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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“VOCABULARY IN CONTEXT AS A STRATEGY TO LEARN ENGLISH IN HIGH
SCHOOL STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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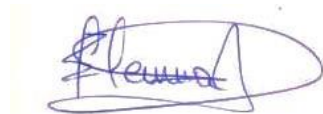
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Advisor's Approval

In my role as advisor of the research paper and title "**VOCABULARY IN CONTEXT AS A STRATEGY TO LEARN ENGLISH IN HIGH SCHOOL STUDENTS**" prepared by **NAVARRETE QUISHPE BRYAN STICK**, undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

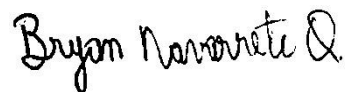


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Statement of Authorship

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Declaration

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First of all, I thank God and my family, who are very dear people in my life, who have supported me throughout this journey, study, and have taught me not to give up. In addition, I want to show gratitude to my best friend, Mariú, who has advised me not to give up and to keep going both academically and culturally. I would also like to thank my group of friends, who are a band-aid for my soul. Finally, for me, to face challenges with resilience to not give up and I hope to achieve more goals.

-Navarrete Quishpe Bryan Stick

Dedication

I dedicate this project and my university career to my parents Gisella Quishpe and Pedro Navarrete, who have strived to give me the necessary tools to achieve everything I set out to do. To my grandmother, Gladys Rosales for believing in me and motivating me during these 4 years. To my friends, who have believed in me, especially Evelyn Pilay, who has demanded me not to give up. And to all the people who were by my side in difficult moments and gave me a sincere hand.

-with love, Navarrete Quishpe Bryan Stick

Abstract

This research explores strategies for teaching vocabulary in context to enhance English language in high school students. This study aims to find out how to teach vocabulary and improve lexical vocabulary in language teaching. Likewise, this research interprets the experiences of educators who use "vocabulary in context" as a strategy in the classroom. The research method adopted a qualitative approach, collecting data through interviews with English teachers. The findings revealed the shortcomings that students have when learning vocabulary from a language their native language. The results showed that the experience of one teacher in explaining concepts differs from that of another teacher, depending on the grade level they teach. Teachers have the important responsibility of integrating strategies to enhance vocabulary learning, improve academic performance, and help students retain words in their studies.

Keywords: vocabulary, teaching, lexical, learning, language

Resumen

Esta investigación explora estrategias de enseñanza de vocabulario en contexto para mejorar la lengua inglesa en estudiantes de secundaria. Este estudio pretende averiguar cómo enseñar vocabulario y mejorar el léxico en la enseñanza de idiomas. Asimismo, esta investigación interpreta las experiencias de los educadores que utilizan el «vocabulario en contexto» como estrategia en el aula. El método de investigación adoptó un enfoque cualitativo, recogiendo datos mediante entrevistas con profesores de inglés. Las conclusiones revelaron las deficiencias que tienen los alumnos cuando aprenden vocabulario de una lengua que es su lengua materna. Los resultados mostraron que la experiencia de un profesor a la hora de explicar conceptos difiere de la de otro, dependiendo del grado que enseñe. Los profesores tienen la importante responsabilidad de integrar estrategias para potenciar el aprendizaje de vocabulario, mejorar el rendimiento académico y ayudar a los alumnos a retener las palabras en sus estudios.

Palabras clave: vocabulario, enseñanza, léxico, aprendizaje, lengua

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Introduction

Nowadays, learning English vocabulary has been fundamental in teaching, giving advantages as an important strategy for the student's educational growth, allowing English to help in the future for many opportunities. Vocabulary provides growth opportunities for good communication. Skills such as reading, speaking, allows students to learn new words and pronounce them, improving the lexical of the teaching of learners. However, teaching vocabulary is often one the most difficult skills for learners to develop, especially when they do not show interest in learning or because of factors in their environment. Therefore, it is important to apply dynamic and learner-centered strategies to support learners' English vocabulary learning.

This qualitative research explores the use of activity strategies as a practical method for improving skills in English classrooms. Reading provides learners with speaking skills as well as learning new words in a meaningful way. As Beltrán & Domínguez (2024) explains that reading improves vocabulary to understand words in different texts, such as reading aloud and having pedagogical games for teaching. The results obtained demonstrate that teaching vocabulary as a strategy not only facilitates the learning of new words, but also fosters an environment of interaction and collaboration in the classroom.

The study takes a phenomenological approach, based on one-on-one interviews with teachers who use vocabulary learning strategies in the classroom. It focuses on their lived experiences, opinions and views on how strategies influence students' learning. The goal is to better understand how learning-based strategies, through language skills, can enhance student performance and create a more interactive classroom environment.

Chapter I. The Problem

Research Topic

Vocabulary in Context as a Strategy to Learn English in High School Students

Problem Statement

Learning a language develops various communicative skills, including vocabulary and grammar components. In addition, learning vocabulary has the most common disadvantages of ESL students because when learning something new, a new language, for example, English, students are interested in knowing to discovering its capabilities. Therefore, they face different problems of vocabulary knowledge in English; this is a common problem among children and teenagers in institutions.

A study conducted by Cifuentes Rojas (2023), mentions negative consequences, including those of teachers, have been, as it states, teachers do not have a good connection with their students; therefore, difficult for them to have the necessary concentration and to maintain the motivation to have a good online learning experience, etc. Finally, this study highlights that to effectively learn and develop active skills, both teachers and educational institutions must provide the necessary resources for online learning to keep students motivated and focused.

This case teaches us those teachers have the obligation to motivate students to learn effectively. Little knowledge their brain causes a desperation and retain the information therefore teacher has to learn experiences teaching ways and, looking for ways strategies for the learning, be focus on learning her it is online or face-to-face.

The lack of student performance in learning vocabulary in institutions has been a significant challenge for teachers in determining how to teach effectively. In Ecuador, Cevallos &

Palma (2022), the study explains the lack of motivation and other issues affecting learning. Others suggest that activities to combat anxiety and integrate students into the teaching-learning process should be implemented innovatively, allowing them to learn effectively and achieve good grades. Finally, the results of the study show that students have problems with learning. The strategies that teachers use to teach English vocabulary could be effective, especially in improving students' performance in this area.

The loss of communication is attributable to social factors including distraction, technological interruptions, and domestic commitments. Gómez & Urraco (2021) posited effective communication skills by using vocabulary. However, social factors have hindered the ability to concentrate on learning. Indeed, the utilization of technology has yielded favorable outcomes in two distinct instances. The utilization of video games has the potential to facilitate vocabulary and the development of effective strategies. However, it is important to acknowledge that this medium has its drawbacks, as the author notes: "The use of specific video games in an educational setting may diminish the instructor's authority over the interactions that students have within the game, such as misusing chat features" (pág. 66). Therefore, it is imperative to employ this strategy in the correct manner, exercising sufficient control to avoid distractions and maintain concentration on the learning process.

A study conducted in Ecuador-Guayaquil by Bravo & Palmira (2020) teaching of English vocabulary to students in teachers present vocabulary. The study found that a pure methodology approach, devoid of practical application, can lead to student boredom by placing excessive emphasis on grammatical structure rather than fostering genuine English learning. The authors make the following observation about the Guayaquil case: "They consider certain aspects very important and focus on teaching English, particularly in the fiscal institutions of various provinces." In this instance, the professors who do not consider the needs of the students and their environment." (pág. 2). Therefore, it is regarded as a lexical repository, as it

facilitates learners' reading and speaking proficiency, enabling context to learn new words as they are introduced.

Hari Purnomo et al., (2023), found that during the COVID-19 pandemic, there has been a notable decline in vocabulary retention, largely attributable to diminished motivation and dedication to academic pursuits. Conversely, an English teacher was selected for an interview, given the divergent outcomes observed in the areas and the interview. We conducted the interview to assess the challenges faced by the students. It was determined that one of the primary challenges in English vocabulary instruction was learning, as a significant number of students did not learn effectively during the pandemic. Researchers identified internet access and students' interest in their learning process as contributing factors.

As shown in a study conducted in Ecuador by Rivera Fortty et al., (2021), mastery of the English language has proven to be a significant challenge for students, leading to suboptimal performance in this subject. As a result, the educational process has encountered delays, affecting the realization of established objectives. Conversely, educators have employed various methods to teach English, but they have not yielded the desired improvements in performance. Ecuador has not yet utilized a method that significantly impacts English language teaching. This method is known as the communicative method, and it has been proven to improve performance.

Reading is an effective learning strategy for students because it helps them learn to read and learn new words in their vocabulary. Unfortunately, this strategy is not widely applied in institutions, likely because teachers and students do not recognize its importance. As shown by Villao Jácome et al., (2024), the didactic resources available for teaching and learning English are inadequate for contextual practices. This hinders the fluency with which one is able to interact in English. In addition, students' vocabulary is intricate due to paucity opportunities for fluency development, as the language is not their native language. Consequently, the absence

of teacher motivation engenders a diminution of their students' interest in learning, as previously mentioned: "A considerable number of educational environments offer sufficient opportunities for immersion in the language limits the ability of students to develop listening and speaking skills in a real context" (pág. 61).

According to Guarín Serrano & Acebedo Afanador (2024), comprehension and vocabulary acquisition go hand in hand with a lack of understanding. Go hand in handle learning vocabulary and its meaning. lack of motivation to learn means that students do not take the necessary interest to learn. Teachers are not using technology as a useful tool to teach. Since this has become about improving life of students, then it would be a good strategy for improving fluency, especially to know new words. Using technology, in addition to incorporating virtual tools, is important their academic performance in the area of English.

Vocabulary is an important component of a foreign language learning strategy, as it is useful for both the teacher and the student. It is also known as a strategy it enables the student to learn new words. Therefore, we chose "learning" as the thesis topic. To describe the benefits of vocabulary in context as a strategy to improve vocabulary learning. Data will be collected through interviews with teachers who have experience using specific strategies to teach vocabulary.

Problem question

How can vocabulary in context as teaching strategy help new vocabulary words?

Specific question

What strategies do educators use to enhance students learning of vocabulary in context in an effective way?

What are the benefits for students who learn vocabulary in context and develop active skills?

How does Vocabulary in Context contribute to students' motivation and engagement in vocabulary learning?

General Objective

To describe vocabulary in context as a strategy to improve lexical teaching for language learners.

Specific objectives

To identify the limitations for vocabulary learning in an English classroom.

To describe the teaching strategies applied by English teachers to improve vocabulary knowledge in their classrooms.

To explore the benefits and limitations of teaching vocabulary in contexts in the process of language learning.

Justification

This research studies the importance of teaching vocabulary learners and language learners' essence, the system under discussion enables learning that is more practical and flexible. It facilitates the acquisition knowledge among students through effective interaction. Vocabulary in context is therefore an essential requirement for learning because it facilitates the conceptualization of words that are not yet known, thereby enhancing memorization and comprehension in one's glossary. This, in turn, fosters the development of proficiencies in communication and written expression.

Similarly, for students, a comprehensive understanding of the vocabulary fosters heightened motivation and confidence in the pursuit of language acquisition. Conversely, a prevailing disinterest in learning has emerged among students due to a perceived lack of encouragement from their instructors. This is undoubtedly a salient element to consider in the realm of language acquisition, particularly in the context of English. Consequently, educators bear the responsibility of ascertaining the most efficacious practices, approaches, and methods to cultivate a positive attitude toward language learning among learners.

Vocabulary in Context is fundamentally linked to reading comprehension, which allows learners to search for new words they do not understand and thus learn them. This student in this to a great curiosity to know and acquire knowledge of English. The study focuses on the strategies that the teacher uses to engage students and stimulate their interest in learning new vocabulary words. The educational objective is to impart knowledge in an efficacious manner, with a particular focus on enhancing the acquisition of skills and the utilization of practice as a medium for improving English vocabulary.

Chapter II. Theoretical Framework

Vocabulary in context is useful for student learning, to develop their skills and performance, etc. According to Morales Gomez de la Torre et al., (2021), the development of objective educational communication has given rise to the establishment of guidelines intended to facilitate the processes of teaching and learning. The following elements are critical for effective communication: verbal and nonverbal communication. Consequently, the educational process in the classroom will be supported by discourse using the vocabulary that students have acquired. This chapter then proceeds to examine a range of theories, conceptual references based on the topic, and previous research.

Previous Research

The focus on learning vocabulary in context is important for the learner's development of a foundational basis for communication. Basic communication strategies for teaching are diverse and must be effective for learning. In addition, contemporary pedagogical approaches have led to the development of numerous practical strategies for vocabulary acquisition.

Technological advancements have had a significant impact on the learning of English, particularly in terms of expanding vocabulary. Duolingo has emerged as a prominent strategy for learning English, with a substantial user base. The platform utilizes a task-based approach to assess user progress, providing a quantitative metric for the efficacy of the learning process. Furthermore, to enhance its practicality, a method founded on pragmatic activities. It is imperative to acknowledge that Duolingo and TBL facilitate the development of a structured learning framework in which students are empowered to apply their acquired knowledge, thereby reinforcing their learning process. (Guevara Feria & Gómez Zambrano, 2024).

The "Express Fiction" platform implements this methodology. Barinas Franco (2024) , states that the acquisition of English vocabulary can be enhanced through the implementation of reading comprehension activities, which serve as a strategic method for developing learning materials. These activities are designed to achieve specific objectives, ensuring that each planning unit is meticulously executed. The book contains a series of activities designed to foster interactive and practical learning in the classroom. The presentation serves as an introduction to the course, and students are expected to engage with the assigned readings. This process is intended to facilitate the development of vocabulary, the refinement of strategies, and the evaluation of practical experiences. Finally, the impact of the digital reading platform on English language learning should provide insights that can guide teachers at educational institutions and parents of students in optimizing English language learning.

A recent investigation in Ecuador by Anrangan León et al., (2024), found that the pedagogy employed in the teaching of English vocabulary to children in lower grades differs

from that utilized in higher grades. Furthermore, the dynamic environment that characterizes the classroom in higher grades is not present in lower grades. This text is a valuable resource for developing one's communication skills. The narrative plays a pivotal role in the development and progression of language in early childhood. The narrative enhances the child's vocabulary by fostering the acquisition of new words and fostering comprehension of the surrounding world. During this period, infants acquire knowledge of their environment. Stories provide a medium for exploring a realm of adventures, characters, and novel concepts.

The stories, which are not textual in nature, are illustrated to assist in the understanding of the message. The students encounter new vocabulary, which the teacher must instruct with meticulous care and in the context of the pertinent language. The teacher is tasked with facilitating both oral and written activities to assist students in comprehending the material. The use of narratives has been demonstrated to facilitate reading comprehension, enhance fluency, and refine pronunciation.

A cognate is defined as an original word with a similar meaning to another word in a different language. In effect, these terms share a common etymological origin, stemming from a common progenitor in various languages. As shown by Lopez (2022), the use of cognates as a linguistic strategy has been demonstrated to facilitate the comprehension of words, particularly in the context of second and third language acquisition. Additionally, this approach has been shown to enhance fluency in the target language. The findings indicate that cognates exhibited an expansion within the learning environment. Therefore, we recommend implementing cognates as a strategy for word acquisition.

In order to learn new vocabulary in context, it is necessary to read and draw new words from it, as shown by Castro Zapata & Londoño Bonilla (2021). As previously indicated, reading comprehension is imperative in the educational domain, given its role in facilitating the reader's acquisition of preceding knowledge. Similarly, teachers should guide students by reading slowly

and deliberately to ensure comprehension of the text and its context. Therefore, during the process of analysis or reflection, new words are identified as potential additions to the vocabulary, thereby simultaneously facilitating its translation. Finally, as a result, speakers have acquired an understanding of the meaning of the world and have been able to apply it, especially in their speech.

In Ecuador, a recent study by Moyón Coronel et al., (2024), states that communicative competence is defined as the effectiveness of students in developing their skills. The efficacy of playing games as a pedagogical strategy is well-documented, particularly in the context of educational games, which are characterized by their dynamic and practical nature. The new teaching method combines learning goals with fun, helping students build important communication skills while they play. Moreover, the text includes an additional mention: "The efficacy of educational objectives designed with specific goals to develop demonstrated skills has been shown to increase student motivation." These games have also demonstrated superior knowledge retention and more effective application of world languages in real-world contexts. This evidence underscores the relevance and effectiveness of this methodology in contemporary educational settings" (pág. 3).

Pedagogical basis

Importance of Context in Vocabulary Learning

Learning vocabulary is important for students because it helps them develop communication skills in and out of the classroom. Therefore, we can argue that the development of a robust vocabulary, along with comprehension in communication, is crucial for effective English language acquisition. Furthermore, cultivating a positive mindset in the English language is instrumental in facilitating the learning process.

According to Brooks Gavin et al., (2021) componential education facilitates the acquisition of vocabulary in English. The student's communication skills and fluency are crucial elements in facilitating learning within the curriculum, with the ultimate objective of enhancing performance. Finally, reading has been demonstrated to improve fluency and word knowledge.

The importance of English teaching and learning experiences has great pedagogical value in schools. The primary objective is to examine the degree to which strategies that are both persuasive and meaningful, as well as motivational, are employed in the context of teaching and learning. These strategies are intended to address and eliminate barriers to English language learning in educational institutions. (Arrieta Bettin & Aravena Domich, 2023).

Instructional Strategies for Vocabulary in Context

A methodology is defined as the collection of strategies used to instruct students in an educational institution to facilitate a more profound educational expansion approach under consideration is rooted in experiential learning, rather than a solely theoretical foundation. This method involves understanding meanings directly without translating, using things like pictures, gestures, synonyms, antonyms, and other language tools. Therefore, it is imperative to establish a testable, supportive, and conducive environment for the acquisition of interactive skills between educators and students, thereby facilitating the understanding of appropriate vocabulary usage.

According to Hanson & F.M. Padua (2011), they describe explicit vocabulary instruction and divide it into two sections: one focusing on how to teach precise words and the other on teaching word-learning strategies. During the teaching process, the illustrative words presented by Ms. Kaholo are applied alongside activities that incorporate vocabulary.

Constructivism

Constructivism, known as the theory of learning, states that knowledge is not received passively, but is actively developed from itself experience and interaction. An example, Moreno Ojeda (2023), focuses on the use of Realia as a pedagogical tool to teach English vocabulary. The main purpose is to implement educational activities. Therefore, this constructivist and experiential approach allows children to build their knowledge through interaction, developing observation, communication, and collaboration skills.

Constructivism applies a lot to vocabulary acquisition, so it promotes creativity, interaction, and sharing knowledge from learning experiences. Constructivism helps the teacher to form practical activities applying the new words acquired, making presentations, or participating in dynamics. Then, using the vocabulary learned facilitates comprehension and retention.

Curriculum Integration and Ongoing Practice

Curricular integration is essential for effective teaching because it involves organizing specific activities to be carried out in class. Therefore, it helps to teaching process. Teachers should continuously practice vocabulary teaching, that is, guide students to underline unfamiliar words and look up their meanings. Students should create sentences using the meanings and provide either oral or written responses to demonstrate their understanding. In conclusion, it is important for students to have the vocabulary necessary to communicate with their classmates in English.

According to Doria & Larreal (2023), the integration of information and communication technologies (ICT) into curricular programs has become an important aspect of society. Today, ICT, has become essential for educational environments, promoting its integration into all

processes developed within In other words, ICT directly influences the quality of learning in current educational areas.

Theoretical Basis

The English vocabulary has diverse origins. The first English dictionary was published by Samuel Johnson in 1755, and it included words adopted from many countries. Some theoretical bases are known to show the potential of the vocabulary.

Vocabulary Acquisition Through Contextual Clues

Using context helps deduce meaning, as well as using clues such as synonyms and antonyms, since the opposite of each word is visualized. Therefore, as a substitute for something positive or negative, the best way to learn is through explanation and practical exercises.

According to Sutrisna (2021), vocabulary acquisition requires an extraordinary and innovative strategy that involves the learning process. Therefore, it covers the basic concepts, procedures, and strengths of each strategy, as well as their weaknesses. We then used Flip-a-Chips as an innovative, creative, and fun learning strategy. It uses flashcards with letters or words, thereby attracting students to this learning strategy.

Types of Contexts Influencing Vocabulary

Vocabulary has played an important role in learning and acquiring knowledge as humans have studied and mastered the English language. It should be noted that learning a new language takes time. Therefore, people such as teachers and social networks with a pedagogical basis influence the learning process. There are many ways in which the influence on learning a foreign language is made known.

A study conducted by Hernández Sobrino et al., (2022), found reading comprehension is fundamental to learning vocabulary because it is related. One way to improve text base is to learn words and look for their meaning. The average reader focuses on the meanings of words, while a reader with vocabulary depth pays attention to the words themselves.

Situational context. - It is known a context; linguist context refers to a specific condition where sender communicates and how the receiver perceives it, giving a different classroom expressing the place where it is, then depends of the word.

Linguistic context. – It refers of meaning of a word, phrase, or sentence. The meaning, Jhon context of that sentence is line, because express sense message would be My dog wags his tail at me. Then we can see those meanings that refers to the linguistic context. Likewise, next many words in the vocabulary are the same but are used in different ways, including variations in pronunciation.

Cultural context. – It refers to the values of a group of people, as well as their characteristics, such as language, culture, etc. Each country has its native speech, a different vocabulary, a different history, originating from that country, which is to understand the context, to interpret what it is based, either for example, spirituality, customs of that place, then the text is valued to draw information or new words to develop it.

Legal Bases

In the article 29 of the Ecuadorian Constitution “El Estado garantizará la libertad de enseñanza, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Donde las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas”

The article emphasizes that teachers can teach according to cultural words; if you are from the speak Quechua, the institution focuses on teaching vocabulary in your educational language. The Ecuador is divided into three areas: Sierra, Amazonia, and each area teaches its own language, allowing students the freedom to learn a new language as guaranteed by their constitution.

In the article 39 and 45 of the Ecuadorian Constitution “Garantizan el derecho a la educación de Jovenes y niños, niñas y adolescentes, respectivamente”

This article focuses on their right to education, which cannot be denied based on economic circumstances. This freedom enables them to gain acceptance in both public and private settings, granting them the same rights as their peers based on equality. le of equality. Therefore, who do not comply with the face-to-face action education is a right that allows everyone to learn and achieve their goals.

Chapter III. Mehodological Framework

Qualitative Research

This research project has been designed through qualitative approach, this has been a methodology that is based on the characteristics and requirements of seeking information, as this is to observe what factors will be influencing the motivation of teachers to students to learn vocabulary in context, therefore, in this chapter will detail the methodology, to investigate the information in depth, so as to know what data we can obtain a detailed observation.

According to Lim (2024), qualitative methods area qualitative approach. This approach to insights understanding of difficult event. The qualitative research process by providing numerical data and statistical analyses. Moreover, qualitative research contextualizes human

experience and perspective, methodology, nuances that are frequently overlooked numerical translation.

On the other hand, as shown by Yadav (2021), qualitative research generally follows a different model and requires distinct criteria to assess its quality and contributions. The purpose is to analyze knowledge and verify the existence of quality criteria and studies that address the critical evaluation of qualitative research based on paradigmatic concepts.

Type of Research

Phenomenological Studies

This phenomenological study has similarities with qualitative research, since both are based on the experiences and perspectives of the person to obtain information, in this case, it focused more on the experiences of people, what are their subjective perspectives, in order to have the meaning they are assigning to their experiences.

A study conducted by Castillo López et al., (2022), mentions that phenomenology studies key principles of qualitative research information. In the realm of experience, demonstrating adequate methodology for studying perspectives is essential for the individuals involved in educational activities. In conclusion, the phenomenological method is used in research, highlighting application in areas of vulnerability. The technique facilitates access to the participants' subjectivity and interpretation.

Data collection Techniques

The data collection method to be used is one-on-one interviews, which will be conducted with five teachers from different schools in Salinas, Santa Elena province, to gather further information regarding the strategies they use for acquiring vocabulary in context.

One-on-one interview

According to Martínez López (2023), the semi-directive interview, also known as an in-depth or open-ended interview, is a research method used in sociological studies that involves direct observation.

On the other hand, as shown by Knott et al., (2022), this method allows for interaction and answers to questions. It considers the life experience, opinions, dreams, fears, and hopes of the interview.

Types of question

Open-ended questions

The interview consists of open-ended questions that allow the interviewee to freely express their opinions and gather important information. These questions are asked from the perspective of “why”, “who,” “when” and “what” so that interviewees can answer freely.

Instrument

Questionnaire

In this research will use questionnaires, which were elaborated with 8 open-ended questions in order to collect information about how teachers teach vocabulary in context in schools.

According to Sharma (2022), “A questionnaire is an essential tool in epidemiological and mental health surveys, as well as for assessing knowledge, attitudes practice (KAP) on a particular topic or interest”. (pág. 65). The questionnaire plays an important role in qualitative research, as conducting interviews or surveys requires specific questions to obtain the necessary data for analysis.

Data Collection Processing and Resources

Basic Questions	Explanation
What?	Interviews
Where?	At “Unidad Educativa José Mejía Lequerica” and “Unidad Educativa Árbol de Vida” Salinas-Provincia de Santa Elena
When?	June 2025
How?	One-on-one interview, face to face
What fo	To learn about their approach to the topic, the methods educators employ to teach vocabulary in context, and the outcomes of their efforts.

Population and Sample

The interview was conducted with 5 teachers from “Unidad Educativa José Mejía Lequerica” and “Unidad Educativa Árbol de Vida located in Salinas-Muey. Therefore, information about the strategy they are using for learning vocabulary in context will be developed. The collaboration of teachers willing to answer the questions for analysis and acquire information for this research study will be solicited.

In conclusion, the objective of the interview is to obtain the necessary information about teaching vocabulary so that students are motivated in the learning process. It acknowledges that the teachers have valuable insights for the study.

Chapter IV. Analysis of Findings

In this chapter the data obtained through the interviews is interpreted. The chapter analyzes and presents the interview responses conducted with teachers on the topic of vocabulary in context as a strategy to learn English in high school, providing a deeper understanding of what the results mean in the context of the studied problem.

The data shows that the teacher studied vocabulary, which is vital to learning. Teachers also connect vocabulary with practical strategies for motivation. Therefore, it is essential to pay attention to these aspects for effective teaching.

Data Interpretation

Tabla 1.

Experiences about teaching in vocabulary in context

QUESTION	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
What is your experience about teaching vocabulary in context?	It has made it easier for students to understand the context and how to use in society.	The focus of daily teaching is on students' knowledge and ability to express themselves.	It is learning that students obtain through techniques such as crossword puzzles and Word searches.	They handle vocabulary poorly due to a lack of interest, as they interpret it in their own way.	The most important thing in teaching is helping students distinguish between everyday words and specific objects.

Note: The experiences of the interviewees when teaching vocabulary in context is presented in this table.

The teachers' experience during their teaching process has been effective. It has helped them develop effective strategies for acquiring vocabulary. However, they have also experienced negativity from their students. This negativity can be due to a lack of interest in the subject. It can also be due to a lack of motivation. For this reason, they use reinforcement to help their students learn.

Moreover, experiences are important for teachers because they can use them to improve their teaching methods and understand their students' shortcomings. Finally, the teaching helps students to understand the words they use on a daily basis, whether it is living at home, so that they have an idea of how to say the word in English.

Tabla 2.

Factors that prevent students from learning English vocabulary

QUESTION 2	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
What are some factors that prevent students from learning English vocabulary, and how do you address them?	Lack of motivation, limited practice, and failure to use real-life.	Lack of practice at home relating to the environment around her.	Lack of interest in the new language, which is encouraged by fostering a love of learning	Lack of interest is approached with the help of a dictionary.	Distraction is the problem, so using the school's tools helps them pay attention.

Note: The factors that interviewers have for teaching vocabulary in this table

These factors can impede students' ability to retain knowledge. In the interview, the teachers mentioned factors that affect their students, such as distractions in the classroom caused by noise in the environment. Therefore, if a student does not his part, it will be difficult for him to learn, even when a teacher explains correctly. These factors can be controlled within the classroom. Teachers must use strategies to maintain their students' attention so they can learn. Likewise, one of the interviewers mentioned the student's lack of interest in the subject. This issue affects both the teacher and the student. Therefore, teachers must address this problem to create an environment where students are motivated to learn without excesses.

In addition to this, student motivation is also a factor that many teachers do not consider. The role of the teacher is to encourage their students to have the motivation to learn, so they look for practical strategies to get out of the monotony, so that students can have the decision to learn by themselves. In conclusion, the factors will always be preset, but the teacher has the ability to cope and help students, based on their teaching experience.

Tabla 3.

The use of strategy for learn vocabulary

QUESTION 3	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
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What strategy do you use for students to learn vocabulary. Could you provide an example?	Use pictures and context. This helps students remember the words easier.	Use visual elements such as flashcards, worksheets, or videos.	Repeat words that students do not understand, using images.	They use the dictionary to look up the meaning of words while learning.	The use of puppets was an effective strategy that provided entertainment while achieving good results in class.
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Note: The use of strategy for effective learning

These strategies are useful in educational settings, promoting practical and beneficial learning for students. For example, a teacher used the Dynamic “puppets” pedagogical strategy and obtained good learning results. The students were attentive and motivated by this approach to learning development. Using educational resources can improve student performance. In this case, resources such as images and worksheets can help students acquire vocabulary. Finally, teachers use classroom strategies like pictures, words repetitions, meaning association, flashcards, and others to develop students’ lexical knowledge.

Tabla 4.

The importance of knowing English vocabulary

QUESTION 4	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
How do you promote the importance of knowing English vocabulary among students?	Show students how learning vocabulary helps them understand songs, movies, and games in English.	Create conversations and games related to the topic so that students use the vocabulary.	Use comparisons between Spanish and English, which are similar but in different contexts.	It is important they learn vocabulary because its will help them in any institution they attend.	Teaching them basic words, that is to say, words associated with objects and things that support the language.

Note: Teachers emphasize the importance of learning vocabulary in this table.

The interviewers discussed the importance of acquiring knowledge in the field of English and shared their perspective on the subject. Likewise, they mentioned that vocabulary is essential for students, especially when learning a language other than their native language. This highlights the importance of language instruction. Using strategies such as music, game, and videos in the classroom has been effective in the learning process. The use of images is

also an effective strategy to acquire vocabulary, for example, showing an object by means of an image and backing up the context, motivates an interaction and importance for the knowledge of the word, having a positive environment and good performance in learning. Therefore, teachers must consider the importance of teaching vocabulary in context in the classroom.

Tabla 5.

Evaluation of vocabulary learning strategy.

QUESTION 5	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
How do you evaluate the vocabulary learning strategies you use? Do you plan to implement new strategies in the future?	Writing and speaking. Plan something fun and modern for the future, like a short video.	The performance of the students is evaluated by means of quizzes or worksheets. A future speaking contest will be held to assess vocabulary learned.	Class-by-class evaluations and feedback are provided.	At the moment, no plans have been implemented for the future.	Bring materials from the last class and prepare question.

Note: The performance of evaluating the use of the strategies.

The responses obtained for this question indicate that evaluations are an essential requirement for measuring learning during the teaching process. Therefore, teachers evaluate their student's class-by-class to assess their understanding of the subject. Teachers have different methods of evaluating students. Evaluating performance helps teachers identify areas where students need improvement so they can learn better.

Additionally, strategies have been implemented to improve knowledge, fluency, and pronunciation of vocabulary words. Ultimately, these strategies will produce good results if executed properly.

Tabla 6.

Social factors affecting the approach to word learning.

QUESTION 6	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Do you think social factors can affect your student's focus on reading and learning new words?	Yes, problems at home or with friends, or being shy, can make it difficult for them concentrate.	Yes, the violence, danger, or problems at home can impede learning in a certain way in the classroom.	Yes, society is a barrier to learning, because they are distracted by noise, their surroundings or thoughts of the past or future.	Knowledge of words: If students don't know the words, they can't understand.	Of course, this is affected by factors at home and what they learned in school.

Note: Social factors as a problem for learning in students.

Social factors are a daily problem, and in the educational setting, this problem affects students. Teachers are trained to detect these factors because they hinder students' concentration. Reading is a necessary tool for development. According to the interviewees, their students have problems at home and are teased when they make mistakes. This causes them to lose focus because their minds are preoccupied with what is happening around them. Therefore, teachers must help students concentrate and find solutions so they do not lose the rhythm of learning.

Tabla 7.

Retos para motivar para aprender vocabulario

QUESTION 7	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
What are the main challenges you have faced in motivating students to memorize new words from basics to learn?	Boredom, believing it is too difficult to remember new words, and not practicing at home.	Pronunciation is the biggest weakness and the biggest challenge.	Singing and pronunciation are ways to improve speech.	Going out to the board allows them to both participate while writing words at the same time.	The insufficient hours allotted for teaching this subject, since it takes time when children are young.

Note: Challenges presented by interviewees in teaching vocabulary in context.

Challenges are always present in the classroom to encourage learning. The obstacles that many teachers go through to meet the student's needs have been a great challenge. Teachers have mentioned personal challenges in teaching vocabulary, with pronunciation being

one of the causes. Therefore, the challenges serve to address this area of difficulty and improve it. Then, teachers must improve their strategies daily to help students learn vocabulary in a practical way, which will help them develop and motivate them to learn new words.

Tabla 8.

Skills to improve vocabulary learning

QUESTION 8:	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Which language skills will students be able to improve when learning vocabulary?	Reading, writing, and speaking are important to improve and learn more clearly.	Everything except writing sentences and looking up the meaning of words you don't know.	Oral expression is important because it involves observing, listening, and speaking.	Reading, writing, and speaking: They have a book where they practice these skills.	Oral expression is important because children learn more by hearing and through resources.

Note: Skills that can be effective for learning words.

The responses obtained indicate that all three skills are essential for learning vocabulary. In this case, a teacher works with the initial grade and focuses on oral expression with images so that students can more easily grasp the vocabulary taught and achieve good results. Similarly, skills have always been important in English to develop knowledge of what is being learned, such as vocabulary. Finally, the teachers found the answer useful in terms of language skills.

Tabla 9.

Teachers' perceptions of vocabulary learning strategies.

QUESTION	What is your experience about teaching vocabulary in context?	What strategy do you use for students to learn vocabulary. Could you provide an example?	How do you promote the importance of knowing English vocabulary among students?	Which language skills will students be able to improve when learning vocabulary? (Reading, speaking, oral expression)

ANSWER	The experience of the teaching process has had advantages, helping to develop effective strategies for vocabulary acquisition.	The strategies are very important for the teaching of vocabulary, giving practical use for a good performance in the students, using different didactic resources such as: puppets, etc., improving the student's interest.	Promoting the teaching of vocabulary through music, games and videos in the classroom has proven effective in the learning process.	The skills are important for word knowledge, as well as writing, reading and speaking are used in the classroom.
AUTHORS	The importance of English teaching and learning experiences is of great pedagogical value in schools. (Arrieta Bettin & Aravena Domich, 2023)	vocabulary acquisition requires an extraordinary and innovative strategy that involves the learning process. (Sutrisna, 2021)	The efficacy of educational games designed with specific objectives to develop language skills has demonstrated a marked increase in student motivation. (Moyón Coronel et al., 2024)	Reading comprehension is imperative in the educational domain, given its role in facilitating the reader's acquisition of preceding knowledge (Castro Zapata & Londoño Bonilla,2021)

The teachers' results show interest in vocabulary learning, especially in improving and developing vocabulary skills.

Chapter V.

Conclusion

Teaching vocabulary in context has shown great potential for education, facilitating the learning of new words through strategies, having the objective of shaping the learner's learning performance, and pronunciation of the words. Therefore, this section will present some key conclusions.

As a first conclusion, the research reveals the importance of learning vocabulary as a fundamental strategy to motivate school students who are learning a second language.

Motivated students feel confident in the learning process when they learn new words and communicate fluently, thanks to this practical strategy. Additionally, the benefits of learning vocabulary are significant because knowing vocabulary enhances a student's ability to create sentences, which provides them with numerous opportunities in both the present and future. Also, the teacher, by teaching vocabulary with strategy, will have as a benefit a good academic result.

Secondly, the study shows that reading helps with pronunciation and learning vocabulary by encouraging learners to explore meanings. This strategy focuses on interaction and communication. It allows students to play an important role in their academic lives by incorporating their goals, determination, and motivation. Additionally, understanding how to implement strategies improves the classroom environment, and having didactic resources like crafts and a projector enhances students' comprehension of the conveyed message. In other words, when the teacher uses resources to enhance vocabulary comprehension, it helps students become more attentive and learn in a practical and effective manner.

In the process of teaching vocabulary, limitations have been found in the students, so much so that teachers have faced challenges to solve the students' needs. The student's focus on interest has hurt the teacher, but practical strategies have been developed to improve the student's vocabulary.

Finally, the research emphasizes the importance of using pedagogical strategies to encourage students to learn English. Therefore, teachers must identify the most effective methods, strategies, and techniques for teaching vocabulary and fostering a positive attitude among students.

Recommendations

To obtain a good classroom environment, teachers should introduce pedagogical strategies within the classroom teaching, balanced with the needs of each learner. This can be achieved by taking into account the objectives of English language learning, creating strategies that aim for ease of learning English vocabulary, developing fluency in oral expression that integrates with real-life situations, and assessing students through activities that allow them to practice their performance in real-life contexts so that they are fully capable in the learning process.

The use of pedagogical strategies should be persistently encouraged. This enables teachers to motivate students to learn vocabulary in context independently, taking into account their interests and learning English goals.

Teachers should determine how to use vocabulary as a strategy to help students learn new words in a more fundamental way. They should also research the best pedagogical strategies and approaches for the classroom to help students constantly learn and develop new knowledge.

Classroom strategies for learning English vocabulary are highly valuable for education. This research has more of a depth of discovering the student's abilities in how to learn, thus, giving a curiosity to know through their mindset, to explore their ideas, which would focus on the need of how to learn the second language.

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Annexes

Annex A: Anti-Plagiarism System Certify

La Libertad, 04 de julio del 2025

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “VOCABULARY IN CONTEXT AS A STRATEGY TO LEARN ENGLISH IN HIGH SCHOOL STUDENTS””, elaborado por las estudiantes Navarrete Quishpe Bryan Stick, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Niola Sanmartín Rosa Elena, MSc.

Tutor

Tesis completo July 4th para compilatio

1%
Textos
sospechosos



1% Similitudes
 < 1% similitudes entre comillas
 0% entre las fuentes mencionadas
 < 1% Idiomas no reconocidos
 17% Textos potencialmente generados por la IA (Ignorado)

Nombre del documento: Tesis completo July 4th para compilatio.docx
 ID del documento: 9446389529878175a639eaf1538967c8cc58153
 Tamaño del documento original: 64,43 kB

Depositante: Rosa Elena Niola Sanmartin
 Fecha de depósito: 4/7/2025
 Tipo de carga: interface
 fecha de fin de análisis: 4/7/2025

Número de palabras: 7410
 Número de caracteres: 50.474

Ubicación de las similitudes en el documento:

Fuentes de similitudes

Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 CHAMBA JENNIFER - PONCE ROMINA - THESIS.docx CHAMBA JENNIFE... #2225500 El documento proviene de mi grupo 7 fuentes similares	< 1%		Palabras idénticas: < 1% (50 palabras)

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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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Annex B: Interview transcript

Hola, me presento, mi nombre es Bryan Navarrete, este momento voy a hacer algunas preguntas sobre vocabulario en contexto.

¿Me podrá decir su nombre?

Jenny Tomalá Reyes.

La primera pregunta es ¿qué experiencia tiene sobre enseñanza en vocabulario en contexto?

La experiencia que uno adquiere como docente es el aprendizaje que tienen los niños a través de diferentes métodos. Por ejemplo, vocabulario, trabajar en crucigramas, en sopa de letras. Porque a través de aprender el vocabulario, los niños se ayudan para poder formarse o una escritura en el idioma inglés.

Listo, me siguiente pregunta.

¿Qué factores afrontan los estudiantes para aprender vocabulario en inglés y cómo los afrontan?

Bueno, el asunto se le hace un poco difícil cuando los niños en sí el idioma inglés para ellos es un idioma nuevo, ¿verdad? entonces hay que tener mucho hainco con ellos incentivarles el amor hacia este segundo idioma que ellos están aprendiendo

Listo, siguiente pregunta ¿Qué estrategia usted usa para aprender vocabulario? ¿Me podría decir un ejemplo?

Bueno, mando a repetir el vocabulario tres veces y también por medio de una imagen.

Siguiente pregunta, ¿cómo usted promueve la importancia y conocimiento de vocabulario en inglés entre estudiantes?

Bueno, la promuevo en ellos, porque ellos se están formando utilizando el idioma español o las lenguas literaturas. Les hago comparación, que es lo mismo, pero en el idioma inglés. Así como aprenden ellos en español, en lengua literatura. En el idioma inglés también es lo mismo.

Siguiente pregunta

¿Cómo evalúas el aprendizaje vocabulario y las estrategias? ¿Tiene algún plan para implementar en el futuro?

Bueno, la evaluación se la hace clase a clase. No necesito terminar de repente un parcial, un periodo para recién evaluar al estudiante. Clase a clase voy evaluando y si yo observo que hay niños que no captan, no, hacer una retroalimentación.

Siempre pregunta.

¿Cree que los factores sociales pueden afectar a los estudiantes en el enfoque de la lectura, el aprendizaje en nuevas palabras?

Bueno, todo lo que tenga que ver con la sociedad implica el aprendizaje en el estudiante, muy importante, ese socio económico y el cultural y las diferentes maneras de aprendizaje que tienen los estudiantes. Es muy importante.

Siguiente pregunta

¿Qué retos principales ha realizado para motivar a los estudiantes para memorizar nuevas palabras?

Bueno, el reto es el canto. A través del canto, al menos doy una enseñanza desde inicial hasta cuarto grado, verdad, donde los niños más actúan es por medio de imagen, de canto, de videos. Y promoviendo prácticamente el movimiento del cuerpo.

La siguiente pregunta y última

¿qué habilidades del lenguaje permitiría mejorar cuando aprendes vocabulario, lectura, escritura o expresiones orales?

Las expresiones orales, los niños al menos en las aulas o en los grados que doy ellos van más a la observación. Bueno, listening y speaking.

Y hasta la próxima. Muchas gracias por la entrevista.

Buenas tardes profesor, presento, mi nombre es Bryan Navarrete y en este momento voy a hacer algunas preguntas sobre vocabulario en contexto ¿Me podrá ayudar con su nombre? Sí, mi nombre es Rommel González Marín

Listo profesor

la primera pregunta es ¿Qué experiencia tiene usted sobre la enseñanza de vocabulario en contexto?

Bueno, en lo que respecta a la enseñanza de vocabulario, prácticamente lo utilizo todos los días Yo trabajo con los estudiantes de grado 5 a grado 10 y es principalmente en lo que me enfoco, en que los estudiantes sepan y conozcan las palabras con las que pueden expresarse en inglés entonces sí tengo bastante experiencia en ese aspecto.

La siguiente pregunta es ¿qué factores pueden prevenir para el aprendizaje de inglés en vocabulario y cómo lo afrontan?

factores que quizá no afectan o impiden a los estudiantes desarrollar el vocabulario muchas veces es la falta de práctica sobre todo en casa y bueno al menos como yo trabajo, le repito, con los estudiantes a partir de grado 5 es principalmente en los grados más bajos donde se debe promover, sobre todo en clase pero en casa, el adquirecimiento de estos conocimientos en cuanto a vocabulario relacionándolo con lo que tenemos en nuestro cuarto, especialmente los niños con sus juguetes, con lo que observan en su casa entonces, muchas veces eso es sobre todo la falta de práctica desde los primeros años que es donde se debe adquirir sobre todo el vocabulario

Listo, siguiente pregunta

¿Qué estrategia usa el estudiante para aprender vocabulario? ¿Me puede decir un ejemplo? Sí, principalmente yo utilizo flashcards y todo lo que sea en elementos visuales bastantes worksheets y bastantes videos relacionados como le mencionaba yo pienso que la principal fuente del que los estudiantes pueden adquirir conocimiento de vocabulario es que ellos ven y conozcan utilizando también lo que es realiza, los objetos a los que uno les habla en las clases entonces por eso utilizo sobre todo flashcards, worksheets siempre tratando de que haya imágenes y vocabulario para que, más que traducir, los estudiantes relacionen las palabras que están viendo con la imagen y de esa manera puedan adquirir vocabulario y lo interioricen y la verdad es que he visto buenos resultados utilizando esos métodos

Listo, siguiente pregunta

¿Cómo promueve la importancia del conocimiento vocabulario inglés entre estudiantes?

Sí, entre estudiantes. Muchas veces designo actividades o la creación de vídeos, como le mencionaba, por ejemplo, dentro del hogar y también la práctica en clase. Crear conversaciones, crear juegos, quizá.

Por ejemplo, si estamos viendo vocabulario relacionado a ropa u objetos. crear conversaciones entre los estudiantes donde implementen ese vocabulario ellos mismos vayan reforzándose al crear y utilizarlos en una conversación de uso cotidiano dentro del aula.

Listo, siguiente pregunta.

¿Cómo evalúa la estrategia para el aprendizaje de vocabulario? ¿Tiene un plan implementado para el futuro?

Sí, la manera de evaluar principalmente es mediante quizzes o worksheets y como le digo clase a clase, sobre todo uno va evidenciando que tantas palabras han adquirido los estudiantes específicamente se va notando de manera progresiva clase a clase y si, a futuro, por ejemplo, relacionado a vocabulario lo que me gustaría implementar sería al menos un tipo de concurso de spelling bee donde los estudiantes con todo el vocabulario ya adquirido lo pongan en práctica y sobre todo reconozcan las palabras y cómo escribirlas o cómo pronunciarlas mediante este tipo de actividades o de concursos.

Listo, siguiente pregunta

¿Crees que los factores sociales pueden afectar a los estudiantes el enfoque en la lectura y el aprendizaje de nuevas palabras?

Los factores sociales, sí, es una realidad sobre todo porque dentro del aula un docente puede traer los materiales, puede traer todo tipo de actividades para que los estudiantes desarrollen sus habilidades. Pero es verdad que dentro de los factores sociales incide mucho el ambiente familiar. Por ejemplo, actualmente vivimos situaciones de violencia o de peligro. Depende de dónde se encuentre el estudiante, está expuesto a demasiadas situaciones que pueden impedir de cierta manera que los estudiantes, en casa, sobre todo, desarrollen correctamente sus actividades, no solamente en la materia sino en cualquier materia académica porque poco a poco va afectando esa capacidad de desarrollar.

La siguiente pregunta es

¿Qué retos principales ha enfrentado la motivación de estudiantes para memorizar nuevas palabras en la base que hacen el aprendizaje?

El reto principal es sobre todo la pronunciación. Los estudiantes pueden sí reconocer ya una palabra, la observan, ven, como yo le digo utilizando las imágenes y todo, la relacionan y ya conocen. Pero la

principal, la principal. por así decirlo la debilidad en ese sentido es la pronunciación los estudiantes se reconocen, los estudiantes si hacemos ejercicios en algún quiz o en un worksheet pueden identificar la palabra si la encierran, la relacionan, pero al momento de pronunciar es donde todavía no estamos, ejemplo no se puede llegar a un 100 % al menos en mi caso

Ultima pregunta es

¿Qué habilidades del lenguaje permite mejorar cuando aprendes vocabulario, lectura, escritura o expresiones orales?

Todas. En sí, el vocabulario, como yo lo mencionaba al principio, es la base para que uno se pueda expresar, así como en el idioma español. Si no conocemos las palabras, podemos expresar, no podemos crear oraciones, Bueno, a la par con la estructura gramatical, pero en sí, si nosotros no conocemos las palabras, conocemos los significados no podemos llegar a expresarnos ni siquiera en nuestra propia lengua y peor aún en una lengua extranjera entonces por supuesto que es necesario, por supuesto que el vocabulario influye tanto en todas las cuatro habilidades que existen en el inglés

Listo, Profe, gracias por la entrevista, ese es todo, gracias

Hola profesora, mi nombre es Bryan Navarrete y ahora le hacer algunas preguntas sobre vocabulario en contexto.

¿Me podrá decir su nombre?

Mi nombre es Jenifer Sánchez.

La primera pregunta que le voy a decir es

¿qué experiencia tienes sobre vocabulario en contexto?

La experiencia es que los chicos manejan muy poco vocabulario, ellos lo interpretan de manera no falta desinterés, pero lo hacen porque se rigen al estudio.

Listo, es simple pregunta

¿Cuáles son los factores que impiden a los alumnos aprender vocabulario en inglés y cómo los provienen? ¿Cómo los hablan?

Ellos les faltan desinterés, pero se manejan igual, Los que ellos no entienden lo hacen a medias del leccionario.

Siguiente pregunta

¿Qué estrategia usted usa para aprender vocabulario? Me podría proporcionar un ejemplo. Ellos coquetean bastante el leccionario. De esa manera ellos, la verdad es que no lo saben, para mí que la van aprendiendo.

¿Cómo promueve la importancia sobre el conocimiento de los educadores ingleses entre estudiantes?

Bueno, eso se la reclusión siempre que es importante porque va servir hasta la universidad que vaya.

Siguiente pregunta

¿Cómo usted evalúa el vocabulario en inglés para el aprendizaje? ¿tiene un plan implementado u estrategia en el futuro?

No. Por ahora con ellos todavía no.

¿Cree que los factores sociales pueden afectar a los estudiantes el enfoque en la lectura y el aprendizaje en las palabras?

Sí, les afecta, porque si no tienen conocimiento ellos no van a poder entender.

siguiente pregunta es

¿Cuáles son los principales retos o los que ha enfrentado para motivar a los estudiantes de memorizar las palabras?

Se realiza esta actividad en la pizarra de esta manera ellos, también tienen las dinámicas por medio del juego, se relajan y ellos viene a escribir palabras.

La última pregunta es

¿Cuáles son las habilidades del lenguaje permitiría mejorar cuando aprendes vocabulario, lectura, escritura o expresiones orales?

Ellos tienen un libro donde trabajan el riding, El Writing en las actividades que se realiza se les entrega unas hojas y ellos realizan. Y en el Speaking pues ellos tienen las exposiciones.

Listo profesora muchas gracias

Buenos días profesora, presento, mi nombre es Brian Navarrete y ahora le voy hacer algunas preguntas sobre vocabulario en contexto.

¿Me podría decir su nombre?

Hola, ¿qué tal? Mucho gusto, mi nombre es Antónela Borbor.

Listo profesora. La siguiente pregunta es

¿qué experiencia tiene usted sobre enseñanza de vocabulario en contexto?

Mira, con respecto a la enseñanza de vocabulario, sí lo principal es lo que se busca dentro de los estudiantes, que aprenden a identificar palabras, que estas sean utilizadas diariamente. más que todo para que ellos relacionen, en este caso la frase o la palabra con alguna cosa u objeto en específico.

Listo, perfecto. Siguiete pregunta

¿Cuáles son los factores que impiden a los alumnos aprender vocabulario en inglés y cómo los abordan?

Listo, eh, verá, como es su conocimiento yo soy del área de inicial y primer grado, por ende, son estudiantes pequeños. Uno de los mayores retos que yo he tenido que enfrentar es captar la atención de ellos, porque el ser niños pequeños es muy fácil que ellos se distraigan. Por esta razón es que hago bastante uso de lo que es el proyector, de lo que es la televisión dentro del aula o incluso con títeres para hacer las clases habladas o también tarjetas.

¿Qué estrategia usted usa para que los estudiantes aprendan vocabulario? ¿Me podría decir un ejemplo?

Respondiendo a su pregunta y usando los ejemplos del anterior, con respecto a las clases. Una de ellas fue el uso de un títere que para que ellos les llamó muchísimo la atención y durante la clase estuvieron súper atentos para enseñarles en este caso el color yellow. Entonces fue realmente una buena estrategia que me funcionó tanto para los estudiantes de inicial como para los estudiantes de primer grado, incluso muchísimo mejor que el proyector.

Listo, siguiete pregunta.

¿Cómo promueve la importancia sobre el conocimiento de vocabulario de inglés entre estudiantes?

Con respecto a ello, es importante y a ellos les hablo, les indico que es para que ellos puedan dominar en este caso el inglés, que ellos puedan adquirir conocimientos y sean de palabras súper básicas pero que ya vayan reconociendo, en este caso los objetos y cosas también en el idioma inglés.

Listo siguiente pregunta

¿cómo evalúa el aprendizaje, vocabulario y estrategia que he usado? ¿Me podría decir una estrategia que implementé en el futuro?

Listo, con respecto a ello, usualmente antes de iniciar la clase o de iniciar un tema nuevo, que se hace es una retroalimentación de la clase anterior. Entonces, ¿qué hago? Traigo los materiales que usé en la clase anterior y hago preguntas de forma general. Ejemplo, colores. Entrego lo que son una canastita llena de pelotas de diferentes colores y pido que levanten una pelotita color yellow. Entonces, ya vamos ahí en este caso reforzando lo que ellos han aprendido. Y también yo puedo evaluarlos y ver si realmente ellos han aprendido o han adquirido el conocimiento que se esperaba.

Listo, siguiente pregunta. ¿Cree que los factores sociales pueden afectar a los estudiantes el enfoque en la lectura y el aprendizaje de las palabras?

Sí, sí afecta. ¿Por qué? Porque muy aparte de lo que es el contexto educativo hay que tomar en cuenta que los estudiantes pues también estén en el contexto de casa o en el contexto general. A esto se refiere a no el contexto social. Entonces, ¿en qué aspecto afecta? el hecho de que quizás por A o B motivo haya un mal uso de estas palabras en la parte de afuera y por este motivo los estudiantes se vean afectados directamente con lo que están adquiriendo, con el conocimiento que están adquiriendo dentro de las aulas.

Listo. Siguiente pregunta.

¿Cuáles son los principales retos a los que se han enfrentado a motivar a los alumnos para que memoricen palabras nuevas en el aprendizaje?

Uno de los principales retos que yo tengo actualmente es el hecho de no tener las horas suficientes con ellos. El inglés, la verdad, es una materia básica y se sabe que se necesitan, sí o sí, muchísimas o sí, parte de horas dentro del horario de clases general. Entonces, algo que sí me ha afectado bastante con ellos es tener pocas horas. Es decir, los veo muy poco. Por ende, la clase que doy una semana, Como

bien he dicho, toca retroalimentar y de ser posible reforzar durante la siguiente clase por este motivo de la falta de horas dentro del aula.

Y última pregunta es

¿qué habilidades del lenguaje puede permitir a mejorar cuando aprenden vocabulario, reading, lectura, escritura o expresiones orales?

Principalmente considero que sería la expresión o el speaking porque es con los más pequeños lo que más se trabaja. Como están en este proceso ellos de aprender a leer y a escribir en el español, en el caso del inglés más se refuerza el ámbito de lo que es a la hora de hablar, a la hora de identificar. Ellos como tal no escriben en inglés algo pero sí lo hablan, señalan tal cosa. es yellow tal cosa es apple una manzana, entonces esto es lo que se busca con ellos el speaking lo que es la expresión

Listo profesora gracias por la entrevista, un gusto gracias

Lic. Saul Quirumbay

1.- What is your experience about teaching Vocabulary in Context?

"In my opinion, teaching vocabulary in context is very helpful. It makes it easier for students to understand the meaning and how to use the word in real situations. I think it's better than just memorizing word lists."

2.- What are some factors that prevent students from learning English vocabulary, and how do you address them?

"Some factors that prevent students from learning English vocabulary are lack of motivation, limited practice, and not using the words in real life. I try to make learning fun by using games, songs, and activities. I also encourage students to use new words in sentences and in daily conversations."

3.- What strategy do you use for students to learn vocabulary. Could you provide an example? "One strategy I use is teaching vocabulary through pictures and context. For example, if we are learning words about food, I show pictures of fruits and vegetables, and we use them in sentences like 'I like apples' or 'She eats carrots.' This helps students remember the words better."

4.- How do you promote the importance of knowing English vocabularies among students?

"I promote the importance of learning English vocabulary by showing students how it helps them understand songs, movies, and games in English. I also explain that knowing more words helps them speak and write better. I try to make vocabulary fun and useful for their everyday life."

5.- How do you evaluate the vocabulary learning strategies you use? Do you plan to implement new strategies in the future?

"I evaluate the vocabulary strategies by checking if students can use the new words in speaking and writing. I also give small quizzes or games to see what they remember. Yes, I plan to try new strategies like using short videos, group activities, and mobile apps to make learning more fun and modern."

6.- Do you think social factors can affect your students' focus on reading and learning new words?

"Yes, I think social factors can affect students' focus. If they have problems at home, with friends, or feel shy, it can be hard for them to concentrate. That's why I try to create a positive and friendly classroom where they feel safe and motivated to learn."

7.- What are the main challenges you have faced in motivating students to memorize new words from basics to learn?

"One of the main challenges is that some students get bored or feel it's too difficult to remember new words. Others don't practice at home. To help them, I use games, songs, and simple activities to make learning fun. I also encourage them with praise and small rewards to keep them motivated."

8.- Do you think it is important to learn vocabulary (reading, writing, oral expression)?

"Yes, I think it is very important to learn vocabulary for reading, writing, and speaking. Vocabulary helps students understand what they read, express their ideas clearly, and communicate better in English. It's the foundation for learning the language well."

Link of video: <https://youtu.be/ca0wVAQWABg?si=JIENxJwtg97vBoDX>