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**“FACTORS THAT INFLUENCE PERFORMANCE IN STUDENTS OF
5TO AÑO OF EDUCACIÓN GENERAL BÁSICA AT UNIDAD
EDUCATIVA PABLO ENRIQUE ALBORNOZ”**

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AUTOR:

Damaris Anahí Andrade Torres

DIRECTOR:

MSc. Ana Isabel Villegas Terán

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DATOS DE CONTACTO	
CÉDULA DE IDENTIDAD:	2300788656
APELLIDOS Y NOMBRES:	Andrade Torres Damaris Anahí
DIRECCIÓN:	Santo Domingo, Asistencia Municipal sector 2
EMAIL:	andradedamaris46@gmail.com
TELÉFONO MOVIL:	0986109158

DATOS DE LA OBRA	
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AUTOR:	Andrade Torres Damaris Anahí
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ASESOR /DIRECTOR:	MSc. Ana Isabel Villegas Terán


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Ibarra, a los 23 días del mes de diciembre de 2025

EL AUTOR:

**DAMARIS ANAHI
ANDRADE
TORRES**



Firmado digitalmente
por DAMARIS ANAHI
ANDRADE TORRES
Fecha: 2025.12.23
09:39:20 -05'00'

Nombre: Damaris Anahí Andrade Torres

CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Ibarra, 23 de diciembre de 2025

M.Sc. Ana Isabel Villegas Terán

DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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.....
M.Sc. Ana Isabel Villegas Terán

C.C. 1002243200

DEDICATION

I dedicated this thesis to my mother and my father for always supporting me in everything that I need, they are greatest strength. I thank God for giving me the opportunity to finish my university studies and stay healthy. I also want to thank my pets for accompanying me throughout my academic process and sleepless nights.

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RESUMEN

El presente estudio tuvo como objetivo identificar los factores que influyen en el rendimiento académico en el área de inglés de los estudiantes de quinto año de Educación General Básica de la Unidad Educativa Pablo Enrique Albornoz, ubicada en Santo Domingo de los Tsáchilas, durante el periodo lectivo 2025-2026. Para ello, se aplicó un enfoque metodológico mixto que integró técnicas cualitativas y cuantitativas mediante encuestas y observaciones a los estudiantes.

Los resultados evidenciaron que las principales dificultades en el aprendizaje del inglés se originan en factores económicos, sociales y emocionales, los cuales limitan el desarrollo de competencias lingüísticas y reducen la participación activa en el aula. Frente a esta problemática, se diseñó una guía didáctico-lúdica basada en estrategias de aprendizaje cooperativo orientada a reforzar las cuatro habilidades básicas del idioma: comprensión auditiva, expresión oral, lectura y escritura.

Se concluye que el aprendizaje del inglés está condicionado por barreras externas al ámbito escolar que requieren atención integral. En consecuencia, se recomienda implementar estrategias inclusivas y colaborativas acompañadas de un acceso equitativo a recursos educativos, con el fin de fortalecer la motivación, la confianza y la efectividad del proceso formativo.

Palabras clave: rendimiento académico, aprendizaje cooperativo, factores socioemocionales, competencias lingüísticas, enseñanza del inglés.

ABSTRACT

The main objective of this study was to identify the factors that influence academic performance in the English subject among fifth-year students of Basic General Education at Pablo Enrique Albornoz Educational Unit, located in Santo Domingo de los Tsáchilas, during the 2025–2026 school year. A mixed methodological approach was applied, combining qualitative and quantitative techniques through surveys and classroom observations.

The results showed that the main difficulties in English learning arise from economic, social, and emotional factors, which limit the development of language skills and reduce active classroom participation. To address this issue, a didactic-playful guide based on cooperative learning strategies was designed to strengthen the four basic language skills: listening, speaking, reading, and writing.

It is concluded that English learning is conditioned by external barriers that require a comprehensive approach. Therefore, it is recommended to implement inclusive and collaborative strategies supported by equitable access to educational resources, in order to enhance students' motivation, confidence, and overall effectiveness in the learning process.

Keywords: academic performance, cooperative learning, socio-emotional factors, language skills, English teaching.

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CHAPTER 1

THEORETICAL FRAMEWORK

Factors That Influence Performance in Students of 5to Año de Educación General Básica at Unidad Educativa Pablo Enrique Albornoz.

It is paramount to understand the multitude of factors that influence academic success and how they interact within the educational environment. This knowledge empowers fifth-year Educación General Básica students, educators, researchers, and policymakers to identify and address these elements, thereby overcoming hurdles and improving outcomes. This section delves into critical components such as socioeconomic position, teaching methods, family engagement, and psychological determinants.

1.1 Academic performance

In the fifth year of General Basic Education at the Unidad Educativa Pablo Enrique Albornoz, academic performance should be understood as a multidimensional construct that integrates observable achievements in core areas, progress in cognitive and self-regulatory processes, and situated evidence of learning that goes beyond mere grading, so that the emphasis shifts from the product to the quality of the process and the conditions that sustain it; in this line, in accord with (Tene-Tenempaguay, et al., 2024), performance is identified as a multifactorial phenomenon in which personal, contextual, and school variables converge, while the systematic review by (Artunduaga Murillo, 2024) underscores that the most complex conceptualization combines procedural, structural, and administrative indicators; this framing dialogues with comparative evidence in reading comprehension from PIRLS 2021, which confirms that

differences in performance are associated with school climates, well-being, and attitudes toward reading in primary education.

With this framework, measuring performance in 9- to 10-year-old students requires triangulating evidence, such as standardized results by domain, tasks that assess transfer, and rubrics that capture comprehension and problem-solving strategies; in practical terms, reading and mathematics function as leverage areas because their development structures students' participation in the rest of the curriculum and because their assessment benefits from consolidated psychometric frameworks; to what is mentioned by (Ortega-Rodríguez et al., 2025), the factors that explain reading achievement in primary education include attitudes toward reading, well-being at school, and the quality of resources, and the PIRLS 2021 national report adds that a sense of belonging and a reduction in bullying are linked to better scores, which compels us to conceive performance as the result of academic competencies and socioemotional experiences.

Beyond metrics, academic performance at this stage is sustained by self-regulated learning processes planning, monitoring, and control whose maturation enables children to set goals, choose strategies, and persevere in the face of difficulty; in this direction, as stated by (Núñez et al., 2022), an intervention on self-regulatory strategies in primary education improved performance by increasing self-regulatory activity, showing that explicit teaching of these skills produces significant academic gains; complementarily, (Santana-Monagas et al., 2022) provide evidence that teacher messages promoting autonomy and efficacy expectations are related to greater motivation to learn and better performance, suggesting that the classroom is also a “self-regulatory device” when the instructional climate reinforces a sense of competence.

The motivational dimension, closely intertwined with self-regulation, appears as a proximal predictor of achievement in language and mathematics tasks, especially when intrinsic motivation aligns with mastery goals and deep approaches to schoolwork; in this line, as explained by (Vieites, Regueiro & Rodríguez, 2024), motivation patterns and approaches to homework are associated with differences in grades, reinforcing the need to design challenging tasks with purpose and informative feedback, capable of activating interest and functional attributions; convergently, the 2022 special issue of *Revista de Psicodidáctica* shows that both the prediction of academic success and school influences on reading performance respond to combinations of cognitive and motivational variables that teachers can modulate through classroom practices based on autonomy and strategic scaffolding.

The pedagogical integration of digital technologies adds another explanatory layer of performance when it is designed with intentionality and articulated with academic motivation; thus, as reported by (Ábalos-Aguilera, et al., 2024), in primary education the use of ICT linked to meaningful tasks is positively associated with motivation and performance, provided there is explicit instructional design and not just technological exposure, while the multilevel evidence gathered in *Revista de Psicodidáctica* by the authors (Oliveira & Costa, 2022). on reading performance focuses on school determinants such as teaching quality and time organization, reminding us that technology amplifies but does not replace the quality of pedagogical practice.

Performance in primary education also reflects health habits, academic self-concept, and emotional intelligence variables expressed in students' daily participation and mediating sustained effort; in this line, according to what is mentioned by (Pérez-Mármol, et al., 2023), better levels of general self-concept, diet, and physical activity are associated with higher performance, while the study by (Perpiñà, Sidera & Serrat, 2022) in students aged 8 to 11 finds

positive relationships between emotional intelligence, social skills, and achievement in language and mathematics, which invites integrating socioemotional education as a curricular component to enhance performance.

Finally, it is worth underscoring that academic performance in the fifth year of General Basic Education cannot be isolated from its school and community ecology, since its sustainable improvement requires combining formative assessments aligned with standards, teaching of self-regulatory and motivational strategies, classroom climates that reinforce belonging and expectations, and pedagogical use of ICT, all informed by recent evidence; in synthesis, as indicated by (Tene-Tenempaguay et al., 2024) and by the analysis of PIRLS 2021 in (Ortega-Rodríguez et al., 2025), systems with the best performance trajectories in primary education are those that treat motivation, well-being, and teaching quality as curricular variables as central as content.

1.2 Social and family factors

Social and family factors operate as ballast on school performance because they shape expectations, the availability of cultural resources, and the emotional texture of the home; thus, achievement reflects not only cognitive skills but also the quality of bonds and shared routines. In this sense, as mentioned by (Salas, 2022), students reporting an inadequate family climate concentrate the lowest levels of achievement, while a supportive environment is associated with more solid academic trajectories; in a complementary way, as noted by (Manjarrés Zambrano, 2023), active family participation in school life reinforces belonging and improves results, and, at the regional scale.

The household's socioeconomic position consistently affects achievement—both through access to educational resources such as books, connectivity, and study spaces and through cultural capital and parental expectations; in this way, inequality filters into the classroom through material and symbolic mechanisms that condition progression in reading and mathematics. In this line, the author (Ortiz, 2024), indicates that achievement differences exist among students from households with different socioeconomic levels, while, at the micro level, executive functions mediate part of the effect of household status on performance in primary education, which explains why conditions of stress, overcrowding, or food insecurity erode self-regulation and school achievement.

Beyond income, parental involvement such as supervising homework, shared reading, attending meetings, and school–home communication acts as a proximal vector of learning because it structures time, gives meaning to practice, and legitimizes effort for the child. In this direction, the author (Mathews, 2024), mentions that a warm and consistent parental relationship is associated with better grades in primary school, although, in specific domains, while (Barrios Aquise, 2025), argues that family accompaniment in reading practices increases achievement by nurturing vocabulary, fluency, and inferential comprehension.

When the family climate shows cohesion, open communication, and steady emotional management, children can pay attention for longer and feel better in class, which increases their participation and persistence with tasks, based on (Salas, 2022), the probability of low performance spikes when the climate is conflictive or unstable, in the time, in the school ecology, as indicated by (Medranda, 2024), conflict between peers and adults deteriorates coexistence and ,hence, reduces academic engagement; therefore, intervening on parenting skills and family

communication practices is not peripheral but an effective route to raising achievement in middle childhood.

The technological dimension of domestic life has become a silent determinant of learning: without stable connectivity, functional devices, and minimal adult mediation, students are excluded from research tasks, practice platforms, and teacher communication. According to what is noted by (Gil Quintana, 2022), families describe a gap not only in access but also in meaningful use and accompaniment a phenomenon that intensifies in households with lower cultural capital; along the same line, correspondent to what is mentioned by (Cabrera Rodríguez, 2021), the lack of digital competencies among families after school closures particularly affected primary education, with persistent effects on study habits and teacher feedback; it should be noted that schools can mitigate this with family tutoring, high-quality printed booklets, and feasible offline tasks.

Experiences of violence and peer bullying, as well as exposure to chronic tensions at home, have cognitive and emotional costs that translate into absenteeism, demotivation, and declining performance. In this framework, in agreement with (Orovio Quintero, 2024), bullying is linked to affective and somatic symptoms that interfere with learning, and, in a school key, while (Ytusaca, 2024), notes that repeated abuse in sixth grade is associated with deteriorating performance and social withdrawal; as indicated by (Santín Menéndez, 2025), sustained victimization increases the risk of dropout, so prevention and timely response are conditions for learning, not only matters of coexistence.

In urban contexts with territorial inequality, the school community relationship and support networks also make a difference, meal programs, developmental sports, neighborhood libraries, and school mediation programs sustain attendance and create “protected time” to study.

In Ecuador, evaluation results in General Basic Education show that personal and family variables explain a relevant fraction of academic success, which justifies interventions focused on well-being, belonging, and study habits; at the Latin American scale (Mera, 2024), as mentioned by (Ortiz, 2024), effective public policy combines support for vulnerable households with the pedagogical strengthening of schools, because achievement improves when students' daily lives are less precarious and more predictable.

In sum, family education in study competencies time organization, establishing routines, sleep hygiene and the promotion of high but realistic expectations support stable learning trajectories. In accord by (Manjarrés Zambrano, 2023), practices of affection, communication, and understanding at home favor self-regulated behaviors, while, in a very concrete way, what is sustained by (Salas, 2022), an adequate family climate translates into better grades and grade progression without setbacks; these are available levers, low-cost, and with cumulative impact on the performance of fifth-grade students in General Basic Education.

1.3 Economic factors

Household economic conditions become a silent substrate that structures time, access to resources, and learning opportunities, so that school performance mirrors, quite clearly, the contours of socioeconomic status; so, what matters is not only the resources available but the returns that the school manages to produce from them that is, how much those same resources yield pedagogically in different contexts. In this line, according to what is mentioned by (Santillán Hernández & Vargas Sánchez, 2022), when analyzing primary education in Mexico, inequality in performance by poverty status is largely explained by educational returns, which suggests that economic precarity does not act linearly but through school- and classroom level mechanisms; convergently, in accordance to what is noted by (López Terrones, et al., 2022), the

effect of socioeconomic status on primary performance also operates mediated by executive functions sensitive to the environment, so that sustained material deprivation erodes self-regulation and attention, with a direct impact on achievement.

Income constraints translate into households with fewer books, fewer quiet study spaces, and limited devices and connectivity, restricting effective pedagogical time, practice opportunities, and interaction with school platforms; in post-pandemic contexts, this digital divide became a decisive economic mechanism of learning loss, because access to ICT depends on household solvency and recurring costs of data and maintenance. In that direction, according to what is set out by (Hevia, et al., 2022), the lag in basic reading and math skills in Mexico was intimately related to the gap in digital access and use, as long as, with regional evidence, (Ábalos-Aguilera et al., 2024) show that the potential of technologies to improve achievement requires material conditions and instructional design conditions that tend to concentrate in higher-SES households; therefore, economic inequality pushes inequality in opportunities for daily practice and feedback.

The food dimension starkly synthesizes the biological translation of economic precarity: food insecurity and low-quality diets compromise sustained attention, working memory, and energy for the school day, so performance suffers even when motivation is present. In this framework, school feeding programs and food education are associated with improvements in learning indicators when service is regular, sufficient, and articulated with the curriculum; at the micro level, evidence on school cafeterias suggests that the cafeteria can become a learning and well-being setting that cushions the effects of everyday poverty, as pointed out by (Rangel, et al., 2023), provided universal access and nutritional quality are ensured. Thus, household economics are expressed in the classroom through nutrition and through effectively usable school time.

Another high-impact economic channel is child labor, driven eminently by household budgets: when income falls short, school attendance competes with the need to contribute to the household; the opportunity cost of studying becomes high, and accumulated fatigue deteriorates achievement. In that direction, according to what is noted by (Santillán Hernández, 2022), in Mexico, children and adolescents who work exhibit worse mathematics results, even controlling for other covariates; at the regional normative level, according to what is documented by OIT-UNICEF (2021), in Latin America and the Caribbean, child labor affects millions of educational trajectories, with higher rates in agricultural and family activities, imposing absenteeism, learning gaps, and school disengagement; and with a focus on the Andean region, from which it can be inferred that child labor participation is associated with reduced performance and greater risk of dropout, as hours for study and rest are displaced.

Economic factors also operate through hidden educational costs those not immediately visible such as transportation, uniforms, materials, and connectivity which, without being tuition fees, strain family budgets and restrict continuity and participation, especially in households with unstable income; at an aggregate level, education systems with lower public investment per primary student show greater difficulties in guaranteeing pedagogical resources and compensatory supports. In this sense, according to what is mentioned by (Ortiz 2024) in the IDB report on learning measurement, the region exhibits pronounced disparities in per-pupil financing, with countries of lower expenditure such as Ecuador, Guatemala, or Peru facing greater learning challenges; this same author mentions that efficient spending reinforces that, without sufficient and well-targeted investment, schools cannot counterbalance the deficits poverty brings to the classroom.

Economic precarity does not act in isolation, but becomes entangled with shocks that interrupt attendance, raise transportation costs, or require children to assume greater domestic responsibilities, exacerbating absenteeism and dropout; such shocks include food inflation, climate crises, and local employment shocks. In this line, according to what is indicated by (Buiza Chuquitaype, 2024), economic factors rank among the predominant determinants of dropout in basic education, operating through recurrent absenteeism, overage, and loss of interest in studies with perceived distant returns; in parallel, UNICEF evidence (2025) shows that extreme events massively interrupt schooling, more harshly affecting poorer households and pressuring family economies toward decisions that cut school time, which ultimately drags down the performance of those students who remain enrolled.

Overall fifth-grade achievement in General Basic Education is shaped by the household's capacity to provide books, a quiet study space, devices and data, and by how effectively the school transforms those inputs into learning through well-used instructional time, clear feedback and targeted tutoring, while steady and nutritious meals sustain attention and memory, whereas child labor compresses study time and rest and undermines persistence, and hidden costs such as transport, uniforms, materials and connectivity erode attendance and engagement, and shocks like inflation, illness or floods disrupt routines and progress, therefore it is pedagogically sound for the institution to offer economic supports meals, transport, materials, connectivity and fee waivers that release time and energy for learning, in coherence with this reading, according to what is sustained by (Ábalos-Aguilera et al., 2024), interventions that articulate material provision such as connectivity, devices, and materials with instructional design and feedback produce stronger and more sustainable effects on performance by focusing on the material basis of well-being.

1.4 Emotional and motivational factors

Academic motivation and the emotional repertoire operate as proximal predictors of performance because they shape persistence in the face of difficulty and the quality of the strategies a child brings to bear when reading, solving problems, or writing; under this prism, mastery goals, perceived self-efficacy, and support for autonomy communicated by teachers through their daily messages are associated with greater autonomous motivation and, consequently, with better grades, whereas messages emphasizing pressure or control tend to erode such motivation and to be linked with lower achievement; moreover, according to what is set out by (Santana-Monagas, et al., 2022) in primary education, it is appropriate to measure motivation with validated instruments that capture effort, persistence, and dedication, because these components explain a relevant share of performance variability across classrooms, reinforcing the idea that teaching content without teaching students to self-regulate and to sustain interest is akin to leaving those who need them most without levers.

The emotional component, for its part, shows direct links with performance in language and mathematics when emotional-intelligence competencies such as adaptability, cooperation, and communication are observed, enabling students to manage frustration, seek help, and maintain attention in prolonged tasks; among 8 to 11 year old students, the interpersonal and adaptability dimensions of emotional intelligence, together with social skills in communication and cooperation, predict better achievement (Perpiñà, et al., 2022), suggesting that classroom practices featuring formative feedback, a warm climate, and collaboration opportunities not only improve coexistence but also affect measured learning especially when articulated with self-regulation routines that anchor goals, planning, and monitoring of one's own work; at the same time, favorable motivational patterns interest, perceived utility, positive attitude, and deep task

approach are associated with higher scores, supporting the integration of activities that connect content with meaningful purposes for students and make their progress visible.

No less relevant is the role of negative academic emotions such as anxiety, hopelessness, or anger whose inhibiting effect on attention and working memory limits processing quality, with visible impacts on timed tests and tasks; in arithmetic and problem solving, math anxiety stands out for its capacity to sabotage performance even in students with adequate prior competence, a phenomenon that can be amplified when teachers communicate, explicitly or implicitly, their own anxiety about teaching the subject, transferring a threatening climate that undermines intrinsic motivation (Antón-Sancho, 2023) therefore, interventions combining explicit teaching of self-regulation strategies with classroom practices that support autonomy choice of tasks and informative feedback tend to reduce anxiety and improve outcomes in primary education, confirming that emotional management and motivation are curricular variables as central as content.

1.5 Institutional contexts and legal bases

The institutional context framing learning in the fifth year of General Basic Education at the Unidad Educativa Pablo Enrique Albornoz is defined by a normative framework that organizes the mission, management, and evaluation of schools; in Ecuador, the organic law of intercultural education, reformed in 2021, and its general regulation, updated in 2023, establish principles, scopes, responsibilities, and rights that condition everyday school organization from system governance to coexistence and participation while Ministerial Agreement 00038-A of 2022 provided mandatory tools for building and registering the institutional educational plan and the code of coexistence with a four-year validity, in addition to emphasizing curricular flexibility

and contextualization as avenues to adapt the national curriculum to the specific sociocultural environment of each educational community (Ministerio de Educación del Ecuador, 2023).

In matters of assessment and promotion, the 2025 student evaluation guidelines specify orientations for organizing academic periods, articulating diagnostic, formative, and summative assessment, and reinforcing learning with the co-responsible participation of families, so that learning reports objectively reflect achievements by area and sub-level, avoiding grades being reduced to isolated acts without feedback or support plans; at the same time, the education authority has promoted regulatory adjustments based on recent evidence such as the results of ser estudiante 2023 to deactivate grade-repetition practices that, far from correcting learning gaps, widen disparities and compromise trajectories, shifting the emphasis toward assessments coherent with the curriculum, early detection mechanisms for low performance, and pedagogical agreements that favor continuity with differentiated supports an essential approach in fifth grade given the sensitivity of reading and math progress to interruptions and administrative decisions that do not consider students' developmental stages (Ministerio de Educación del Ecuador, 2025; Ministerio de Educación del Ecuador, 2024).

Coexistence and comprehensive protection within the school constitute another pillar of the institutional context, since learning is inseparable from a safe and predictable climate; the current National Policy on School Coexistence lays out guidelines for building coexistence agreements and codes with an inclusive, rights-based perspective, while Agreement 00038-A mandates the registration and monitoring of these instruments and also refers to risk mapping for violence and to the risk management plan, whose operationalization involves school leaders, teachers, and families in prevention, care, and referral tasks reducing factors that deteriorate academic engagement; in practical terms, these provisions require translating regulations into

living protocols from action against bullying to socioemotional support because a code of coexistence is not a bureaucratic annex but a condition for sustaining attendance, participation, and achievement of children, and for the classroom to function as a space of autonomy and cooperation, not of threat or exclusion (according to what is mentioned by Ministerio de Educación del Ecuador, 2021; Ministerio de Educación del Ecuador, 2022).

A fourth feature of the institutional context that cannot be ignored today is resilience to external shocks that interrupt classes and alter routines from health contingencies to climate events since pedagogical continuity and protection of school time are critical variables of performance in primary education; recent reports from regional organizations show that closures and interruptions disproportionately affect students from more vulnerable contexts and require packages of adaptation combining infrastructure measures, risk management, and pedagogical recovery strategies, while, at the school level, the General Regulation to the LOEI and Agreement 00038-A themselves hold institutions responsible for planning, registering, and executing their risk-management plans and for ensuring the right to learn in every scenario, including foreseeing assessment alternatives and supports when service is interrupted; translated to the school floor, this approach implies using the PEI as a driver to coordinate tutoring, curricular prioritization, and supports, and to strengthen communication with families, integrating the lessons from the pandemic with current demands to sustain educational services (Arias-Ortiz, ET AL., 2024; UNICEF, 2025; Ministerio de Educación del Ecuador, 2023)

CHAPTER II - METHODOLOGY

2.1 Background

According to international reports such as the English Proficiency Index (EF EPI), Ecuador continues to be one of the lowest-ranked countries in Latin America in terms of English proficiency, remaining in the bottom ranks for the past ten years.

This reality highlights ongoing problems in language teaching and learning, linked to a lack of ongoing training for teachers, limited opportunities to practice outside the classroom, and a shortage of materials and economic resources.

The research was conducted at Unidad Educativa Pablo Enrique Albornoz, located in the province of Santo Domingo de los Tsáchilas, where problems were identified with the English language learning process among fifth-year basic education students.

Data was collected through a questionnaire focusing on the economic, social, and emotional factors of the respondents.

2.2 Type of Research

This study applied a mixed-methods approach, integrating qualitative methods from interviews with quantitative analysis of numerical data. A more comprehensive picture of the phenomenon is provided by this integration, which offers quantifiable patterns as well as a deeper comprehension of participants' perceptions and experiences.

2.3 Methods

2.3.1 Inductive Method

This approach started from the collection of concrete data to then formulate general conclusions about English language learning. As based to Hernández, Fernández and Baptista (2014), this type of method allows establishing patterns and relationships from the systematic observation of facts. In this sense, the information obtained with students in the fifth year of General Basic Education at Unidad Educativa Pablo Enrique Albornoz was fundamental to interpret the level of language comprehension. The data made it possible to analyze how the strategies applied influence the development of language skills in real classroom contexts.

2.3.2 Deductive Method

The research was developed following a logical process of deductive reasoning, starting from general principles to analyze specific situations. This method allowed the application of previously established theories in order to identify specific information and reach particular conclusions based on observation and analysis of the data obtained.

2.3.3 Descriptive Method

The descriptive method made it possible to identify and outline the various economic, social and emotional factors present in young students. It was applied to organize and interpret the information gathered throughout the research, allowing for a clearer understanding of the observed patterns and behaviors.

2.4 Population identification

The population with which the research was conducted was a group of students belonging to the “Pablo Enrique Albornoz” Educational Unit located in the city of Santo Domingo de los Tsáchilas, with a total of 26 members.

Table 1

Population identification

Institution	Year/Grade	Students	
Unidad Educativa	5to año Educación	Girls	10
Pablo Enrique Albornoz	Básica Superior	Boys	16
Total			26

Taken from: Secretary of Unidad Educativa Pablo Enrique Albornoz in 2025.

2.5 Sample identification

For the selection, a non-probabilistic convenience sampling technique was used, in which various inclusion and exclusion criteria were established to form the final sample, resulting in a total of 26 students.

2.6 Research techniques and instruments

2.6.1 Interview

This instrument was suitable for the collection of relevant information from the authorities and English teachers of the Unidad Educativa Pablo Enrique Albornoz. The process was carried out in July 2025, through face-to-face interviews conducted at the institution. The data obtained reveal significant aspects that reflect the reality of English language teaching and learning in our country. Among the most outstanding points are: the lack of a teacher specialized in English, the economic limitations of the institution and the social environment in which the students live. The complete transcripts of the interviews are presented in the Annexes section.

2.6.2 Survey

The application of this instrument was fundamental for the design of a guide of strategies oriented to the learning of the English language. Twenty six students in 5to of Educación Básica Superior participated. The survey, conducted in person in their classrooms in August 2025, made it possible to recognize weaknesses and potentialities in their language acquisition process. In addition, this diagnosis facilitated the identification of key aspects such as the level of oral and written comprehension, the motivation towards learning English and the previous methodologies used by the teachers. The information collected served as essential input to propose contextualized pedagogical improvements.

2.7 Research questions

1. Do you have difficulty buying notebooks and books for learning English?
2. Do your parents buy you English materials when you need them?
3. Do you use a computer, cellphone, or the internet to practice English?
4. Have you attended English classes or courses outside of school?

5. Do your parents or relatives support or help you when you have English homework?
6. Does your English teacher make you feel comfortable learning?
7. Do you like learning English when you work in a group?
8. Do you practice English with your friends or classmates?
9. Do you like English class?
10. Do you feel confident speaking English in class?
11. Do you get excited when you learn something new in English?
12. Do you feel embarrassed when you make mistakes in English?

2.8 Instruments

The instrument used for data collection was a questionnaire which, according to Arias (2020), “consists of a set of questions presented and listed in a table and a series of possible answers that the respondent must answer” (p. 21). The questionnaire used in the study was a Likert scale type questionnaire, which was designed to measure the variables by grouping their dimensions.

CHAPTER III – ANALYSIS OF RESULTS

3.1 Survey Results

3.1.1 Do you have difficulty notebooks and books for learning English?

¿Presenta dificultades para adquirir cuadernos y libros para el aprendizaje del idioma inglés?

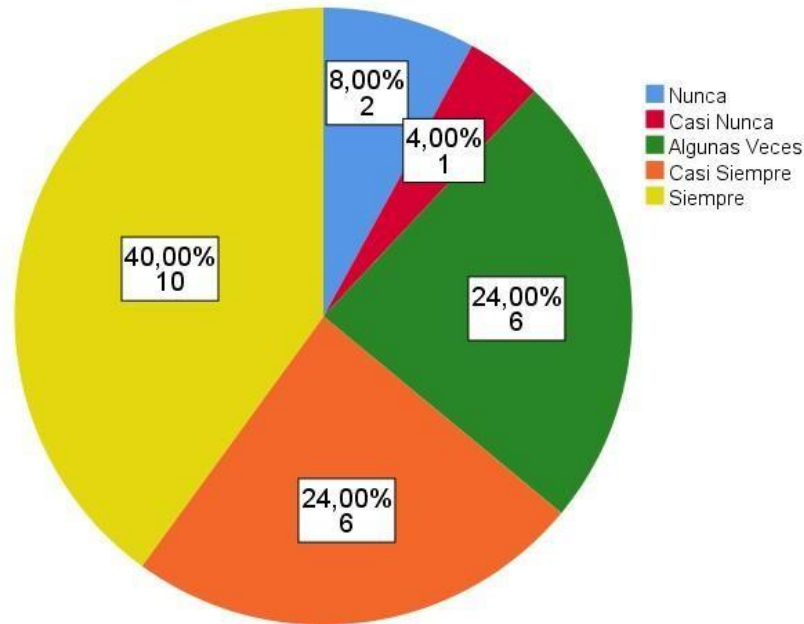


Figure 1: Do you have difficulty notebooks and books for learning English?

Taken from: Own elaboration.

Analysis

The graph shows that most students face financial difficulties in purchasing notebooks and English books. Forty percent say they always have this problem, and 24% say they almost always do, adding up to 64% with frequent limitations in accessing these resources. Another 24% mention that they sometimes face this situation, which could reflect unstable incomes. In contrast, only 8% say they never have problems and 4% say they almost never do, possibly because they have greater economic stability.

These data reflect that a large part of the student body studies in unequal conditions, where the lack of basic materials limits their English learning and creates academic gaps. The frequent lack of resources hinders independent practice, reduces opportunities to reinforce what has been learned, and increases dependence on the institution to meet these needs.

3.1.2 Do your parents buy you English materials when you need them?

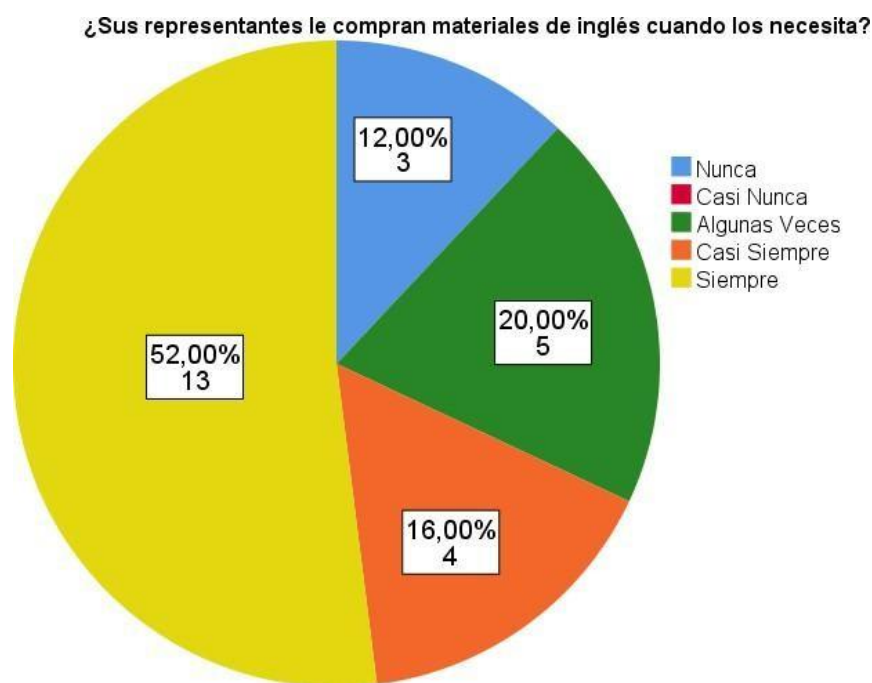


Figure 2: Do your parents buy you English materials when you need them?

Taken from: Own elaboration.

Analysis

The graph shows that most students receive constant support from their representatives to purchase English materials. Fifty-two percent say they always get them when they need them, while 16% say they almost always do. This suggests that, in most households, there is a priority

to invest in educational resources, which may be associated with better planning or relative economic stability.

However, 20% say they only sometimes receive these materials, reflecting possible unstable incomes or unforeseen situations that limit purchases. In addition, 12% say they never receive this support, which highlights a worrying shortfall, either due to severe economic difficulties or a lack of priority given to English.

3.1.3 Do you use a computer, cellphone or the internet to practice English?

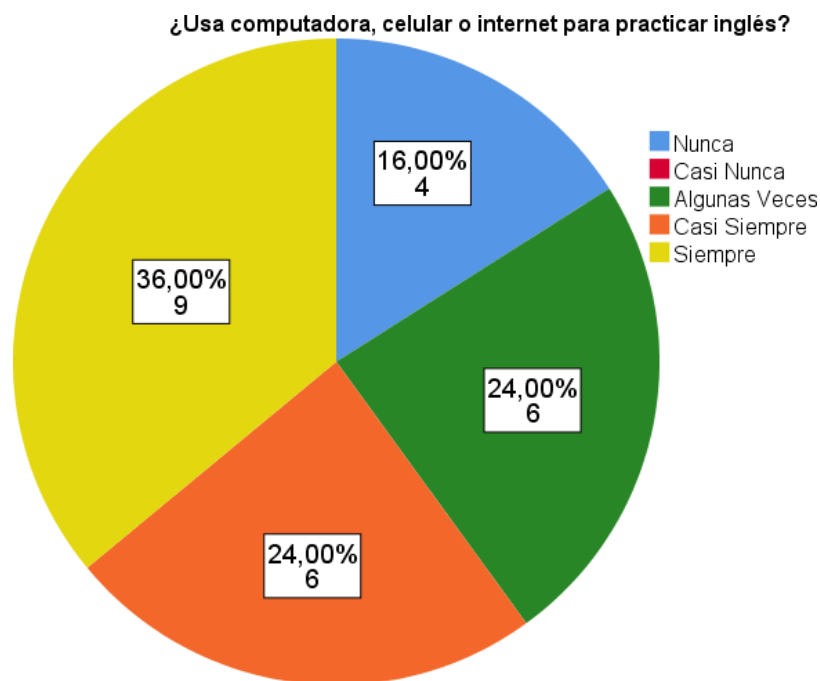


Figure 3: Do you use a computer, cellphone or the internet to practice English?

Taken from: Own elaboration.

Analysis

A considerable percentage of students have frequent access to technology resources, as evidenced by the graph, which reveals that 36% of students always use a computer, mobile phone, or the internet to practice English, and 24% do so almost always. This group most likely possesses the tools and connectivity needed to utilize digital resources and autonomously reinforce their learning.

On the other hand, 24% of respondents claim to seldom use these resources, which may be a sign of restrictions on the number of devices available or the connection's quality. According to 16% of respondents, they never use them, indicating a large technological divide that is most likely caused by financial limitations or inadequate home infrastructure.

3.1.4 Have you attended English classes or courses outside of school?

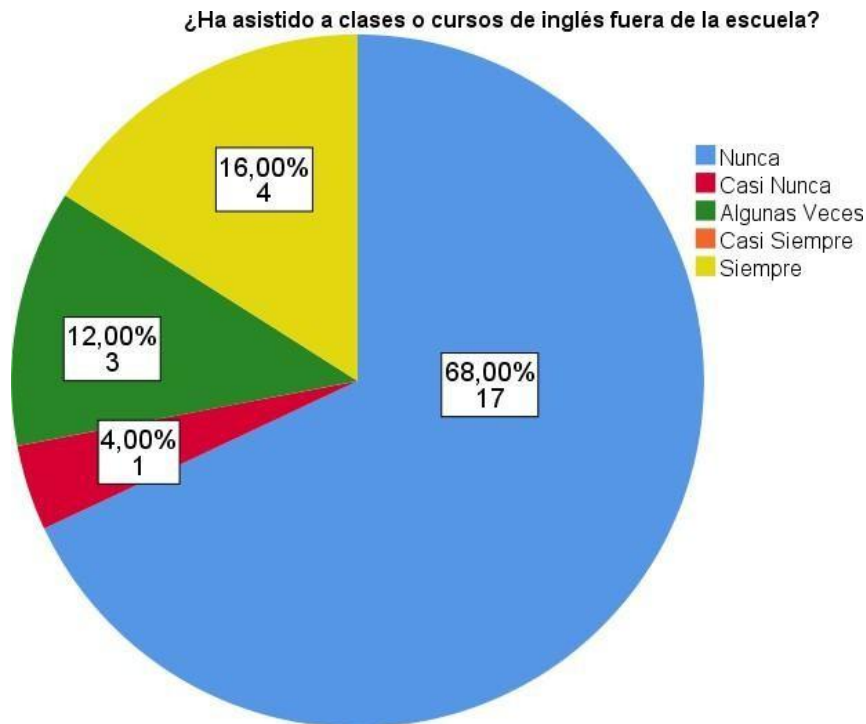


Figure 4: Have you attended English classes or courses outside of school?

Taken from: Own elaboration.

Analysis

The results obtained reveal that most students, 68%, have never attended English classes or courses outside of school, suggesting economic limitations that prevent investment in complementary education. This type of training generally involves additional costs that many families cannot afford, prioritizing other basic needs. Four percent mention that they have almost never done so, indicating sporadic experiences probably linked to free or exceptional opportunities.

In contrast, 12% have attended sometimes, and 16% always, showing that a minority group has the resources and family support to expand their learning beyond the classroom. This creates

a significant inequality in opportunities to reinforce the language, as those who do not have access to external classes depend solely on school education, limiting their exposure to and practice of English.

3.1.5 Do your parents or relatives support or help you when you have English homework?

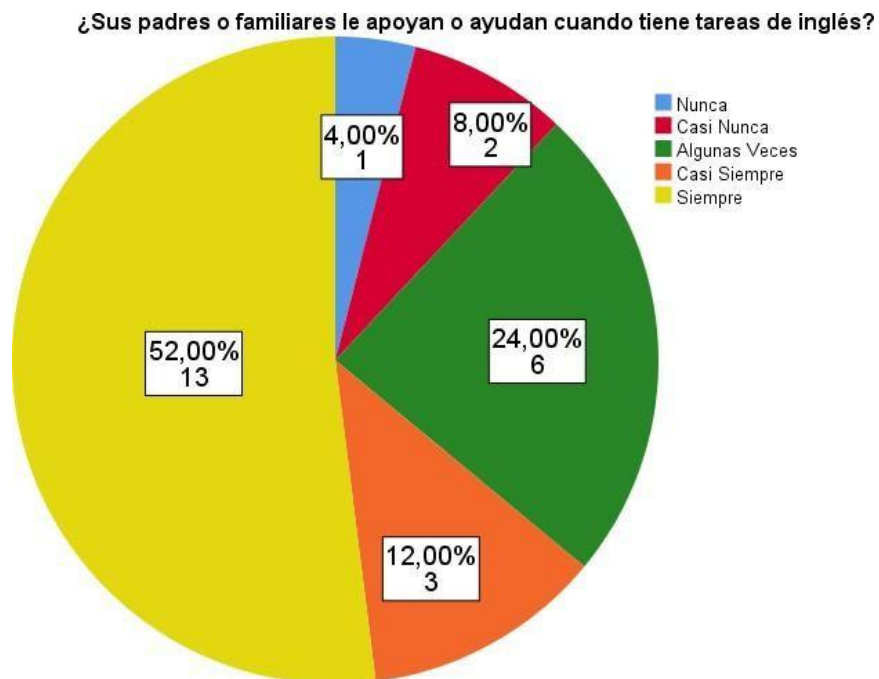


Figure 5: Do your parents or relatives support or help you when you have English homework?

Taken from: Own elaboration.

Analysis

According to the results, the family environment is crucial in helping students succeed academically. Fifty-two percent of students consistently receive assistance with their English homework, indicating ongoing support that boosts confidence and drive. 24% of respondents receive this support occasionally, compared to 12% who receive it extremely always. This could be a sign of limited availability because of work or time constraints.

Conversely, 8% receive assistance almost never and 4% never, indicating a certain lack of home companionship, either due to a lack of language skills or a lack of academic support habits. This social dimension is decisive since family involvement directly affects the student's attitude toward learning and the caliber of their academic progress.

3.1.6 Does your English teacher make you feel comfortable learning?

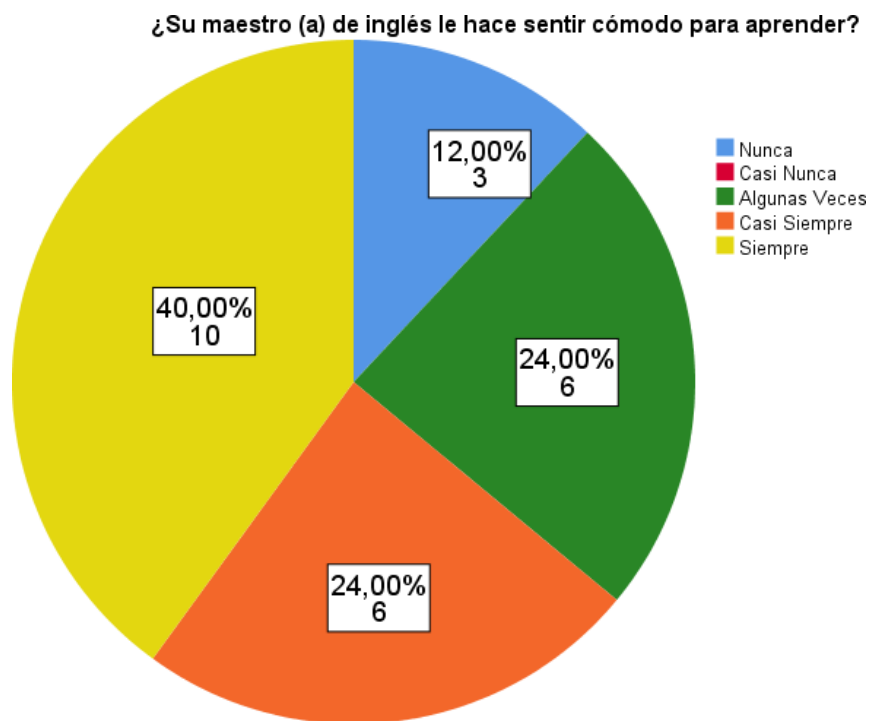


Figure 6: Does your English teacher make you feel comfortable learning?

Taken from: Own elaboration.

Analysis

The data collected indicates that most students perceive a positive atmosphere in English classes. Forty percent say they always feel comfortable learning, and twenty-four percent say they almost always feel comfortable. This suggests that the teacher is able to build trust, motivation, and an atmosphere that encourages participation. Another 24% mention that they

occasionally feel comfortable, which may be related to factors such as the method used, group dynamics, or the student's self-confidence.

Meanwhile, 12% say they never feel comfortable, indicating the presence of barriers that may be related to insecurity, fear of making mistakes, or lack of communication with the teacher. The emotional and relational dimension is fundamental, as a student's willingness to participate and progress in their language learning is directly affected by feeling accepted and supported.

3.1.7 Do you like learning English when you work in group?

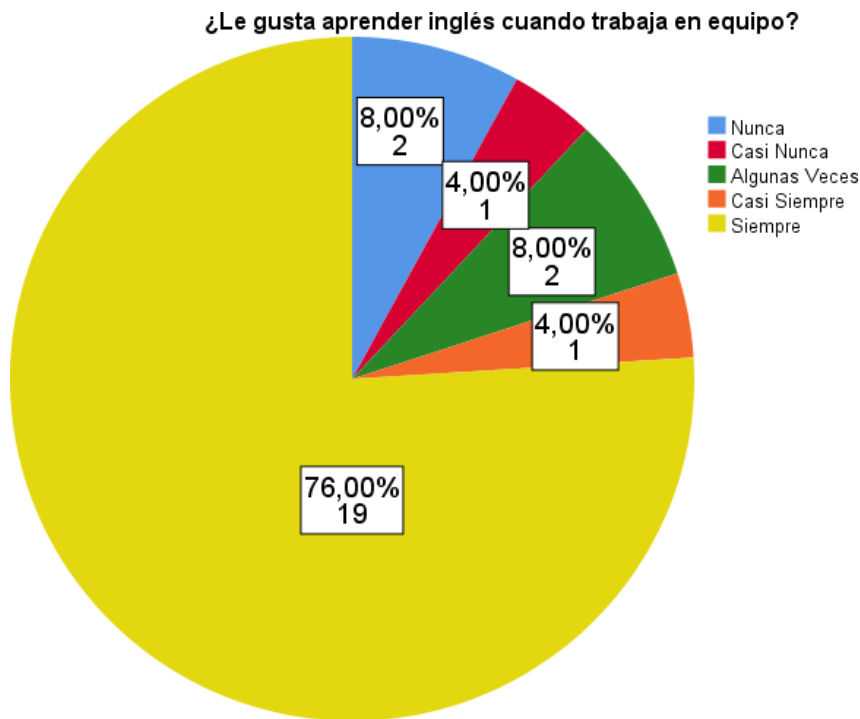


Figure 7: Do you like learning English when you work in group?

Taken from: Own elaboration.

Analysis

The graph shows that the majority of students, 76%, always enjoy learning English in group activities, which demonstrates a high regard for collaborative work as a learning tool. This

preference indicates that the social environment has a positive influence, promoting interaction, the exchange of ideas, and communicative practice. Eight percent say they sometimes enjoy it, and another 4% indicate they almost always enjoy it, reflecting that, although they enjoy it to some extent, there may be factors such as differences in pace, affinity with classmates, or shyness that limit their participation.

On the other hand, 8% say they never enjoy this modality and 4% reply they almost never enjoy it, which could be associated with personal insecurity or a preference for individual work. These results highlight the importance of strategies that promote inclusion and a balance between collaboration and autonomy.

3.1.8 Do you practice English with your friends or classmates?

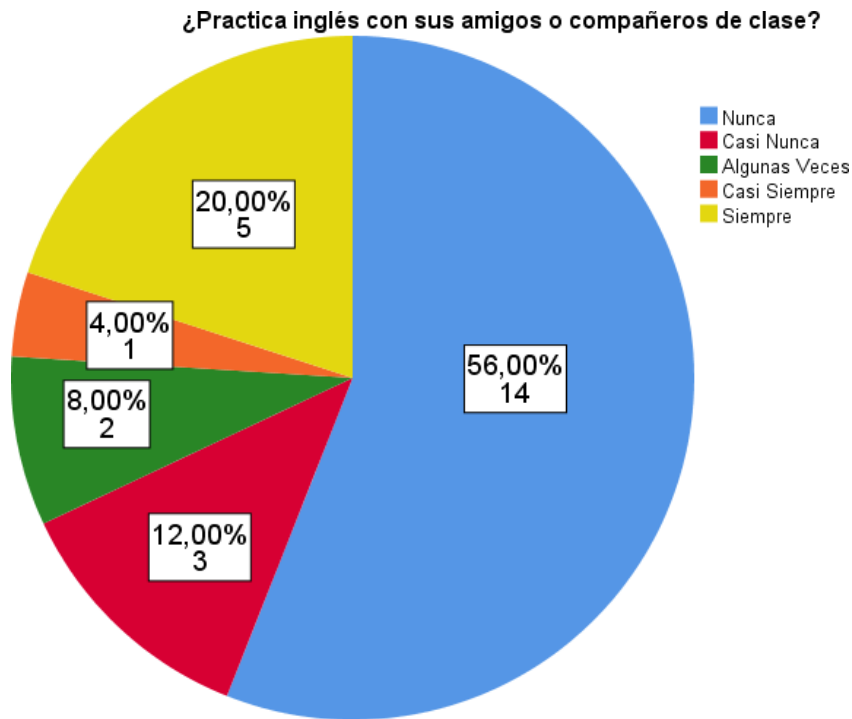


Figure 8: Do you practice English with your friends or classmates?

Taken from: Own elaboration.

Analysis

The graph shows that more than half of the students (56%) never practice English with friends or classmates, indicating a lack of social interaction in the language outside the formal classroom setting. Only 8% do so occasionally and 12% almost never, indicating that most do not use their immediate environment as a space for practice. In contrast, 20% indicate that they always do so and 4% say they almost always do so, indicating that only a small percentage of people use English in everyday communication. This suggests that social language learning is limited, reducing opportunities to reinforce skills collaboratively and naturally.

3.1.9 Do you like English class?

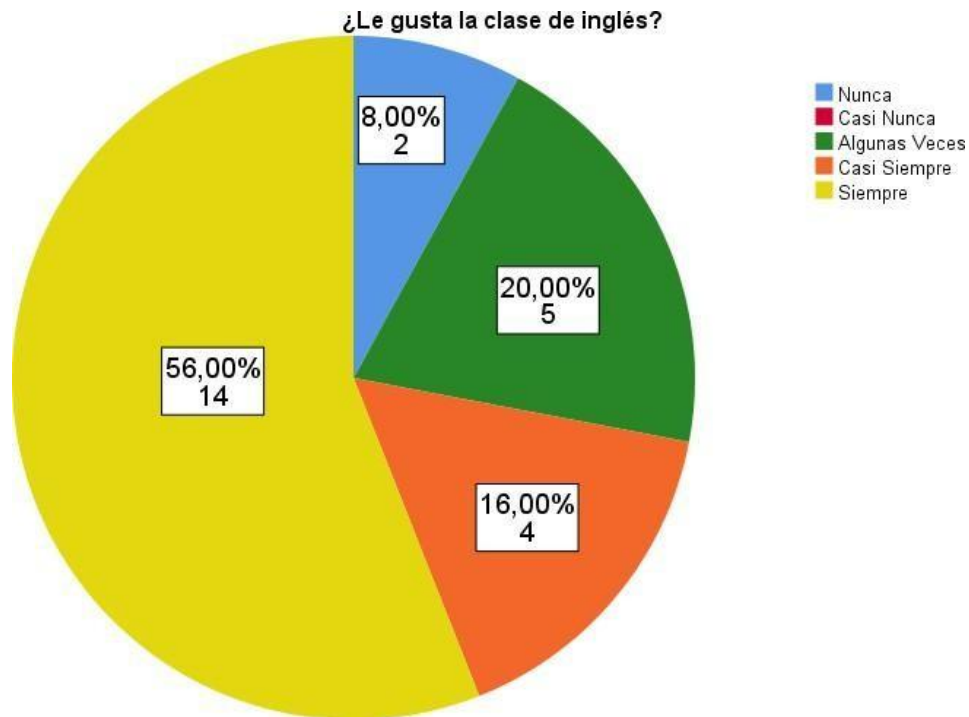


Figure 9: Do you like English class?

Taken from: Own elaboration.

Analysis

In the ninth question, most students (56%) always enjoy English class, reflecting a positive emotional connection with the subject and possibly with the teacher's methodology. Sixteen percent indicate that they almost always like it, and 20% that they sometimes like it, suggesting that, although there is interest, factors such as the difficulty of the content or mood may influence their enjoyment. In contrast, 8% say they never enjoy it, showing an emotional disconnect that may affect their motivation. This picture highlights the importance of strategies that maintain enthusiasm and strengthen the affective experience of learning.

3.1.10 Do you feel confident speaking English in class?



Figure 10: Do you feel confident speaking English in class?

Taken from: Own elaboration.

Analysis

The results reflect that 32% of students always feel confident speaking English in class, demonstrating confidence and willingness to participate. Eight percent said they almost always feel confident, and 24% said they sometimes feel confident, showing that there is a group that, although it has moments of confidence, also faces insecurities that can hinder their oral expression.

Meanwhile, 24% say they never feel confident and 12% they almost never feel confident, indicating that more than a third of the group perceives emotional barriers, possibly due to fear of making mistakes or lack of practice. These results underscore the need for a more motivating and non-judgmental learning environment that strengthens linguistic self-confidence.

3.1.11 Do you get excited when you learn something new in English?

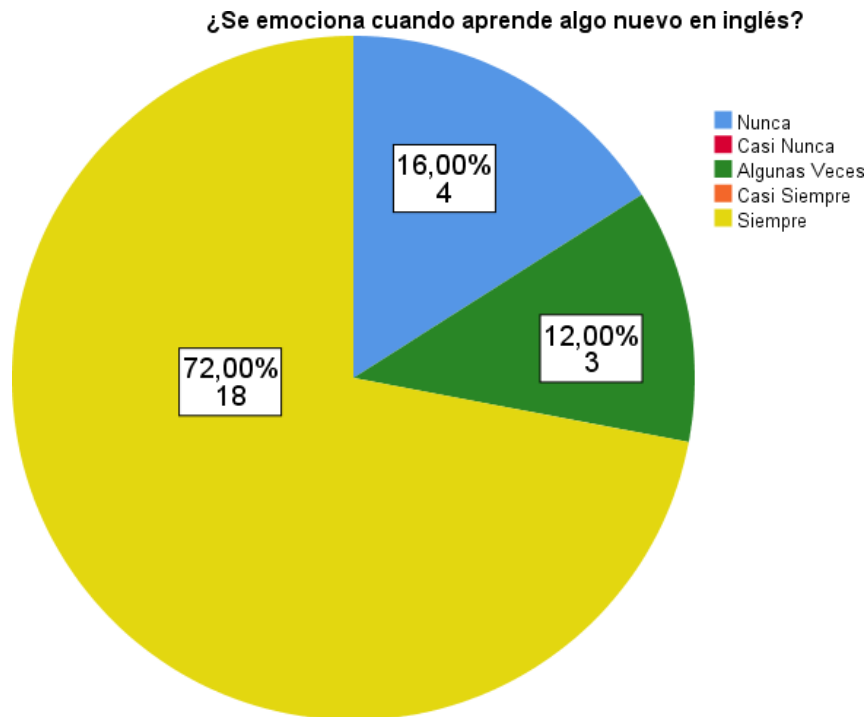


Figure 11: Do you get excited when you learn something new in English?

Taken from: Own elaboration.

Analysis

The data show that 72% of respondents said they always feel excited during these times, indicating a deep emotional connection to learning and a readiness to take on new tasks. In contrast, 12% report that they are only sometimes motivated, which could be impacted by the difficulty of the subject matter or their degree of confidence. The 16% say they feel neutral, which could be brought on by a lack of interest, bad experiences in the past, or a low opinion of the language's worth. These findings demonstrate that even while most students exhibit passion, techniques that encourage higher engagement among less motivated learners and strengthen their emotional bond with English still need to be put into place.

3.1.12 Do you feel embarrassed when you make mistakes while speaking English?

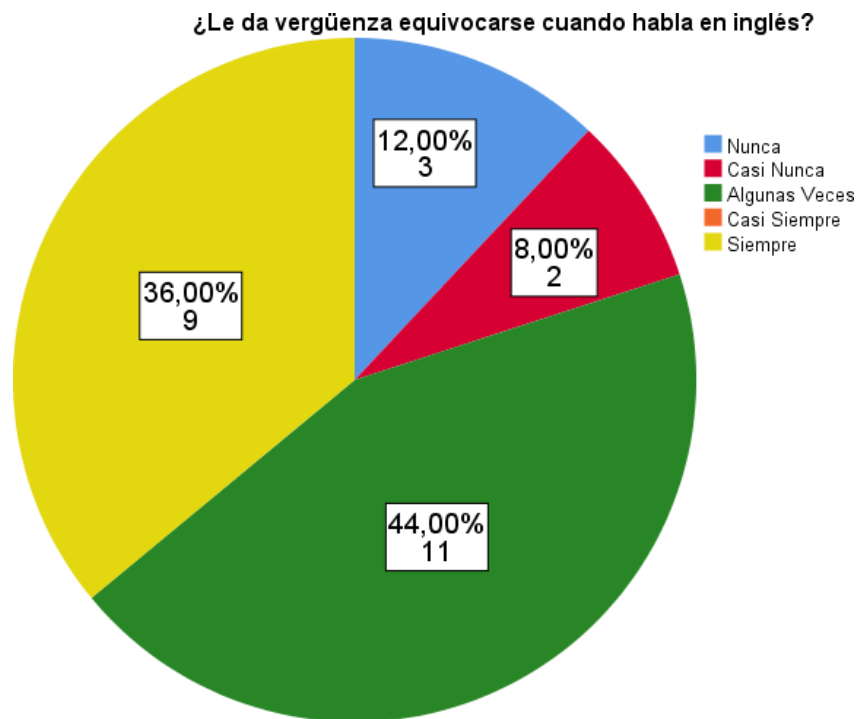


Figure 12: Do you feel embarrassed when you make mistakes while English?

Taken from: Own elaboration.

Analysis

In this last question, 44% of students say they sometimes feel embarrassed when they make mistakes, suggesting that their insecurity is not constant but arises in specific situations. Meanwhile, 36% say that this feeling is persistent, which could hinder oral practice and increase anxiety during communication. On the other hand, 8% mention that they rarely experience it and 12% say they never do, reflecting greater confidence and a greater disposition to take linguistic risks. These results underscore the importance of fostering a positive emotional climate in the classroom, promoting the acceptance of mistakes as a natural stage of learning, and implementing activities that improve self-esteem and reduce the fear of making mistakes in front of peers.

3.2 Interviews Analysis

In this analysis, the opinion of the authorities of the institution that were interviewed can be evidenced. English language learning in students of approximately 10 years of age, a key stage of cognitive and social development, is strongly influenced by the environment in which they live and the resources available both at school and at home. From a teacher's perspective, it is noted that while children at this age show a high capacity for language absorption, many external factors can significantly limit their progress.

One of the main challenges is the family and social environment. Many students come from homes where there is no support for learning English, either due to parents' lack of knowledge of the language or lack of time and resources to accompany the educational process. This lack of support generates insecurity in the children, who depend to a great extent on constant reinforcement to consolidate what they have learned.

In addition, the lack of pedagogical resources represents a considerable obstacle. In classrooms where there is no access to updated teaching materials, technology or complementary books, the teaching process becomes limited and monotonous. As teachers, we try to compensate for these shortcomings with creativity and motivational strategies; however, this is not always enough to maintain students' interest or to achieve meaningful and lasting learning.

The school environment also plays a role. Schools located in vulnerable sectors tend to have reduced English schedules, non-specialized staff or a high teacher turnover, which interrupts the continuity of the educational process. Added to this is the lack of exposure to the language outside the classroom, which hinders the natural acquisition of basic English structures.

In summary, as a teacher, it is recognized that the life context of the 10 year old student has a direct impact on his or her learning of English. Therefore, it is essential to design inclusive pedagogical strategies that respond to their realities and promote an emotionally safe environment, with adequate resources that stimulate interest and the development of communicative skills.

CHAPTER IV. PROPOSAL

4.1 Proposal Title

INTEGRATED COOPERATIVE LEARNING STRATEGIES GUIDE TO REINFORCE ENGLISH LANGUAGE SKILLS (LISTENING, SPEAKING, READING, AND WRITING) IN 5TO AÑO “A” STUDENTS AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ

4.2 Objectives

4.2.1 General Objective

To design a guide with cooperative learning strategies aimed at reinforcing the four fundamental English language skills—listening, speaking, reading, and writing—in 5to año “A” students at Unidad Educativa Pablo Enrique Albornoz.

4.2.2 Specific Objectives

To identify the most appropriate cooperative learning strategies for developing listening, speaking, reading, and writing skills in English.

To apply English language activities that are tailored to the students’ preferences, needs, and socioeconomic context.

To evaluate the effectiveness of pedagogic and technological resources in supporting the acquisition of the four language skills.

4.3 Introduction

The teaching and learning of English as a foreign language among fifth-year students at Pablo Enrique Albornoz Educational Unit is a process influenced by academic, social, and personal factors. Our recent diagnostic analyses reveal that while a significant number of students demonstrate high motivation and recognize the future value of English, there are notable challenges that impact their overall performance.

Survey results indicate that although many students enjoy English classes—especially when they involve songs, games, and interactive activities—a considerable portion only finds them interesting at times, and some still perceive learning English as difficult. The lack of consistent support outside the school environment further complicates the learning process, often resulting in diminished reinforcement and lower academic achievement. Interviews with teachers and school authorities highlight the importance of addressing these contextual realities, emphasizing the need for inclusive strategies that foster a supportive, engaging, and resource-rich environment.

Given this context, the present proposal aims to design an integrated guide based on cooperative learning strategies to reinforce the four essential English language skills: listening, speaking, reading, and writing. By responding to students' preferences for technology-enhanced and participatory activities, and by considering the socioeconomic and educational factors at play, the guide seeks to promote meaningful, and lasting language learning experiences for all students in the fifth year “A” class.

4.4 Justification

The proposal responds to the identified need to address the low performance in English among fifth year “A” students, which is influenced by factors such as limited home support, insufficient pedagogical resources, and a lack of varied, engaging methodologies. By integrating cooperative learning strategies and focusing on all four language skills, the guide aims to create an inclusive, motivating, and resourceful environment that supports meaningful and lasting language acquisition.



"ADVENTURE TIME"

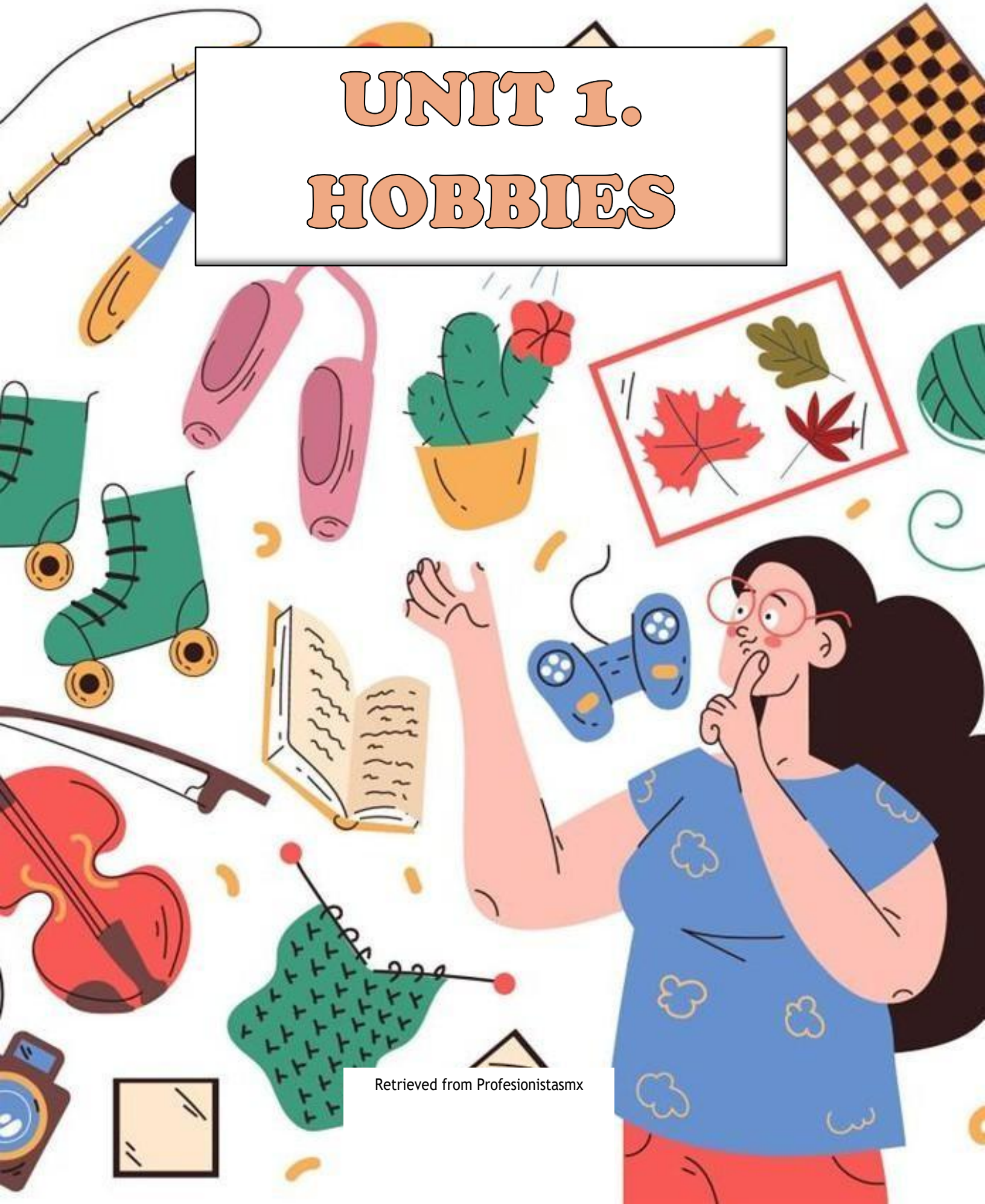
5to año EGB

**GUIDE FOR L2 LEARNERS'
LEARNING AND SKILLS
DEVELOPMENT**

Author: Damaris Andrade

Retrieved from:
Canva (n.d.)

UNIT 1. HOBBIES





Unit 1. Description

Unit 1 - Hobbies

Objective

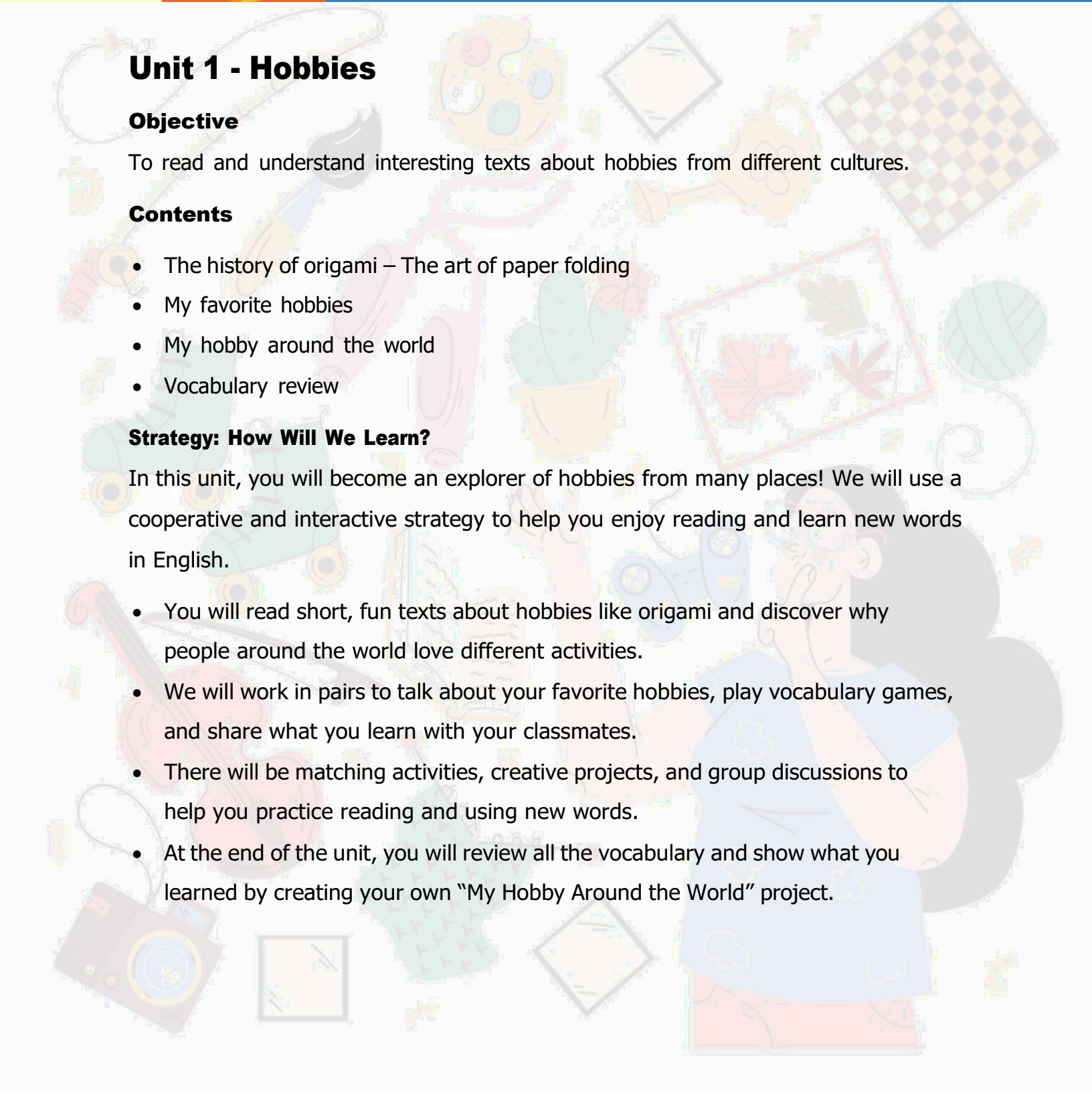
To read and understand interesting texts about hobbies from different cultures.

Contents

- The history of origami – The art of paper folding
- My favorite hobbies
- My hobby around the world
- Vocabulary review

Strategy: How Will We Learn?

In this unit, you will become an explorer of hobbies from many places! We will use a cooperative and interactive strategy to help you enjoy reading and learn new words in English.

- You will read short, fun texts about hobbies like origami and discover why people around the world love different activities.
 - We will work in pairs to talk about your favorite hobbies, play vocabulary games, and share what you learn with your classmates.
 - There will be matching activities, creative projects, and group discussions to help you practice reading and using new words.
 - At the end of the unit, you will review all the vocabulary and show what you learned by creating your own "My Hobby Around the World" project.
- 



Lesson 1.

The history of origami – The art of paper folding

Lesson 1 – The History of Origami: The Art of Paper Folding

Objective:

By the end of the lesson, students will be able to read and understand a short text about the history and cultural importance of origami, identify main ideas and interesting facts, and share what they learned with classmates.

Time:

1 hour

Process

Warm-up (5 minutes):

Origami Guessing Game: The teacher shows simple origami figures (e.g., a paper crane, boat, or frog) and asks, "What do you think these are made of? Where do you think this art comes from?" Students guess and share their ideas.

PRE-READING (10 minutes):

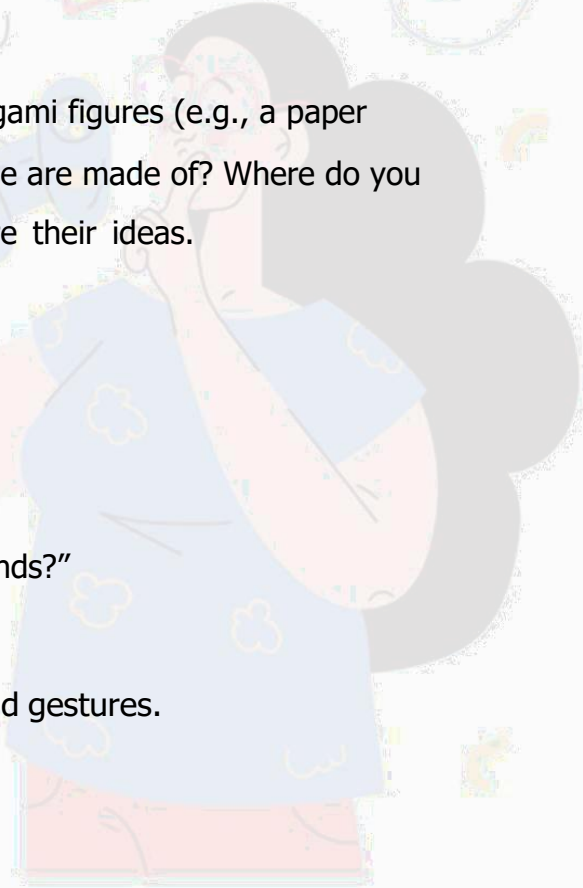
Pair Work and Group Discussion

a) Teacher writes on the board:

- "Have you ever made something with paper?"
- "Why do people enjoy making things with their hands?"

Students discuss in pairs and share their answers.

b) Teacher introduces new vocabulary with images and gestures.



Students play a quick matching game: matching words to pictures or definitions.

WHILE-READING (25 minutes):

Interactive Reading

a) Each student receives a short, illustrated text:

“The History of Origami” (adapted from Kids Web Japan: [Origami Article](#)).

b) Silent Reading: Students read the text individually and underline three important facts.

c) Pair Share: In pairs, students compare what they underlined and discuss:

- Where did origami start?
- Why is the crane important in origami?
- How does origami help people?

d) *Group Activity*: Each group creates a “Fact Poster” with three interesting facts about origami and a drawing of their favorite origami figure.

POST-READING ACTIVITY (10 minutes):

Let's Fold!

The teacher guides the class in making a simple origami figure (e.g., a paper boat or butterfly) while giving instructions in English. Students follow along, practicing listening and reading the step-by-step guide.

WRITING ACTIVITY (5 minutes):

Each student writes 2-3 sentences about what they learned:

- “Origami started in Japan. People make animals and flowers with paper. I liked learning about the paper boat.”

EVALUATION (5 minutes):

Students answer three reading comprehension questions on a worksheet:

1. Where did origami begin?
2. What is a famous origami figure?

3. Name one reason why people like origami.

Optional: Use Kahoot for a digital quiz if available.

Materials

- Board and markers
- Flashcards/images for vocabulary
- Printed short text: [Origami article](#)
- Colored paper for origami
- Worksheets for writing and comprehension
- For online: Kahoot

Vocabulary

Lesson 1 - The history of origami

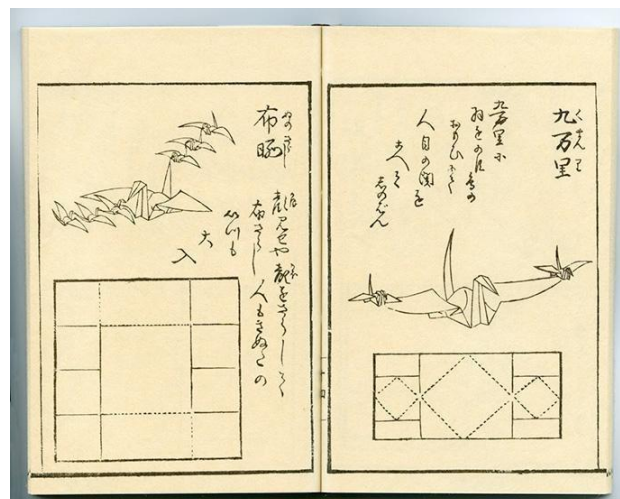
- Papermaking: the process of making paper from materials like wood or plants.
- Washi: a type of thin, strong paper made in Japan.
- Official record-keeping: writing important information to keep as history or proof.
- Buddhist: related to Buddhism, a religion from Asia.
- Shinto: a traditional Japanese religion.
- Ritual: a ceremony or set of actions done for religious or cultural reasons.
- Wrap: to cover something by folding paper or another material around it.
- Offering: something given to a god or spirit in a religious ceremony.
- Girei-ori: formal folded paper ornaments used for decoration and ceremonies.
- Etiquette: rules about polite and correct behavior.
- Noshi: traditional Japanese paper ornament used to decorate gifts.
- Ocho and mecho: butterfly-shaped folded paper ornaments used in Japanese weddings.
- Origami: the art of folding paper to make shapes, animals, or decorations.

- Edo period: a time in Japanese history from 1603 to 1867.
- Manual arts: school subjects where students make things with their hands.
- Crane: a type of bird; in origami, the paper crane is a famous and important figure.
- Craft: an activity where you make things with your hands, often as a hobby.
- Kindergarten: the first year of school for young children.

THE HISTORY OF ORIGAMI

The Origin of "Girei-ori" (Formal Folded Ornaments)

"After papermaking was introduced to Japan from the Asian continent at the beginning of the seventh century (610), Japanese people developed a way to make a type of thin, durable paper that became known as *washi*. At first, it was used for official record-keeping and Buddhist religious writings, but *washi* came to be used in Shinto religious rituals as well, and it became customary to wrap offerings to the gods and many other things, in paper" (Kids Web Japan, 2020).



“Eventually people began to focus on particular ways to fold paper when wrapping gifts or offerings, and they developed formal folded ornaments (*girei-ori*) to make the wrapping more attractive. During the Muromachi period (1336-1573) families such as the Ogasawara and Ise clans established customary manners, which brought about various rules of etiquette and, as a result, formal folded ornaments also became a requirement for proper wrapping. This tradition lives on today: paper is folded to make traditional ornaments called *noshi*, which adorn wrapped gifts, and butterfly-shaped folded paper ornaments called *ocho* and *mecho* are used in wedding ceremonies” (Kids Web Japan, 2020).



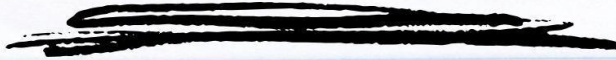
Origami: The Joy of Folding Paper

“Quite apart from any rules of etiquette, people also eventually came to enjoy paper folding for its own sake - this is known as origami. Mass production of paper increased during the Edo period (1603-1867), making it easier for more and more people to enjoy origami. The world's oldest book on origami, published in 1797, is titled *Hiden Senbazuru Orikata* (How to Fold a Thousand

Cranes), which provides detailed instructions for folding paper cranes. During the Meiji period (1868-1912) origami began to be taught in kindergarten, as well as in elementary school manual arts and drawing classes, and became increasingly popular. Origami is now popular all over the world, and many groups of origami fans enthusiastically practice this craft” (Kids Web Japan, 2020).



EVALUATION



Name: _____

Class: _____

Date: _____

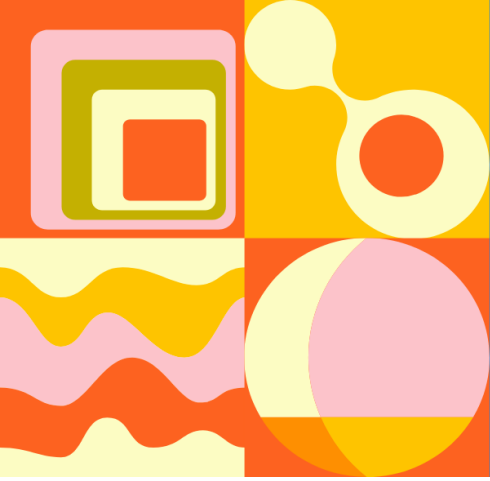
Lesson 1: The history of origami

Answer the questions based on the text you read. Write your answers in English.

1. Where did origami begin?

2. What is a famous origami figure?

3. Name one reason why people like origami.



Lesson 2.

Talking about my hobbies

Name: _____

Class: _____

Date: _____

Lesson 1: The history of origami (Suggested Answers for Teacher Reference)

Answer the questions based on the text you read. Write your answers in English.

1. Where did origami begin?

Origami began in Japan.

2. What is a famous origami figure?

The paper crane is a famous origami figure.

3. Name one reason why people like origami.

People like origami because it is creative, relaxing, fun, or it is part of tradition and culture

Lesson 2 – Talking About My Hobbies (Workshop)

Objective:

By the end of the lesson, students will be able to read, understand, and match hobby names with their definitions, as well as talk and write about the hobbies they practice, reinforcing reading and vocabulary skills¹.

Time:

50 minutes

Process

Warm-up (5 minutes):

Interactive Survey: Each student stands up and says one hobby they enjoy. The teacher writes all the hobbies on the board, creating a class “hobby list.”

PRE-READING (10 minutes):

Pair Work and Group Discussion

a) In pairs, students answer:

- “Which hobbies do you practice?”
- “Which hobbies would you like to try?”

b) Teacher introduces the vocabulary list (see next page), using flashcards or images. Students repeat the words and match them to pictures.

WHILE-READING (25 minutes):

Matching Game and Reading Practice

a) Each student receives a worksheet with two columns:

- Column A: 15 hobbies (from the class list and vocabulary)
- Column B: 15 definitions

b) Students read each hobby and its possible definition, then draw lines to match them correctly.

c) After matching, students read short example sentences for each hobby (e.g., "I go cycling every weekend.")

d) In pairs, students check their answers and discuss: "Do you practice this hobby? Do you know someone who does?"

POST-READING ACTIVITY (10 minutes):

Find Someone Who...

Students receive a bingo-style grid with hobbies. They walk around the classroom asking classmates: "Do you play chess?" "Do you like painting?" If a classmate says yes, they write that student's name in the box. The goal is to fill as many boxes as possible.

Materials

- Board and markers
- Flashcards/images for vocabulary
- Printed worksheets for matching activity
- Bingo-style grids for "Find Someone Who..."
- Paper for writing activity

Vocabulary

Lesson 2 - My favorite hobbies

- Painting: making pictures using colors and a brush.
- Dancing: moving your body to music.
- Cycling: riding a bicycle for fun or sport.
- Playing chess: a board game for two players using special pieces.
- Singing: making music with your voice.
- Reading: looking at and understanding written words.
- Playing soccer: a team sport played with a ball and goals.
- Collecting: gathering similar items, like stamps or coins, as a hobby.
- Drawing: making pictures with a pencil or pen.
- Listening to music: hearing songs or sounds for enjoyment.
- Swimming: moving through water using your arms and legs.
- Gardening: growing and taking care of plants.
- Cooking: preparing food to eat.
- Photography: taking pictures with a camera.
- Skateboarding: riding on a board with wheels for fun or sport.

- Writing stories: creating stories using your imagination.
- Playing video games: using electronic games for fun.
- Knitting: making clothes or things with yarn and needles.
- Playing basketball: a team sport with a ball and a hoop.
- Fishing: catching fish as a sport or hobby.
- Origami: folding paper to make shapes or figures.
- Playing an instrument: making music with something like a guitar or piano.
- Hiking: walking in nature for fun or exercise.
- Camping: sleeping outdoors in a tent for fun.
- Martial arts: sports like karate or judo.

ACTIVITY



Hobby	Definition (Match the hobby to its correct meaning)
Painting	a) Moving through water using your arms and legs.
Dancing	b) Making music with your voice.
Cycling	c) Growing and taking care of plants.
Playing chess	d) Making pictures using colors and a brush.
Singing	e) Walking in nature for fun or exercise.
Reading	f) Making pictures with a pencil or pen.
Playing soccer	g) A board game for two players using special pieces.
Collecting	h) Gathering similar items, like stamps or coins, as a hobby.
Drawing	i) Looking at and understanding written words.

- Listening to music j) Riding a bicycle for fun or sport.
- Swimming k) Hearing songs or sounds for enjoyment.
- Gardening l) A team sport played with a ball and goals.
- Cooking m) Preparing food to eat.
- Photography n) Taking pictures with a camera.
- Skateboarding o) Riding on a board with wheels for fun or sport.



Lesson 3.

My hobby around the world

Lesson 3. My hobby around the world

Objective:

By the end of the lesson, students will be able to listen to interesting facts about six different hobbies from around the world, work in groups to organize and present the information, and use new vocabulary to describe each hobby.

Time:

30 minutes

Group Activity: My Hobby Around the World

Description:

The teacher will share interesting facts about six different hobbies: origami, soccer, stamp collecting, gardening, reading, and chess. Students will work in groups, each group focusing on one hobby. They will create a creative "Hobby Fact Card" and present it to the class, helping everyone learn about hobbies from different cultures and times.

Process

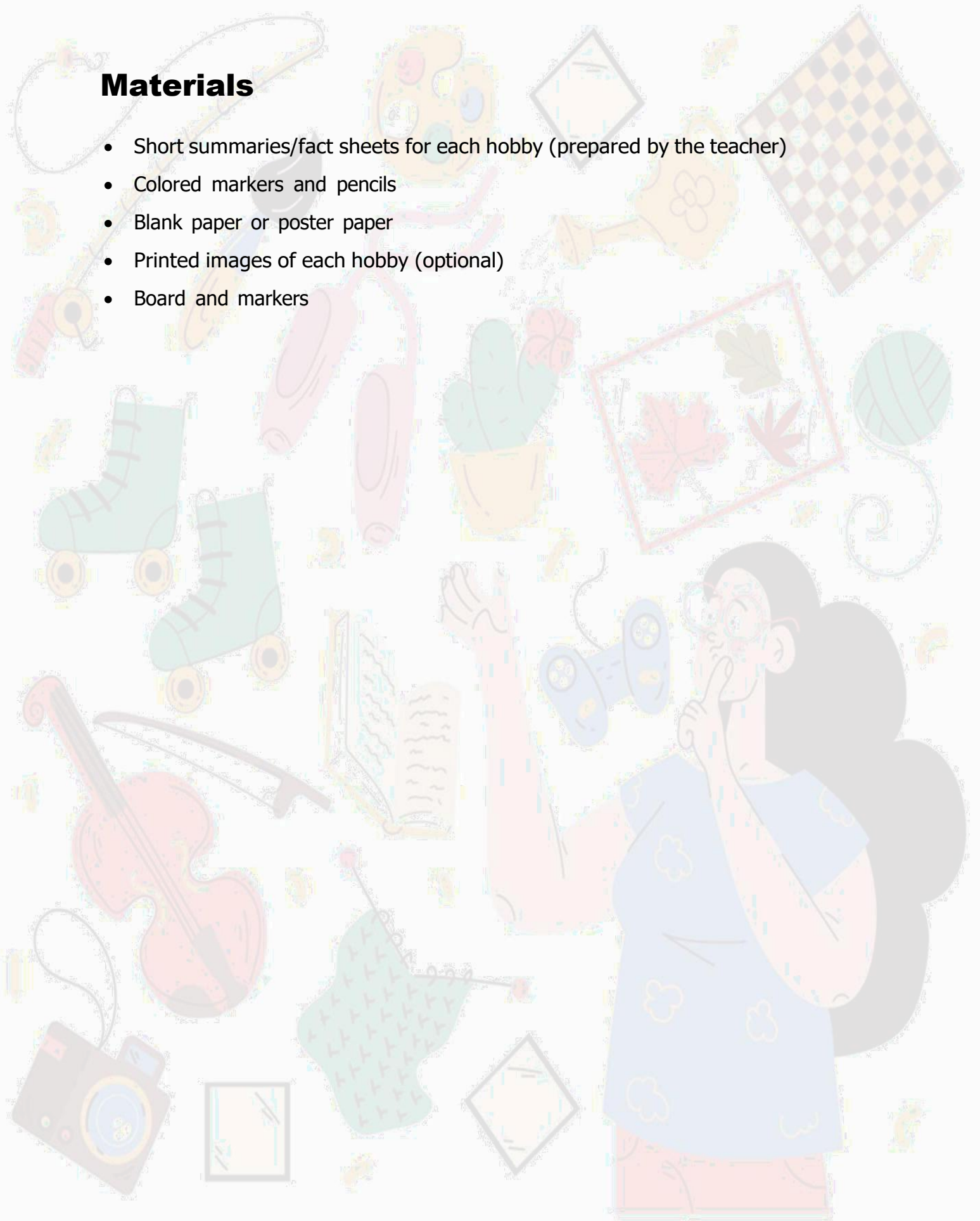
1. Introduction (5 minutes):

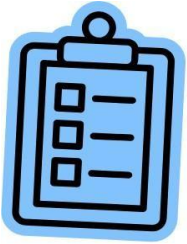
The teacher briefly introduces the six hobbies, sharing one or two interesting facts about each.

- Origami: Traditional Japanese art of folding paper into shapes and figures.

Materials

- Short summaries/fact sheets for each hobby (prepared by the teacher)
- Colored markers and pencils
- Blank paper or poster paper
- Printed images of each hobby (optional)
- Board and markers





Interesting facts about hobbies



Origami: This is the traditional Japanese art of folding paper into different shapes and figures (Indo-Japan Business Council, 2023).



Soccer: It is the world's most popular hobby, played by millions every day (Malone, 2021)



Stamp collecting: This is one of the oldest hobbies; some collectors have stamps from over 100 different countries (Tomlinson, 2023).



Gardening: This is a relaxing hobby for many people. The largest flower garden in the world is Keukenhof, located in the Netherlands (Stuff Dutch People Like, 2023).



Reading: This is a favorite hobby for people of all ages. The world's largest library is the Library of Congress in the United States (Britannica Kids, 2025)



Chess: It is both a hobby and a sport. It started in India more than 1,000 years ago (Stapcsynski, 2023).



UNIT 2. MY DAILY ROUTINE





Unit 2.

Description

Unit 2 – My Daily Routine

Objective

To write clear and organized texts about daily routines from different countries and compare them with your own routine.

Contents

- My daily routine
- Routines around the world
- Interview a classmate

Strategy: How Will We Learn?

In this unit, you will become a writer of daily routines! We will use an interactive strategy to help you practice writing in English, while learning new words and structures.

- You will read short models about daily routines and use them as inspiration to write about your own day.
- We will work in pairs and small groups to share ideas, give feedback, and help each other improve our writing.
- There will be writing activities, creative projects, and interviews to help you organize your ideas and express them clearly.
- At the end of the unit, you will review all the vocabulary and show what you learned by creating your own “My Daily Routine” written project.



Lesson 1.

My daily routine

Lesson 1 - My daily routine

Objective:

By the end of the lesson, students will be able to write a clear and organized paragraph about their daily routine, using new vocabulary and sequence words to describe their activities in English.

Time:

1 hour

Process

Warm-up (5 minutes):

Routine Charades: The teacher acts out simple daily activities (like brushing teeth, eating breakfast, or going to bed) and students guess the action. This helps activate vocabulary and gets everyone thinking about daily routines.

PRE-WRITING (10 minutes):

Group Discussion

a) The teacher writes on the board:

- "What is the first thing you do in the morning?"
- "What do you do after school?"

Students discuss in pairs and share their answers with the class.

b) The teacher introduces new vocabulary with images and gestures. Students play a quick matching game: matching words to pictures or definitions.

WHILE-WRITING (25 minutes):

Guided Writing

- a) Each student receives a model text about a daily routine (see example below).
- b) Silent Reading: Students read the model text individually and underline sequence words (First, Then, After that, Finally) and daily activities.
- c) Pair Share: In pairs, students talk about the order of activities and what is similar or different from their own day.
- d) Planning: Each student makes a list or draws pictures of their own daily activities, using the new vocabulary.

WRITING ACTIVITY (15 minutes):

Students write a paragraph about their own daily routine, using sequence words and at least five new vocabulary words.

Example structure:

- First, I wake up at 7:00.
- Then, I brush my teeth and have breakfast.
- After that, I go to school and study.
- In the afternoon, I do my homework and play with my friends.
- Finally, I have dinner and go to bed at 9:00.

EVALUATION (5 minutes):

Students exchange their paragraphs with a partner and check for sequence words and vocabulary. The teacher collects the paragraphs for feedback.

Materials

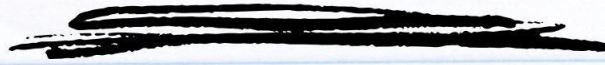
- Board and markers
- Vocabulary
- Printed model text (see next page)
- Worksheets for planning and writing

Vocabulary

Lesson 1. My daily routine

- Wake up: to stop sleeping.
- Brush: to clean something using a brush (e.g., teeth, hair).
- Get dressed: to put clothes on.
- Breakfast: the first meal of the day, usually in the morning.
- Lunch: the meal eaten in the middle of the day.
- Homework: schoolwork that students do at home.
- Routine: a sequence of actions regularly followed.
- Afternoon: the part of the day after 12:00 p.m. and before evening.
- Evening: the part of the day between late afternoon and night.
- Go to bed: to lie down in bed to sleep.
- Favorite: something you like the most.
- Usually: something that happens most of the time.
- Sometimes: not always, but on some occasions.
- Never: not at any time.
- Always: at all times.

ACTIVITY



Model Text: Maria's Daily Routine

My name is Maria.

First, I wake up at 6:30 in the morning. Then, I brush my teeth and take a shower.

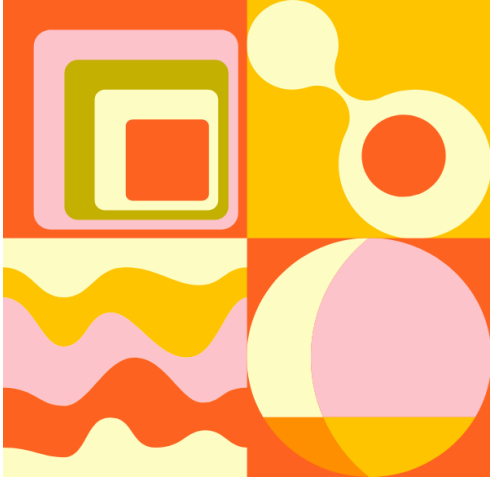
After that, I get dressed and have breakfast with my family. At 7:30, I go to school. I

study and play with my friends. At noon, I have lunch at home. In the afternoon, I

do my homework and watch TV. In the evening, I have dinner, read a book, and

finally, I go to bed at 9:00.

Now it's your turn! Use new vocabulary, and write a paragraph about your daily routine.



Lesson 2.

Routines around the world

Lesson 2 – Routines Around the World

Objective:

By the end of the lesson, students will be able to write a short paragraph comparing their daily routine with the routine of a person from another country.

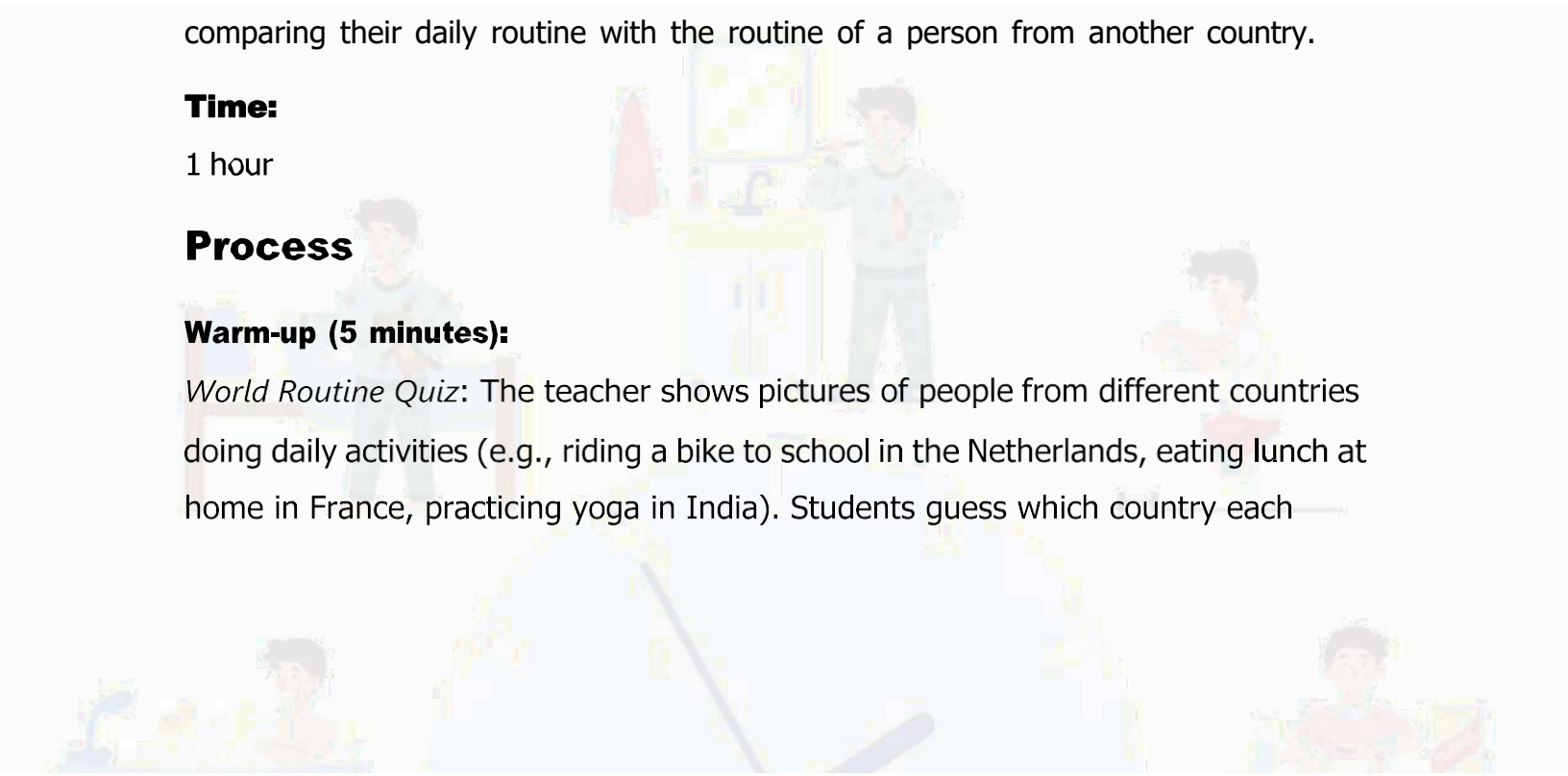
Time:

1 hour

Process

Warm-up (5 minutes):

World Routine Quiz: The teacher shows pictures of people from different countries doing daily activities (e.g., riding a bike to school in the Netherlands, eating lunch at home in France, practicing yoga in India). Students guess which country each



routine belongs to and discuss in pairs: "What is different or interesting about this routine?"

PRE-WRITING (10 minutes):

Pair Work and Vocabulary Introduction

a) The teacher writes on the board:

- "What is one thing you do every day that might be different in another country?"
- "Why do some people have different routines?"

Students discuss in pairs.

b) The teacher introduces new routines with images and facts (see next page)

Reading and Guided Writing

a) Each student receives short, illustrated texts about people routine in another country

b) Group Discussion: In small groups, students talk about what is similar and different compared to their own routines.

WRITING ACTIVITY (15 minutes):

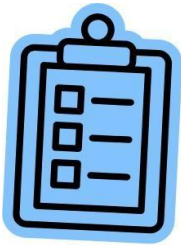
Each student creates a comparison chart to organize ideas about their routine and the routines from the text.

EVALUATION (5 minutes):

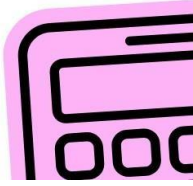
Students exchange their paragraphs with a partner and check for correct use of sequence words and vocabulary. The teacher collects the writing for feedback.

Materials

- Board and markers
- Printed short texts about routines in different countries (it can also be shown in the board)
- Worksheets for comparison charts



“My daily routine” in other countries



In Japan, some schools begin as early as 7:30 a.m., and students often clean their classrooms as part of their daily routine (Shin EduPower, 2024)

In Spain, many people take a “siesta,” a short nap after lunch, as part of their afternoon routine (KLR Bus, 2024).



In the Netherlands, children are among the happiest in the world, and their



daily routines include riding bicycles to school (Bicycle NSW, 2024).

In India, some families start their day with yoga or meditation before breakfast (Nishanvertma, 2025).



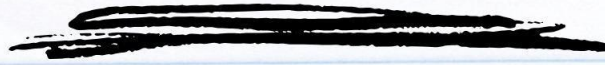
In France, children usually have a snack called "le goûter" in the afternoon,

In South Korea, students often attend extra classes, called "hagwons," after

between lunch and dinner (The French life, 2021).

their regular school day (TTA, 2024).

ACTIVITY



Instructions for Students:

1. Read each country's special routine fact.
2. Write "Yes" or "No" if you do this in your own daily routine.
3. In the last column, write a short note explaining how your routine is similar or different (for example: "I don't take a nap after lunch, but I rest for a little while," or "I go to school by bus, not by bicycle.").

Comparative chart:

Country	Special Routine Fact	Do you do this in your routine? (Yes/No)	How is your routine similar or different? (Write a short note)
Japan	Some schools begin as early as 7:30 a.m., and students often clean their classrooms as part of their daily routine.		
Spain	Many people take a "siesta," a		

	short nap after lunch.		
Netherlands	Children often ride bicycles to school.		
India	Some families start their day with yoga or meditation before breakfast.		
France	Children usually have a snack called "le goûter" in the afternoon, between lunch and dinner.		
South Korea	Students often attend extra classes, called "hagwons," after their regular school day.		



Lesson 3.

Interview a classmate

Lesson 3 – Interview a Classmate

Objective:

By the end of the lesson, students will be able to conduct an interview in English about daily routines, take notes, and write a short paragraph describing a classmate's routine using sequence words and new vocabulary.

Time:

1 hour

Process

Warm-up (5 minutes):

Interview Chain: The teacher demonstrates by asking a student, "What time do you wake up?" or "What do you do after school?" Then, students form pairs and ask each other one daily routine question. Volunteers share interesting answers with the class.

PRE-WRITING (10 minutes):

Pair Work and Vocabulary Review

a) The teacher writes interview questions on the board, such as:

- What time do you wake up?
- How do you go to school?
- What do you do after lunch?
- Do you help at home?
- What time do you go to bed.

INTERVIEW ACTIVITY (20 minutes):

- a) Each student receives an interview worksheet with questions and space for answers.
- b) In pairs, students take turns interviewing each other about their daily routines, writing short notes for each answer.
- c) The teacher circulates, helping with vocabulary and ideas of full sentences.

WRITING ACTIVITY (15 minutes):

- a) Using their notes, each student writes a short paragraph about their classmate's daily routine.

Example structure:

- "My classmate's name is Daniel. First, he wakes up at 7:00. Then, he has breakfast and goes to school by bike. After school, he does his homework and plays soccer. In the evening, he has dinner with his family and goes to bed at 9:30."

EVALUATION (5 minutes):

Students exchange paragraphs with a new partner and check for correct use of sequence words and vocabulary. The teacher collects the writing for feedback.

Materials

- Board and markers
- Interview question worksheet
- Flashcards/images for vocabulary
- Lined paper for writing
- For online: collaborative document or chat tool

A wire shopping basket filled with fresh vegetables, including red and yellow bell peppers, avocados, and tomatoes, is the central focus of the image. The background shows a blurred produce section of a supermarket with various other vegetables on shelves.

UNIT 3.

At the supermarket



Unit 3.

At the supermarket

Unit 3 – At the Supermarket

Objective

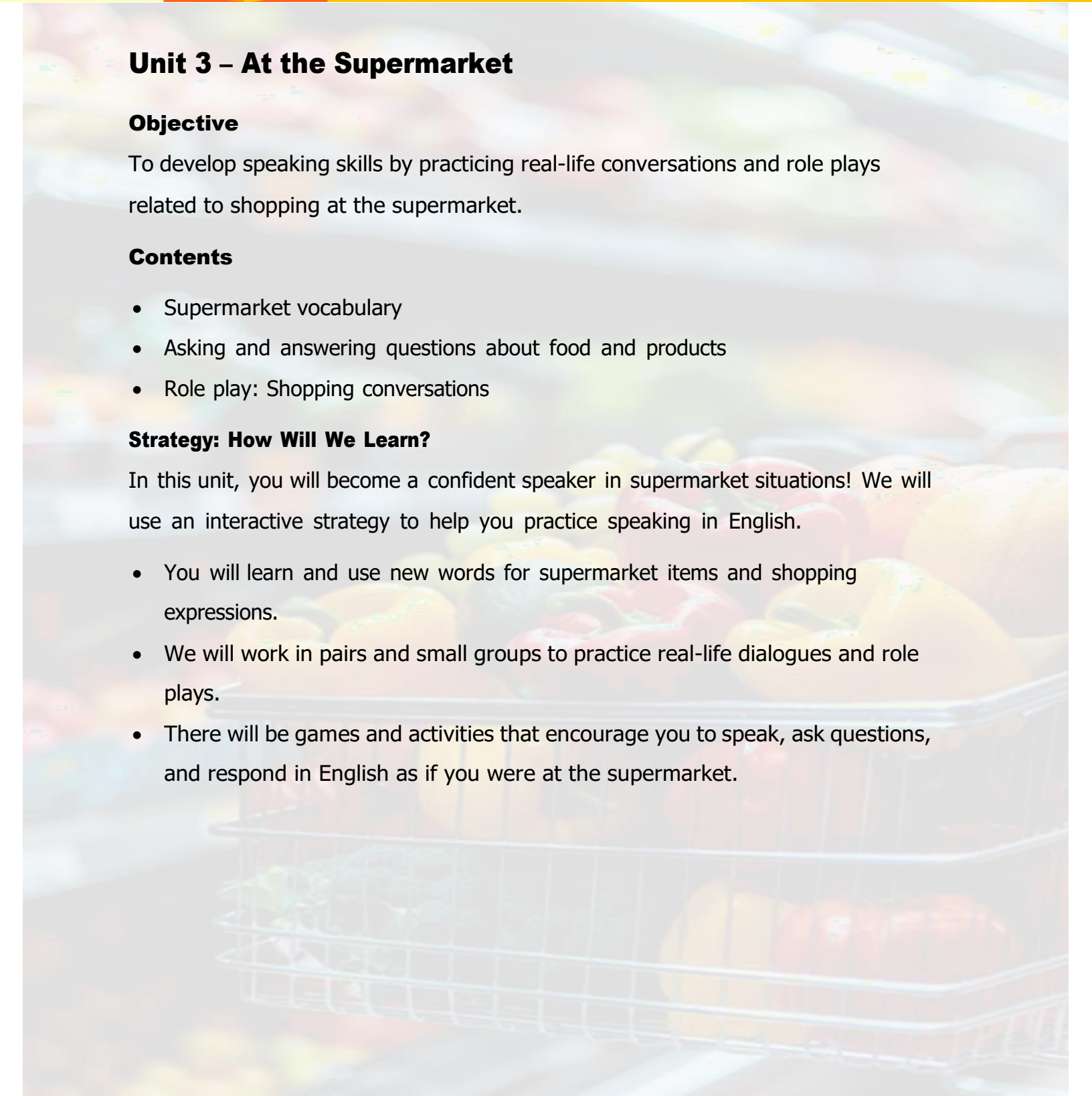
To develop speaking skills by practicing real-life conversations and role plays related to shopping at the supermarket.

Contents

- Supermarket vocabulary
- Asking and answering questions about food and products
- Role play: Shopping conversations

Strategy: How Will We Learn?

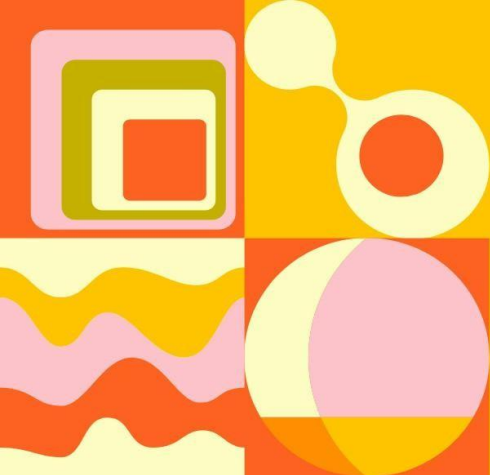
In this unit, you will become a confident speaker in supermarket situations! We will use an interactive strategy to help you practice speaking in English.

- You will learn and use new words for supermarket items and shopping expressions.
 - We will work in pairs and small groups to practice real-life dialogues and role plays.
 - There will be games and activities that encourage you to speak, ask questions, and respond in English as if you were at the supermarket.
- 

Vocabulary

Unit 3. At the supermarket

- Supermarket: a large store where people buy food and other products.
- Cart: a wheeled basket used to carry things while shopping.
- Cashier: a person who receives payment for goods in a store.
- Aisle: a passage between rows of shelves in a store.
- List: a series of items written down.
- Buy: to get something by paying money for it.
- Price: the amount of money something costs.
- Product: something that is made or grown to be sold.
- Vegetables: plants or parts of plants eaten as food (e.g., carrots, lettuce).
- Fruit: sweet and edible part of a plant (e.g., apple, banana).
- Bread: a common food made from flour and water.
- Milk: a white liquid produced by cows, used as a drink or in cooking.
- Sale: when products are sold at lower prices.
- Bag: a container made of paper or plastic used to carry things.



Lesson 1.

Asking and Answering Questions About Food and Products

- Receipt: a piece of paper showing what you bought and how much you paid.

Lesson 1 - Asking and Answering Questions About Food and Products

Objective:

By the end of the lesson, students will be able to ask and answer simple questions about food and products in a supermarket context, using key vocabulary and practicing real-life speaking situations.

Time:

40 minutes

Process

Warm-up (5 minutes):

Supermarket Basket Game: The teacher shows pictures or real items (e.g., apple, bread, milk) and asks, "What is this?" Students answer as a group. Then, the teacher asks, "Do you like apples?" or "Do you eat bread for breakfast?" to activate speaking and food vocabulary.

PRE-SPEAKING (10 minutes):

Pair Work and Vocabulary Introduction

a) The teacher writes sample questions on the board:

- "Do you have...?"
- "How much is...?"
- "Where can I find...?"
- "Can I have...?"

Students repeat and practice the questions aloud.

b) The teacher introduces supermarket vocabulary with flashcards or images (e.g., apple, bread, cheese, milk, eggs, rice, juice, chicken, carrots, cookies, etc.).

Students play a quick matching game: matching words to pictures.

SPEAKING ACTIVITY (20 minutes):

Find and Ask!

- a) Each student receives a shopping list with 5–6 items (See examples on the next page).
- b) Students walk around the classroom, pretending it is a supermarket. They must find classmates who "have" the items and ask questions like, "Do you have milk?" or "Can I have some bread?"
- c) The "shopkeeper" student answers, "Yes, I have milk," or "Sorry, I don't have bread."
- d) Students switch roles after a few minutes to practice both asking and answering.

EVALUATION (5 minutes):

The teacher observes and listens to students during the activities, checking for correct use of questions and vocabulary. Optionally, students answer two oral questions:

- "What food do you buy at the supermarket?"
- "Can you ask for the price of something?"

Materials

- Board and markers
- Flashcards or images of food/products

- Shopping list worksheets
- Role cards for customer and assistant
- (Optional) Real or toy food items for added realism

Examples of shopping lists



Retrieved from Pinterest (n.d)



Lesson 2.

Role play activity

Lesson 2. Role Play Activity

Objective:

By the end of the activity, students will be able to use supermarket vocabulary and real-life expressions to ask and answer questions about food and products, participate in extended dialogues, and demonstrate fluency and politeness in English.

Time:

45 minutes

Process

1. Warm-up (5 minutes):

The teacher models a supermarket dialogue with a volunteer, using questions about items, prices, and locations. The class identifies useful phrases and polite expressions (e.g., "Excuse me," "How much is...?" "Thank you!").

2. Preparation (10 minutes):

- Students are divided into pairs.
- Each pair receives a set of role cards (customer and assistant/cashier) and a unique shopping list with 6–8 items.
- The teacher reviews supermarket vocabulary and common expressions, encouraging students to write down questions they might use.

3. Practice and Development (20 minutes):

- In pairs, students practice their dialogues. The customer must:
 - Greet the assistant politely.
 - Ask for at least five different items using full sentences ("Where can I find the rice?" "Do you have any apples?").
 - Ask about prices and special offers ("How much is the cheese?" "Is there a discount on bread?").
 - Request help finding an item ("Can you help me find the eggs?").
 - Thank the assistant at the end.
- The assistant/cashier must:
 - Answer questions about locations and prices.
 - Suggest alternatives if an item is not available ("Sorry, we don't have apples, but we have bananas.").
 - Use polite language and offer assistance.
- After practicing, pairs switch roles and repeat the activity.

4. Performance and Feedback (10 minutes):

- Selected pairs perform their dialogues in front of the class.
- The teacher and classmates listen for correct vocabulary, clear pronunciation, and polite expressions.
- The teacher provides constructive feedback, highlighting strengths and areas for improvement.

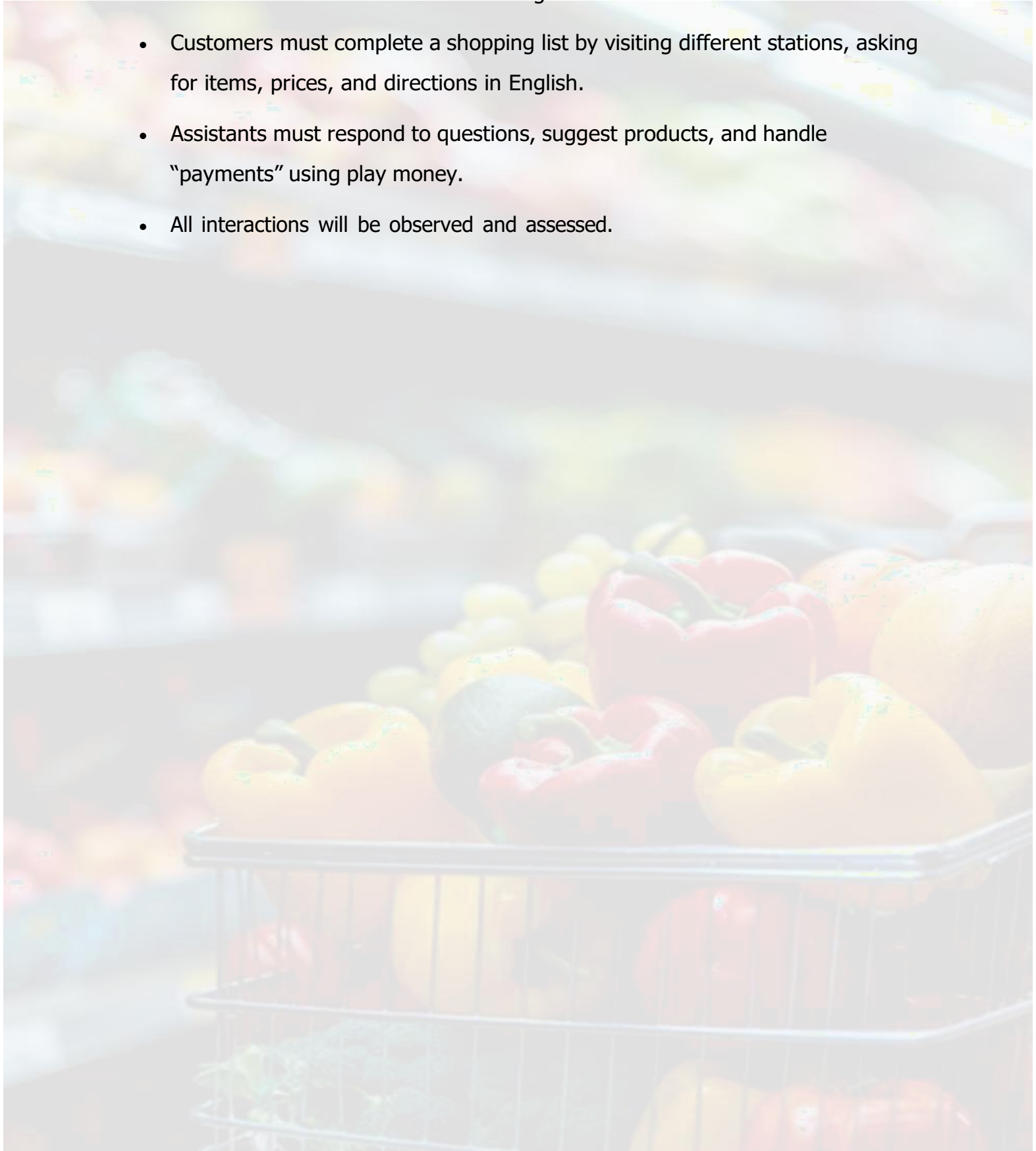
Final Project: "Supermarket Day" Simulation

Description:

For the final evaluation, students will participate in a class "Supermarket Day." The

classroom will be set up as a supermarket with different “stations” (fruit stand, bakery, dairy, etc.).

- Each student will rotate between being a customer and an assistant.
- Customers must complete a shopping list by visiting different stations, asking for items, prices, and directions in English.
- Assistants must respond to questions, suggest products, and handle “payments” using play money.
- All interactions will be observed and assessed.



Evaluation Format

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Uses correct supermarket vocabulary	Consistently	Sometimes	Rarely
Asks and answers questions clearly	Always	Usually	Seldom
Uses polite expressions	Always	Sometimes	Rarely
Pronunciation and fluency	Clear and natural	Understandable	Needs work
Participates actively	Very active	Participates	Reluctant
Completes shopping list/role	Fully completed	Mostly completed	Incomplete

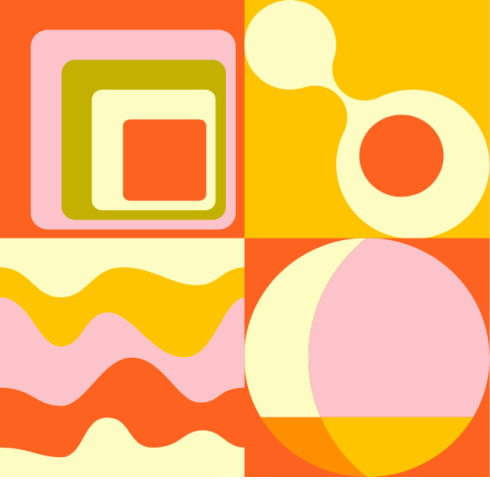
Instructions:

- Each student will be evaluated during both the role play practice and the final project.
- The teacher will use the rubric above to give individual feedback and a final score.
- Students are encouraged to self-assess and reflect on their performance after the activity.



UNIT 4.

My neighborhood



Unit 4.

My neighborhood

Unit 4 – My Neighborhood

Objective

To develop listening skills by understanding spoken descriptions, directions, and conversations about places and activities in the neighborhood.

Contents

- Neighborhood vocabulary
- Listening to descriptions of places and activities
- Following directions and identifying locations

Strategy: How Will We Learn?

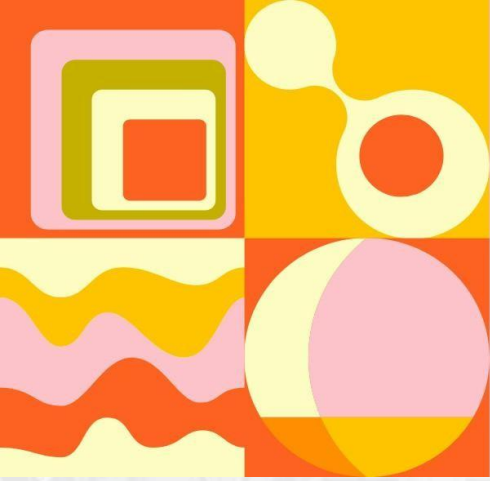
In this unit, you will become an active listener in real-life neighborhood situations! We will use an interactive and engaging strategy to help you improve your listening comprehension in English.

- You will listen to audio recordings and short dialogues about places, people, and activities in the neighborhood.
- We will work individually, in pairs, and small groups to complete listening tasks, solve puzzles, and play games that help you understand and use new vocabulary.
- There will be activities that encourage you to listen for details, follow spoken directions, and identify information in real-life contexts.

Vocabulary

Unit 4

- Neighborhood: the area where you live, surrounded by houses and buildings.
- Street: a public road in a city or town.
- Park: a public area with grass and trees where people can play or relax.
- Bakery: a place where bread and cakes are made and sold.
- Library: a place where books can be borrowed or read.
- Pharmacy: a store where medicines are sold.
- Corner: the place where two streets meet.
- Directions: instructions on how to get to a place.
- Map: a drawing that shows the locations of places.
- Next to: very close to something or someone.
- Across from: on the opposite side of something.
- Between: in the middle of two things.
- Turn: to change direction.
- Go straight: to continue in the same direction without turning.
- Building: a structure with walls and a roof, such as a house or school.



Lesson 1

Listening to Descriptions of Places and Activities

Lesson 1 – Listening to Descriptions of Places and Activities

Objective:

By the end of the lesson, students will be able to identify and understand spoken descriptions of places and activities in a neighborhood, matching what they hear to images or words.

Time:

1 hour

Process

Warm-up (5 minutes):

Neighborhood Sound Quiz: The teacher plays short audio clips (e.g., bell ringing for a school, children playing for a park, cash register for a supermarket). Students guess which place in the neighborhood each sound represents.

PRE-LISTENING (10 minutes):

Vocabulary Introduction and Prediction

- The teacher shows flashcards or images of neighborhood places (park, bakery, supermarket, school, library, pharmacy, etc.) and introduces the vocabulary.
- Students play a quick matching game: matching place names to pictures.
- The teacher asks: “What do you do in the park?” “What can you buy at the bakery?” Students discuss in pairs.

WHILE-LISTENING (25 minutes):

Listening and Matching Activity

a) Students listen to short, child-friendly audio descriptions of different places and activities. For example:

- “This is a place where you can borrow books. It is quiet and you can read here.”
- “Children play here. There are swings and slides.”

b) As they listen, students match each description to the correct picture or word on their worksheet.

Suggested Free Audio Resources:

- [ESL Kids Lab – Places in Town Listening](#)
- [British Council Kids – Places in a Town Listening](#)
- [ESL Video – Places in the City Listening](#)
- [ESL Games Plus – Listening: Places in the Town](#)

POST-LISTENING ACTIVITY (15 minutes):

Pair and Group Check

a) Students compare their answers in pairs.

b) The teacher plays the audio again and checks answers as a class.

c) Extension: In small groups, students choose a place and mime an activity (e.g., reading at the library, shopping at the supermarket) while others guess the place.

EVALUATION (5 minutes):

The teacher asks individual students to listen to a short description and point to or name the correct place. Optionally, students answer simple oral questions:

- “Where do you buy bread?”
- “Where do you play with your friends?”

Materials

- Board and markers

- Flashcards or images of neighborhood places
- Printed worksheets for matching
- Access to audio descriptions (via computer, tablet, or speakers)

Examples of flashcards



Retrieved from EZPZlearn (2024)



Lesson 2

Listening to Descriptions of Places and Activities

Lesson 2 – Following Directions and Identifying Locations

Objective:

By the end of the lesson, students will be able to listen to and follow spoken directions to identify locations on a neighborhood map, using key prepositions and vocabulary.

Time:

1 hour

Process

Warm-up (5 minutes):

Simon Says – Neighborhood Edition: The teacher gives simple commands using neighborhood vocabulary and prepositions (e.g., “Stand next to the door,” “Go behind your chair,” “Point to the window”). Students follow the commands, activating listening and location words.

PRE-LISTENING (10 minutes):

Vocabulary and Map Introduction

- a) The teacher introduces or reviews prepositions (next to, between, across from, on the corner, behind, in front of) and neighborhood places (library, bakery, supermarket, park, school, pharmacy, etc.).
- b) Students practice by placing picture cards on the map as the teacher gives simple directions (“Put the bakery next to the park”).

WHILE-LISTENING (25 minutes):

Listening and Map Activity

- a) Students receive a printed map of a neighborhood with various places labeled.
- b) The teacher plays short audio recordings with directions (e.g., "Start at the school. Go straight, turn left at the bakery, and stop at the library.").
- c) Students listen and trace the route or mark the final location on their map.
- d) After each audio, students compare answers in pairs.

Suggested Free Audio Resources:

- [British Council Kids – Listening: Where is it?](#)
- [ESL Games Plus – Listening: Places in the Town Directions](#)
- [ESL Video – Listening: Giving Directions](#)

POST-LISTENING ACTIVITY (15 minutes):

Pair and Group Practice

- a) In pairs, one student gives directions using the map ("Go past the supermarket, turn right at the park, and stop at the pharmacy"), while the other follows and marks the route.
- b) Groups share their routes and check for accuracy as a class.

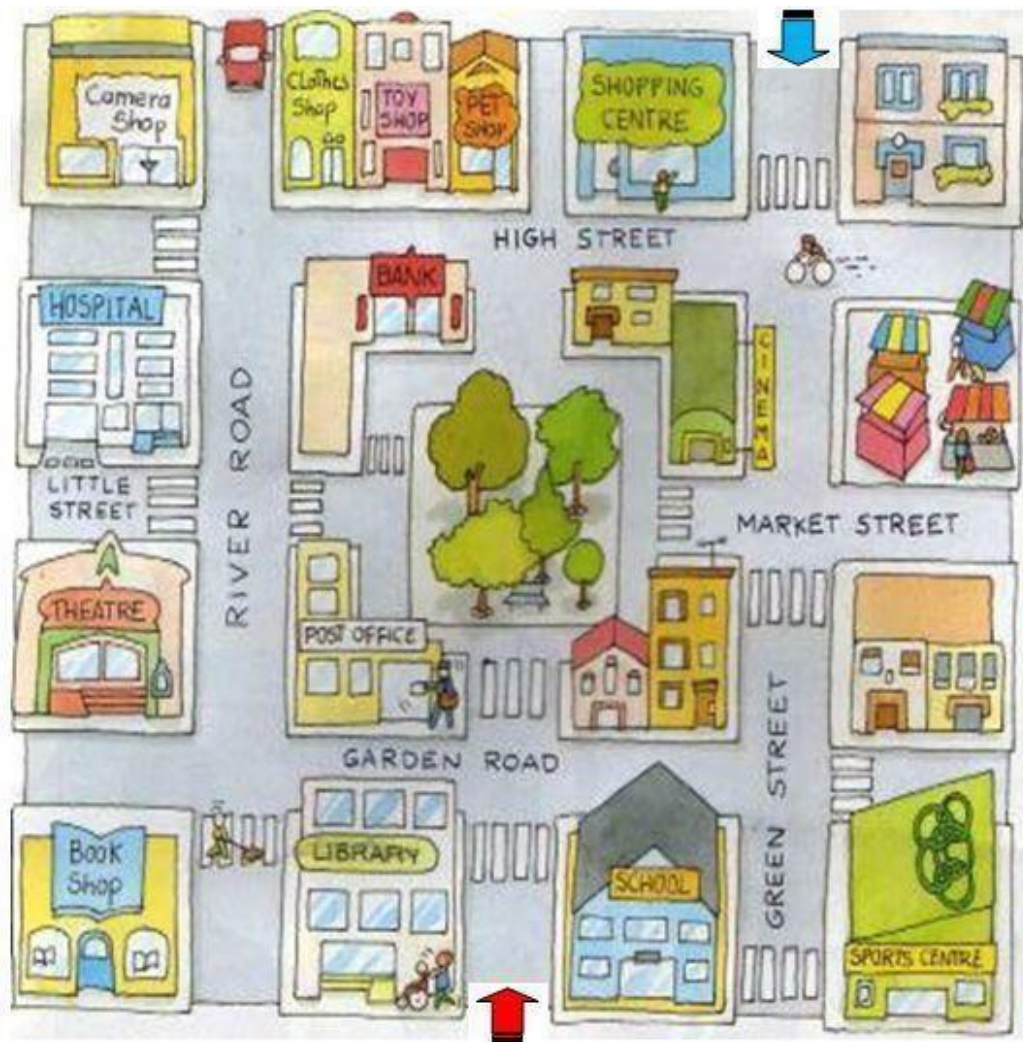
EVALUATION (5 minutes):

The teacher gives a final set of directions orally. Students listen and mark the location on their map. The teacher checks answers and gives feedback.

Materials

- Board and markers
- Large map of a neighborhood
- Flashcards/images of places
- Printed maps for students
- Access to audio recordings (computer, tablet, or speakers)

Example of map to give directions



Retrieved from Pinterest (n. d)

4.5 Impacts

This research work demands the evaluation of three specific impacts:

- Linguistic impact
- Academic impact
- Social impact

Numerical impact levels

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Taken from: Posso (2013)

Lastly, it's important to highlight the formula used to obtain the final outcome.

$$\text{IL (Impact level)} = \frac{\sum (12)}{4} = 3$$

\sum = The results of each indicator are added.

5 = Number of indicators included in the table.

4.5.1 Linguistic Impact

Table 5

Linguistic impact indicators

Indicator	Impact levels	-3	-2	-1	0	1	2	3
a) Perceived ease or difficulty in English.							X	
b) Motivation to learn English.							X	
c) Preference for activities such as games or songs.								X
d) Interest in using technology to learn English							X	
Total								9
Author: Damaris Andrade								Σ 9

$$\text{Linguistic impact level: } \frac{9}{4} : 2,25/3$$

Linguistic impact level: Medium positive impact

Analysis

The linguistic impact identified in the diagnosis phase is classified as medium positive, as there is clear evidence of student engagement with English language learning, though not at an optimal level. According to the survey results, a significant portion of the students feel motivated and find English classes entertaining, particularly when they involve songs, games, or vocabulary-building activities. These findings reflect a favorable attitude toward the language, which is essential for developing communicative competence at an early educational stage.

However, despite the general positivity, the impact is not classified as high due to certain limitations. For instance, nearly one-third of the students reported difficulties in learning English or only partial interest in classroom activities. Additionally, although many students enjoy learning new words and speaking English, others still struggle with reading or writing tasks. This variation suggests uneven development of linguistic skills across the class.

Moreover, the use of dynamic tools such as videos and games has shown potential to boost engagement, yet their application is still limited. Students themselves expressed a strong desire for more interactive and tech-supported activities, which reinforces the need for pedagogical innovation to enhance language exposure.

In conclusion, while students demonstrate a generally positive perception of English and show motivation when engaging in specific learning tasks, there is still room to strengthen their linguistic experience. Addressing the diversity of learning styles and expanding the use of communicative and digital tools would help elevate the current medium impact to a high linguistic impact level.

4.5.2 Academic impact

Table 6

Academic impact indicators

Indicator	Impact levels	-3	-2	-1	0	1	2	3
a) General interest in English classes.							X	
b) Active participation in educational activities.							X	
c) Assessment of the learning of new words.						X		
d) Perception of English as a useful tool.						X		
Total								6

Author: Damaris Andrade

Σ 6

6

Academic impact level: $\frac{\quad}{4}$: 1,5/3

Academic impact level: Low positive impact

Analysis

The academic impact of English learning among 5th-year students can be considered low positive, as the results show certain strengths but also reveal important limitations in terms of academic outcomes and consistency. According to the survey, many students find the English classes entertaining or “sometimes” interesting, especially when the teacher uses games, songs, or vocabulary-based activities. This indicates that active and dynamic strategies have a modest but noticeable influence on student engagement.

However, this engagement does not necessarily translate into high academic achievement. A considerable number of students still struggle with understanding or completing English tasks, particularly in reading and writing. The data also reflect that students’ interest tends to depend heavily on how the content is delivered, showing little intrinsic motivation to learn for academic growth.

In addition, academic performance is hindered by structural and contextual limitations. The institutional interviews highlight a lack of specialized teachers, scarce educational resources, and limited exposure to English outside the classroom. These conditions directly affect the quality and depth of language instruction, resulting in fragmented learning experiences.

Although some students recognize the long-term usefulness of learning English, this awareness is not yet strongly reflected in their current academic attitudes or efforts. Therefore, while there is a foundation of interest and enjoyment, the impact on academic performance remains limited.

To improve this impact, it is essential to reinforce academic routines, increase access to didactic resources, and apply pedagogical strategies that connect language learning to real-world applications and student needs.

4.5.3 Social Impact

Table 7

Social impact indicators

Indicator	Impact levels	-3	-2	-1	0	1	2	3
a) Family support in English homework.						X		
b) Availability of resources in the home.						X		
c) Influence of the school environment.							X	
d) Exposure to English outside the classroom.						X		
Total								5
Author: Damaris Andrade								Σ 5

5

Social impact level: $\frac{5}{4} : 1,25/3$

Social impact level: Low positive impact

Analysis

The social impact of English language learning in the group of 5to año students is assessed as low positive, due to a combination of limited external support and contextual barriers that influence their learning process. Although students generally show interest in the subject and recognize its usefulness for future opportunities such as work or travel, this perception is not strongly supported by their immediate social environment.

A significant issue identified in the survey is the lack of consistent family support. Only 8 students reported receiving regular help with English homework, while the majority either receive

sporadic assistance or none at all. This lack of involvement hinders the reinforcement of learning outside the classroom and may lead to feelings of frustration or disconnection from the subject.

Moreover, the school and community contexts play a decisive role. The interviews reveal that many students live in vulnerable sectors, where schools have limited resources, unstable staff, and little technological access. These factors reduce the chances of maintaining a stable and rich learning environment.

Despite these challenges, students express a desire to learn English using more engaging tools, such as games and videos, which reflects a small but meaningful degree of social motivation. To increase the social impact, stronger school-family connections and broader community involvement are needed to support and value English learning as a shared educational purpose.

Conclusions

- Cooperative Language Learning (CLL) principles demonstrate that students can achieve greater progress in English when collaboration and teamwork are prioritized over competition.
- The support of parents, guardians, and peers plays a decisive role in the learning process. When there is family support and group work dynamics, students feel more motivated and confident to practice the language. However, the absence of this support generates insecurity and lower participation.
- The lack of resources such as notebooks, books, or internet access significantly limits equal opportunities to learn English. A significant proportion of students face economic barriers that reduce their chances of independent practice and reinforcement outside the classroom.
- Emotions such as embarrassment, fear of making mistakes, and lack of confidence directly affect oral production in English. Although many students enjoy classes and are excited to learn new things, some still feel anxiety and fear, which limits their active participation.
- The involvement of English teachers and family members is fundamental in motivating and supporting students to develop all four language skills listening, speaking, reading, and writing especially in contexts where external support may be limited.
- Integrating pre, during, and post-activity stages in lessons allows students to activate prior knowledge, make predictions, process information effectively, and draw meaningful inferences, fostering deeper comprehension and skill development.
- It was essential to identify and analyze the academic, socioeconomic, and affective factors that influence English language performance in fifth-year students, as these factors directly impact motivation, participation, and learning outcomes.

- A significant portion of students find certain English language activities challenging, highlighting the need for differentiated instruction and additional support, particularly in the development of productive skills like speaking and writing.
- Students show a strong preference for learning through digital tools, interactive activities, and technology-enhanced resources, which not only increase engagement but also make learning more relevant and enjoyable.
- The majority of students who participated in the proposal's implementation considered the cooperative learning strategies, lesson topics, activity formats, classroom management approaches, and digital resources to be highly appropriate and effective in reinforcing their English language skills.
- The design and application of inclusive, student-centered, and resource-rich teaching strategies are crucial for overcoming contextual barriers and ensuring equitable opportunities for English language acquisition among all students.

Recomendations

- To consider all Cooperative Language Learning (CLL) principles before implementing activities and strategies for the development of English listening, speaking, reading, and writing skills.
- To promote cooperative learning through teamwork, dialogue, and communicative games, so that students reinforce their oral skills with the support of their peers.
- To design educational and recreational activities that reduce fear of making mistakes and strengthen students' confidence, promoting a respectful and motivating environment within the classroom.
- To manage institutional agreements or programs that provide students with basic materials and access to digital tools, reducing the economic gaps that hinder their learning.
- To establish and maintain frequent communication between teachers and family members to monitor and support students' progress in all English language skills.
- To continue planning English lessons that integrate pre, during, and post-activity stages, allowing students to activate prior knowledge, make predictions, process information, and reflect on their learning.
- To regularly assess students' feelings and identify academic or emotional barriers to English language learning, providing timely solutions and personalized support when necessary.
- To involve students in the selection of lesson topics, digital tools, and classroom activities, ensuring that their interests and needs are addressed in the learning process.
- To adapt English language activities to various digital platforms and tools such as Nearpod, Genially, Canva, Book Creator, Linoit, Miro, YouTube, and educational video game websites, in order to increase motivation and engagement.

- To design future English lessons following a similar pattern of integrating cooperative learning strategies and digital resources, while continuously exploring new methodologies and technologies to enhance language acquisition.
- To promote inclusive and student-centered teaching practices that consider the socioeconomic and academic context of learners, ensuring equitable opportunities for all students to develop their English language skills.

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ANNEXES

Annex 1

Formato de entrevista dirigida a : Magister Luis Ángel Gaibor García, Director de la Unidad Educativa “Pablo Enrique Albornoz”.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

INTERVIEW FORMAT FOR DIRECTOR MSc. LUIS ANGEL GAIBOR GARCIA AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ.

Objetivo: Examinar la viabilidad de incorporar estrategias de mejora de la lengua inglesa en el plan de estudios institucional para estudiantes de quinto curso de educación general.

1. ¿Cuál es su opinión sobre el impacto de las estrategias de enseñanza actuales en el rendimiento de los estudiantes de quinto año de Educación General Básica en inglés?
2. ¿Cómo evalúa la metodología utilizada en la institución para la enseñanza del vocabulario en inglés? ¿Cuáles considera que son sus fortalezas y qué aspectos podrían mejorarse para optimizar el aprendizaje?
3. ¿La institución ha implementado previamente estrategias innovadoras para la enseñanza del inglés? Si es así, ¿qué impacto han tenido en el rendimiento de los estudiantes?
4. ¿Qué factores cree usted que influyen en el rendimiento de los estudiantes de 9 a 10 años en el aprendizaje del inglés, especialmente en la adquisición

de vocabulario?

5. ¿Cree que sería viable incluir nuevas estrategias dentro del currículo de inglés para fortalecer el aprendizaje del vocabulario? ¿Qué aspectos deberían considerarse para mejorar el rendimiento de los estudiantes?

THANK YOU FOR YOUR COOPERATION

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Annex 2

Transcripción escrita de la entrevista realizada a: Magister Luis Ángel Gaibor García, Director de la Unidad Educativa “Pablo Enrique Albornoz”.



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INTERVIEW FORMAT FOR DIRECTOR MSc. LUIS ANGEL GAIBOR GARCIA AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ.

Objetivo: Examinar la viabilidad de incorporar estrategias de mejora de la lengua inglesa en el plan de estudios institucional para estudiantes de quinto curso de educación general.

Entrevista dirigida a: Magister Luis Ángel Gaibor García, Director de la Unidad Educativa “Pablo Enrique Albornoz”.

Fecha de aplicación de entrevista: Martes, 24 de Junio del 2025.

Preguntas:

1. ¿Cuál es su opinión sobre el impacto de las estrategias de enseñanza actuales en el rendimiento de los estudiantes de quinto año de Educación General Básica en inglés?

Los efectos de las estrategias docentes actuales sobre el rendimiento de los estudiantes de quinto año de inglés en la Educación Básica General son variados. Mientras que algunos estudiantes son capaces de utilizar el material gracias a sus habilidades y al apoyo familiar, otros muestran deficiencias como resultado de la falta de apoyo en casa. Estas condiciones dificultan el

desarrollo de las habilidades de aprendizaje y reducen la motivación. Por esta razón, se necesita un enfoque pedagógico más inclusivo, dinámico y contextualizado, que pueda responder a la diversidad de los estudiantes y garantizar un aprendizaje digno de la lengua extranjera.

2. Cómo evalúa la metodología utilizada en la institución para la enseñanza del vocabulario en inglés? ¿Cuáles considera que son sus fortalezas y qué aspectos podrían mejorarse para optimizar el aprendizaje?

El enfoque de la institución para enseñar vocabulario en inglés tiene aspectos positivos y áreas que pueden mejorarse. Uno de los puntos fuertes es el uso de juegos y actividades prácticas que ayudan a los estudiantes a recordar nuevas palabras de una manera más divertida y fácil. Sin embargo, uno de los principales problemas es que no todos los maestros son especialistas en la materia, lo que limita el aprendizaje. Trabajar con maestros de habla inglesa puede mejorar las estrategias, aumentar los recursos y ayudar a los estudiantes a aprender vocabulario de manera más eficaz.

3. ¿ La institución ha implementado previamente estrategias innovadoras para la enseñanza del inglés? Si es así, ¿qué impacto han tenido en el rendimiento de los estudiantes?

La institución no ha implementado anteriormente estrategias innovadoras para la enseñanza del inglés. Esto ha dado lugar a métodos de aprendizaje tradicionales, lo que limita la motivación y la participación activa de los estudiantes. Como resultado, el impacto en el rendimiento académico se ha visto reducido debido a la falta de uso de recursos actuales, como la tecnología, las dinámicas interactivas y los enfoques comunicativos, que podrían facilitar el desarrollo de las competencias lingüísticas y mejorar significativamente los resultados.

4. ¿ Qué factores cree usted que influyen en el rendimiento de los estudiantes de 9 a 10 años en el aprendizaje del inglés, especialmente en la adquisición de vocabulario?

Hay varios factores que influyen en el rendimiento de los alumnos de 9 a 10 años en el aprendizaje del vocabulario en inglés. En primer lugar, los niños que reciben apoyo básico en casa tienden a avanzar más rápidamente. Otro factor importante es la metodología utilizada en el aula. El uso de estrategias lingüísticas, visuales y participativas aumenta la motivación de los alumnos y la retención de vocabulario. El acceso a materiales y tecnología puede mejorar o dificultar el aprendizaje, influyendo en las condiciones socioeconómicas.

5. ¿ Cree que sería viable incluir nuevas estrategias dentro del currículo de inglés para fortalecer el aprendizaje del vocabulario? ¿Qué aspectos deberían considerarse para mejorar el rendimiento de los estudiantes?

Sí, es posible incluir nuevas estrategias en el plan de estudios de inglés para mejorar el aprendizaje de vocabulario. Para mejorar el rendimiento, considere utilizar métodos dinámicos y comunicativos, emplear recursos tecnológicos y lingüísticos, y capacitar a maestros especializados. Además, es fundamental adaptar las actividades a los diferentes ritmos y estilos de aprendizaje de los estudiantes.

Annex 3.

Interview format addressed to: BA, Lucia Angélica Monserrate Buenaño, English area coordinator.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR LIC. LUCIA ANGELICA MONSERRATE BUENAÑO AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ

Objective. To obtain her opinion on the English performance of fifth grade students, its influence on the learning process and the possibility of integrating it systematically in the methodology of the area.

1. What do you think are the main difficulties faced by students in the 5th year of General Basic Education in learning English?
2. How do you assess students' motivation and interest towards learning English at the institution?
3. Do you consider that the didactic and technological resources available at the institution are adequate to improve students' English performance? Why?
4. To what extent does family support influence students' performance in English vocabulary acquisition?

5. What strategies do you consider most effective for improving the English performance of first-year elementary school students?

THANK YOU FOR YOUR COOPERATION

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Annex 4

Transcription of the interview addressed to: Licenciado Lucia Angélica Monserrate Buenaño,
English area coordinator.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

**INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR LIC. LUCIA ANGELICA
MONSERRATE BUENAÑO AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ**

Objective. To obtain her opinion on the English performance of fifth grade students, its influence on the learning process and the possibility of integrating it systematically in the methodology of the area.

**1. What do you think are the main difficulties faced by students in the 5th year of
General Basic Education in learning English?**

The main difficulties that fifth-year students experience when learning English are economic and social factors. Due to limited financial means, many families are unable to provide materials, internet access, or other help, limiting possibilities for practice outside of the classroom. Social situations also have an impact on learning, since some children receive little motivation or assistance from their family, whereas others study in overcrowded classes. These elements all have an impact on students' performance, making it more difficult to learn and improve their English vocabulary and skills.

2. How do you assess students' motivation and interest towards learning English at the institution?

Students' motivation and interest in learning English at the institution can be considered regular. While some show curiosity and participate actively, many others see the subject as difficult or secondary. Limited resources, lack of family support, and traditional methodologies reduce enthusiasm, affecting consistent progress in language acquisition.

3. Do you consider that the didactic and technological resources available at the institution are adequate to improve students' English performance? Why?

No, the resources at the institution are not fully adequate to improve students' English performance. There are no technological tools such as computers, projectors, or language software that could enhance learning. Only basic didactic materials are available, which limits interactive practice and reduces students' exposure to authentic English contexts.

4. To what extent does family support influence students' performance in English vocabulary acquisition?

Family support has a significant impact on students' ability to acquire English vocabulary. Students feel more motivated and confident when their parents encourage practice at home, provide them with materials, or show interest in the subject. Conversely, a lack of support often results in limited practice, decreased confidence, and poorer learning outcomes.

5. What strategies do you consider most effective for improving the English performance of fifth-year elementary school students?

The most effective strategies for improving the English performance of fifth-year

elementary students are listening activities and verbal practice. Through songs, stories, and interactive exercises, students strengthen their listening skills, while role-plays, dialogues, and simple conversations allow them to practice speaking in a comfortable environment. These strategies build confidence and foster meaningful learning.

Annex 5

Interview format addressed to: Magister Luis Ángel Gaibor García, English teacher of the Unidad Educativa Pablo Enrique Albornoz.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

**INTERVIEW FORMAT FOR ENGLISH TEACHER MSc. LUIS ANGEL GAIBOR
AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ**

Objective: To gather his opinion on the English performance of students in the fifth grade of General Basic Education, to identify the improvements he has observed in his teaching practice in relation to English proficiency, and to explore the possibilities of incorporating other efficient strategies in the classroom.

- 1 . What do you think are the main difficulties faced by students in the 5th year of General Basic Education in learning English?
- 2 . How do you assess students' motivation and interest towards learning English at the institution?
- 3 . Do you consider that the didactic and technological resources available at the institution are adequate to improve students' English performance? Why?

4. To what extent does family support influence students' performance in English vocabulary acquisition?
5. What strategies do you consider most effective for improving the English performance of first-year elementary school students?

THANK YOU FOR YOUR COOPERATION

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Annex 6

Transcription of the interview to Magister Luis Gaibor, English teacher of the Unidad Educativa Pablo Enrique Albornoz.



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INTERVIEW FORMAT FOR ENGLISH TEACHER MSc. LUIS ANGEL GAIBOR

AT UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ

Objective: To gather his opinion on the English performance of students in the fifth grade of General Basic Education, to identify the improvements he has observed in his teaching practice in relation to English proficiency, and to explore the possibilities of incorporating other efficient strategies in the classroom.

1 . What do you think are the main difficulties faced by students in the 5th year of General Basic Education in learning English?

Lack of resources, which restricts access to materials and additional practice, as well as the social and familial milieu, are the primary challenges fifth-year students encounter when learning English. Many pupils lack encouragement and assistance at home, and social circumstances frequently limit their chances to improve their language skills.

2. How do you assess students' motivation and interest towards learning English at the institution?

Overall, students show a good level of enthusiasm toward learning English at the institution. The majority engage with activities and display a willingness to improve their skills. Nevertheless, a minority of students exhibit low engagement, often influenced by learning challenges or limited reinforcement, which impacts their progress in the subject.

3. Do you consider that the didactic and technological resources available at the institution are adequate to improve students' English performance? Why?

The institution does not have enough technology and instructional resources to help students perform better in English. The limited amount of technological resources limits exposure to real materials and interactive learning. Student motivation, listening comprehension, and vocabulary development would all be substantially enhanced by the availability of such resources.

4. To what extent does family support influence students' performance in English vocabulary acquisition?

The support of students' families has a big impact on how well they learn English vocabulary. The best help a youngster may have is parental attention, practice at home, and encouragement, as these factors significantly boost motivation and confidence. Without this assistance, learning objectives are less successful and advancement is usually slower.

5. What strategies do you consider most effective for improving the English performance of fifth-year elementary school students?

I believe that practice-based strategies are the most effective for improving the English performance of fifth-year elementary students. Constant opportunities to speak, interact, and apply the language in real or simulated situations help them feel more confident and develop fluency. These strategies also encourage participation and reduce fear of making mistakes.

Annex 7

Survey format addressed to fifth grade students of the Unidad Educativa Pablo Enrique Albornoz



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN
GENERAL BÁSICA DE LA UNIDAD EDUCATIVA PABLO ENRIQUE ALBORNOZ**

Objetivo: Conocer la percepción de los estudiantes acerca de su rendimiento en inglés en quinto año de Educación General Básica en la Unidad Educativa Pablo Enrique Albornoz.

Instrucciones: Estimados estudiantes, solicito de la manera más comedida se dignen a contestar con la mayor sinceridad posible las siguientes preguntas formuladas que serán tratadas con absoluta reserva. La veracidad de estas serán el éxito de la investigación.

6. Lea detenidamente cada pregunta
7. Escoja la opción que considere se acerca más a su realidad
8. Marque con una (X) y conteste las preguntas tomando en cuenta la siguiente escala:

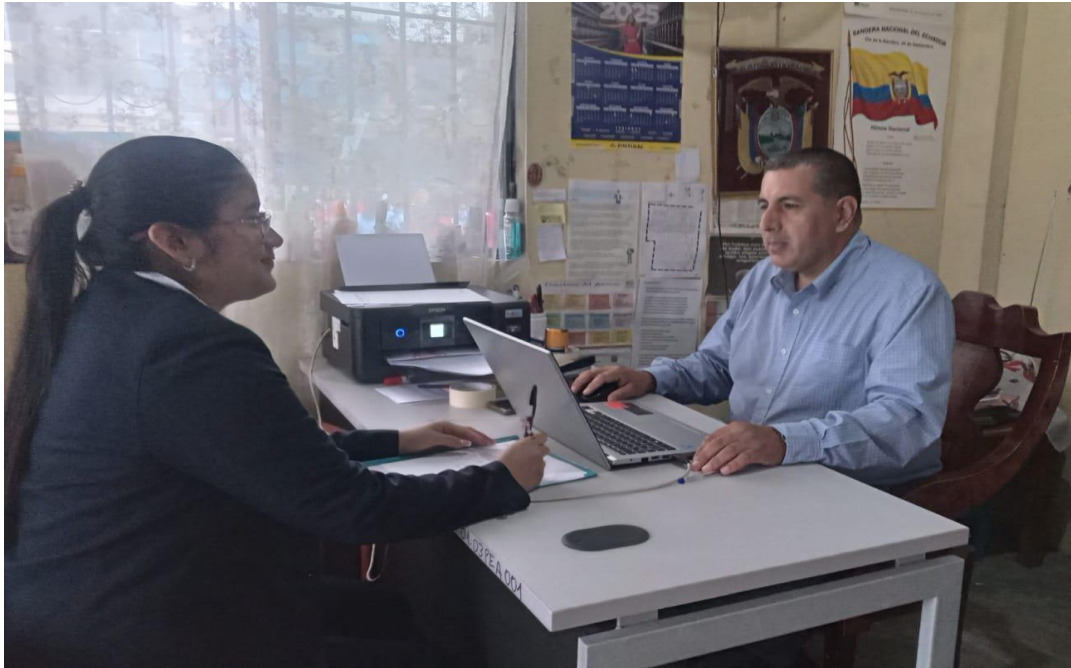
Nunca	Casi Nunca	Algunas Veces	Casi siempre	Siempre
1	2	3	4	5

N°	PREGUNTAS	EQUIVALENTES				
	Aprendizaje	1	2	3	4	5

El aprendizaje es definido como “el cambio en conducta y en los procesos cognitivos como resultado de la experiencia que trae la adaptación a ambientes cambiantes y de exigencia” (Esguerra y Guerrero, 2010, p.99).						
Económica						
1	¿Presenta dificultades para adquirir cuadernos y libros para el aprendizaje del idioma inglés?					
2	¿Sus representantes le compran materiales de inglés cuando los necesita?					
3	¿Usa computadora, celular o internet para practicar inglés?					
4	¿Ha asistido a clases o cursos de inglés fuera de la escuela?					
Social						
5	¿Sus padres o familiares le apoyan o ayudan cuando tiene tareas de inglés?					
6	¿Su maestro (a) de inglés le hace sentir cómodo para aprender?					
7	¿Le gusta aprender inglés cuando trabajas en equipo?					
8	¿Practica inglés con sus amigos o compañeros de clase?					
Emocional						
9	¿Le gusta la clase de inglés?					
10	¿Se sientes seguro (a) cuando hablas en inglés en clase?					
11	¿Se emocionas cuando aprendes algo nuevo en inglés?					
12	¿Le da vergüenza equivocarte cuando hablas en inglés?					

Annex 8

Images of Interviews and surveys.



Interview with the director of the Unidad Educativa Pablo Enrique Albornoz: MSc, Luis Ángel Gaibor García.



Interview with the English area coordinator: BA, Lucia Angélica Monserrate Buenaño.



Interview with the English area coordinator: BA, Lucia Angélica Monserrate Buenaño.



Interview with the English teacher: MSc, Luis Ángel Gaibor García.



Survey taken to fifth year of Educación Básica General at the Unidad Educativa Pablo Enrique Albornoz.



Survey taken to fifth year of Educación Básica General at the Unidad Educativa Pablo Enrique Albornoz.