adaptable learning environment. These strategies not only fostered the development of critical and reflective thinking but also allowed each student to find an appropriate way to internalize knowledge, enhancing their linguistic and social skills through collaborative work. The activities promoted exploration, dialogue, and collective knowledge construction, enriching the classroom experience.

CHAPTER V

PROPOSAL

5.1 Informative Data

Proposal Title

Didactic Guide Proposal for the Use of Collaborative Learning in the Acquisition of English Vocabulary among Middle Basic Education Students at Fe y Alegría Basic Education School, Tulcán, during the 2024–2025 Academic Year.

Beneficiary Institution

The implementation of this proposal took place at Fe y Alegría Basic Education School. The primary beneficiaries of the project were the middle basic education students, who strengthened their acquisition of English vocabulary through collaborative learning. Additionally, English teachers and teachers from other subjects also benefited, as they received support and teaching strategies to promote cooperation in the classroom. The project also positively impacted the wider educational community, contributing to the improvement of the teaching and learning process within the institution.

Estimated Time for Proposal Implementation

The implementation and execution of the proposal were carried out during the second term, starting on December 9, 2024, and concluding on March 19, 2025. During this period, collaborative learning strategies were applied, adapted to the established objectives and the students' level of English vocabulary acquisition, adjusting to their needs and progress.

5.2 Background of the Proposal

López (2020) conducted a study exploring the thinking routines of Project Zero in CLIL contexts, highlighting their impact on student participation and question formulation. The study analysed their benefits and limitations and proposed further research on their cognitive and communicative effectiveness (p. 1).

Thinking routines (See-Think-Wonder) represent an interesting strategy in CLIL contexts, promoting active student participation and critical thinking development. Their application across educational levels shows versatility, though challenges exist regarding authentic classroom communication. Ongoing research is crucial to evaluate their impact in bilingual education and their true effect on cognitive development, with proposed questions opening possibilities for analysing their effectiveness in diverse educational settings.

Niño and Chacón (2023) studied how to strengthen the resolution of fraction problems using a Personal Learning Environment (PLE), focusing on the Part-Whole relationship and improving student performance by combining concrete materials and digital resources, highlighting progress in understanding fractions as operators and wholes (p.1).

The study demonstrates that teaching fractions through a PLE enhances comprehension of the Part-Whole relationship, crucial in mathematical thinking. The combination of concrete materials and digital resources allowed the experimental group to achieve better results, highlighting the importance of active methodologies in problem-solving. It also emphasizes the need to reinforce fractions as operators, showing opportunities to optimize teaching strategies in learning complex mathematical concepts.

Lagunas (2023) compared the effectiveness of the Multiple Intelligences (MI) approach and the communicative approach in teaching English in third grade. Results showed that MI fosters the development of communicative skills, with recommendations for future research (p.1).

The study used the Compare-Contrast strategy to evaluate two pedagogical approaches: MI and communicative. The comparison revealed that MI supports the development of

students' communicative skills, providing a clear view of each approach's strengths and limitations and demonstrating MI's effectiveness in improving language learning.

Herrero (2025) integrated cardinal points into a thinking routines-based educational strategy. Students reflected on proposals through questions linked to each cardinal point, while music facilitated learning and active participation (p. 40).

This work presents an innovative approach by incorporating cardinal points into a thinking-routine methodology to foster student reflection and participation. The combination of music and guided questions helps students organize ideas visually and structurally, promoting meaningful learning and facilitating visible thinking processes for collaborative opinion sharing.

Salazar (2023) studied second language teaching, highlighting that although teachers understand multiple intelligences, they struggle to apply them. An online workshop was proposed to train teachers in theatrical techniques to support the use of these intelligences (p.5).

The study addresses a common issue in second language teaching: teachers' difficulty applying MI despite understanding the concept. The online workshop, based on theatrical techniques, provides practical tools to integrate MI, promoting inclusive and effective teaching adapted to students' diverse needs.

5.3 Justification of the Proposal

Vocabulary development in English teaching is essential for acquiring linguistic competencies. Traditional methods do not always encourage active student participation or guarantee meaningful acquisition of learned terms. In this context, collaborative learning, supported by thinking routines and skills combined with the multiple intelligences palette methodology, offers an innovative and effective alternative.

Thinking routines like See-Think-Wonder allow students to observe words and concepts in different contexts, fostering deep reflection on their meaning and use. Applying thinking skills such as Part-Whole, Compare-Contrast, and Cardinal Points promotes structured

analysis of vocabulary, encouraging connections between words, situations, and diverse contexts.

The multiple intelligences palette allows for designing activities that address students' diverse abilities (linguistic, logical-mathematical, musical, Kinesthetic, etc.), promoting personalized and meaningful learning. Considering learning styles (visual, auditory, Kinesthetic) also fosters interaction, strengthening social skills and teamwork.

Implementing these strategies improves vocabulary learning while promoting a more inclusive environment, enabling each student to reach their full potential. Focusing on collaborative learning strengthens communication, critical thinking, and autonomy.

Methodologically, this approach represents an innovation in English teaching, aligning with the research line of the Universidad Politécnica Estatal del Carchi on innovation in pedagogical mediation, learning, and development, and with the sub-line on teacher training in the classroom, school, and community.

Finally, this proposal not only impacts classroom practice but can also serve as a replicable model for teachers interested in teaching English vocabulary through active and meaningful strategies.

5.4 Feasibility

The feasibility of this proposal was evaluated considering academic, economic, and technological aspects, which are fundamental for its implementation.

Academic Feasibility

Collaborative learning through thinking routines and skills, combined with the multiple intelligence's palette methodology, constituted an innovative strategy that enhanced English vocabulary acquisition. These methodologies allowed students to interact actively, reflect on word meanings, and strengthen understanding through teamwork, promoting meaningful and participatory learning.

Economic Feasibility

The proposal was economically viable, requiring no additional investment from the institution or students. Didactic strategies were implemented in the classroom using existing resources, such as printed materials, interactive whiteboards, and available technological devices. Teachers also had access to reference materials and methodological guides without incurring extra costs. Furthermore, the efficient use of existing infrastructure and resources ensured that the activities could be carried out smoothly and sustainably throughout the academic term. This approach minimized financial burden while maximizing learning opportunities, demonstrating that meaningful educational interventions can be effectively implemented with careful planning and resource management. By leveraging what was already available, the proposal ensured inclusivity and accessibility for all students, making the initiative both practical and scalable for future application.

Technological Feasibility

From a technological perspective, the proposal was feasible, as it could be implemented in both face-to-face and virtual environments, adapting to the institution's available infrastructure. Students could use freely accessible digital tools to complement learning, while teachers utilized interactive platforms to design activities reinforcing vocabulary through collaborative learning. The flexibility of these strategies ensured applicability across different educational levels, guaranteeing sustainability and replicability in other contexts. Additionally, the integration of technology allowed for real-time feedback, interactive assessments, and the possibility of monitoring student progress more effectively, enhancing both engagement and the overall quality of the learning experience.

5.5 Objectives of the Proposal

General Objective

Implement pedagogical strategies based on collaborative learning through the application of thinking routines, thinking skills, and the Multiple Intelligences Palette methodology, with the purpose of strengthening vocabulary in middle basic education students.

Specific Objectives

- Design didactic strategies that integrate thinking routines (See-Think-Wonder) to promote reflection and analysis of vocabulary among students.
- Implement thinking skills (Parts-Whole, Compare-Contrast, and Cardinal Points) in collaborative activities that allow a deeper understanding of vocabulary.
- Adapt the Multiple Intelligences Palette methodology to personalize vocabulary learning, addressing the different cognitive styles of students.
- Evaluate the impact of integrating collaborative learning with thinking routines and thinking skills on strengthening vocabulary in middle basic education students.

5.6 Theoretical Framework of the Proposal

Thinking Routine (See, Think, Wonder)

López (2020) mentions that “the thinking routine encourages observation, analysis, and curiosity by allowing students to describe what they see, interpret its meaning, and generate questions. This strategy helps develop critical and reflective skills, promoting deeper and more meaningful learning across various areas of knowledge” (p. 3).

The “See, Think, Wonder” routine promotes critical and reflective thinking through three key steps. First, students carefully observe an image, text, or situation (See). Then, they interpret its meaning and make connections with their prior knowledge (Think). Finally,

they formulate questions that deepen their understanding and spark curiosity (Wonder). This strategy not only stimulates observation and analysis but also encourages active exploration of knowledge, enabling students to develop autonomous thinking skills and improve their ability to question and inquire about different topics and learning situations.

Thinking Skill (Parts-Whole)

Niño and Chacón (2023) “apply the parts-whole methodology as a didactic approach that helps students understand the relationship between a whole and its parts. It is applied in continuous and discrete contexts, allowing the analysis of fractions, quantities, and structures through the division and transformation of elements” (p. 21).

The parts-whole methodology applied to English teaching focuses on breaking down the language into simpler elements, such as vocabulary, grammatical structures, and expressions, and then integrating them into broader contexts. In the early stages, students can focus on learning isolated words and phrases, thereby developing their understanding of the parts of the language. As learning progresses, these parts are combined in more complex communicative situations, allowing students to understand how the different components of the language interact in conversations and texts. This approach fosters a deeper and more functional understanding of English, which is essential for using it effectively in real-life contexts.

Thinking Skill (Compare-Contrast)

Lagunas (2023) mentions that “the compare-contrast methodology involves analysing similarities and differences between concepts, objects, or ideas. In the English classroom, it fosters critical thinking by organizing information in Venn diagrams, comparative charts, or debates, developing students’ analytical and argumentative skills” (p. 53).

The compare-contrast methodology in English classes is an effective strategy for developing critical thinking and logical-mathematical intelligence. By analysing similarities and differences between texts, words, grammatical structures, or cultural contexts,

students enhance their analytical and synthesis skills. Tools such as Venn diagrams, comparative charts, or debates help organize ideas in a structured way. Moreover, it promotes logical reasoning, as students must support their comparisons with evidence. Integrating this methodology into reading, writing, and speaking activities in English encourages deep comprehension and precise use of the language.

Thinking Skill (Cardinal Points)

Herrero (2025) explains that “the Cardinal Points methodology organizes ideas about a proposal using the compass as a metaphor. Children express enthusiasm, concerns, needs, and suggestions, guided by questions that promote reflection and structure their understanding of the activity” (p. 40).

The Cardinal Points thinking skill is a valuable tool to help students organize their ideas and reflect on a learning proposal. Using the compass as a metaphor makes the process visual and meaningful, allowing children to explore what excites them, their potential concerns, what they need to know, and their suggestions. Additionally, teacher guidance through leading questions facilitates participation, giving students confidence to express themselves. This methodology not only promotes critical thinking but also strengthens curiosity and engagement with the activity, creating a dynamic and enriching environment. By connecting with Molly’s story and her learning experiences from other countries, students feel more motivated to discover what comes next, developing a proactive attitude toward knowledge.

Multiple Intelligences Palette Methodology

Salazar (2023) mentions that “the Multiple Intelligences Palette is an educational planning tool that assigns a colour to each intelligence, facilitating its integration into the classroom. It allows the design of varied activities, adapted to different abilities, promoting dynamic and personalized learning in English teaching” (p. 42).

The Multiple Intelligences Palette is an innovative strategy that allows diversification of English teaching, adapting to the different ways students learn. By assigning a colour to each intelligence, teachers can design more inclusive and motivating activities, ensuring each student participates according to their strengths. This methodology fosters more dynamic learning, integrating activities of various types, such as dramatization, problem-solving, or music use. Its implementation represents a valuable opportunity to improve English teaching, making it more meaningful and effective for students.

5.7 Methodology

The methodology for implementing this proposal was based on a mixed approach, combining qualitative and quantitative analysis to evaluate the impact of collaborative learning on vocabulary development in middle school students. The qualitative approach allowed for the interpretation and understanding of collaborative learning dynamics and how thinking routines, such as "See-Think-Wonder," and thinking skills, such as "Parts-Whole," "Compare and Contrast," and "Cardinal Points," contributed to vocabulary development. On the other hand, the quantitative approach was used to measure student progress through diagnostic tests and comparative assessments before and after the proposal was applied, providing objective data on its effectiveness.

The Multiple Intelligences Palette methodology facilitated the adaptation of strategies to different learning styles, ensuring personalized and meaningful instruction. The implementation of the proposal was carried out gradually within the classroom, allowing adjustments according to observed progress and the particular needs of each student. Additionally, data were collected through observations, performance records, and surveys from students and teachers, ensuring a comprehensive evaluation of the proposal's impact.

This flexible and adaptive methodology not only allowed for measuring vocabulary development but also for analysing student interaction and the impact of collaborative learning on their language skills. The feasibility of the proposal was supported using

available classroom resources, without requiring significant additional investments, facilitating its implementation and replicability in different educational contexts.

5.8 Proposal Development

The pedagogical proposal developed in the present study was implemented with fifth, sixth, and seventh-year students of basic education at the Fe y Alegría school during the second term of the academic year, from 9 December 2024 to 19 March 2025. Its main objective was to strengthen English vocabulary, centred on collaborative learning, with the aim of transforming traditional language teaching methods within the Ecuadorian educational context.

At the beginning of the process, a diagnostic assessment was administered to all three educational levels to identify students' prior knowledge of English vocabulary. Based on the results obtained, activities were designed and implemented using innovative methodological strategies, such as the thinking routine "See, Think, Wonder," the cognitive skills "Parts-Whole," "Compare-Contrast," and "Cardinal Points," as well as the Multiple Intelligences Palette methodology. These tools facilitated a dynamic teaching-learning process, promoting active student participation, teamwork, and the development of linguistic skills in a contextualised and meaningful manner.

It is worth noting that the application of these strategies was not uniform or repetitive across all levels. On the contrary, their implementation was selected strategically and randomly, depending on the methodological relevance to the content covered each week. This flexibility allowed the proposal to be adapted to the characteristics of each group and topic, ensuring the effectiveness of the learning process.

The diagnostic assessments, which played a fundamental role in identifying students' prior knowledge and learning needs, were duly documented in Appendix L. These initial assessments established a baseline regarding students' comprehension and skill levels before implementing the proposed strategies, thus providing an essential starting point for measuring subsequent progress.

Formative assessments, described in Appendix M, were conducted continuously throughout the teaching-learning process. These assessments aimed to monitor students' progress, offering constant, improvement-oriented feedback. Through them, teachers were able to adjust their strategies and ensure that students were adequately developing the expected competencies, particularly regarding the enhancement of English vocabulary through collaborative learning.


Finally, summative assessments, detailed in Appendix N, were administered at the end of each learning cycle to measure the overall impact of the educational proposal. These assessments provided a comprehensive view of the students' achievement in terms of vocabulary and linguistic skills, allowing the comparison of results with prior data and the evaluation of the effectiveness of the implemented strategies. Summative assessments also served as a tool for future pedagogical decision-making and for the final evaluation of the accomplishments achieved.

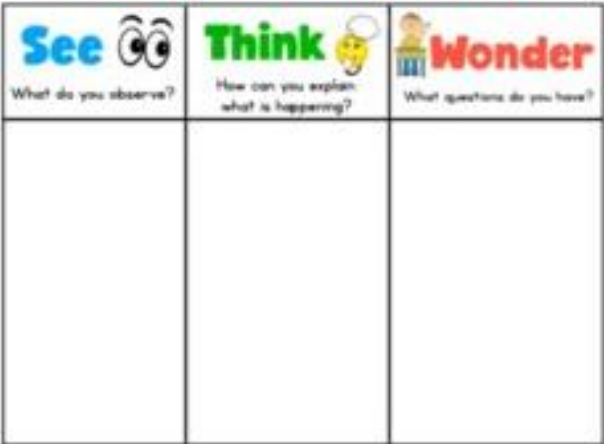
Didactic Planning

This section details the lesson plans corresponding to the units developed during the second trimester, in which various previously described methodological strategies were applied. Each lesson plan integrates activities designed based on collaborative learning and the use of innovative tools that promote meaningful learning of English vocabulary. At the end of each unit, a formative assessment was applied to evaluate students' progress concerning the content covered.

Fifth Year

Planning 1 – Fifth Year

		Basic General Education School “Fe y Alegría”				School Year 2024 - 2025	
Performance Criteria Skills Plan							
1. Informative Data:							
Teacher:	Lic. Silvia Casanova		Subject:	English as a foreign language	Grade:	5th BGE	Section: A
Planning Unit Number	2	Planning Unit title:	Let’s Start Cooking!	Specific Objectives of the Planning Unit		Identify and use the quantifiers some, any, and a lot of in simple sentences related to food groups, using images where they will develop the ability to express quantities in English to promote healthy eating habits in real-life contexts.	
		Topic:	Some, Any, A lot				

2. Planning					
Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Identify and use quantifiers to describe amounts of food in simple sentences and questions. (REF EFL 3.3.3.)				Use <i>some</i> , <i>any</i> , and <i>a lot of</i> correctly when describing food in context. (REF. I.EFL.3.13.1.)	
Cross-Curricular Theme	Punctuality	Periods:	1	Start Week:	
Methodological Strategies			Resources	Achievement Indicators	Assessment Techniques and Instruments
<p>Show a sheet of paper with the thinking skill “I See, I Think, I Wonder”</p> <p style="text-align: center;">See-Think-Wonder Chart</p> 			<p>Illustrated images Paper with thinking skills.</p> <p>Whiteboard marker.</p> <p>Prioritized curriculum_ Media</p>	<p>Uses some, any, and a lot of correctly in short oral and written expressions</p> <p>Classifies food into groups and applies appropriate quantifiers</p>	<p>Technique: Direct observation</p> <p>Instrument: Rubric</p>

See

Present a picture of a fridge with various foods (some, empty, full). Ask: What do you see?

Write the ideas mentioned by the children on the thinking skill paper.

Think

Ask students: What do they think about what they observed?

Write the children's answers on the paper, in the THINK part.

Wonder

Encourage them to ask: Is there any milk? Why do we need some fruits?

Explain the use of any some a lot. Give each student a food picture set and an empty fridge worksheet. Ask them to choose and glue the food they want "inside their fridge."

Once their fridge is ready, students write 3–5 short sentences using the quantifiers:

There is some cheese.

There aren't any bananas.

There are a lot of apples.

<p>Pair Sharing</p> <p>In pairs, students ask each other about their fridge:</p> <p>Do you have any milk?</p> <p>Yes, I have some! / No, I don't have any.</p> <p>How many apples do you have? — A lot of apples!</p>			
3. Curricular Adaptations			
Specification of Educational Need	Specification of the Adaptation to Be Applied		
<p>T.P.</p>	<p>Use of clear and colourful images Short sentences and guided repetition Colour and symbol sorting Repeat quantifiers in songs or games.</p>		

Supporting Material

Viewing



What's in your fridge?



Evaluation Rubric – What’s in My Fridge?


Grade:5th BGE

Topic: Quantifiers (*some, any, a lot of*)

Criteria	Achieved (2 pts)	In Progress (1,5 pt)	With Support (1 pt)	Score
Use of Quantifiers	Uses some, any, and a lot of correctly in sentences.	Uses 2 quantifiers with minor errors.	Uses only 1 quantifier or needs help.	
Food Vocabulary	Uses 5 or more food words correctly.	Uses 3–4 food words.	Uses fewer than 3 or makes frequent mistakes.	
Sentence Writing	Writes complete, clear, and well-structured sentences.	Writes simple but understandable sentences.	Writes incomplete sentences or needs help.	
Oral Participation	Actively asks and answers questions confidently.	Participates with some help or shyness.	Participates very little or only with support.	
Presentation	Work is clean, neat, and well presented.	Presentation is acceptable with small details to improve.	Work is messy or incomplete and needs assistance.	

| **Total** | ___ / 10 |

Planning 2 – Fifth Year

		Basic General Education School “Fe y Alegría”				School Year 2024 - 2025		
Performance Criteria Skills Plan								
1. Informative Data:								
Teacher:	Lic. Silvia Casanova		Subject:	English as a foreign language	Grade:	5th BGE	Section:	A
Planning Unit Number	2	Planning Unit Title: Topic:	Let's Start Cooking! Healthy and Unhealthy food.	Specific Objectives of the Planning Unit		Learn about healthy and unhealthy foods and how they affect our bodies, through readings to make healthy food choices to stay strong, have energy, and take care of their health.		
2. Planning								

Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Identifying healthy foods, explaining their benefits, comparing their nutritional value, making healthy food choices, and understanding how good food choices lead to better health while poor choices can cause problems. (REF EFL 3.3.3)				Demonstrate understanding of how food affects health, such as how healthy foods keep us strong and unhealthy foods can make us sick. (REF I.EFL.3.13.1)	
Cross-Curricular Theme	Responsibility	Periods:	1	Start Week:	

Compare and Contrast

Healthy food

Unhealthy food

How Are They Similar?



They all help the body grow and stay strong.
They provide energy for playing and studying.
Both can taste good
Both are part of our diet

What is the difference?



Has healthy fats in moderation (e.g., nuts and avocados).	Fat Content	Unhealthy food has a lot of fat (e.g., fast food like burgers and fries).
Gives lasting energy (e.g., whole grains like oatmeal).	Energy Levels:	Causes quick energy drops (e.g., sugary snacks like candy).
Keeps you strong and prevents illness	Health Effects	Unhealthy food can make you sick over time (e.g., too much junk food can lead to obesity).
Has important vitamins and minerals (e.g., milk for strong bones and eggs for muscle growth).	Nutritional Value	Lacks essential nutrients (e.g., chips have little nutritional value).

Patterns of Significant Similarity and Difference

Both are part of our diet. Healthy fats in moderation (e.g., nuts and avocados). However, unhealthy food has a lot of fat (e.g., fast food like burgers and fries).

Conclusion and Interpretation

Eating healthy food helps our bodies stay strong and gives us good energy. Eating too much unhealthy food can make us tired and sick. It's important to eat more healthy foods, drink water, and exercise to stay healthy.

Resources:	Achievement indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Flashcards ➤ Markers ➤ Board ➤ Pen or pencils 	<p>Recognizing healthy foods, explaining how they help the body, knowing the difference between healthy and unhealth food.</p>	<p>Technique: Observation</p> <p>Instrument: portfolio (thinking skills sheet)</p>
3. Curricular Adaptations		
Specification of Educational Need	Specification of the Adaptation to Be Applied	
	<ul style="list-style-type: none"> ▪ Listen to the teacher's instructions. ▪ Read and explain the instructions. ▪ Participate actively in class. ▪ Look at pictures or flashcards about healthy and unhealthy food. ▪ With the teacher's help, record the main characteristics of these two objects. ▪ With the teacher's help, record the main differences between these two objects. 	

Supporting Material Compare and Contrast

Healthy food **Unhealthy food**

How Are They Similar?



What is the difference?



	Fat Content	
	Energy Levels:	
	Health Effects	
	Nutritional Value	

Patterns of Significant Similarity and Difference

--

Conclusion and Interpretation

--

Reading

Healthy and unhealthy food



It helps us stay strong and gives us energy. Healthy food has little fat and helps us grow. On the other hand, unhealthy food has a lot of fat, sugar, and salt. If we eat too much unhealthy food, we can get sick or have problems like being overweight or heart problems.

- **Fat Content**

Healthy foods contain good fats, like those found in avocados, nuts, and fish. These fats are beneficial for our heart.

Unhealthy foods have bad fats, like fried food and chips. These can make our heart unhealthy and raise our cholesterol.

- **Energy**

Fat gives us energy, and 1 gram of fat gives us calories, which is more than carbohydrates or protein.

Good fats help us feel full and give us energy, but bad fats can make us gain weight if we eat too much.

- **Health Effects**

Healthy fats help our brain grow, help our body make hormones, and help us absorb vitamins. They also make us feel full for a longer time.


Eating too many unhealthy fats can cause problems like being overweight, diabetes, or heart disease.

- **Nutritional Value**

Healthy foods are full of vitamins, minerals, and fibre. These foods include fruits, vegetables, whole grains, and lean meats.

Unhealthy foods often don't contain important vitamins or minerals, but they have a lot of sugar and unhealthy fats. Examples include chips, candy, and sugary drinks.

Planning 3 – Fifth Year

		Basic General Education School “Fe y Alegría”				School Year 2024 - 2025	
Performance Criteria Skills Plan							
1. Informative Data:							
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	5th BGE	Section:	A
Planning Unit Number	2	Title of planning unit: Topic:	Let’s Start Cooking! The Food Plate You Need	Specific objectives of the planning unit:	Identify the food groups that make up a balanced diet and their importance for health, through dynamic activities, with the purpose of promoting healthy eating habits and improving their physical and emotional well-being.		

2. Planning					
Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Be able to write poems or stories describing the importance of the different food groups on The Food Plate, using nutrition-related vocabulary. (Ref. EFL 3.5.8.)				Explains the importance of a balanced diet incorporating food groups to common examples and healthy habits. (Ref I.EFL.3.25.1.)	
Cross-Curricular Axis	Responsibility	Periods:	2	Start Week:	
Understanding Goal:					
Students to understand the importance of a balanced diet by identifying food groups and their benefits through the analysis of information, graphs, body movements, etc. to promote healthy habits.					

Lógico – Matemático 4

Represent the percentages of the different food groups (fruits, vegetables, proteins, carbohydrates) that should be present in a balanced "Plate of Food".

Linguístico-Verbal 5

Create a short rhyme or poem about food groups (e.g., "Fruits and veggies make me strong, proteins help me all day long").

Musical 3

Create a song about the food groups with a familiar rhythm

Kinestésico-Corporal 8

Conduct a role play where each student represents a food group and explains its importance to the class.

Visual- Espacial 6

Give them a puzzle to form the poster (such as potatoes, corn, avocado).

Interpersonal 2

In small groups, students create a drawing of a balanced plate of food and describe its importance.

Naturalista 7

Identify natural foods (bring real examples or images) and classify them on the food plate.

Intrapersonal 1

Write a short personal reflection on their eating habits.

Palette of Multiple

Intelligences

Resources:	Achievement indicator:	Assessment Techniques and Instruments
<ul style="list-style-type: none"> • Cardboard • Glue • Scissors • Paper • Coloured pencils • Markers • Sheets of bond paper • English notebook 	<p>Identify the food groups in English through visual representation of "The Food Plate" for explain the importance of a balanced diet with simple examples.</p>	<p>Technique: Observation</p> <p>Instrument: Checklist</p>
<p>3. Curricular Adaptations</p>		
<p>Specification of the educational need</p>	<p>Specification of the adaptation to be applied Educational</p>	

Evaluation Checklist

Criteria	Meets (✓)	Does Not Meet (X)	Comments
1. Personal Reflection (Intrapersonal)			Did the student reflect on their eating habits and their connection to a balanced diet?
2. Group Work (Interpersonal)			Did the student collaborate effectively in the group?
3. Creativity in the Song (Musical)			Did the student show creativity in the song or rhyme related to food?
4. Accuracy in Data (Logical-Mathematical)			Did the student organize the data clearly and accurately in the chart or table?
5. Clarity in Story or Poem (Linguistic-Verbal)			Did the student express their ideas clearly and coherently in the story or poem?
6. Visual Presentation (Visual-Spatial)			Is the poster visually appealing and does it correctly reflect the food groups?

7. Connection to Nature (Naturalistic)			Did the student research and present traditional Ecuadorian foods?
8. Participation in Dramatization (Kinesthetic)			Did the student actively participate in the dramatization?
9. Use of Appropriate Vocabulary			Did the student use appropriate vocabulary related to food and nutrition?
10. Adherence to Genre Conventions			Did the student follow the conventions of the genre (poem, story, song, etc.)?

Total Points:

- **Yes (✓)** = 1 point
- **No (X)** = 0 points
- **Total points:** 10 points

Reading




FreePik

The Food Plate You Need

We all eat food to get the energy our body needs. Sometimes, we do not make the **choices** that help us **stay healthy**. The image you see here represents a healthy way of eating: 50% of our daily diet should include fruits and vegetables. Eat meat, beans and nuts because they have the protein you need. When you choose dairy products like milk, cheese or yogurt, you get calcium for your **bones**. Finally, remember to include some grains like rice, pasta or bread. Healthy choices will get you the food you need, but you can also have candy like chocolate or marshmallows sometimes!

Sixth Year

Planning 1 – Sixth Year

		Basic General Education School “Fe y Alegría”				School Year 2024 - 2025	
Performance Criteria Skills Plan							
1. Informative Data:							
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	6th BGE	Section:	A
Planning Unit Number	2	Planning Unit Title: Topic:	The World and its culture Saint Patrick's Day and La Mama Negra	Specific Objectives of the Planning Unit		Describe the main characteristics of two festivities through reading so that they understand the differences and similarities between them using an appropriate vocabulary.	

2. Planning					
Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Providing a simple description or opinion of a common object or an experience, they can guide them in comparing and contrasting two different celebrations or holidays. (REF EFL 3.2.15)				Describe and discuss different holidays around the world, comparing them and sharing their thoughts on traditions and culture. (REF I.EFL.3.9.1.)	
Cross-Curricular Theme	Empathy	Periods:	1	Start Week:	

Compare and Contrast

Saint Patrick's Day

Mama Negra

How Are They Similar?



Both are colourful celebrations
Both involve traditional music and dancing.
Both celebrate cultural heritage.
Both bring families and communities together to celebrate and have fun.

What is the difference?



Irish, celebrating Saint Patrick, the patron saint of Ireland.
March 17th.
Parades, wearing green, public festivals, and traditional Irish music and dance.
leaf clover, leprechauns, and the color green

Origin

Date

Activities

Symbols

Mama Negra is an Ecuadorian festivity of Latacunga
September and November
Processions with traditional music, dances, and rituals; people wear elaborate outfits.
Colourful costumes, symbolic characters (e.g., the Mama Negra, Angel de la Estrella).

Patterns of Significant Similarity and Difference

Saint Patrick's Day and Mama Negra are both celebrations involve traditional music and dancing. The main difference is their origin and symbols how the people represent their cultures.

Conclusion and Interpretation

Both Saint Patrick's Day and Mama Negra celebrate cultural heritage through music, dance, and community festivities. Saint Patrick's Day, on March 17th, highlights Irish traditions with green clothes and symbols like clovers. Mama Negra, in September and November, reflects Ecuadorian traditions with colourful costumes and symbolic characters unique cultural diversity.

Resources:	Achievement indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Flashcards ➤ Pictures ➤ Markers ➤ Board ➤ English Module 	Compare two festivities and identifying key differences and similarities with appropriate vocabulary.	Technique: Observation Instrument: worksheet
3. Curricular Adaptations		
Specification of Educational Need	Specification of the Adaptation to Be Applied	

Supporting Material

Readings

Saint Patrick's Day

People celebrate Saint Patrick's Day in different countries, but it is a national holiday in Ireland. Saint Patrick was a famous missionary from Ireland. People celebrate Saint Patrick's Day every year on March 17. The tradition says that you have to wear green clothes because green represents good luck and **hope**. On Saint Patrick's Day, people also remember the legend of a **fairy** called a leprechaun. He's a little man dressed as a **shoemaker**. People believe that if you find one of these men, you can ask for three wishes. Another good luck symbol in this celebration is the four-leaf clover.

La Mama Negra

People celebrate the festival of La Mama Negra in the city of Latacunga in Ecuador every year in September and November. This festival started in 1742 when the volcano Cotopaxi erupted. The local people believed that the Virgin saved the city of Latacunga. At that time, there were African people working in mines in the area so a Black Mother, or the Mama Negra, was chosen to represent the Virgin. She represents the mother of Jesus.

In this festivity there are dancers with pre-Colombian costumes and traditional musical groups. The festivity finishes when La Mama Negra arrives on a horse, carrying a doll that is her child. She throws milk to the crowd for good luck.

Adapted from: <https://bit.ly/2Z7Fscj>

Compare and Contrast

Saint Patrick's Day

Mama Negra Festival

How Are They Similar?



What is the difference?



← Origin →

← Date →

← Activities →

← Symbols →


Patterns of Significant Similarity and Difference

--

Conclusion and Interpretation

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Planning 2 – Sixth Year

		<p align="center">Basic General Education School “Fe y Alegría”</p>				<p align="center">School Year 2024 - 2025</p>	
<p align="center">Performance Criteria Skills Plan</p>							
<p>1. Informative Data:</p>							
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	6th BGE	Section:	A
Planning Unit Number	2	Planning Unit Title:	The World and its culture	Specific Objectives of the Planning Unit	Describe the main characteristics of two traditional musical instruments through reading so that they understand the differences and similarities between them and can use appropriate vocabulary to describe and compare them in English.		
<p>2. Planning</p>							

Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Providing a simple description or opinion of a common object or an experience, they can guide them in comparing and contrasting two different traditional musical instruments. (REF EFL 3.2.15)				Describe and discuss different traditional musical instrument, comparing them and sharing their thoughts or history. (REF I.EFL.3.9.1.)	
Cross-Curricular Theme	Responsibility	Periods:	1	Start Week:	

Compare and Contrast

Spanish Guitar

Andean Charango

How are They Similar?



Both are string instruments.
Both were influenced by Spanish colonists.
Both are used in musical performances.
Both have historical significance in their respective cultures.

What is the difference?



It is a larger instrument, about 96 centimetres long, with six strings.	Size and Strings	It is a smaller instrument with five double strings
Made entirely of wood.	Material	Traditionally made from the shell of an armadillo.
Originated in the 14th and 15th centuries, introduced by Spanish colonists.	Origins and History	Appeared in the 18th century and was inspired by the Spanish guitar
Used in many different genres of music globally.	Cultural Usage	Specifically played by traditional Andean musicians

Patterns of Significant Similarity and Difference

The Spanish guitar and Andean charango are both string instruments influenced by Spanish colonists. The Spanish guitar is larger with six strings and made of wood, while the charango is smaller with five double strings and traditionally made from an armadillo shell.

Conclusion AND Interpretation

The Spanish guitar and Andean charango, while both influenced by Spanish colonists and important in their respective cultures, differ in size, materials, and usage. The charango reflects its Andean roots with traditional design and materials, while the Spanish guitar's versatility and ease of learning have made it globally popular.

Resources:	Achievement indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Flash cards ➤ Markers ➤ Board ➤ English Module 	Compare the charango and Spanish guitar using simple vocabulary.	<p>Technique: Observation</p> <p>Instrument: portfolio (thinking skills sheet)</p>
3. Curricular Adaptations		
Specification of Educational Need	Specification of the Adaptation to Be Applied	

Supporting Material

Compare and Contrast

Spanish guitar

Andean charango

How Are They Similar?



What is the difference?

[Empty box]



Patterns of Significant Similarity and Difference

[Empty box]	[Empty box]	[Empty box]
	[Empty box]	[Empty box]
[Empty box]		[Empty box]
[Empty box]		[Empty box]



Conclusion and Interpretation

[Empty box]

Reading


Read the text.

The *charango* is a small guitar with five double strings. Traditional Andean musicians play this musical instrument. It is made from the shell of the armadillo. The first charangos appeared in the 18th century and they were inspired by the guitars brought by Spanish colonists.

Many different genres of music use the classical guitar or Spanish guitar. It has six strings and is made of wood. It is about 96 centimeters long and has a round hole in the middle. The history of the classical guitar started in the 14th and 15th centuries. It's easier to learn the Spanish guitar than other instruments, so it is very popular all over the world.

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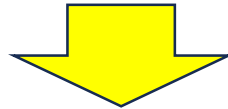
Planning 3 – Sixth Year

		<p align="center">Basic General Education School “Fe y Alegría”</p>			<p align="center">School Year 2024 - 2025</p>	
<p>Performance Criteria Skills Plan</p>						
<p>1. Informative Data:</p>						
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	6th BG E	Section: A
Planning Unit Number	2	Planning Unit Title:	Do you want to travel to other countries?	Specific Objectives of the Planning Unit	Learn about the human body, and its various parts in English, they will also identify the function of each part and learn what might happen if the body part was damaged, working to build useful vocabulary related to parts of the body, and improve communication skills.	
		Topic:	Parts of Human Body			
<p>2. Planning</p>						

Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information about body parts. (REF EFL 3.5.6.)				I.EFL.3.14.1. Learners can work in groups to create brainstorms and/ or draw mind maps to describe and organize ideas or useful information from literary texts.	
Cross-Curricular Theme	Respect to the life	Periods:	1	Start Week:	

Determine Parts-Whole Relationships

Human Body



Parts of the Object

head

arms

hand

leg

back

shoulder

foot

ankles

Considered part

What If It Was Missing?

Head: we couldn't think, see, hear, or control your body. It would be very serious.

Arm: we couldn't carry things or hug people.

Hand; we couldn't hold a pencil or eat easily.

Leg: we couldn't walk or run. It would be hard to move around.

Back: we couldn't carry things or hug people.

Shoulder: It would be hard to move your arm.

Foot: we couldn't walk well. It would be hard to balance.

Ankle: It would be hard to walk or run smoothly.



What Is the Function of The Part?

Head: Holds your brain; helps you think, see, hear.

Arms: Help you reach, lift, and hold things.

Hand: Lets you grab, write, and feel.

Leg: Helps you stand, walk, and run.

Back: Supports your body and helps you stand up straight.

Shoulder: Connects your arm to your body and helps you move your arm.

Foot: Helps you stand, walk, and balance.

Ankle: Lets you move your foot up and down.

Resources:	Achievement indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Pictures ➤ Markers ➤ Board ➤ English Notebook. 	<ul style="list-style-type: none"> ➤ Identify the parts of the human body ➤ recognize the functions of each part. 	<p>Technique: observation</p> <p>Instrument: worksheet.</p>
3. Curricular Adaptations		
Specification of Educational Need	Specification of the Adaptation to Be Applied	

Supporting Material

Worksheet

Determine Parts-Whole Relationships



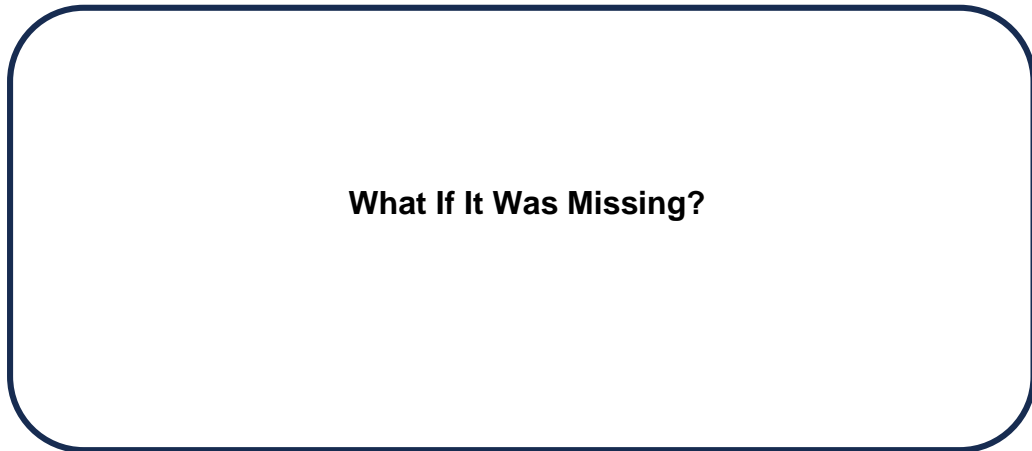
Parts of the Object





Considered part









What If It Was Missing?



Information


Body Part	Functions	If Missing
<p>Head</p> 	<ul style="list-style-type: none"> - Brain: Controls thoughts, memories, and movements. - Eyes: Help you see colours, shapes, and light. - Ears: Let you hear sounds and keep balance. - Nose: Smells odours and helps you breathe. - Mouth: Talks, eats, and tastes food. 	<p>You couldn't think, see, hear, or breathe properly.</p>
<p>Arms</p> 	<ul style="list-style-type: none"> - Reach, grab, and carry objects. - Help with balance while moving. 	<p>It would be hard to pick up things or hug.</p>
	<ul style="list-style-type: none"> - Write, draw, and hold objects. 	

Body Part	Functions	If Missing
Hand 	<ul style="list-style-type: none"> - Feel textures (like soft or rough). 	<p>Daily tasks like eating or tying shoes would be difficult.</p>
Leg 	<ul style="list-style-type: none"> - Walk, run, and jump. - Support your body's weight. 	<p>You couldn't move around easily.</p>
Back 	<ul style="list-style-type: none"> - Spine: Protects nerves and helps you stand straight. - Muscles: Help you bend and lift. 	<p>Your body would collapse without the spine.</p>
Shoulder 	<ul style="list-style-type: none"> - Connects arms to the body. - Lets you rotate and lift your arms. 	<p>You couldn't throw a ball or reach overhead.</p>
	<ul style="list-style-type: none"> - Helps you walk and balance. 	

Body Part	Functions	If Missing
Foot 	<ul style="list-style-type: none"> - Absorbs shock when jumping. 	<p>Standing or walking would be painful and unstable.</p>
Ankle 	<ul style="list-style-type: none"> - Connects foot to leg. - Lets you move your foot up/down/sideways. 	<p>Walking would feel stiff and unbalanced.</p>

Seventh Year

Planning 1 – Seventh Year

 Fe y Alegría ECUADOR		Basic General Education School “Fe y Alegría”				School Year 2024 - 2025		
Performance Criteria Skills Plan								
1. Informative Data:								
Teacher:	Lic. Silvia Casanova		Subject:	English as a foreign language	Grade:	7th BGE	Section:	A
Planning Unit Number	2	Planning Unit Title:	Sports and Recreation	Specific Objectives of the Planning Unit	Explore the training, lifestyle, and daily routine of athletes in Ancient Greece while expanding their vocabulary related to sports and Greek culture through reading to improve their reading comprehension skills.			
		Topic:	Athletes in Ancient Greece.					

2. Planning					
Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Understand most details in a text about Ancient Greek athletes, identifying key information such as training routines, diet, and cultural practices while expanding their English vocabulary related to the topic. (REF.EFL.3.12)				Identify specific information such as names, customs, and key activities in short, simple texts on the topic. (REF. I.EFL.3.12.1.)	
Cross-Curricular Theme	Environmental Care	Periods:	1	Start Week:	

Cardinal Points

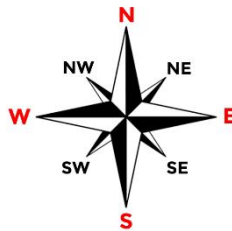
I Need to Know

- What were the sports in Ancient Greece?
- What was the daily routine of an athlete in Ancient Greece?
- How did athletes train and take care of their bodies?
- What was the role of education in an athlete's life?

Obstacles or concerns

What worries you about the topic?

- Understanding historical vocabulary.
- Relating past traditions to modern sports.
- Comprehending details in a second language.



Expectations or illusions you have:

Positive aspects

- Learning about sports and training in Ancient Greece.
- Comparing ancient sports to modern Olympic sports.
- Expanding vocabulary through reading activities.

Posture or Suggestion to move forward

What does this reading invite us to?

Reflect on how sports and education were intertwined in Ancient Greece and how they continue to influence modern life.

What is your current position towards Athletes in Ancient Greece?

Ancient Greek athletes trained both their bodies and minds, which teaches us the importance of discipline, balance, and perseverance in our own lives.

Resource:	Achievement Indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Reading ➤ Cardinal points sheet ➤ Pencil 	<ul style="list-style-type: none"> ➤ Identify key information in the text, demonstrating reading comprehension and vocabulary usage. 	<p>Technique: Observation</p> <p>Instrument: Portfolio (Cardinal points sheet)</p>
3. Curricular Adaptations		
Specification of the Educational Need	Specification of the Adaptation to Be Implemented	
<p style="text-align: center;">C.C.</p> <p style="text-align: center;">M.CH.</p> <p style="text-align: center;">K.C.</p>	<p>Simplify the text with short sentences and accessible vocabulary.</p> <p>Provide an adapted version of the text with illustrations.</p> <p>Use images, gestures, and videos to reinforce meaning.</p> <p>Provide guided response options.</p>	

Supporting Material

Reading

Athletes in Ancient Greece

My day starts very early. First, I wake up earlier than many other people and I eat a mostly vegetarian diet, and occasionally some meat. After breakfast, I get undressed, because in Greece almost all sports are done **nude**.

I'm a pentathlete so I need to train very hard to throw the **discus** and practice for long jumping. I need to become excellent in many areas of my life because it's good for me, my city, and for the gods. In the stadium I run and do gymnastics.

After I train, I clean myself. I don't use soap. I use olive oil. Olive oil picks up all the dry, dead skin, dirt, and sweat. Then I get ready to get in a bath and relax in the water. After the bath, I put some perfume on my body.

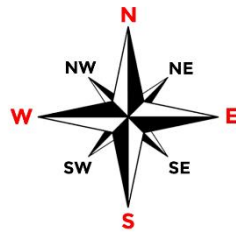
Finally, I'm ready to train my **mind**. Some older men come to test me in mathematics, literature, philosophy, and in the use of language.

Adapted from: <https://www.thegreatcoursesdaily.com/games-of-ancient-greece/>

Cardinal Points

I Need to Know

Obstacles or concerns
What worries you about the topic?




Expectations or illusions you have:
Positive aspects

Posture or Suggestion to move forward

What does this reading invite us to?

What is your current position towards Athletes in Ancient Greece?

Planning 2 – Seventh Year

		<p align="center">Basic General Education School “Fe y Alegría”</p>				<p align="center">School Year 2024 - 2025</p>	
<p align="center">Performance Criteria Skills Plan</p>							
<p>1. Informative Data:</p>							
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	7th BGE	Section:	A
Planning Unit Number	2	Planning Unit Title: Topic:	Sports and Recreation Baseball and Basketball	Specific Objectives of the Planning Unit		Learn to compare and contrast basketball and baseball, identifying similarities and differences in equipment, rules, and gameplay, using English vocabulary.	
<p>2. Planning</p>							

Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Comparing different sports, explaining rules and equipment, contrasting game play, and understanding different athletic skills. (REFEFL 3.4.2.)				Demonstrate understanding of how baseball and basketball are similar and different, including equipment, playing field, and objectives. (REF I.EFL.3.17.1.)	
Cross-Curricular Theme	Responsibility	Periods:	1	Start Week:	

Compare and Contrast

Basketball

Baseball

How Are They Similar?



Both are team sports
Both require athletic skills (running, throwing, catching)
Both involve scoring points.
Both promote teamwork.

What is the Difference?



Baseball is played on a field	Where you play	Basketball is played on a court.
In baseball, you score by running around all the bases	How you score	In basketball, you score by shooting the ball through a hoop.
In baseball, you run with the ball to go to the next base.	Moving the ball	In basketball, you bounce the ball while running.
Baseball uses a bat and ball	Equipment	basketball uses only a ball.

PATTERNS OF SIGNIFICANT SIMILARITY AND DIFFERENCE

Both are popular team sports that require strategy and physical skill. However, they differ significantly in their equipment and the way points are scored.

CONCLUSION AND INTERPRETATION

Basketball and baseball are both exciting sports, but they offer different challenges and require different skill sets.

Resources:	Achievement indicators	Assessment Techniques and Instruments
<ul style="list-style-type: none"> ➤ Paper ➤ Markers ➤ Board ➤ Pen or pencils ➤ Pictures about basketball and baseball 	<ul style="list-style-type: none"> ➤ Recognizing similarities and differences between baseball and basketball. ➤ Explaining the rules and equipment of each sport. 	<p>Technique: Observation</p> <p>Instrument: portfolio (thinking skills sheet)</p>
3. Curricular Adaptations		
Specification of Educational Need	Specification of the Adaptation to Be Applied	
<p>C.C.</p> <p>M.CH.</p> <p>K.C.</p>	<ul style="list-style-type: none"> ▪ Listen to the teacher's instructions. ▪ Read and explain the instructions. ▪ Participate actively in class. ▪ Look at pictures or flashcards about sports. ▪ With the teacher's help, record the main characteristics of these two objects. ▪ With the teacher's help, record the main differences between these two objects. 	

Supporting Material

Compare and Contrast

Basketball

Baseball

HOW ARE THEY SIMILAR?



What is the difference?

[Empty box]



PATTERNS OF SIGNIFICANT SIMILARITY AND DIFFERENCE

[Empty box]

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CONCLUSION AND INTERPRETATION

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Reading

Basketball and Baseball: Two Great Sports!

Hi kids! Today, we're going to talk about two awesome sports: basketball and baseball. They are both team sports, which means players work together to try and win the game. They both need athletic skills too, like running, throwing, and catching.

Even though they're both sports, they're also pretty different.

Basketball

Basketball is played on a court, which is a flat, hard surface. Players use a ball and try to throw it through a hoop to score points. You have to bounce the ball while you run – it's called dribbling! Basketball teams have five players on the court at a time.

Baseball


Baseball is played on a big field with grass and dirt. Players use a bat to hit a ball, and then they run around four bases to score points. Baseball players wear gloves to help them catch the ball. A baseball team has nine players on the field at a time.

Same, But Different

So, basketball and baseball are both team sports that are super fun to play and watch. They both need you to be a good runner and have good hand-eye coordination. But the way you play them and the equipment you use are very different! Which sport do you like more? Maybe you like both!






Planning 3 – Seventh Year

		Basic General Education School “Fe y Alegría”			School Year 2024 - 2025	
Performance Criteria Skills Plan						
1. Informative Data:						
Teacher:	Lic. Silvia Casanova	Subject:	English as a foreign language	Grade:	7th BGE	Section: A
Planning Unit Number	2	Planning Unit Title: Topic:	Sports and Recreation Hobbies	Specific Objectives of the Planning Unit	Identify and express likes and dislikes about hobbies, using the structure "I like + gerund" and "I dislike + gerund", to develop the ability to communicate about personal interests in English effectively	

2. Planning					
Skills With Performance Criteria to Be Developed:				Essential Evaluation Indicators:	
Answer simple questions about likes and dislikes related to hobbies and initiate basic interactions spontaneously, using the structures "I like + gerund" and "I dislike + gerund" more fluently. (REF EFL 3.2.13)				Responds in an understandable way to questions about his/her hobbies, correctly using the structures "I like + gerund" and "I dislike + gerund", and initiates basic interactions spontaneously in communicative contexts. (REF I.EFL.3.9.1.)	
Cross-Curricular Theme	Responsibility	Periods:	1	Start Week:	
Methodological strategies			Resources	Achievement indicators	Assessment Techniques and Instruments
Draw the following I See, I Think, I Wonder chart on the board.			Flashcards or pictures Whiteboard Markers English notebooks.	Expresses in a simple and understandable way to questions about his or her hobbies and those of his or	Technique: Direct observation Instrument: checklist

See-Think-Wonder Chart

See  What do you observe?	Think  How can you explain what is happening?	 Wonder What questions do you have?

See

Show pictures of children engaged in different hobbies (reading, playing soccer, painting, swimming, etc.).

Ask: What do you see?

Write the students' responses on the board using the structure: "He/She is _____ (running, singing, painting, etc.)."

Prioritized curriculum_
Media

her classmates, initiating spontaneous interactions with well-structured sentences.

Think

Ask students: What do they think about what they observed?

Write the children's answers on the board in the think section.

Wonder

Encourage students to ask questions about their classmates' hobbies using:

Do you like playing soccer?

What do you like doing in your free time?

Do a pair activity where they ask each other questions and then share their answers with the class.

Class game. Who likes a_____

Make a list of all of the hobbies in their notebook.

b. Then, ask different classmates if he/she likes. You can say: "Do you like ...?"

c. Write their name next to that hobby. You can only use the same name twice.

d. All the class stands up and goes around asking at the same time!

e. The first one to have a name next to each one of the hobbies wins			
3. Curricular Adaptations			
Specification of Educational Need	Specification of the Adaptation to Be Applied		
<p style="text-align: center;">C.C.</p> <p style="text-align: center;">M.CH.</p> <p style="text-align: center;">K.C.</p>	<ul style="list-style-type: none"> ▪ Use of large, colourful images of hobbies. ▪ Modelling responses with gestural support and guided repetition. ▪ Use of worksheets where students match their likes with happy faces and dislikes with angry faces. ▪ Short activities with positive reinforcement. 		

Supporting Material

Pictures about the hobbies



Checklist For Evaluating Student's Oral Expression On Hobbies




Student's Name: _____

Date: _____

Grade: 7th BGE

Criteria	Achieved (✓)	Needs Improvement (X)	Observations
1. Uses "I like + gerund" and "I dislike + gerund" correctly.			
2. Responds to simple questions about hobbies with basic fluency.			
3. Initiates interaction spontaneously by asking or answering questions.			
4. Pronounces words clearly and understandably.			
5. Uses appropriate vocabulary related to hobbies.			
6. Shows confidence when speaking.			
7. Uses gestures or visual aids to support communication (if needed).			
8. Participates actively in speaking activities.			
9. For students with special needs: Uses alternative communication strategies (e.g., pointing at pictures, using sentence starters).			
10. For students with special needs: Receives and follows instructions with support (e.g., peer assistance, visual aids).			

See, Think, Wonder Chart

See, Think, Wonder		
 I see...	 I think...	 I wonder...

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

- Based on the diagnostic assessments administered in fifth, sixth, and seventh year, it was identified that the majority of students were at the “In Progress” level regarding English vocabulary proficiency. This allowed for the establishment of a clear baseline and guided the implementation of innovative strategies centred on collaborative learning.
- The application of thinking routines, cognitive skills, and the multiple intelligences palette methodology energised teaching, promoting comprehension, contextual use of vocabulary, and active student participation.
- Findings from the teacher interviews indicate that combining traditional strategies (contextualisation, repetition, and written exercises) with digital tools and collaborative activities enhances vocabulary acquisition and retention, demonstrating the importance of diversifying resources and approaches.
- Results from formative and summative assessments show sustained progress: the number of students at the “Beginning” and “In Progress” levels decreased, while the “Acquired” level increased significantly. This confirms that consistent practice, timely feedback, and contextualised vocabulary use are key factors in learning.
- The implemented proposal transformed traditional practices into more dynamic, inclusive, and contextually adapted learning experiences, fostering both student motivation and autonomy.

6.2 Recommendations

- Promote the systematic implementation of collaborative and innovative strategies, integrating thinking routines, cognitive skills, and the multiple intelligences methodology, combined with interactive digital resources and visual materials, to encourage more meaningful and motivating vocabulary learning.
- Design varied and challenging pedagogical activities that allow vocabulary to be applied in real contexts, such as group projects, dramatizations, learning stations, or escape room-type activities, fostering cooperation, critical thinking, and autonomous vocabulary use.
- Assign specific roles in collaborative activities to ensure equitable participation, strengthening each student's responsibility, autonomy, and commitment.
- Establish a classroom culture based on empathy and mutual support, where students feel safe to express themselves and learn from one another, incorporating constant feedback and personalised follow-up to improve vocabulary retention.
- Conduct periodic and diversified formative assessments, monitoring both individual and group progress, and considering indicators of autonomy and fluency in vocabulary use, as suggested by the interviewed teachers, to timely adjust pedagogical strategies.

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APPENDICES

Appendix A. Turnitin

TDT_Silvia Casanova

INFORME DE ORIGINALIDAD

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INDICE DE SIMILITUD	FUENTES DE INTERNET	PUBLICACIONES	TRABAJOS DEL ESTUDIANTE

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Appendix B. Request for Project Preparation

Tulcán, 23 de diciembre de 2024

Msc. Cristina Bustos
Directora de la Escuela de Educación Básica Fe y Alegría
Presente.

Asunto: Solicitud de autorización para realizar trabajo de investigación

Por medio de la presente, me permito saludarle cordialmente a la vez, deseándole éxitos en sus funciones que acertadamente desempeña.

El motivo del presente oficio es para solicitar su autorización para llevar a cabo un trabajo de investigación en la prestigiosa institución que usted dirige, como parte de los requisitos para la obtención de la Maestría En Pedagogía De Los Idiomas Nacionales Y Extranjeros Mención En Enseñanza De Inglés.

El trabajo de investigación lleva por título: *“El aprendizaje colaborativo para fortalecer la adquisición del vocabulario del idioma inglés”* y está enfocado en los estudiantes de básica media (quinto a séptimo año de Educación General Básica). El propósito de esta investigación es analizar la implementación de estrategias colaborativas para mejorar el aprendizaje del vocabulario en inglés, así como contribuir al fortalecimiento de las prácticas pedagógicas en la institución.

Para la realización de este proyecto, se contempla la aplicación de encuestas y actividades didácticas, que serán acordadas con los docentes correspondientes, desarrollo de actividades lúdicas grupales, donde se garantizará el respeto a los tiempos y horarios escolares, evitando cualquier interferencia con las actividades curriculares de los estudiantes.

Es importante destacar que la confidencialidad y privacidad de los estudiantes y la comunidad educativa están garantizadas, cumpliendo con los principios éticos de investigación y las normativas legales vigentes.

Agradezco de antemano su apoyo y colaboración en este proceso, que no solo contribuirá a mi formación profesional, sino también al fortalecimiento de la calidad educativa en su institución.

Sin otro particular, me despido con mi más alta consideración y estima.

Atentamente,

Lic. Silvia Janeth Casanova

Docente de Inglés



Reibido
23/12/24

Appendix C. Student Survey

POSGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN EN ENSEÑANZA DE INGLÉS**

Survey For Students of The Basic Education School Fe Y Alegría

1. Do you enjoy participating in activities with your classmates?

Always

Frequently

Sometimes

Rarely

Never

2. Do you help your friends when they need something?

Always

Frequently

Sometimes

Rarely

Never

3. Do you respectfully accept the ideas shared by others?

Always

Frequently

Sometimes

Rarely

Never

4. Do you speak clearly when working with others?
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never
5. Do you listen carefully to what your classmates say?
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never
6. Do you know how to solve problems with your friends?
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never
7. Do you enjoy working in a team?
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never
8. Do you complete your tasks within the group?
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never

9. Do you learn new things from your classmates?

Always

Frequently

Sometimes

Rarely

Never

10. Do you help organise the group's tasks?

Always

Frequently

Sometimes

Rarely

Never

11. Do you give ideas to solve problems together?

Always

Frequently

Sometimes

Rarely

Never

12. Do you ask your friends for help when you need it?

Always

Frequently

Sometimes

Rarely

Never

13. Do you know how to reach agreements with your classmates?

Always

Frequently

Sometimes

Rarely

Never

Appendix D. Question Bank for English Teachers' Interview

QUESTION BANK FOR ENGLISH TEACHERS

1. What strategies do you use to teach new words to your students?
2. How do you evaluate the effectiveness of activities designed to expand your students' vocabulary?
3. Which materials do you consider most useful for teaching vocabulary in the classroom?
4. Which activities have proven most successful in motivating students to learn new words?
5. How do you encourage students to use the vocabulary they have learned in their daily lives?
6. What challenges have you encountered when teaching new words, and how do you overcome them?
7. Which methods do you believe are most effective for teaching vocabulary at different levels?
8. How do you help students memorise and retain new words in the long term?
9. What resources, such as games or images, do you find most useful for teaching vocabulary?
10. How do you promote students' confidence when using new words in class?
11. What suggestions would you give to make vocabulary activities more engaging and dynamic?

Appendix E. Interview with English Teachers



Fe y Alegría ESCUELA DE EDUCACIÓN BÁSICA "FE Y ALEGRIA"
ECUADOR ENTREVISTA A DOCENTES DE INGLÉS

Nombre: Jefferson Vaca

1. ¿Qué estrategias utilizas para enseñar palabras nuevas a tus estudiantes?

Dependiendo del nivel se enseñan vocabularios con
contextualización, repetición y ejercicios con este vocabulario

2. ¿Cómo evalúas la efectividad de las actividades para ampliar el vocabulario de tus alumnos?

Es notorio cuando el estudiante ya es capaz de usar
este vocabulario por su cuenta y lo ejemplifica sin
dificultad

3. ¿Qué materiales consideras más útiles para enseñar vocabulario en el aula?

Dependiendo el nivel se puede usar flashcards que
ayuden a visualizar dicho vocabulario o simplemente en
la pizarra y en el mejor de los casos con ayuda del proyector

4. ¿Qué actividades han resultado más exitosas para motivar a los estudiantes a aprender palabras nuevas?

Una vez dado el vocabulario en la clase en base a una lectura
los chicos utilizan el vocabulario nuevo en oraciones

5. ¿Cómo fomentas que los estudiantes usen el vocabulario aprendido en su vida diaria?

Después de cada clase mis estudiantes deben seleccionar
10 palabras nuevas que les llamen la atención y usarlas
en oración como tarea

6. ¿Qué desafíos has encontrado al enseñar palabras nuevas y cómo los superas?

Ningún desafío, la enseñanza de vocabulario es fundamental en el aprendizaje de un nuevo idioma.

7. ¿Cómo ayudas a los estudiantes a memorizar y retener palabras nuevas a largo plazo?

Una vez terminadas las actividades de lectura del texto se les pide dar traducción al texto sin ayuda alguna.

8. ¿Qué recursos, como juegos o imágenes, encuentras más útiles para la enseñanza del vocabulario?

Flash cards son útiles en el ámbito educativo público, en el sector privado se tiene más facilidad de uso de material tecnológico para usar plataformas como Kahoot, Wordwall, Newsheet, Gimkit etc.



Nombre: Lic Diana Carolina Villarreal Muñoz

1. ¿Qué estrategias utilizas para enseñar palabras nuevas a tus estudiantes?

Uso de herramientas virtuales que ayudan a que los estudiantes interactúen entre ellos utilizando vocabulario nuevo ya que es un método innovador por ejemplo: Kahoot, Quizzize

2. ¿Cómo evalúas la efectividad de las actividades para ampliar el vocabulario de tus alumnos?

Mediante actividades grupales o en parejas, en las cuales utilizo diálogos con vocabulario acorde al nivel de los estudiantes.

3. ¿Qué materiales consideras más útiles para enseñar vocabulario en el aula?

Flashcards y plataformas digitales como classroom, milulab.

4. ¿Qué actividades han resultado más exitosas para motivar a los estudiantes a aprender palabras nuevas?

Actividades lúdicas en línea, relacionadas a verbos o relacionadas al nuevo vocabulario.

5. ¿Cómo fomentas que los estudiantes usen el vocabulario aprendido en su vida diaria?

Utilizando vocabulario básico, en el cual puedan comprender de mejor manera, con actividades relacionadas a su vida cotidiana.

6. ¿Qué desafíos has encontrado al enseñar palabras nuevas y cómo los superas?

Muchos estudiantes no logran memorizar el vocabulario nuevo de manera rápida, se lo supera con constante práctica

7. ¿Cómo ayudas a los estudiantes a memorizar y retener palabras nuevas a largo plazo?

El método audiovisual es el más efectivo para enseñar nuevo vocabulario sin importar el nivel y realizando retroalimentación en cada clase.

8. ¿Qué recursos, como juegos o imágenes, encuentras más útiles para la enseñanza del vocabulario?

Flashcards apropiadas para cada estudiante acorde al nuevo vocabulario que se tenga planificado enseñar.

Appendix F. Validation of Evaluation Instruments – EXPERT 1



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Contenido válido	
Validez de criterio metodológico					X	Excelente metodología	
Validez de intención y objetividad de medición y/o					X	Tiene una escala aceptable	



observación										
Las preguntas responden a los objetivos de investigación						X	Cumple con los objetivos			
Total parcial										
TOTAL	20	/20 puntos								

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X
Nombres y apellidos	María Eugenia Andrade
Grado Académico	Magister en Tecnología e Innovación Educativa.
Fecha	29 de Octubre del 2024

Andrade Pastaz María Eugenia

CC: 0401425707

Nota: La validez deberá realizarse para cada instrumento de investigación.

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Tulcán - Ecuador



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Contenido Valido	
Validez de criterio metodológico					X	Muy bueno.	
Validez de intención y objetividad de					X	Excelente.	

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medición y/o observación										
Las preguntas responden a los objetivos de investigación						x	Cumple con los objetivos			
Total parcial										
TOTAL	20	/20 puntos								

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	María Eugenia Andrade
Grado Académico	Magister en Tecnología e Innovación Educativa
Fecha	29 de Octubre del 2024

Andrade Pastaz María Eugenia

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Nota: La validez deberá realizarse para cada instrumento de investigación.

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Appendix G. Validation of Evaluation Instruments – EXPERT 2



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Cumple con los contenidos	
Validez de criterio metodológico					X	Aplica correctamente la metodología	
Validez de intención y objetividad de medición y/o					X	Evalúa adecuadamente cumpliendo con los objetivos	



observación										
Las preguntas responden a los objetivos de investigación						X			cumple con los objetivos de la investigación	
Total parcial										
TOTAL	20								/20 puntos	

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Maribel Jacqueline Guijarro Revelo
Grado Académico	Magister en Educación, Tecnología e Innovación
Fecha	23 de octubre de 2024

Maribel Jacqueline Guijarro Revelo

CC: 0401201140

Nota: La validez deberá realizarse para cada instrumento de investigación.

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VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

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Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Excelente contenido	
Validez de criterio metodológico					X	Cumple con los criterios metodológicos	
Validez de intención y objetividad de					X	Es imparcial, cumple con el requisito	



medición y/o observación										
Las preguntas responden a los objetivos de investigación						X	cumple con los objetivos de la investigación			
Total parcial										
TOTAL	20									/20 puntos

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Maribel Jacqueline Guijarro Revelo
Grado Académico	Magister en Educación, Tecnología e Innovación
Fecha	29 de octubre de 2024


.....
Maribel Jacqueline Guijarro Revelo

CC: 0401201140

Nota: La validez deberá realizarse para cada instrumento de investigación.

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Appendix H. Validation of Evaluation Instruments – EXPERT 3



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Excelente contenido	
Validez de criterio metodológico					X	Cumple con la metodología	
Validez de intención y objetividad de medición y/o					X	Las preguntas están bien enfocadas.	



observación										
Las preguntas responden a los objetivos de investigación						X			Enfoca correctamente los objetivos	
Total parcial										
TOTAL	20								/20 puntos	

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X
Nombres y apellidos	Jefferson David Vaca Rueda
Grado Académico	Magister en pedagogía de los idiomas nacionales y extranjeros mención en Inglés.
Fecha	6 de noviembre de 2024



Jefferson David Vaca Rueda

CC: 1002746020

Nota: La validez deberá realizarse para cada instrumento de investigación.

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VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

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Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **Proponer una estrategia pedagógica centrada en el aprendizaje colaborativo para fortalecer el vocabulario en los niños de básica media**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	Excelente contenido	
Validez de criterio metodológico					X	Cumple con la metodología	
Validez de intención y objetividad de					X	Las preguntas están bien enfocadas	



medición y/o observación									
Las preguntas responden a los objetivos de investigación					X			Enfoque correctamente los objetivos	
Total parcial									
TOTAL	20							/20 puntos	

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X
Nombres y apellidos	Jefferson David Vaca Rueda
Grado Académico	Magister en pedagogía de las idiomas nacionales y extranjeros mención en Inglés
Fecha	6 de noviembre de 2024

.....

Jefferson David Vaca Rueda

CC: 1002746020

Nota: La validez deberá realizarse para cada instrumento de investigación.

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Appendix I. Implementation of the Proposal with Fifth-Year BGE Students



Appendix J. Implementation of the Proposal with Sixth-Year BGE Students



Appendix K. Implementation of the Proposal with Seventh-Year BGE Students



Appendix L. Diagnostic Assessments



Fe y Alegría
ECUADOR

Basic General Education School "Fe y Alegría"
Diagnostic English Test

Name: _____

5th BGE

Date: _____

SCORE: _____

1. Look and Match



FRIED
POTATOES

SALAD

APPLE

HAMBURGUER

2. Read the Food Vocabulary in the Box and Classify Them into Healthy or Unhealthy.

Apple	candies	hot dog	hamburger
Lettuce	Orange	pizza	tomatoes

HEALTHY	UNHEALTHY

3. Underline the Sentences About the Healthy Food.

- Rich in vitamins, proteins, minerals, calcium
- High in salt, sugar, fat calories.
- High in fibre.
- Food has a little nutritional value.

4. Match the Healthy Food with Its Benefit.

Carrot	Good for bones
Apple	Gives energy
Milk	Good for eyes
Fish	Good for the brain

5. Read the Sentences and Underline True (T) or False (F)

1. Eating too much sugar can be bad for your health. (True / False)
2. Drinking soda is better than drinking water. (True / False)
3. Fruits and vegetables give your body vitamins. (True / False)
4. Eating fast food every day is healthy. (True / False)

6. Read and Fill in the Blanks

1. Eating too much _____ (fruit / candy) can cause cavities.
2. _____ (Milk / Soda) is a good source of calcium for strong bones.
3. Carrots are good for your _____ (eyes / hair).
4. To stay healthy, you should eat more _____ (vegetables / french fries).

7. Answer the Following Questions.

- GIVE AN EXAMPLE OF AN UNHEALTHY FOOD.

- NAME ONE DRINK THAT IS HEALTHY.

8. Underline the Correct Answer.

- Which of the following is the healthiest choice?
- a) Fried fries
 - b) chicken
 - c) Ice cream
- What is a good snack?
- a) a chocolate bar
 - b) crackers
 - c) fruits

- Which drink has the most sugar?
 - a) Water
 - b) Orange juice
 - c) Soda

- What should you eat more often?
 - a) Fruits and vegetables
 - b) Candy and cookies
 - c) Burgers and fries

9. Read the Text and Underline 5 Items of Food.

Hello! My name is Gino. I'm from Italy. Yesterday I went to a party. There was a lot of food. I ate chips, hot dogs and pizza. I also ate cake and drank a soda. It was delicious! Unfortunately, Today I have a stomachache. I have to eat healthy food only: fresh, fruits and vegetables, milk and chicken. We have to eat healthily.

10. Write One Type of Food and Write It on the Lines.

Fruits: _____

Dairy: _____

Grains: _____

Vegetables: _____

Proteins: _____



Name: _____

6TH BGE

Date: _____

Score: _____

1. Match the Following Body Parts with Their Functions

- | | |
|---------|-----------------------------------|
| a) Leg | 1. Helps you think, see, and hear |
| b) Hand | 2. Helps you walk and balance |
| c) Head | 3. Helps you grab and hold things |
| d) Foot | 4. Helps you stand, walk, and run |

2. MATCH THE ANDEAN INSTRUMENTS WITH THEIR DESCRIPTIONS:

- | | |
|-------------------|---|
| a) Charango | A musical instrument made of bamboo |
| b) Spanish Guitar | A small guitar made from an armadillo shell |
| c) Bamboo Cane | A wooden guitar with six strings |
| d) Pipe (Flute) | A flute with tubes through which air blows. |

3. COMPLETE THE FOLLOWING SENTENCES, USE THE VERBS ON THE BOX.

The charango is mostly used in _____ music.

Saint Patrick's Day is celebrated on _____.

The _____ helps you stand tall and straight.

The Spanish guitar has _____ strings.

The _____ connects your leg to your foot.

ankle
six strings
Andean folk music
March 17
back

4. Underline the Correct Answer

What colour is most associated with Saint Patrick's Day?

- a) Blue
- b) Green
- c) Yellow
- d) Red

Which body part connects your arm to your body?

- a) Leg
- b) Shoulder
- c) Hand
- d) Foot

What is the charango primarily made of today?

- a) Metal
- b) Plastic
- c) Wood
- d) Armadillo shell

Which festivity includes parades and public festivals?

- a) Mama Negra
- b) Saint Patrick's Day
- c) Both celebrations
- d) Neither celebration

5. Complete the Following Sentences.

a) Which volcano is associated with the origins of the Mama Negra festival _____.

b) People celebrate the festival of Mama Negra in the city of _____.

6. Match the Correct Picture.

- Spanish Guitar

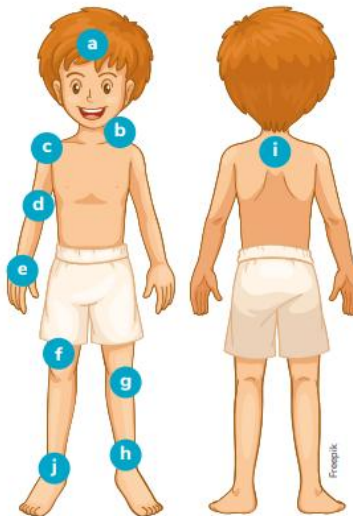


- Charango



7. Label These Pictures with the Words in the BoX.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.



- | |
|----------|
| Back |
| Ankle |
| Shoulder |
| Hand |
| Leg |
| Neck |
| Head |
| Foot |
| Knee |
| Arm |

8. Match the Correct Symbol in Each Festivity.

- Saint Patrick's Day



- Mama Negra



9. Match the Instrument with the Correct Description.

- Charango
the 14th century

Has six strings and was created in

- Spanish guitar
used in Andean music

Made from an armadillo shell and

10. Order the Following Festivity.

- People dance in the street.
- 1 People dress in costumes.
- La Mama Negra arrives on a horse.



Basic General Education School “Fe y Alegría”
Diagnostic English Test

Name: _____

7TH BGE

Date: _____

Score: _____

1. Write “Individual” or “Team” in the Following Sports.

- a. Tennis _____
- b. Soccer _____
- c. Weightlifting _____
- d. Basketball _____

2. Answer These Questions.

a. Do you like to do sports?

b. Do you prefer to play on a team or to play individually?

c. How often do you do sports?





d. Do you watch sports on TV?

e. Do you go to a sports field or a stadium to watch the games?

3. Complete the Following Sentences Using the Present Progressive.

- a. The soccer team _____(practice) for the championship next weekend.
- b. She _____(swim)in the pool to prepare for the upcoming competition.
- c. We _____ (play)basketball at the court right now.
- d. They _____ (run) around the track to improve their endurance.

4. Underline the Correct Sentence

	They are swimming	They are running
	He is playing basketball	He is playing baseball
	He is playing tennis	He is playing volleyball
	He is playing hockey.	He is playing soccer

5. Match Each Picture with the Correct Word.



cooking

climbing

dancing

rafting

skateboarding

camping



6. Read and Use the Correct Form of the Verb.

- I like _____ (play) basketball with my friends on weekends.
- She dislikes _____ (run) long distances because it makes her tired.
- They hate _____ (swim) in cold water during the winter.
- We enjoy _____ (watch) soccer games at the stadium.
- He loves _____ (practice) tennis every morning to improve his skills.

7. Circle the Correct Picture.

a) Where is basketball played?



b) What sport is played with a bat and a ball?



8. Read the Dialogue and Answer These Questions:

Dora: Hi, Mateo. This afternoon we're all choosing a sports club to join.

Mateo: Hi, Dora. What are you choosing?

Dora: I really like running, so that's the team I'm joining. What about you?

Mateo: I like playing soccer, so I guess I'll join the soccer club.

a. What hobby does Dora like?

b. What hobby does Mateo like?

c. Are they going to the same club?

d. What club are they joining?

Appendix M. Formative Assessments



Fe y Alegría Basic General Education School “Fe y Alegría”
ECUADOR
English Evaluation One

Name: _____

5th BGE

Date: _____

Score: _____

1. Choose the Correct Quantifier for Each Type of Sentence: Any or a Lot of

For negative sentences _____

To express a large quantity _____

2. Underline the Correct Answer.

Which sentence is correct in a question?

- a) Do you have some sugar?
- b) Do you have any sugar?
- c) Do you have a lot sugar?

What is the best answer for:

Are there many apples?

- a) Yes, there are any.
- b) Yes, there are some.
- c) Yes, there are a lot of.

Which quantifier is correct in this sentence?

She drinks _____ juice every day.

- a) some
- b) a lot of
- c) any

Which sentence is negative?

- a) I have some bananas.
- b) I don't have any bananas.
- c) I have a lot of bananas.

3. Match The Sentences.

I have some...

Do you have any...

We don't have any...

She eats a lot of...

...bread in the fridge?

...fruits and vegetables.

...milk for breakfast.

... water in my bottle.

4. Complete the Sentences Using some or any

1. There is cheese.



2. There is milk.



3. There aren't cookies.



4. There are tomatoes.



5. Write 2 Sentences About the Food You Eat Every Day: Use some, any and a lot.

E.g., I eat a lot of rice every day.



English Evaluation Two

Name: _____

5th BGE

Date: _____

Score: _____

1. Underline the Correct Answer.

- **Which food gives you vitamins and helps you grow strong?**
 - Soda
 - Chicken
 - Candy
 - Chips
- **What is a health problem from eating too much unhealthy food?**
 - Better sleep
 - Obesity
 - Strong muscles
 - Healthy bones
- **What does healthy food usually have?**
 - Too much sugar
 - No energy
 - Good nutrients
 - Nothing useful
- **Which of these is an unhealthy snack?**
 - Banana
 - Yogurt
 - Carrots
 - Chips

2. Write the Correct Word.

water	candy	nuts
-------	-------	------

- a) Too much sugar and fat _____
- b) Good fat and protein _____
- c) Keeps you hydrated _____
- d) Helps the body stay strong. _____

3. Circle the Correct Word.

Write one example of a healthy drink: _____

- a) Milk
- b) Soda pop

Unhealthy food can make us feel _____ after eating.

- a) tired
- b) healthy

Kind of food helps us the body grow

- a) Healthy
- b) unhealthy

What is a good snack from healthy food?

- a) Nuts
- b) fried potatoes

4. Draw 2 Healthy Food.

--	--

5. Match Each Picture with the Correct Word.



HAMBURGUER



BROCOLI



CANDY



APPLE



Name: _____

5th BGE

Date: _____

Score: _____

1. Classify the Following Food into Each Group

Chicken	yogurt	pasta	fish	milk
	rice	peach	tomato	

Fruit	Vegetable	Grains	Proteins	Dairy

2. Match the Food Group to Its Benefit.

Dairy products

Provides protein

Fruits and vegetables

Provides vitamins and fibre

Meat, beans, and nuts

Provides calcium for bones

Grains

Provides energy

3. Complete and Use the Words in the Box.

- Meat, beans, and nuts
- chocolate
- calcium
- vegetables.

50% of our daily diet should include fruits and _____. We should eat foods like milk, cheese, and yogurt because they give us _____ for our bones. _____ is a food group that provides protein and should be included in our daily diet. Sometimes, it's okay to eat foods like candy or _____, but they shouldn't be eaten every day.

4. Underline the Correct Answer.

- **What should 50% of your daily diet consist of?**
 - a) Grains
 - b) Meat
 - c) Fruits and vegetables
 - d) Dairy products
- **What food group helps provide the protein you need?**
 - a) Grains
 - b) Fruits
 - c) Meat, beans, and nuts
 - d) Dairy products

5. Match the Correct Definition.

- | | |
|------------------|---|
| a. choice. | hard part of the body that makes the skeleton |
| b. stay healthy. | sweet foods like chocolate or caramel |
| c. bone. | what we choose; what we decide |
| d. candy. | when you keep your body without illnesses |

3. Underline the Correct Answer.

What colour is most associated with Saint Patrick's Day?

- a) Blue
- b) Green
- c) Yellow
- d) Red

What does La Mama Negra represent?

- a) The patron saint of Ecuador
- b) The mother of Jesus
- c) A protector against natural disasters
- d) A symbol of Latacunga's independence

Which festivity includes parades and public festivals?

- a) Mama Negra
- b) Saint Patrick's Day
- c) Both celebrations
- d) Neither celebration

Which volcano is associated with the origins of the festival?

- a) Chimborazo
- b) Tungurahua
- c) Cotopaxi
- d) Pichincha

4. Match the Words with the Correct Meaning.

crowd	explodes
costumes	clothing
erupt	multitude

5. Underline the True Sentences about the Festivities.

- a. The Mama Negra festival occurs twice a year.
- b. There was a flood in Latacunga in 1742.
- c. In this celebration people dance and listen to traditional musical groups.
- d. La Mama Negra throws water to the people as a symbol of prosperity



Fe y Alegría
ECUADOR

Basic General Education School “Fe y Alegría”
English Evaluation Two

Name: _____

6th BGE

Date: _____

Score: _____

1. Complete the Following Sentences. Use the Word in the Box.

Spanish	Six	armadillo Shell	Andean
---------	-----	-----------------	--------

- a) _____ is used to make the charango’s soundbox.
- b) The Spanish guitar has _____ strings.
- c) The charango is mostly used in _____ music.
- d) The charango was inspired by instruments brought by _____ colonists.

2. Underline the Correct Answer.

What is the charango primarily made of today?

- a) Metal
- b) Plastic
- c) Wood
- d) Armadillo shell

Which instrument is easier to learn?

- a) Charango
- b) Spanish Guitar
- c) Violin
- d) Mandolin

How many strings does a charango have?

- a) 5 single strings
- b) 6 double strings
- c) 5 double strings (10 total)
- e) 12 strings

When did the Spanish guitar first appear?

- a) 10th century
- b) 14th–15th centuries
- c) 18th century
- d) 20th century

3. Match Each Description with the Correct Instrument.

- A small guitar made from an armadillo shell.

Charango

- A wooden guitar with six strings.

- It was created in 18th century.

Spanish Guitar

- It was created in 14th-15th centuries.

4. Match Each Word with Its Correct Meaning.

- traditional. a wooden stick of the bamboo tropical plant
- wind instrument. ways of doing things in a specific culture
- (bamboo) cane. a musical instrument that makes sounds by the force of air blown into it
- pipe (flute). a flute with tubes through which the air blows

5. READ AND WRITE TRUE (T) OR FALSE (F).

Folkloric sounds are part of different festivities in the Andean region in Ecuador. Otavalo is the home of culture, tradition and folkloric music. The folklore music bands in Otavalo use **traditional** musical instruments like the *zampona*, *charango* and *rondador*.

The *zampona* is an Andean **wind instrument** that produces a special sound. People make *zamponas* with **bamboo canes** from tropical areas. The *charango* looks like a guitar, but it is smaller. People usually make it with the shell of an armadillo. Finally, *rondador* is a **pipe flute** with a special sound similar to a bird singing. These three instruments have their origin in pre-Columbian times. People like the way they are used together to make beautiful sounds.

Adapted from: <https://instrumentosmusicales10.net/zampona>

- a) The charango is like a small guitar. ()
- b) They make charangos with the shell of a turtle. ()
- c) These instruments come from the Ecuadorian coast. ()
- d) People like how these instruments are used together and the sounds they make. ()



Fe y Alegría
ECUADOR

Basic General Education School "Fe y Alegría"

English Evaluation Three

Name: _____

6th BGE

Date: _____

Score: _____

1. Match the Body Part with Its Function. Write the Letter in the Blank.

_____ Leg

_____ Hand

_____ Head

_____ Foot

- A. Helps you think, see, and hear
- B. Helps you walk and balance
- C. Helps you grab and hold things
- D. Helps you stand, walk and run.

2. Underline the Correct Answer.

Which body part connects your arm to your body?

- a) Leg b) Shoulder c) Hand d) Foot

What helps you to move your foot up and down?

- a) Head b) Ankle c) Back d) Arm

Which of these is NOT a part of your head?

- a) Eye b) Mouth c) Shoulder d) Nose

What can help you move your arms?

- a) Foot b) Hand c) Shoulder d) Ankle

3. Complete the Following Sentences Using the Words in the Box.

Leg

hand

ankle

back

- The _____ helps you to stand tall and straight.
- You use your _____ to write your name.
- The _____ connects your leg and your foot.
- The _____ helps you stand and walk?

4. Match the Parts of the Body.

head

arms

leg



shoulder

ankles

5. Read and Match

- a) This part of your body helps you write.
- b) This part of your body helps you walk.
- c) This part of your body connects your foot to your leg.
- d) This part of your body helps you lift and move your arms.





Basic General Education School “Fe y Alegría”

English Evaluation One

Name: _____

7TH BGE

Date: _____

Score: _____

1. Match the Correct Information.

Activity

Time of Day

Wake up and eat

After breakfast

Clean body with olive oil

After training

Train for sports

Early morning

Take a bath and relax

In the stadium

2. Write Physical (P) or Mental (M) in the Following Activities.

- a. Running
- b. Philosophy
- c. Gymnastics
- d. Literature

3. Underline the Correct Answer

What do athletes in Ancient Greece use to clean their bodies?

- a) Soap
- b) Olive oil
- c) Water only
- d) Sand

Why do athletes train hard in Ancient Greece?

- a) To get rich
- b) For fun
- c) For their city, health, and the gods
- d) To become famous

4. Match the Word with the Correct Definition

Nude.	what we think with, brain
Discuss	without clothes
Mind.	a heavy round object that is thrown in field games
Gods.	powerful beings that people believed in long ago.

5. According to the Text, Write (T) or (F) to the Following Questions.

- a) The athlete eats a diet that consists mainly of meat. ()
- b) The athlete trained in the nude. ()
- c) The athlete uses soap to clean himself after training. ()
- d) They use perfume after the bath. ()

Name: _____

7th BGE

Date: _____

Score: _____

1. Match the Correct Picture.

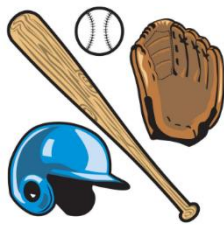
a) Basketball



b) Baseball



2. Match the Correct Equipment for Each Sport.



basketball



baseball

3. Write Basketball (B) or Baseball (BA) in the Sentences That Correspond to Each Sport.

Dribbling _____

Hitting with a bat _____

Shooting through a hoop _____

Running around bases _____

4. Read and Write True (T) or False (F)

- a) Basketball is played on a field with grass and dirt. ()
- b) In baseball, you score points by running around bases. ()
- c) Dribbling is when you bounce the ball while running in basketball. ()

5. UNDERLINE THE CORRECT ANSWER.

What do players try to do in basketball to score points?

- a) Run around bases
- b) Hit the ball with a bat
- c) Throw the ball through a hoop
- d) Kick the ball into a goal

Which of the following is something that basketball and baseball have in common?

- a) They are both played on ice.
- b) They are both individual sports.
- c) They are both team sports.
- d) They both use a net.



Fe y Alegría
ECUADOR

**Basic General Education School “Fe y Alegría”
English Evaluation Three**

Name: _____

7th BGE

Date: _____

Score: _____

1. Answer the Following Sentences

- What activities do you enjoy doing in your free time?

- Is there any hobby or activity you dislike doing? Why?

2. Match the Hobbies with Their Corresponding Pictures.



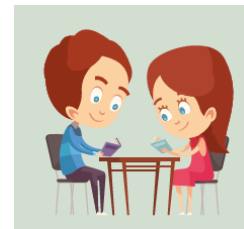
Painting



Listening to music



Eating out



Writing

3. Classify the Following Hobbies into Indoor and Outdoor.

- Drawing, _____
- Hiking, _____
- Playing video games, _____
- Cycling. _____

4. Write (T) True or (F) False to the Following Sentences.

- Playing soccer is an indoor activity. ()
- Painting is a hobby that requires creativity. ()

5. Look at the Chart and Complete the Following Sentences.

	Love	Like	Hate
Linda	Travel around the world	invite friends to her house	Cook at home
Susie	Dance salsa	Go to the movies	Travel by plane
Peter	Go to the gym	Practice sports	Eat in a restaurant
George	Ride a bike	Surf in the internet	Work on Saturday

- a) Linda loves _____
- b) Susie hates _____
- c) Peter likes _____
- d) George hates _____

Appendix N. Summative Assessments



Fe y Alegría Basic General Education School “Fe y Alegría”
ECUADOR

Final English Evaluation

Name: _____

5th BGE

Date: _____

Score: _____

I. Classification

1. Complete the Chart.

Apple	cheese	fish	tomato
	rice		

PROTEINS	GRAINS	DAIRY	FRUITS	VEGETABLES

II. Multiple Choice

2. Choose the Answer for Each Sentence.

➤ apple and banana are example of

grains fruits dairy

➤ a dairy product has this which is good for your bones:

chocolate salt calcium

➤ an example of proteins is:

bread carrot eggs

➤ a cracker is made from:

dairy

grains

vegetable

3. Circle the Word That Doesn't Belong on Each Line.

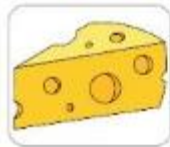
a) Apple Melon Desk Grapes

b) Notebook Egg Chicken Meat

c) Bread Crackers Pencil Rice

d) Carrot Backpack Lettuce Tomato

4. Identify Each Food Item and Mark the Correct Option.



Healthy
 Unhealthy



Healthy
 Unhealthy



Healthy
 Unhealthy



Healthy
 Unhealthy

III. Matching

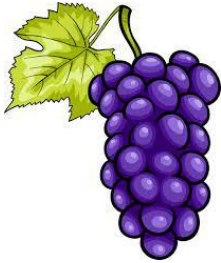
5. Match the Correct Picture.



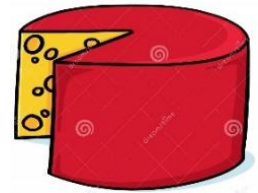
CHEESE



CABBAGE



RICE



GRAPES

6. Listen and Match Column A with Column B.

Column A	Column B
a. Cereals like rice	<input type="radio"/> broccoli and spinach will give you good nutrition.
b. Proteins are	<input type="radio"/> inside most beans that you eat.
c. Vegetables like	<input type="radio"/> are examples of protein.
d. There are fruits	<input type="radio"/> provide you with fiber.
e. Good seeds	<input checked="" type="radio"/> d for every season.
f. Eggs, beans and fish	<input checked="" type="radio"/> e come from pumpkins.



IV. Completion or Short Answer.

7. Complete the Following Questions Using Some or Any.

- Does she have _____ pears?
- I don't have _____ apples.
- I have _____ meal.
- She has _____ cookies.

8. Circle the Quantifier in Each Sentence.

- I have a lot of apples in my backpack
- There isn't any milk in the fridge.
- We need some cheese for the pizza
- Do you have any eggs for the cake?

9. Write One Example of Each Food Group.

Dairy: _____

Fruit: _____

Vegetable: _____

Protein _____

V. Identification

10. Look at the Picture and Circle Two Foods That You Can Find in This Dish.



FRIED POTATOES

CABBAGE

STEAK

CHICKEN



Fe y Alegría
ECUADOR

Basic General Education School “Fe y Alegría”
Final English Evaluation

Name: _____

6th BGE

Date: _____

Score: _____

I. Short Answer or Completion.

1. Write the Word in the Correct Picture.



Leprechaun

Clothes

Ireland

2. Read and Complete the Table.

The Irish fairy is in most of the folklore stories of Ireland. He is a little man, with green clothes. He has red hair and a long beard. He wears a tall hat, and he carries a big, brown bag on his shoulder.

ADJECTIVES	NOUNS
Irish	folklore
	man
	clothes
red	
long	
	hat
big, brown	bag

3. Write the Correct Part of the Body. Use the Word from the Box.

LEG	FOOT	HAND	HEAD
-----	------	------	------

The part of your body with your eyes, nose, ears, etc _____

You put shoes on these _____

This part of your body helps you write _____

You kick with my _____

II. Ordering or Sequencing

4. ORDER THE FOLLOWING SENTENCES ACCORDING TO THE READING.

The charango is inspired by Spanish guitars brought by settlers.

The Spanish guitar became popular worldwide because it was easy to learn.

The first charangos appeared in the 18th century.

The Spanish guitar dates to the 14th and 15th centuries.

The *charango* is a small guitar with five double strings. Traditional Andean musicians play this musical instrument. It is made from the shell of the armadillo. The first charangos appeared in the 18th century and they were inspired by the guitars brought by Spanish colonists.

Many different genres of music use the classical guitar or Spanish guitar. It has six strings and is made of wood. It is about 96 centimeters long and has a round hole in the middle. The history of the classical guitar started in the 14th and 15th centuries. It's easier to learn the Spanish guitar than other instruments, so it is very popular all over the world.

5. Complete the Table with the Information About the Spanish Guitar and the Andean Charango from Question 4.

	Spanish guitar	Charango
Material		shell of an armadillo
Date of invention	14th and 15th centuries	
Number of strings		five double strings






III. Multiple Choice

6. Write (T) True or False (F).

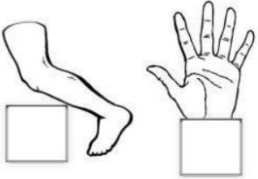
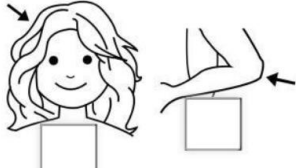
- The charango is like a small guitar. _____
- They make charangos with the shell of a turtle. _____
- These instruments come from the Ecuadorian coast. _____
- People like how these instruments are used together and the sounds they make. _____

IV. Multiple Choice

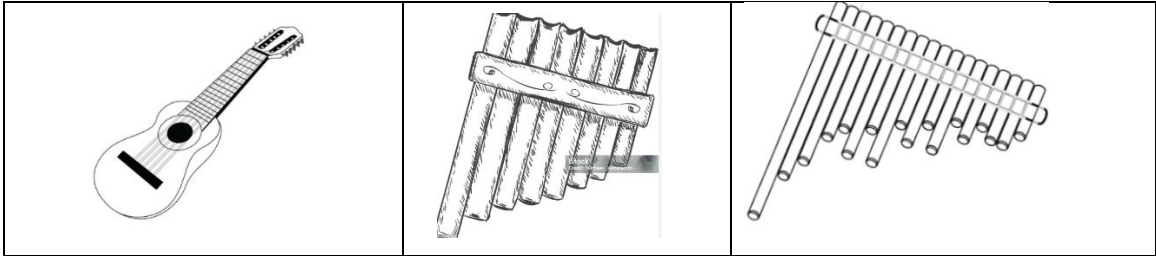
7. Read and Check the Correct Box.

 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">leg <input type="checkbox"/></div> <div style="text-align: center;">arm <input type="checkbox"/></div> </div>	 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">fingers <input type="checkbox"/></div> <div style="text-align: center;">foot <input type="checkbox"/></div> </div>	 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">knee <input type="checkbox"/></div> <div style="text-align: center;">head <input type="checkbox"/></div> </div>
 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">hand <input type="checkbox"/></div> <div style="text-align: center;">leg <input type="checkbox"/></div> </div>	 <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">toes <input type="checkbox"/></div> <div style="text-align: center;">knee <input type="checkbox"/></div> </div>	

8. Choose the Correct Picture.

<p>This body part helps you hold a pencil and draw</p>	
<p>This body part helps you run and jump.</p>	

9. Look at the picture of the Andean instruments, then circle the charango.



10. Look at the pictures, then circle the Saint Patrick's Day celebration.





Basic General Education School "Fe y Alegría"
Final English Evaluation

Name: _____

7th BGE

Date: _____

Score: _____

I. Matching

1. Match the Player with the Correct Sport.



Soccer



March



Tennis



Weight lifting

2. Match the Correct Sport.



Baseball

Archery



Basketball

Mountain Climbing



3. Match the Correct Verb.

I

You

He

She

We

They

am

is

are

4. Match the Words with These Images.



base



Baseball glove



Baseball field



bat

5. Match the Words with These Images.



Soccer ball

basketball

volleyball

football

6. Match the Correct Answer.

- | | |
|---|----------------|
| a) Do you like to play sports?
sports is very healthy. | Yes, playing |
| b) How often do you play sports?
sport is soccer. | My favourite |
| c) What is your favourite sport?
three times a week. | I play sports |
| d) Is playing sports healthy?
play sports. | Yes, I like to |

II. Short Answer or Completion.

7. Complete the Following Sentences Using the Present Continuous.

- She _____ (play) tennis with her friends at the park.
- They _____ (practice) basketball for the school tournament.
- He _____ (swim) in the pool to improve his speed.
- We _____ (run) in the stadium to train for the marathon.
- He _____ (explain) new soccer strategies to the team.

8. Complete the Following Information.

- I love _____
- I like _____
- I don't like _____
- I hate _____

III. Multiple Choice.

9. Underline the Correct Word.

- a) Which of these sports is played with your hands?
- Soccer
 - Basketball
 - Swimming
- b) Which of these sports is played with ball and bat
- c) Soccer
- d) Basketball
- e) Baseball

10. Read and Answer True or False.

Michael Jordan was a basketball player. People called him Air Jordan because he could jump very high in the air and stay there for a longer time than other players. He is also famous for his fadeaway shot. A fadeaway shot is a jump shot while jumping backwards away from the basket. This makes the shot almost impossible to block even by the best defenders in the **NBA**.

More than anything, Michael's **attitude** towards the game was impressive. He gave his best in every game to **achieve** his goals. This is what made him a **legend** and one of the best basketball players of all time.



- a. Michael Jordan's nickname was "Air Jordan" because he jumped very high. ()
- b. A fadeaway shot is when a player jumps backward to shoot. ()
- c. His fadeaway shot was easy to stop. ()
- d. Michael Jordan is famous for his attitude and skills in basketball. ()