UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"COGNITIVE APPROACH TO ENHANCE VOCABULARY IN 8TH GRADERS AT UNIDAD EDUCATIVA TEODORO WOLF"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Advisor: Lic. Sara Gonzalez Reyes. MSc.

La Libertad – Ecuador
2021

La Libertad, February 2nd, 2022

ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title **"Cognitive Approach to Enhance Vocabulary in 8th Graders at Unidad Educativa Teodoro Wolf"** prepared by Joselyn Ivette Neira Rodríguez, an 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,

SARA DOLORES GONZALEZ REYES
Firmado digitalmente por SARA DOLORES GONZALEZ REYES
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…………………………………..
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La Libertad, January 3, 2022

STATEMENT OF AUTHORSHIP

I, Neira Rodríguez Joselyn Ivette with ID number # 2450801416, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor´s degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper Cognitive Approach to Enhance Vocabulary in eight graders at Unidad Educativa ''Teodoro Wolf'' certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Joselyn Neira R.

JOSELYN IVETTE NEIRA RODRÍGUEZ

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DEDICATION

I want to dedicate this to my family, who was by my side from the first moment, who often left their occupations and jobs to support, accompany and encourage me, to my mother who never stopped believing in me and taught me that the most important thing I can get is education.

To my group of friends who gave me time, and received me with the best attitude, thank you for encouraging me every time I felt that I could not do something, to Jazmín Chalén, who for 5 years has been my support, my friend, and even an inspiration, for supporting me in every moment of my life.

My cousin Tatiana Flores, a role model and an example of a strong, persevering and loving person who has been by my side throughout my life.

Thank you for being part of this and for encouraging me to give my best at every opportunity.

With love,

Joselyn

ABSTRACT

Cognitive approach is closely connected to the mental processes, and in education this topic has gained ground with different methods to apply in the teaching-learning process. The main objective of the present research project is to enhance vocabulary in 8 graders at Unidad Educativa ''Teodoro Wolf'' through different activities that include the cognitive side of the students, their analytic and critic side is developed to help them to solve problems or complete some activities related to the vocabulary learning. This method also enriches the memory side of the students owing to everything that were taught to students, they can identify and recognize in the long term. To obtain accurate results, surveys were carried out on 42 students and interviews with 2 professors from the aforementioned institution. The qualitative method was used to deeply analyze the results obtained at the end of the research. As a proposal, a guide was elaborated with different activities where students will develop their cognitive processes to enhance vocabulary.
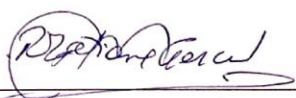
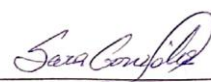**KEY WORDS:** Cognitive approach, method, vocabulary, memory, guide.

RESUMEN

El enfoque cognitivo está íntimamente relacionado con los procesos mentales, y en la educación este tema ha ganado terreno con diferentes métodos para aplicar en el proceso de enseñanza-aprendizaje. El presente proyecto de investigación tiene como objetivo principal potenciar el vocabulario en los estudiantes de 8° grado de la Unidad Educativa Teodoro Wolf a través de diferentes actividades que incluyen el lado cognitivo de los estudiantes, se desarrolla su lado analítico y crítico para ayudarlos a resolver problemas o realizar algunas actividades relacionadas. al aprendizaje del vocabulario. Este método también enriquece el lado de la memoria de los estudiantes debido a que todo lo que se les enseñó a los estudiantes, lo pueden identificar y reconocer a largo plazo. Para obtener resultados precisos se realizaron encuestas a 42 estudiantes y entrevistas a 2 profesores de la mencionada institución. Se utilizó el método cualitativo para analizar en profundidad los resultados obtenidos al final de la investigación. Como propuesta se elaboró una guía con diferentes actividades donde los estudiantes desarrollarán sus procesos cognitivos para potenciar el vocabulario.

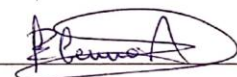**PALABRAS CLAVES:** enfoque cognitivo, método, vocabulario, memoria, guía.
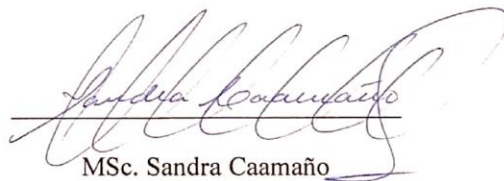
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INDEX

TABLES

1. INTRODUCTION

Vocabulary learning is the basis that will allow the mastery of any language, and English is no exception, recognizing words and knowing their semantics is connected to the skills of English mastery, therefore, the more words a person knows, it is easier to identify them in a conversation, a reading, and then use them for oral communication, thanks to the tools and resources that exist today, people can practice their speaking or writing without any restriction, to achieve the purposes in a classroom it is important keep updated and create a dynamic environment that allows students to feel comfortable and explore new skills, the traditional teaching method is no longer an option and over the years, attempts have been made to couple a new system that motivates and has as its protagonist the student, and that the knowledge acquired throughout the academic period remains with them and does not become a disposable database. Among the many new ideas for teaching-learning, there is the cognitive approach that is characterized by turning a passive student into one that solves the problems that arise in class while analyzing all the options and finding the most convenient solution.

By combining the cognitive approach with the correct teaching of vocabulary, an attempt is made to compare the old methods that were used to teach English and the benefits or contributions of an approach where the main component is in the mind, working with memories and associations of concepts with daily or common situations and finally identify why the required level of English is not reached knowing that everything begins with the vocabulary.

If the language system that is the vocabulary is not properly developed, it will be very unlikely that the student will master the five skills that are constantly evaluated to ensure the learning of the English language, if the number of words known is low, it will directly affect the understanding and to be able to express what he understood about the subject, therefore it is necessary to work on his dedication to learn more words that have different approaches, not only the social aspect that is the most common, in educational field, business, tourism and formal learning should be included as topics in classes, in basic education; English is explained in a general way and does not focus on any specific area, in this case, a tool that would be very useful is the internet to compensate for unfinished classes, autonomous work is an essential part of learning a new topic, gives the student the opportunity to search by their own means for more information that meets their need to learn, and one of the advantages of this tool is that the student

manages the study schedule at their own pace, internet access has improved life in educational institutions, the problem is that it is not always used in the correct way, resources such as videos can help expand vocabulary through observation, pronunciation and examples in sentences, these applications are a good option to implement in the classes together with the new ideas, techniques that include the cognitive approach whose contribution is to transform the passive student into a critical person, and through a guide the student can find solutions that improve the performance.

With the present research project, a new perspective for the teaching-learning of English is shown with the vision of an approach that had only been used for oral or reasoning activities such as: debates, exhibitions. The cognitive approach is the main factor that will be compared with other methods so that they finally provide the possibility of restructuring a class with new ideas, strategies, steps, indications and in this way the students of the 8th year of basic education end up with an English level required.

This Research Project is divided into 4 chapters, the first shows a general and specific perspective of the problem statement and the questions that arise from this topic, the second chapter displays the information of the theoretical framework, the background, theories and opinions that support the main topic obtained from research in the last five years. The third chapter is about the methodological framework, the resources and tools that were used to achieve the results about the cognitive approach and the last chapter displays the proposal that was found to help strengthen the idea that this approach can be applied in learning of vocabulary and through what can be achieved.

CHAPTER I

2. THE PROBLEM

2.1 Research Topic

Cognitive Approach to enhance Vocabulary in 8th graders at Unidad Educativa Teodoro Wolf

2.2 Problem Statement

English continues to be an important language for all areas of life, the most important being business and education, despite the efforts to incorporate English as a compulsory subject in schools since 2016 there has been no improvement, according to the last ranking made in 2020 of the EF English Proficiency Index, Ecuador ranks number 93 out of a list of 100 countries, being the last country in Latin America, the rating is very low, (EPI, 2020) this undoubtedly indicates a failure in the system educational.

The Unidad Educativa Teodoro Wolf is located in the province of Santa Elena, a public school that like all the others, has the subject of English in its curriculum, but has not had much success in a satisfactory learning of this language. In general, the class plan consists of teaching vocabulary, tasks and speaking seconds or minutes about a random topic, which means that there is no adequate teaching system and results are not collected for a later analysis that demonstrates the progress or delay in English learning.

Students of the 8th year of basic education should have a standard level of A1.2 taking into account the 4 components of the language: listening, speaking, Reading and writing, (Educativos, 2017) However, these cannot be achieved without the mastery of an appropriate vocabulary.

To start studying English you need to learn a lot of vocabulary, that is, to know and identify words related to different topics, generally the theme at the beginning of learning English consists of using flashcards or realia with the translation method and activating memorization with repetition. For the second stage that begins in the 8th grade of basic education, students should understand and link definitions of daily vocabulary such as family, transportation, clothing, among others, but the desired results are not always obtained and reinforcement must be applied. At this level, young people have to learn to recognize definitions, synonyms, antonyms and differentiate

contexts with homophones and without a well-structured program or planning, students may lose concentration and focus, which leaves us at the beginning of the problem.

It has been evidenced through exams, surveys or general analysis the deficit of English at the national level, which indicates that the Ecuadorian population is not prepared for a bilingual environment, this situation is worrying for the education because English is a compulsory subject and established within the National education plan, in the official reports of the Ministry of Education it is stipulated that the person must start studying English from the 2nd year of basic education, and although there is no exact number of words that students should know to achieve fluency, approximately 500 words are spoken at level A.1, but as long as there is no monitoring or data collection indicating whether this number is met, it is assumed that students know a basic vocabulary and do not reinforce it, for this reason the cognitive approach is applied, it allows the learner to think and relate words while adding them to their personal vocabulary bank.

2.3 Problem formulation

1. What are the effects of implementing the cognitive approach method to enhance vocabulary to 8th graders at Unidad Educativa Teodoro Wolf?

2.4 Specific Research Questions

1. How can students be encouraged to improve their vocabulary?
2. Why learning vocabulary is the most important step to learn a language?
3. Why do current learning methods have better results than the old ones?

2.5 Objectives

2.5.1 General objective

To enhance vocabulary through the application of Cognitive Approach Method in 8th graders at Unidad Educativa Teodoro Wolf

2.5.2 Specific objectives

1. To analyze the studies about the implementation of Cognitive Approach from different authors.
2. To identify the main failures in the domain of vocabulary.
3. To establish vocabulary activities for the application of the Cognitive Approach Method focus on Vocabulary.

3. Justification

This research has the purpose of helping students of higher basic education, 8th graders to complement their study of English specifically in vocabulary through Cognitive Approach, because this is a different and practical way to teach that includes strategies and manage of language to improve learning, the reason for searching and trying to test new techniques and strategies is because the needs of students and the educational community change and rise each period, studies related to learning show that it is usually more effective if dynamic alternatives are used in which all students participate, hence the suggestion of the Cognitive Approach in English classes at a stage in which language skills are beginning to develop, starting with a range of words in a playful environment.

Santa Elena is a touristic city, it receives visitors especially on holidays, some of them from abroad, this city has among its priorities to promote tourism, the commercial sector is popular and there are constantly talks and updates for that sector, authorities promoted infrastructure and recreational activities, but there is no consistent plan for the population to learn a second language because it must start from the classrooms, so that students recognize it as part of their routine and do not feel pressured or boring, it is necessary to search and use varieties of methods to find out which is the most appropriate and that can generates good results. The cognitive method focuses on the active participation of the student, that is, he or she can learn at her pace, from their perspective, putting into practice with examples.

The Teodoro Wolf High School is one of the most popular and oldest institutions in the province of Santa Elena, has currently 181 years of foundation, therefore it enjoys a lot of prestige and recognition, every year, more students enter to study in this place, currently there are 3025 students enrolled, three times more than 20 years ago, this increase has led the authorities to manage projects to create new classrooms and pavilions, to the point of having a reduced physical space; and divide the sections, it becomes a challenge.

The chosen school year is the 2020-2021 period which is in process, the eight-year has 316 students divided into 7 classrooms.

The research project presents as limitations a small sample size; in addition, the starting point that supports this research, which is the cognitive approach, has not had conclusive evidence on the performance of students in the subject of English, the information, analysis and data

collected show a first perspective to its incorporation. in the development of a class, so it does not represent a solid base that proves its effectiveness.

CHAPTER II

4. THEORETICAL FRAMEWORK

4.1 Background

4.1.1 Facilitating the Acquisition of Receptive Vocabulary Knowledge among EFL Undergraduates Using a Cognitive Approach

In other words, one can increase and expand his knowledge of words over time as learning a word cannot occur based on only one time of exposure. Practically, vocabulary instruction can help and support students' understanding of academic texts. (Albashtawi, Jaganathan, & Singh, 2020) the only way in which the student can improve his vocabulary is to be constant in practice, look for and remember the new words to help him in all his learning progress.

4.1.2 Teaching strategies and learning cognitive processes of the prepositions at, in and on

The cognitive process includes two aspects, the inductive and the deductive, which although they have points in their favor, they cannot always be used in the development of a class, but as learning strategies they are usually present in research on prepositions is mentioned: The deductive approach implies a long-term retention of language aspects. As we have already seen, grammar plays an important role in teaching a language o be a communicative speaker, one should master the rules of a language but also should know how these rules convey meaning in communication. (Vasile, 2018)

4.1.3 Cognitive approach to the expansion of the foreign language for students of Russian philology

The application of the cognitive approach in the area of English presents a comparison between the knowledge that a person already has and what they will learn, as well as allowing individual learning to directly explore the contents of the subject they are learning, avoiding imitation and repetition that they can do. lose interest in the student. (Komiljonqizi, 2022)

This project explains how the cognitive area is connected with learning, it is about working the areas of thought, of resolution with the opportunity of a new method that is not based on the old ones in which the student was a receiver and repeater, that person maintains his training process and therefore must develop all the skills that help him achieve professional and personal success.

4.2 Pedagogical Basis

4.2.1 Cognitive Approach in the Process of Learning

Behaviorist approach provided a basis passing to cognitive approach while cognitive approach provided a basis passing to constructivist approach. According to this, cognitive approach does not deny behaviorism, it claims that cognitive process is seen in behaviorist learning. Moreover, constructivist approach established its principles on the basis of the principles of cognitive approach. (Erisen, Mehmet, & Nadir, 2016) These theories and approaches are derived from psychology and experts in the field suggest a combination of class with these processes because through them the environment can be understood and then reacted in the correct way, behaviorist, cognitive and constructivism are connected, they need each other for proper use.

4.2.2 Cognitive Approaches to Second Language Acquisition

Cognitive approaches to L2 acquisition minimally share these two assumptions:

• The primary source for both first (L1) and second language (L2) learning is the learner's participative, contextualized experience of language. Language learning is largely usage-based. Humans use language in order to communicate and make meaning.

• The cognitive mechanisms that learners employ in language learning are not exclusive to language learning, but are general cognitive mechanisms associated with learning of any kind. (Ellis & Wulff, 2021)

The theory of the cognitive approach explains that learning is measured in use, how the student is going to use what he has learned and if he will keep that information or look for more, this approach not only serves to learn another language, it supports the entire learning process. learning because it is about the development of the mind and skills.

4.2.3 The Benefits of Cognitive Learning

The cognitive approach demonstrate that the most important thing is that the student learns, but in a way in which he or she becomes more involved, learn to recognize problems and solve them. It also builds an active, constructive and long-lasting personality. It encourages students to fully engage in the learning process so learning, thinking, and remembering get easier (Grade Power Learning) Among the advantages and benefits of this method are promotes long-term learning that allows them to associate new topics with those who already know it, that means

that it is a cycle where learning prevails and it is not a single session, and improves confidence by improving their writing skills improve their confidence in their potential and their ability to improve and they can apply this form of communication if they continue to strengthen their speaking.

4.2.4 What is Vocabulary?

They are all the words that a language contains and are mainly used to create an appropriate communication with other people. (Mayer, 2021)

Using the vocabulary does not only imply translating the word, it means knowing its use, its synonym, its function and what it means, so that they can be used in any context, or sentence, as well as providing the student with new ideas that will allow them to express themselves clearly and precisely, providing more information.

4.2.5 Vocabulary and its importance in Language Learning

Teachers are always looking for a way to make the day's lesson satisfying and easy to teach and learn, studies have shown that students learn in different ways and at different times, so it is not good to focus on a single strategy, especially when it comes to vocabulary which is generally about remembering as many words as possible and knowing how to use them. Vocabulary instruction is personalized according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word. (Yuldashev, 2019)

4.2.6 The Teaching of Vocabulary

Vocabulary Learning Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. (Normurod, 2021) This represents a more accessible way of learning vocabulary, through daily life, motivating the student to keep learning even when he is not in the classroom, because acquiring more vocabulary has more impact when the person wants to do it, if he becomes an imposition could lose interest, it is the commitment they must have when learning another language.

4.2.7 A large vocabulary helps develop other language skills

Vocabulary is essential in learning a second language. When you have a wider vocabulary in your target language it also helps support all four language skills: reading, writing, listening and speaking (Inspector, 2020) Therefore, studying, learning and engaging with vocabulary are necessary steps to the acquisition of any language, this is why most of the words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary (Dunsmore, 2020) Expanding vocabulary can help students to facilitate their study process, it is easier to understand and form words and phrases, the more words they learn, the easier it will be to relate and remember them.

4.2.8 The Grammar Translation Method

The Grammar-Translation Method was prevalent in foreign language classrooms from the mid-19th century to the mid-20th century (Juan Flores, n.d.) this method consisted of translating the complete text and then repeating and memorizing its content, it was used for its ease of use, it did not imply much effort or planning and a quick evaluation consisted of reviewing that text literally, which meant that the student learned the topic exactly without trying to forget any words but after completing the task he took his attention away from it and did not review it again, this is one of the main reasons why students have not been able to extend their vocabulary beyond simple words, or cognate, is a word that is related in origin to another word, cognates come from the same origin, cognates have similar meanings and often similar spellings in two different languages. (Nordquist, 2020)

4.2.9 Ways to Teach Vocabulary to English Language Learners

As teachers we need to look for tools, strategies and resources so that the objective of promoting vocabulary learning is accessible and accepted by students, among the first and most important strategies is: don't assume students will know essential words from the text. Teach them the words they don't know ahead of time. (MCCLYMONT, 2020) Although these students are in their first year of high school, it does not mean that their English word bank is extensive, especially if their previous teaching method was memorization, so it is better to remember as many words as possible and review them with their meaning and an example in which it is used, this will allow the sense of association and it will be easier to recognize it in future exercises or readings.

4.2.10 What is the Cognitive approach to classroom management?

Teachers need to keep the atmosphere positive and promote discussion between every learner in the community. Students' ideas should be valued and accepted. (Build a Teacher Website at EducatorPages.com, 2009)

Maintaining a classroom with a group of students is not an easy task, certain rules and characteristics must be followed in order to maintain control, the teacher must be a reference, must be firm and impartial, because in an environment in which the cognitive approach is applied cannot allow lack of work, discrimination, disrespect and the rejection of opinions, the teacher and student must work together.

CHAPTER III

5. METHODOLOGICAL FRAMEWORK

The Methodological Framework to this study "Cognitive Approach to enhance vocabulary in 8 graders at Unidad Educativa Teodoro Wolf" has been applied to recognize and analyze the information provided by the participants involved in the research. Different techniques to collect the necessary data and bring a result to this study. This stage is fundamental, to identify the method applied is needed to other researchers and bring them credibly about how was the process and how the information was collected.

5.1 Methods:

The appropriate method selected to obtain the data in this research is qualitative and quantitative. Through those methods the different aspects were recognized to get a result and identify if Cognitive Approach would be functional in the teaching-learning process.

5.1.1 Qualitative Method

Qualitative Method is mostly used to apply in scientific research to collect and analyze the information. Researchers could work with interviews, surveys, and observations where they have to record the results and then those results can be interpreted after a deep analysis.

5.1.2 Quantitative Method

This method is used with objective measurements and the statistical. The result can be obtained by different kind of surveys, online polls, systematic observations, etc. To calculate quantities related to the number of participants and register their information, in this case it was given by the surveys.

5.2 Level and Type of Research

This research has two levels: an exploratory and descriptive level. Exploratory for the reason that it analyzes in depth the topics seen within the investigation and delves into the questions that are asked of the participants; and descriptive because each part of the population is described in detail, the condition it presents and its characteristics.

It also is an experimental design because an amount of people is surveyed to find answers to be analyzed and interpreted by the researcher at the end of the study.

5.3 Instruments

5.3.1 Survey

      This type of instruments is an important tool in a research project, it is the base to obtain the needed data, a set of questions are established to collect the information from the participants. To this research the group of participants were surveyed with 10 questions in order to obtain certain information.

5.3.2 Interviews

      Interviews are a qualitative data collection method that is based on a conversation between a researcher and a person who answers a certain number of open-ended questions. This is a deeper approach to elicit more information for the teachers who were interviewed with questions related to the main topic.

5.4 Population and Sample

5.4.1 Population

      The population for this study is the eight-grade students course at Unidad Educativa ''Teodoro Wolf'' school year 2021 – 2022

Table 1

Populations Details

Population Details		
Category	Frequency	Percentage
English teachers	2	5%
Eight-grade Students	42	95%
Total	**46**	**100%**

Source: Unidad Educativa ''Teodoro Wolf''
Author: Neira, Joselyn

5.4.2 Sample Group

The sample group is compounded by two eight-grade teachers and forty-two eight-grade students, parallel ''C'', school year 2021-20221.

6. ANALYSIS OF DATA

6.1 Interview to the Eight-Grade English Teachers at Unidad Educativa ''Teodoro Wolf''

1.- Describe which techniques and resources you use when teaching your classes.

List of vocabulary, repetition, synonyms and antonyms, listening music, describing pictures, etc.

Resources on line how kahoot, live worksheets, nearpod, word wall, etc.

Analysis: The teacher varies the activities that she applies to her students, and it is convenient because that way the group in charge knows that the class is not monotonous and that they can learn interactively, and they are even activities that can be used for autonomous reinforcement, after learning how to use the page, they can do it on their own and continue learning.

2.- Explain the difference between the traditional method and the method that you are applying for teaching English

Traditional methods are boring for the students because they repeat the vocabulary and translate reading, the methods that teachers use now require more participation in speaking, students learn playing with interactive games.

Analysis: The teacher knows that reusing the old teaching methods will not be helpful for the teacher and much less for the student, they are more open to comment, protest or discuss if they do not like something, their lack of interest can be evidenced in the grades or the behavior, to maintain his concentration one has to look for alternatives, she asks them to speak and plays games with them so that they know that he is the direct beneficiary.

3.- All English skills are important, but to develop them you must know the vocabulary. What activities or techniques do you use to encourage vocabulary learning?

Synonyms and antonyms, describing pictures, oral repetitions, etc.

Analysis: Teaching vocabulary does not only include a list of words and repeating them, is to encourage student participation through recognition, of the similarities of differentiating them from others, and that is why a mixture of techniques that cover all these points should be used in the class.

4.- Do you think that students are achieving the level of English established by the Ministry of Education, that is, A1, why is it difficult for some to reach that level?? explain the reasons

No, only in particulars schools. Fiscal colleges of Ecuador need laboratories for practice listening and the most of schools don't have a laboratory.

Analysis: The teacher thinks that not reaching the required level of English is related to the lack of equipment and infrastructure, an area set up for the exclusive learning of English, and for that same reason; private institutions have better results with their students, but currently the technology is accessible, and most of the students can practice by their own and not expect to learn only at school

5. Do you consider that it is necessary to implement a guide that encourages the learning of vocabulary in your students, would you use this guide? Justify your answer

I think that is a good idea, because anything that can be used to facilitate student learning is good.

Analysis: The teacher and the student are always looking for new ways of teaching and learning, a resource or strategy that is according to their needs and if it is a guide, this facilitates the search for material and helps to analyze how students react to this new challenge.

6.2 Second Interview

1.- Describe which techniques and resources you use when teaching your classes.

Some of the techniques directed to use when I teach English are for examples, games, I also use the technique of reading aloud I also love using brainstorming, I tend to use pictures, describing also and nowadays that we have been working media I tend to use a lot of gamification on my class.

Analysis: The combination of techniques and resources is a good idea, the teacher takes advantage of all the resources at hand, especially now that she manages virtual education, activities that everyone can access.

2.- Explain the difference between the traditional method and the method that you are applying for teaching English

Well, we usually use the grammar translation method in the lessons and nowadays in the new curriculum we use a clear methodology so we are really focused on the student learning so they can have significant activities when they are learning for example in my case I'm really focused on the communicative approach so students can be able to communicate real situations in real context I never really focus on grammar structures I prefer to teach vocabulary, language functions and that kind of stuff.

Analysis: The teacher has adhered to the rules and provisions of the Ministry of Education, which has national control of the environment in which the class takes place, but also gives the teacher the opportunity to mix his personality when giving the class, and it seems to her that the communicate approach is the best option, to work in a group and they develop an active personality.

3.- All English skills are important, but to develop them you must know the vocabulary. What activities or techniques do you use to encourage vocabulary learning?

I really love using gamification especially nowadays that we are working through virtual lessons they are really useful to teach vocabulary I love to design games for picture matching, for crosswords, memory games on a lot of websites they have to design things for example you have wordwall, you can design some activities vocabulary on Kahoot, quizzes, even liveworsheets.com.

Analysis: She uses gamification to help vocabulary learning because she knows that the needs are different, that everyone learns differently, but that they enjoy activities that allow them to learn and have fun, therefore she has implemented different types of pages that have these characteristics.

4.- Do you think that students are achieving the level of English established by the Ministry of Education, that is, A1, why is it difficult for some to reach that level?? explain the reasons

The level that the Ministry of Education demand for students in high school but when they finish the third of Bachillerato is B1 and of course they are not reaching that level because they don't have a very good basis on the language, so for some of them it's easy to learn the structure, functions, vocabulary but for others is really hard, but of course they are not getting the B1 level, that's the level that is the level established by the ministry here in Ecuador.

Analysis: She, as an English teacher, knows that students should achieve a B1 level when they finish their preparation at school, but her opinion is that many of them may not be able to achieve it because of the way they learn and how they use their time and resources, students who are interested in the subject will look for a way to continue learning, in their own way, but for the rest it will be complicated to have to learn rules, structure and steps for grammar, for example, in conclusion she does not believe that students can achieve the level of English according to their age.

5. Do you consider that it is necessary to implement a guide that encourages the learning of vocabulary in your students, would you use this guide? Justify your answer

I consider it's necessary to implement a guide to encourage the learning of new vocabulary in the lower levels I mean for students in kindergarten, for students in basic education I mean in school because when they are little ones they are able to acquire languages and on the other side when students are between eight or more years it's a little difficult because they learn languages, they don't acquire language so I think to implement a guide for vocabulary learning would be more useful in the lower levels not in the higher ones.

Analysis: She said something very important and real, it is easy to learn English or any language when the person is young, the earlier the better, because there is a difference between learning and acquiring, it is easy for the child to retain information if it is constant, but as the time,

they see it as complicated to learn all the rules of the language, but it can be confusing, knowing that many students do not reach level A1, the suggestion that it is appropriate at lower levels is correct, but if their English skills are not developed , as teachers we have to help and motivate them regardless of their age.

6.3 Students Survey

1. **How would you like to learn vocabulary during English classes?**

Table 2

How would you like to learn vocabulary during English classes?

Options	Frequency	Percentage%
Online activities (Internet)	16	38,1%
Worksheets	4	9,5%
Listen to the word and repeat it	17	40,5%
Use it in a real example of daily activity	5	11,9%
Total	**42**	**100%**

Author: Neira, Joselyn

Interpretation: 40,5% of the students would like to listen and repeat a new word during English class, 38.1% prefer internet activities, 11.9% would like to use that new word in an example, a sentence with a daily routine and 9% 5% would like to learn through worksheets. This answer allows to know the preference of the students when a new word is introduced in the class with the purpose of being able to remember it.

2. **What do you do when you do not remember or understand a word in English?**

Table 3

What do you do when you do not remember or understand a word in English?

Options	Frequency	Percentage
Search for it on the internet	26	61,9%
Use a dictionary	7	16,7%
Ask the teacher	7	16,7%
I don't ask and I forget it	2	4,8%
Total	42	100

Author: Neira, Joselyn

Interpretation: Most of the students search on internet when they do not know a word, 16,7% use a dictionary, 16,7% prefer to ask the teacher and the 4,8% they just do not ask or investigate

and forget about it. This result shows us that despite the fact that the class takes place in real time, the majority prefer to look up the word online instead of asking the teacher, perhaps due to shyness or fear of speaking.

3. **Do you save the notes on the new words you know in English?**

Table 4

Do you save the notes on the new words you know in English?

Options	Frequency	Percentage
Yes	25	59,5%
No	0	0%
Sometimes	17	40,5%
Total	42	100%

Interpretation: The 59,5% of the students save their notes on the new words that they are learning, 40,5% of them save the notes sometimes, and no one misses their notes. It is important to know that discovering a new word catches their attention and that is why they prefer to write it to keep it close.

4. **Do you believe that memorization is a good option to learn a new word?**

Table 5

Do you believe that memorization is a good option to learn a new word?

Options	Frequency	Percentage
Yes	33	78,6%
No	1	2,4%
Sometimes	8	19%
Total	42	100%

Author: Neira, Joselyn

Interpretation: 78,6% of the students consider that memorization is the best way to learn a new word in English, 19% believe that memorization is not always a good option, and 2,4% believe that is not a good option. This question directly impacts the cognitive approach because one of its characteristics is motivating the student to use memory at all times.

5. **How many English words do you learn and remember during class?**

Table 6

How many English words do you learn and remember during class?

Options	Frequency	Percentage
Less than 5	8	19%
More than 5	33	78,6%
I don't pay much attention	1	2,4%
Total	42	100%

Author: Neira, Joselyn

Interpretation: Most of eight-grade ''C'' students learn and remember more than five words during English class, 19% learn and remember less than 5 and 2,4% don't pay much attention to the class. Remember is another aspect of Cognitive Approach, and is used in English class.

6. How much time outside of class do you spend reviewing your English notes?

Table 7

How much time outside of class do you spend reviewing your English notes?

Options	Frequency	Percentage
0-30 minutes	31	73,8%
1 hour	10	23,8%
2 hours	0	0%
More than 2 hours	1	2,4%
Total	42	100%

Author: Neira, Joselyn

Interpretation: Most of the students, 73,8% review their notes outside of classroom, 23,8% dedicate an hour outside of class to review the topics, 2,4% of them dedicate more than two hours and no one spend two hours for review. The time that students dedicate to the subject of English is important to know if they are interested in learning and knowing more about English.

7. Which of these reasons would you choose to determine your performance in English?

Table 8

Which of these reasons would you choose to determine your performance in English?

Options	Frequency	Percentage
I like English, I pay attention and I would like to learn more	24	57,1%
The English class is boring, I don't understand much and the activities are complicated	0	0%
I am only interested in passing the subject, but not understanding everything	3	7,1%
Perhaps if more activities and strategies are included, the class can be understanding.	15	35,7%
Total	42	100%

Author: Neira, Joselyn

Interpretation: 57,1 of the students like English subject and they would like to learn more, but 35,7% think that more activities or strategies are necessary to improve English class, and 7,1% feel they have to pass the subject but learning is secondary, no one thinks the subject is boring. Motivation is important in any learning area; the process is easier when there are students who want to learn because they will be aware of all the teacher's instructions.

8. Would you like to participate more in English classes?

Table 9

Would you like to participate more in English classes?

Options	Frequency	Percentage
Yes	29	69%
No	0	0%
Sometimes	13	31%
Total	42	100%

Author: Neira, Joselyn

Interpretation: Most students would like to participate more during class, but 31% would only participate a few times. This result indicates that the group of students is active, but the objective is to get the entire class to participate in each activity.

9. **It is easier to remember a new word through pictures or examples in sentences?**

Table 10

It is easier to remember a new word through pictures or examples in sentences?

Options	Frequency	Percentage
With images	31	73,8%
In sentences	11	26,2%
None	0	0%
TOTAL	42	100%

Author: Neira, Joselyn

Interpretation: 73,8% find easier to learn a new word through an image, 26,2% prefer learn with sentences, if we want to activate memory, remembering and thinking, visualization and understanding are essential.

10. **Have you used any of these resources or tools to help you know how much you have improved in vocabulary?**

Table 11

Have you used any of these resources or tools to help you know how much you have improved in vocabulary?

Options	Frequency	Percentage
Exercises on the internet	14	33,3%
Workbooks or worksheets	7	16,7%
Videos or songs in English	18	42,9%
I haven't used any and I don't know how much vocabulary I know	3	7,1%
TOTAL	42	100%

Author: Neira, Joselyn

Interpretation: 42,9% of eight graders use videos or songs in English to know if they have improved in vocabulary, 33,3% prefer do exercises on the internet, 16,7% have used workbooks or worksheets and 7,1% do not use any resource. To apply any method, strategy or activity, it is necessary to know the needs of the students and what makes them feel more comfortable, this answer gives us an idea of what can be implemented in class and what they approve for their learning.

CHAPTER IV

7. THE PROPOSAL

7.1 Name of the Proposal

7.1.1 TITLE

Didactic guide based on cognitive approach to enhance vocabulary learning in 8ᵗʰ graders at ''Unidad Educativa Teodoro Wolf.''

7.1.2 INFORMATIVE DATA

Institution: Unidad Educativa ''Teodoro Wolf''

Country: Ecuador

Province: Santa Elena

City: Santa Elena

Beneficiaries: Eight-grade students

Author: Joselyn Ivette Neira Rodríguez

Advisor: Lcda, Sara González Reyes. MSc

7.2 BACKGROUND

The data obtained through the interview and survey in this research project showed that the eighth grade students of the Teodoro Wolf educational unit are very enthusiastic about learning English but have not explored different alternatives of resources, strategies or activities that complement their learning. Teachers are trained and updated, they frequently use technological tools in their classes so they are not far from the idea of creating a work environment for their class.

The proposal of this project shows a didactic guide that helps the teacher and the student to get involved and expand their vocabulary, this being the fundamental pillar for English skills, if the vocabulary is not improved, the student will show deficits in aspects such as: speaking, reading, listening. , writing; This didactic guide offers a series of activities and steps to follow that complement the learning of vocabulary in a didactic and interactive way because the cognitive approach that is the main theme of this project indicates that the student must participate and activate their rote side and to remember the lessons that they have every day, this added to the fact

that they must carry out the activities on their own to generate confidence and that the knowledge is lasting thanks to the interview and survey that was carried out in this institution, it is concluded that this group of students they want to learn and understand English that it is easier for them to repeat a word so that it remains recorded in addition to writing down words or phrases that they learn every day, that is why a mixture of activities is necessary that encourages them to continue acquiring more vocabulary involving them in all the steps so that they put aside their shyness, which apparently is what does not allow them to ask, or participate in front of others.

7.3 JUSTIFICATION

This research project was carried out with the aim of investigating a new method or approach that can be successfully applied in English classes specifically to expand their word bank by searching for information on current methods where the student is the main actor and that it be the one that works to discover where the faults are, the cognitive approach was obtained by uniting it with the vocabulary, it shows a great impact because in a certain way the teachers of the Teodoro Wolf educational unit have used activities and methods similar to those that make up the cognitive approach , they seek long-term knowledge, the participation of the entire room and an atmosphere of debate. Specific questions were asked to find out the needs and current situation of teachers and students, the opinion they have about English classes and how they are being developed, this series of activities will allow the student to get out of their zone of comfort will help you to be a person who identifies problems, solves them and uses them in your favor, the purpose of this project is for students to recognize the importance of vocabulary and to practice it as often as possible.

7.4 RESEARCH OBJECTIVES

7.4.1 General Objectives

To apply Cognitive Approach in English through activities that enhance Vocabulary in eight graders at Unidad Educativa ''Teodoro Wolf''

7.4.2 Specific Objectives

1. To encourage the learning of vocabulary related to more common activities
2. To promote the use of vocabulary daily while developing thinking and memory activities
3. To provide a didactic guide for the development of the English class.

7.5 PROPOSAL DESCRIPTION

This didactic guide contains different activities that can be applied with the cognitive approach at any time while it is aimed at learning vocabulary, it is made up of activities that will develop the analytical and critical side of the young student because they will use their ability to remember, relate, memorize and infer based on what he sees or what he interprets, in this way it will be easier for what he has learned to stay with the student because he will link it with a game, a fun activity or he will remember the example and the scenario in the one who raised the word. Each activity includes:

Title: The name of the activity.

Objective: What you want to achieve by doing the activity.

Material: Description of the materials and their characteristics

Procedure: Steps to follow to complete the activity.

DIDACTIC GUIDE BASED ON COGNITIVE APPROACH TO ENHANCE VOCABULARY

8th Grade

Activities to develop with your students that improve their thinking abilities

JOSELYN IVETTE NEIRA RODRÍGUEZ
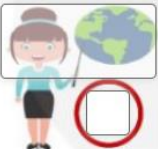
ACTIVITY 1

Title: Association

Objective: To acquire more vocabulary through visualization and memorization of concepts.

Materials: worksheet.

Procedure:

1. Students will have 3 minutes to see and analyze the images with the corresponding vocabulary.

2. Read the definitions and take a moment to think about which image it refers to.

3. The teacher and students will mimic each definition to easily remember the subjects.

4.Match the image with the correct definition

5. Group revision and correction.

Read the description and write the correct numbers beside the pictures.

geography music drama art math/maths science

biology history IT French English PE

1. You learn how to sing and listen to famous composers like Beethoven and Mozart.

2. You learn about numbers and find out how to calculate.

3. You learn about past events and famous people from long time ago.

4. You learn about computer, word-processing, databases and spreadsheets.

5. You learn how to speak, write and understand English.

6. You stretch, bend, run and jump.

7. You try to draw and paint like Picasso.

8. You learn how to act and perform on stage.

9. You learn about chemistry and physics.

10. You learn "Bonjour", "au vevoir" and "Merci".

11. You study human body and animals.

12. You learn about different areas and countries, as well as the world's weather, mountains, seas and lakes, etc..

From: liveworskheet.com

Solved Exercise

Read the description and write the correct numbers beside the pictures.

listen(en-US): geography — 12

listen(en-US): music — 1

listen(en-US): drama — 8

listen(en-US): art — 7

listen(en-US): math/maths — 2

listen(en-US): science — 9

listen(en-US): biology — 11

listen(en-US): history — 3

listen(en-US): I T — 4

listen(en-US): French — 10

listen(en-US): English — 5

listen(en-US): P E — 6

ACTIVITY 2

Title: What or who am I talking about?

Objective: To apply vocabulary with noun through keywords.

Materials: Images, worksheet.

Procedure:

1. This activity is for the whole course, you can choose an exact number of participants who are going to describe (3 or 5) and another group who will try to discover what is being talked about, 3 for each participant

2. The participants will choose an image that only they will know

3. With the help of the dictionary or the internet, they will look for words that describe the image, for example: brown, big, furry, wild = bear

4. Each participant will have 45 seconds to say the words that describe the animal or object.

5. The team with the most points wins.

Figure 2 Source: Web Page Google Images

Figure 3 Source: Web Page Google Images

Figure 1 Source: Web Page Google Images

Clues: Brown, big, furry, wild….

Figure 4 Source: Web Page Google Images

ACTIVITY 3

Title: Hangman

Objective: To apply vocabulary using images.

Materials: Images, worksheet.

Procedure:

1. The teacher projects or pastes an image in front of the room

2. They are divided into groups of 4, each one can say only one letter

3. If the group manages to complete the word, they win, otherwise, they must give up the turn to the next group and they are disqualified

Figure 5 Source: Web Page Google Images

___ ___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___

Word: Conversation

Figure 6 Source: Web Page Google Images

___ ___ ___ ___ ___ ___ ___ ___

Word: Swimming

Figure 7 Source: Web Page Google Images

___ ___ ___ ___ ___ ___

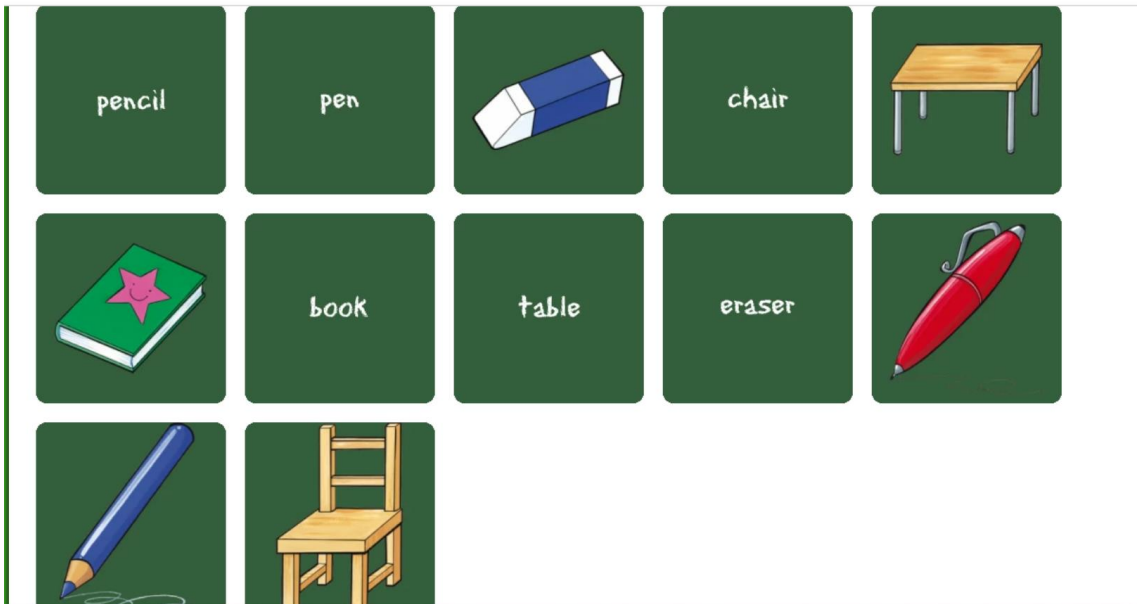Word Acting

ACTIVITY 4

Title: Memorization game

Objective: To apply vocabulary using memorization

Materials: Images, worksheet.

Procedure:

1. The student has 15 seconds to observe the entire frame.

2. Each one has a chance to choose a word and an image if they match they get a point.

3.

From: Matchthememory.com

ACTIVITY 5

Title: Infer

Objective: To apply vocabulary inferring meanings.

Materials: Images, worksheet.

Procedure:

Use the context clues to find out the meaning of unknown words.

1. The fish swam in a large **stream.**

   What does the word **stream** mean?

   a. car   b. river

2. Jessy **penned** a note to Santa.

   What doe the word **penned** mean?

   a. write   b. ran

3. The mouse **nibbled** on the cheese.

   What does **nibbled** mean?

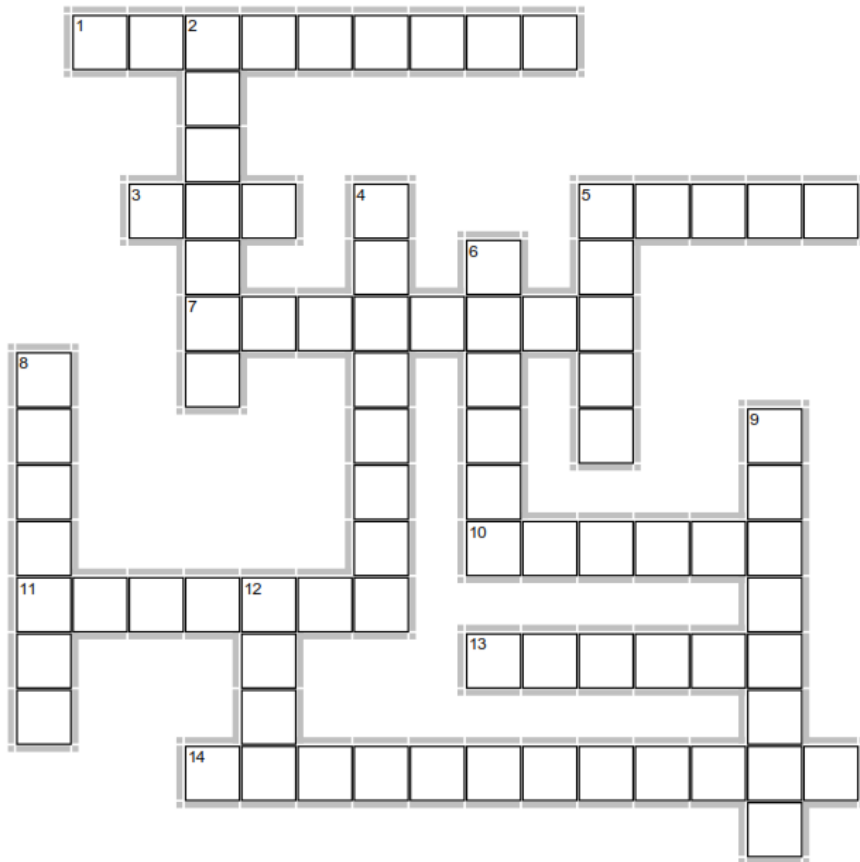   a. dance   b. ate

ACTIVITY 6

Title: Crossword

Objective: To acquire vocabulary according to the definition.

Materials: Worksheet.

    1. The student must carefully read the definition that is across and down in the crossword puzzle.

    2. The teacher should help in this activity with the use of other words so that the students can easily recognize it.
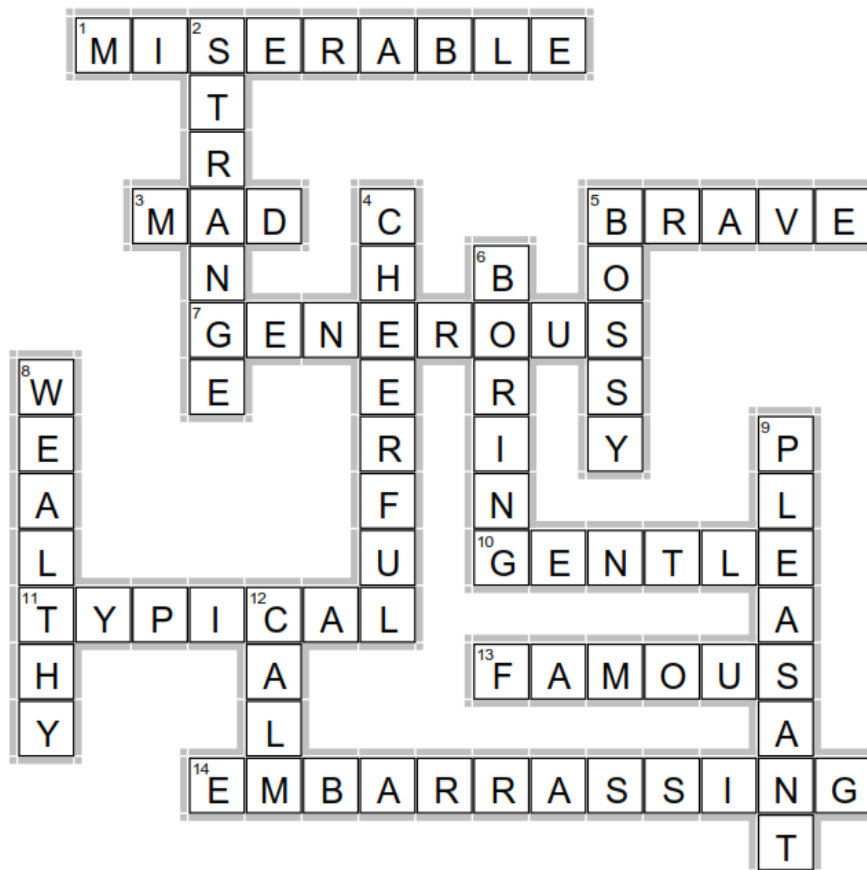
Across

1. very unhappy because you feel lonely or bad
3. very angry
5. to have courage in a dangerous situation
7. if you are willing to give people money or other things so that you can help them
10. kind and careful in the way you do things
11. having the usual features or qualities of a person or thing
13. known by a lot of people
14. if something makes you feel ashamed

Down

2. unusual or surprising in a way that is difficult to explain or understand
4. happy; or behaving in a happy way
5. always telling people what to do in an annoying way
6. not interesting
8. having a lot of money
9. something that is enjoyable and makes you feel happy
12. relaxed and quiet; not nervous

www.english-practice.at

Solution:

ACTIVITY 7

Title: Continue the sequence

Objective: To apply vocabulary though memorization and thinking.

Materials: paper, pencil, board.

Procedure:

1. This activity consists of beginning a long sequence of words
2. This can be applied to the whole course or divided into groups.
3. The teacher or a participant says a word, the next one must say a word that begins with the last letter used by their previous partner.
4. The student who does not answer will have to fulfill a penance, such as imitating an animal, telling a joke, etc.

Example:

Student A: HousE

Student B: Elephant

Student C: Train

Student D: Nurse

ACTIVITY 8

Title: Synonyms

Objective: To apply vocabulary with synonyms.

Materials: Dictionary, worksheet.

Procedure:

1. Read the given options and choose the synonym of the main word.
2. This is an activity class that can be done as the time of the class progresses, to refresh the memory and employ the use of synonyms.

Execution:

a. Big

kind	Clever	rich	Polite	secure	enormous

b. Weak

secure	tall	feeble	rich	poor	clever

c. Dangerous

risky	soft	kind	polite	glad	bereaved

d. Rude

polite	kind	secure	suspicious	scary	impolite

e. Safe

handsome	secure	fat	private	risky	glad

f. Slim

Tall	bereaved	slender	enormous	handsome	fat

g. Broad

abroad	private	suspicious	wide	far	glad

h. Cheerful

Sad	confident	kind	polite	joyful	impolite

ACTIVITY 9

Title: Global warming

Objective: To develop thinking skills related meanings.

Materials: Dictionary, worksheet.

Complete the text global warming with the words from the box. There are TWO words you will not need.

In the 1980s, scientists found out that the **(1)** _____ temperature of the Earth is rising. Today, global warming is increasing because more and more **(2)** _____ are released into the atmosphere, which functions like a greenhouse. Light from the sun enters the atmosphere, is transformed into heat and cannot **(3)** _____ .

For a long time, we didn't care about greenhouse gases. This changed when people started using more and more energy in the form of fossil fuels, like **(4)** _____ , gas and oil. We burn this energy to power factories, run our cars, produce **(5)** _____ and heat our homes. Burning fossil fuels releases carbon dioxide into the atmosphere. Cutting down the world's forests has also led to climate change.

alternative
atmosphere
average
coal
diseases
droughts
electricity
engine
environmental
escape
gases
glaciers
polar
surface
transport
wind

Effects of global warming

Scientists have different opinions about how warm the earth's
(6) _____ may get. The increase in temperatures could range from 1.5°
to 6° C by 2100. Warmer weather will make ice caps and
(7) _____ melt. Sea levels could rise dramatically. Extreme weather situations, like floods, **(8)** _____ and damaging storms will also be more common.

People in colder regions might welcome warmer weather but those who live in regions that are already hot may suffer from new **(9)** _____ . At the same time some animals may not survive because they cannot adapt to the new environment. They could travel to other places in order to live there.

Reducing global warming

Finding a solution to solve the world's biggest **(10)** _____ problem is not an easy task. Although we need energy to make our economy grow there are things that could be done to fight this problem. Carpools or travelling by public **(11)** _____ could take many cars off the roads. You could turn off lights, TV sets, computers and other electrical items if you don't need them. Companies have been spending a lot of money to produce things that use little energy.

We also need to use more **(12)** _____ energy, like sunlight, **(13)** _____ power or wave power. Car companies have started to produce a new type of car known as hybrids. It works like an electric car but also has a small petrol **(14)** _____ .

KEY

In the 1980s, scientists found out that the **(1)** **average** temperature of the Earth is rising. Today, global warming is increasing because more and more **(2)** **gases** are released into the atmosphere, which functions like a greenhouse. Light from the sun enters the atmosphere, is transformed into heat and cannot **(3)** **escape**.

For a long time, we didn't care about greenhouse gases. This changed when people started using more and more energy in the form of fossil fuels, like **(4)** **coal**, gas and oil. We burn this energy to power factories, run our cars, produce **(5)** **electricity** and heat our homes. Burning fossil fuels releases carbon dioxide into the atmosphere. Cutting down the world's forests has also led to climate change.

Effects of global warming
Scientists have different opinions about how warm the earth's **(6)** **surface** may get. The increase in temperatures could range from 1.5° to 6° C by 2100. Warmer weather will make ice caps and **(7)** **glaciers** melt. Sea levels could rise dramatically. Extreme weather situations, like floods, **(8)** **droughts** and damaging storms will also be more common.

People in colder regions might welcome warmer weather but those who live in regions that are already hot may suffer from new **(9)** **diseases**. At the same time some animals may not survive because they cannot adapt to the new environment. They could travel to other places in order to live there.

Reducing global warming
Finding a solution to solve the world's biggest **(10)** **environmental** problem is not an easy task. Although we need energy to make our economy grow there are things that could be done to fight this problem. Carpools or travelling by public **(11)** **transport** could take many cars off the roads. You could turn off lights, TV sets, computers and other electrical items if you don't need them. Companies have been spending a lot of money to produce things that use little energy. We also need to use more **(12)** **alternative** energy, like sunlight, **(13)** **wind** power or wave power. Car companies have started to produce a new type of car known as hybrids. It works like an electric car but also has a small petrol **(14)** engine.

ACTIVITY 10

Title: Songs

Objective: To develop listening and vocabulary identifying words

Materials: Speakers, worksheet

Procedure:

1. For this activity, the teacher must notify in advance that for 3 or 4 days they will listen to a song for a few minutes, it can be chosen by him or by the students, they will have a sheet with the lyrics of the song that they will use to remember

2. After 3 or 4 days they have to fill in the blanks without the letter sheet, to know how much they remember.

3. You can start with a simple song and as the classes progress you can raise the level.

Source:liveworksheet.com

8. CONCLUSIONS

It is stipulated that the cognitive approach has a great effect on the teaching-learning process, especially if it is included in a main and simple topic such as vocabulary, after collecting the information and researching on each point that the cognitive approach describes, it is understood that if you want to achieve an improvement in the teaching process and if, in addition, the teacher wants to find a new way to be able to develop your class in which all students can participate without seeing it as an obligation, that is, a recreational and fun activity that allows them to expand their word bank, this is a good option because when developing the sense of memory, of thought is forming a capable student with skills that will help him throughout his educational life.

This research project shows that current teaching methods are a better option and are adaptable to classes, even virtually, because there are internet tools and resources derived from different web pages that allow the student to work on different activities and corroborate their performance and improvement. If the student keeps track of the words that she knows at the beginning of the year and the words that she may end up knowing at the end of that school year, she can realize that her study method has worked.

Teachers have sought over the years to connect with the student, convert him from a passive person to an active, collaborative, curious and inquiring person, all of this is related to thinking, if the critical side of the student is developed, it is very easy for him to solve problems, that their reading comprehension improves, that their attention span is complete and that, in addition to participating in the class, they can find by their own means the way to continue learning, to practice without pressure without categorization, simply motivated by the fact of learning.

The eighth grade students at Unidad Educativa Teodoro Wolf showed a significant interest in the subject of English and according to their answers they are interested in the subject and would like to learn with different forms and activities with the help of the teacher, but without the ease.

Vocabulary is of vital importance, without this the other skills cannot be developed correctly and to get the student involved in this aspect it is necessary to resort to their exploratory sense.

9. RECOMMENDATIONS

The teaching-learning process does not end in a day, and for this reason it is always important to investigate more, seek more information, more sources, more activities. A good option would even be to consult directly with the students how they would like the class to develop day by day, take suggestions from they do an analysis and then find a way to include that in the planning. It is important to encourage students to achieve more.

It is necessary to support the cognitive approach with the behavioral and constructivist approach in order to reach an agreement in which this approach is used and at the same time the student's behavior in these activities is analyzed.

The development of critical thinking in students will help to learn not only a foreign language, but it will also help students in their whole learning process. For this reason, it is relevant to adapt activities that can help to develop it in students.

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11. ANNEXES

The answers collected in this interview will serve to analyze the data of the research project in order to know how the teaching-learning processes are currently handled.

INTERVIEW

1.- Describe which techniques and resources you use when teaching your classes.

2.- Explain the difference between the traditional method and the method that you are applying for teaching English

3.- All English skills are important, but to develop them you must know the vocabulary. What activities or techniques do you use to encourage vocabulary learning?

4.- Do you think that students are achieving the level of English established by the Ministry of Education, that is, A1, why is it difficult for some to reach that level?? explain the reasons

5. Do you consider that it is necessary to implement a guide that encourages the learning of vocabulary in your students, would you use this guide? Justify your answer

SURVEY

1. **How would you like to learn vocabulary during English classes?**

    Online activities (Internet)

    Worksheets

    Listen to the word and repeat it

    Use it in a real example of daily activity

2. **What do you do when you do not remember or understand a word in English?**

    search for it on the internet

    use a dictionary

    ask the teacher

    I don't ask and I forget

3. **Do you save the notes on the new words you know in English?**

    Yes

    No

    Sometimes

4. **Do you believe that memorization is a good option to learn a new word?**

    Yes

    No

    Sometimes

5. **How many English words do you learn and remember during class?**

    Less than 5

    More than 5

    I don't pay much attention

6. **How much time outside of class do you spend reviewing your English notes?**

0-30 minutes

1 hour

2 hours

More than 2 hours

7. **Which of these reasons would you choose to determine your performance in English?**

I like English, I pay attention and I would like to learn more

The English class is boring, I don't understand much and the activities are complicated

I am only interested in passing the subject, but not understanding everything

Perhaps if more activities and strategies are included, the class can be understanding.

8. **Would you like to participate more in English classes?**

Yes

No

Sometimes

9. **It is easier to remember a new word through pictures or examples in sentences**

With images

In sentences

None

10. **Have you used any of these resources or tools to help you know how much you have improved in vocabulary?**

Exercises on the internet

Workbooks or worksheets

Videos or songs in English

I haven't used any and I don't know how much vocabulary I know

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "COGNITIVE APPROACH TO ENHANCE VOCABULARY IN 8TH GRADERS AT UNIDAD EDUCATIVA TEODORO WOLF" elaborado por la estudiante Joselyn Ivette Neira Rodríguez, 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 URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

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