



UNIVERSIDAD TÉCNICA DEL NORTE

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

**NATURAL APPROACH FOR THE DEVELOPMENT OF VOCABULARY IN FOURTH
GRADE STUDENTS AT RUMIPAMBA SCHOOL**

Trabajo de titulación previo a la obtención del título de Licenciada en
Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra -Ecuador- 2025



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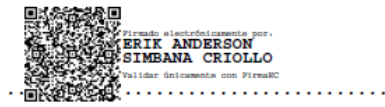
DATOS DE LA OBRA	
TÍTULO:	NATURAL APPROACH FOR THE DEVELOPMENT OF VOCABULARY IN FOURTH GRADE STUDENTS AT RUMIPAMBA SCHOOL
AUTOR (ES):	Simbaña Criollo Erik Anderson
FECHA: DD/MM/AAAA	22/09/2025
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.
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DEDICATION

First of all, I would like to dedicate my thesis to my parents, Carlos and Maria, for their unconditional support during the most difficult times. Their motivation has driven my perseverance, guiding me to remain firm in overcoming life's challenges. Throughout my life, they have instilled in me essential principles, values, and unbreakable determination.

Furthermore, I extend my deepest gratitude to my entire family for their invaluable advice, which has guided me to make crucial decisions throughout my academic career. Last but not least, I especially dedicate this thesis to my brothers and my girlfriend, whose unconditional love and unwavering support have been my anchor during difficult times; their unwavering presence and comfort carried me through my most difficult moments.

Finally, I thank God for granting me the health and strength to persevere throughout this journey, enabling me to overcome every challenge. This accomplishment reflects the unwavering support and inspiration I have received from those who have shaped my path in the most meaningful ways.

ACKNOWLEDGEMENT

First, I sincerely thank the Universidad Técnica del Norte for opening its doors to me and for providing me with the knowledge that has contributed to my academic success. I would also like to thank the teachers who guided me throughout this learning process, dedicating their time and patience to support me during this period.

I also want to give special thanks to MSc. Fernando Flores, who directed my research project. His guidance, wisdom, and support meant so much to me and played a huge role in completing my thesis. I truly couldn't have done this without him. Furthermore, I extend my deepest gratitude to PhD. Sandra Guevara for her exceptional dedication to shaping skilled professionals, generously sharing her expertise with students across the university community, and providing invaluable guidance at every stage of our journey toward success.

Finally, I also thank my colleagues and friends for all the moments and experiences we shared throughout the race. In addition, I want to give special thanks for the support and collaboration provided by the Rumipamba School, whose contribution has been crucial to completing this research.

ABSTRACT

Learning English as a foreign language still holds limitations within the educational area. The use of traditional methods and strategies in English classes does not help much in developing the skills of this language in mention. However, the existence of more communicative approaches could help with this problem; such is the case with the natural approach. This study investigates the use of the natural approach in the Rumipamba School and its impact on the vocabulary of fourth-grade children. The research was aimed at designing a virtual academic guide using strategies of the natural approach to vocabulary development, selecting appropriate strategies, and planning activities to help teachers implement innovative ideas in the classroom. The present research had a mixed approach, with quantitative and qualitative components that were complemented by carrying out a broader analysis of the data collected in the interviews and surveys. The findings revealed the need for a change in strategies that motivate learning English as a foreign language. Applying new strategies in a more natural environment could help to have a more dynamic and pleasant learning environment. The academic proposal incorporates the use of games, videos, songs, and interactive activities, which promotes both vocabulary acquisition and writing skills. It also fosters collaborative work, creativity, and a stress-free environment, improving children's self-esteem. The study therefore advocates the natural approach as an appropriate strategy for vocabulary development, producing positive results in learning English through pleasant experiences.

Keywords: Natural approach, Vocabulary, development, innovation, motivation, writing, strategies.

RESUMEN

El aprendizaje del idioma inglés como lengua extranjera aún mantiene los limitantes dentro del área educativa. El uso de métodos y estrategias tradicionales en las clases de inglés no ayudan mucho en el desarrollo de las habilidades de este idioma en mención. Sin embargo, la existencia de enfoques más comunicativos podría ayudar en esta problemática, tal es el caso del Enfoque Natural. Este estudio investigó el uso del enfoque natural en la Escuela Rumipamba y su impacto en el vocabulario de niños de cuarto grado. La investigación tuvo como objetivo diseñar una guía virtual académica utilizando estrategias del enfoque natural para el desarrollo del vocabulario, seleccionando estrategias adecuadas y planificando actividades para ayudar a los maestros a implementar ideas innovadoras en el aula. La presente investigación tuvo un enfoque mixto, con componentes cuantitativos y cualitativos que se complementaron para realizar un análisis más amplio de los datos recolectados en las entrevistas y encuesta. Los hallazgos revelaron la necesidad de un cambio de estrategias que motiven el aprendizaje del idioma inglés como lengua extranjera. La aplicación de nuevas estrategias en un entorno más natural podría ayudar a tener un ambiente más dinámico y agradable de aprendizaje. La propuesta académica incorpora el uso de juegos, videos, canciones y actividades interactivas, que promueve tanto la adquisición de vocabulario como las habilidades de escritura. Además, fomenta el trabajo colaborativo, la creatividad y un ambiente libre de estrés, mejorando la autoestima de los niños. Por lo tanto, el estudio aboga el enfoque natural como una estrategia adecuada para el desarrollo del vocabulario, produciendo resultados positivos en el aprendizaje del inglés a través de experiencias placenteras.

Palabras clave: Enfoque natural, Vocabulario, desarrollo, innovación, motivación, escritura, estrategias.

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INTRODUCTION

Currently, English is essential for developing competent communication skills in various areas of daily life. In Ecuador, children are acquiring knowledge to achieve mastery of languages. As Khan (2017) argue, that learning English is necessary in contemporary society because it is increasingly used in all fields of knowledge, as it a global language that influences all countries, regions, and professions. Therefore, improving students' proficiency is crucial, and the teachers play a fundamental role, particularly in class instruction.

Moreover, English language teaching in Ecuador has not undergone significant methodological changes in recent years, which may contribute to its low language proficiency levels. According to the EF English Proficiency Index Education First (2019), Ecuador maintains a moderate level of English compared to other Spanish-speaking countries. However, Castillo (2021) argues, Ecuador continues to be one of the two Latin American countries with the lowest English proficiency, only ahead of Mexico. The most recent EF report (Education First, 2023) assigned Ecuador a score of 467 out of 1,000, equivalent to an A1 level on the Common European Framework of Reference for Languages (CEFR), indicating a very basic command of the language.

In Ecuador, English is widely perceived as a challenging language to master, often resulting in learner anxiety and discouragement. Primicias (2023), identifies inadequate teacher training within the national education system as a fundamental contributor to this problem. Furthermore, pedagogical practices remain largely anchored in traditional methods that hinder effective language acquisition. This limitation is particularly noticeable in vocabulary instruction, which frequently depends on rote memorization of word lists an approach that fails to promote meaningful learning (Primicias, 2023).

As a result, many students fail to master a foreign language, hindering their development in the language. However, education plays a fundamental role that fails on both students and teachers. Many students lack the motivation or maturity to engage effectively with language learning. To further dimension the issue, according to Castro et al. (2023) "when analyzing the performance of average students in the classes in the scenarios explored, the lack of interest and motivation towards language learning is noted, which results in not very favorable academic results" (p. 638). Hence, motivation should be a key aspect at an early age, also using teaching strategies that motivate children can give them a different perspective when learning a new language (Pazmiño et al., 2024).

Nevertheless, English language instruction is present in both urban and rural schools across Imbabura province. However, rural areas demonstrate significant disparities in teaching quality compared to urban sectors, primarily due to unequal resource allocation (Herrera et al., 2022). Despite these differences, both educational contexts frequently employ similar traditional and repetitive teaching methodologies. Patricia et al. (2024), identify multiple systemic challenges affecting rural education: limited technological infrastructure, inadequate transportation networks that restrict access for both teachers and students, and a critical shortage of pedagogical resources. These compounded limitations substantially impede effective educational development in rural communities.

This research originates from observations of fourth-grade students' English proficiency at Rumipamba School, located 25 minutes from Ibarra's city center, which revealed significant language learning gaps. Consequently, this study seeks to provide academic guidance by introducing Rumipamba School educators with innovative teaching strategies and activities designed to enhance students' language competencies.

The lack of Natural Approach-based strategies at Rumipamba School has resulted in significant student difficulties with vocabulary retention and phrase memorization. This deficiency directly impedes effective classroom participation. Consequently, enhancing lexical acquisition and promoting written production should be prioritized as fundamental strategies for supporting language development (Campos et al., 2024).

Additionally, it is important to highlight that the main objective of this study is to propose the Natural Approach as a method for vocabulary development in fourth-grade students at Rumipamba School, while outlining its potential benefits in the teaching-learning process. Furthermore, this research is guided by three specific objectives: First, to establish a theoretical foundation for the Natural Approach in vocabulary development for fourth-grade students. Second, to diagnose the current teaching methodologies used by educators for vocabulary development at Rumipamba School. Finally, to design a virtual academic proposal aimed at enhancing vocabulary acquisition among young learners.

Having established the research objectives, we must now focus on vocabulary development. Vocabulary serves as a fundamental pillar in English language acquisition since it provides the foundation for mastering other linguistic skills (García, 2020). The expectation is that students will develop an extensive lexical repertoire, which will prove instrumental in their overall learning

process. However, a significant challenge in foreign language acquisition emerges from the persistent use of traditional teaching methods by many educators. The lack of innovative strategies in classroom instruction has resulted in non-interactive learning environments, ultimately diminishing students' motivation to learn a foreign language (Mirza, 2021).

Regarding vocabulary instruction, educators must be knowledgeable about various teaching methods, strategies, and most importantly classroom activities. While children learn gradually, engaging activities significantly increase their interest, leading to more effective learning outcomes (Restrepo, 2020). Nevertheless, it's crucial to distinguish between vocabulary memorization and writing development. The latter requires sustained practice and repetition to progress. Consequently, teachers need comprehensive understanding of vocabulary acquisition and effective writing strategies. Furthermore, since learning styles vary, educators must identify and implement the most suitable approaches to maintain student engagement throughout the learning process (Solarte, 2019).

In contrast to traditional methods, numerous contemporary approaches, methods, and strategies exist to help teachers achieve effective classroom outcomes. Among these, the Natural Approach stands out for its simplicity and adaptability (Danju, 2020). Its activities are not only easily comprehensible for students but also allow for flexible modifications based on specific classroom needs. What particularly distinguishes the Natural Approach from other methodologies in vocabulary instruction is its foundation in first language acquisition principles. By mirroring the natural process through which infants acquire their mother tongue, this approach offers a particularly effective framework for young learners' vocabulary development.

Consequently, this study will be conducted at Rumipamba School, located in the rural sector of Ibarra city, Imbabura Province, Ecuador. The research focuses on a population of 38 fourth-grade students who demonstrate limited vocabulary knowledge in an area requiring significant improvement, along with their writing skills. This investigation was carried out during the 2023-2024 academic year.

It is crucial to mention the questions to be discussed in this study for a better understanding:

- How does the natural approach influence vocabulary development in the English language in fourth-grade students at Rumipamba School?
- How can the natural approach improve the vocabulary of fourth-grade students at Rumipamba School?

- Can the natural approach be productive when it comes to learning vocabulary for fourth-grade students at Rumipamba School?

This introduction presents the research justification, context description, and both general and specific objectives. Chapter 1 provides the theoretical framework, examining relevant theories, previous studies, and the variables considered in this investigation. Chapter 2 details the research methodology, including the target population, data collection instruments, and analytical procedures employed. Chapter 3 presents and analyzes the research findings through systematic examination of collected data using the implemented instruments. Chapter 4 introduces the proposed intervention, addressing identified problems through Natural Approach-based vocabulary development activities. Finally, Chapter 5 consolidates conclusions and provides actionable recommendations derived from the study.

CHAPTER I: THEORETICAL FRAMEWORK.

Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School.

1.1 Second Language Acquisition

Second Language Acquisition (SLA) examines how individuals and groups learn additional languages after acquiring their first language (L1) during childhood. This field of study encompasses the learning of what is typically called a second language (L2), regardless of whether it represents the learner's second, third, or subsequent additional language. (Oliver & Azkarai, 2017) In academic contexts, the language being learned is often referred to as the target language (TL). SLA research investigates both informal naturalistic learning and formal classroom instruction, along with related learning environments and situations (A'zamjonovna & Murotovna, 2023).

Hoque (2017) offers another definition of second language acquisition:

The definition of second language learning and acquisition is the process of picking up a second language after mastering one's mother tongue or first language. It is a methodical investigation of language acquisition processes other than native tongue acquisition. Learning a language other than one's native tongue is known as second language acquisition or SLA. For example, when a youngster enters school, he learns English even though his native tongue is Hindi. The method of learning a second language is how English is acquired. A small child can pick up a second language more quickly than an adult can learn the same language (p. 1).

In other words, second language acquisition (SLA) refers to the process of learning an additional language after having acquired one's first language (L1). This process may occur through either formal classroom instruction or naturalistic exposure in daily contexts. While SLA presents considerable cognitive challenges, it offers significant rewards by enabling learners to develop new communicative competencies and fostering intercultural connections.

1.2 Learning Theories

Learning is the process by which individuals acquire new knowledge, skills, or behaviors through experience, instruction, or both. This transformative journey not only involves memorizing facts but also developing the ability to apply what is learned in real-life situations. Learning

involves changes in an individual's mental state or behavior as a result of exposure to new information or stimuli, which can be observed through improved performance, adapted responses, or shifted perspectives over time.

According to Illeris (2018), Learning encompasses the accumulation of knowledge, the retention of facts, skills, and techniques, the understanding of abstract concepts, and the ability to connect different aspects of a subject to both each other and the real world. It also involves the process of adapting to situations and making improvements over time. Mitchell et al. (2019) argue that learning is a continuous and organized process that extends beyond mere measurement or randomness. Thorndike's perspective on learning emphasized trial and error as a fundamental mechanism. Through experiments, it was determined that factors such as reflection, memory, prior experiences, and intelligence do not directly influence the learning process. These observations were formalized into laws, which include three key components: a stimulus aspect related to environmental events, a response aspect linked to behavioral reactions, and the formation of associations or connections between stimuli and responses. Utilizing these principles, educators can effectively teach children positive behaviors, such as appropriate classroom conduct, while minimizing distractions.

The process of learning a language often involves analyzing and systematizing its structure, with little consideration given to the factors that influence how the mind learns. However, the success of language learning and teaching depends more on understanding how the mind observes, organizes, and retains information than just analyzing the language itself. Therefore, it is important to focus on understanding the structure and processes of the mind to achieve successful language learning and teaching outcomes (Mitchell et al., 2019).

According to Delgado and Fernández (2021) these processes to understand the mind are fundamental when teaching a new language since it is necessary to understand how the mind of children and young people receives the information provided to them and how they store and organize it in their brains. Consequently, it is necessary to know the learning theories that can influence this process of acquiring a second language. Constructivism, behaviorism, and cognitivism are some of the main theories for an optimal teaching and learning process in education.

1.2.1 Constructivism

The theory of constructivism in learning plays a very important role when teaching and learning since it mentions that students build their knowledge according to their experiences and interactions with the world around them, building new information that connects with the one they had previously.

Constructivism, as defined by Olusegun (2018) is a learning theory rooted in scientific observation of human cognition, asserting that individuals actively construct knowledge through experience and reflection. This framework positions learners not as passive recipients but as active participants in their own learning process. To support this cognitive development, Fernández, (2002) advocates for pedagogical strategies that incorporate real-world scenarios and experiments, enabling students to integrate new knowledge with prior understanding while demonstrating conceptual growth.

Therefore, this theory leaves a great weight on teachers because teachers are the basis of teaching for students since they help in many ways to understand their students, generating greater confidence in the student-teacher bond, and to implement active strategies that generate autonomous learning that becomes a new one with those previously acquired.

1.2.2 Behaviorism

According to Alauddin State Islamic University (2020), behaviorism is a school of psychology founded in 1913 by John B. Watson, who believed behavior should be a separate psychological discipline. Instead, behaviorism focuses on observable and measurable interactions between environmental stimuli and behavioral responses, translating them into reproducible criteria (Clark, 2018). Moreover, Behaviorism arose as a reaction to introspection (analysis of the human soul based on subjective reports) and psychoanalysis (talk about the invisible subconscious). Behavioral psychologists proposed behavioral psychology learning theory. They believe that environmental rewards or reinforcements control human behavior. It can be seen that there is a close relationship between behavioral responses and stimuli in teaching practice.

Put differently, behaviorism is a philosophy that emphasizes observable actions and the environmental factors that impact them within the context of the learning process. Behaviorism highlights the significance of rewards and penalties in modifying and regulating behavior, and it postulates that learning arises via correlations between inputs and responses.

1.2.3 Cognitivism

Cognitivism arose largely as a reaction to behaviorism, which viewed learning as an adaptive process; knowledge can be transferred between individuals but stored as internal psychological structures or representations. Social cognitivism recognizes Learning is at least a social activity as well as a behavioral and cognitive activity that integrates different elements. The relation of behaviorism and cognitivism to social aspects of learning (Klinger, 2023). Therefore, cognitivism is an approach that focuses on the learner's cognitive processes and how he is full of knowledge, how he stores knowledge in his mind, how he develops his cognitive abilities, and how they adapt to individual needs.

Ortiz et al. (2021) shared the idea of introducing teachers to learning from a behaviorist, cognitivist, and constructivist perspective, where teacher learning corresponds to theories, strategies, and techniques that enable structuring, planning, and implementation of relevant processes. According to this cognitive approach, learning processes and effectiveness require behavioral observation, such as the ability to learn and process mental problems (memory, concepts, etc.) in response to experience and practice. Another perspective according to Ertmer et al. (2013) Cognitivism studies the environment, reactions to the environment, and how to explain yourself. It also provides an opportunity to assess learned thoughts and behaviors as well as mental processes (interpretation, processing, and storage). The theory of cognitivism is based on Bloom's taxonomy.

In summary, these learning theories help teachers to understand in different ways how children or young people can learn and acquire new languages, in this case, a foreign language, and how to build meaningful learning, whether the student is the main actor or the teacher who is the most reliable source for this process. As Betancourt (2015) mentions, “the teaching work should be oriented to the student's protagonism, promoting situations in different contexts that provide opportunities for students to express themselves, using English as a transmitter channel for their ideas” (p.109). That is why, in this teaching-learning process, Stephen Krashen's theories play an extremely important role by focusing on the acquisition of second languages.

1.2.4 Krashen Theory

Nowadays, learning a foreign language is of utmost importance when it comes to English because it is one of the most widely spoken in the whole world. English has become one of the

most important languages of communication worldwide as it intertwines and strengthens communication between various cultures. Consequently, Stephen Krashen developed several theories that talk about the acquisition of a second language.

To fully comprehend this theoretical framework, one must first examine its originator - Stephen Krashen, Professor Emeritus at the University of Southern California. As Raju et al. (2018, as cited in Jamdade, 2018) note, "Krashen is an expert linguist and educational researcher whose extensive work has primarily focused on second language acquisition" (p. 179). His groundbreaking theory of second language acquisition comprises five fundamental hypotheses that form the theoretical foundation for this study, which we will examine in detail.

Table 1

Krashen Theory

Theory	Main features
The Natural Order Hypothesis	<ul style="list-style-type: none"> • Directly related to acquisition and not to learning. • Mistakes are common if the structure used is not fully learned. • Students can use what they have learned to correct their production, thus correcting their own mistakes. • Krashen assumes that there is a predictable order in the acquisition of grammatical structures. • There is an order in the acquisition of rules of the mother tongue, that is, some rules are internalized before others.
The Monitor Hypothesis	<ul style="list-style-type: none"> • The conscious knowledge "Monitor" has a limited role in the process of language production. • The ability to produce sentences in a foreign language is thanks to the acquired competence. • The role of the monitor is to correct speech deviations and to give a better fluent speech. • The actual acquisition of language occurs mainly at the subconscious level.

The Input Hypothesis	<ul style="list-style-type: none"> • It is one of the main axes of Stephen Krashen's theories, the most important of the five hypotheses. • For Krashen, the acquisition of a second language only occurs when the individual is surrounded by the language to be acquired, as long as the target language is one level higher than his current level of linguistic understanding.
Learning/Acquisition Distinction Hypothesis	<ul style="list-style-type: none"> • According to Krashen there are two ways in the process of appropriation of a language, acquisition and learning. • Acquisition is the automatic process that takes place at the subconscious level of the individual. • Learning on the other hand is a conscious process, in other words, it is the formal knowledge about the language. • The individual can explain the grammatical rules in the target language.
The Affective Filter Hypothesis	<ul style="list-style-type: none"> • Motivation, self-confidence, and anxiety are key factors that are directly related to the acquisition and learning of a foreign language. • Krashen mentions that a student with a lot of motivation and a low level of anxiety is more likely to acquire a second language successfully.

Note: Own elaboration. Information retrieved from "Stephen Krashen: his contributions to bilingual education" by Contreras (2012). Revista Rastros Rostros, vol. 14, p.124. Krashen's "Five Proposals on Language Learning" by Abukhattala (2013). English Language Teaching, Vol. 6, (p.128-131)

Krashen's theories are widely known in the context of foreign language learning because they help teachers look at second language teaching from a different perspective. Using these hypotheses, teachers can understand how students learn and acquire a second language more effectively and thus develop new learning strategies for students. But of all Krashen's hypotheses, there are five in total, and in the context of foreign language learning, only three are the most well-known and discussed, and they are: the input hypothesis, the emotion filtering hypothesis, and the

monitoring hypothesis. They have had a significant impact on the field of education because they describe how students acquire a foreign language (Jegerski, 2021).

Teachers, to make use of this conceptual framework of the theories, must apply learning methods that are most suitable for their students. In this way, they will be able to obtain better results when teaching a second language. For that, it is first necessary to know its definition.

1.3 Method

In the context of teaching, it can be said that a method is a set of organized procedures with which a specific goal can be achieved. But another more specific and detailed definition is the following:

According to Gómez et al. (2018) the term "method," derived from the Greek *methodos* (meaning "way" or "process"), holds particular significance in the field of language learning. However, another, more in-depth definition of the term "method" is the following: A method is the application of a method in language teaching. An example of a method is the grammar-translation method. This method uses the memorization of various grammatical rules and the translation of second-language material into the student's native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language (Hasanova et al., (2021).

Another clearer definition of "method" is the following: Method is a language learning theory or even a philosophy about how people learn in general. They might focus on psychology, such as behaviorism or cognitivism. They may also be based on older philosophies, such as idealism or realism (Richards & Rodgers, 2014).

The methods are widely used when teaching a new language, helping the student's comprehension; besides that, different ways can be used to teach, among which there are several methods for teaching the English language.

1.4 Approach

An approach in the field of education and teaching is a systematic method for addressing a problem in terms of a specific study in a coherent way. However, according to Parry (2018), The initial level, known as "focus," delineates the hypotheses, beliefs, and theories regarding language and language acquisition. These serve as foundational constructs or benchmarks, offering a

theoretical underpinning for the action's language teachers undertake with their students in the classroom.

Another definition of approach is the following: The general strategy or theoretical framework that directs language learning and instruction is referred to as an "approach.". It includes the fundamental ideas, precepts, and theories surrounding language learning that guide educational procedures. Different approaches may prioritize different teaching strategies and activities in accordance with their emphasis on different elements of language learning, such as grammar, vocabulary, communication skills, or cultural competency. Among the popular methods used in language instruction are audiolingual technique, the natural approach, communicative language teaching, and task-based language education. Every method presents a different angle on language learning and how it ought to be taught in classrooms (Richards & Rodgers, 2014).

Once these definitions are clear, it can be said that a method and an approach are two different things that lead us to the same goal, the approach being a theory from which the teaching methods arise, since an approach is the one that informs the method, while the method is the one that defines or establishes how it should be taught. Consequently, many methods have things in common because they can arise from a single approach from which these methods emerge but have different characteristics. The approach shows the way, but it is not the way itself; it needs something else, which in this case is the method, which is the plan, the definitive way since this is a practical implementation of the approach.

1.5 Methods and Approaches

Over the years, teaching has changed in many significant aspects that have improved the teaching of the English language. Methodologies and approaches have played a very important role when teaching a foreign language, benefiting students for a better understanding and interaction with the target language. However, not all these approaches and methodologies have achieved a good result; that's why some are more effective than others, but they all have the same objective, which is to help the student generate more interest when learning (Gómez et al., 2018).

Understanding these approaches and teaching methods is paramount in today's educational landscape, particularly in the realm of teaching foreign languages. By employing various strategies, educators can effectively engage children and young learners, thereby fostering a conducive learning environment. These approaches not only captivate students' interest but also yield

gratifying outcomes for teachers. Consequently, it is imperative for educators to discern the most suitable approach or method to incorporate into their classes.

The following are the approaches and methodologies that have made important contributions to the teaching-learning process of a second language.

Table 2

Methods

Methods	Creators	Main features
Direct Method	Made popular by Berlitz in the 1950s.	<ul style="list-style-type: none"> • It allows only the second language. • It allows only the second language, uses everyday vocabulary, and stresses pronunciation. • It is used in Community Language Learning. • A playful and dynamic learning environment is fostered.
Grammar Translation	Johann Gottfried Seume, Karl Plotz, and Heinrich Gottfried Ollendorff 1840-1940.	<ul style="list-style-type: none"> • Students study grammar rules and structures in a systematic way. • Translation is a key activity in this method. • Oral interaction between students and with the teacher is limited. The emphasis is on written skills and understanding of the written language. • The main objective is to develop the ability to read and understand literary and classical texts in the target language.
Silent Way		<ul style="list-style-type: none"> • It seeks to promote students' autonomy and critical thinking. • The teacher avoids verbal overactivity and allows students to actively participate.

	From Bruner (1966) to Gattegno (1990s).	<ul style="list-style-type: none"> • Correct pronunciation is a priority. • Students are encouraged to discover grammar rules and language patterns for themselves.
Suggestopedia	Georgi Lozanov 1970	<ul style="list-style-type: none"> • It takes an authoritative holistic but lexical approach and uses music and ambiance. • Teachers use positive phrases to increase students' confidence and facilitate language acquisition. • Suggestopedia seeks to balance brain activity using methods that involve both the right and left hemispheres.
Total Physical Response	James Asher 1969	<ul style="list-style-type: none"> • Language acquisition can be facilitated by associating words with physical actions. • Students learn by imitating the actions of the teacher. • TPR seeks to reduce the stress and anxiety associated with learning a new language by allowing students to become physically involved in the learning process. • After establishing a solid understanding through physical response, students' progress to the stage of oral production when they feel ready.

Own elaboration. Information retrieved from "Approaches and Methods in Language Teaching" by Richards, J., and Rodgers T., Cambridge Language Teaching Library, 2001.

Table 3*Approaches*

Approaches	Creators	Main Features
Lexical Approach	Michael Lewis 1997	<ul style="list-style-type: none">• It prioritizes the learning and teaching of lexical units, such as collocations, ready-made phrases, and idiomatic expressions.• Students learn not only isolated words, but also how they are used in real situations.• Special attention is paid to collocations and chunking.• Fluency is improved when students have access to a diverse range of vocabulary.• Students are encouraged to develop personal strategies for vocabulary acquisition.
Multiple Intelligences	Howard Gardner 1993	<ul style="list-style-type: none">• Gardner proposed that intelligence is not a unitary concept but exists in various forms.• Gardner states that pedagogy is most successful when learner differences are acknowledged and factored into the process.• It provides a more inclusive way of understanding intelligence and suggests that everyone can have areas in which they excel.• Educators are encouraged to use strategies that are tailored to students' individual strengths.
		<ul style="list-style-type: none">• Replaced the Situational Approach.• The main objective is to develop effective communication skills in real life situations.

Communicative Language teaching	Howatt 1970-1980	<ul style="list-style-type: none"> • The aim is for the learning to be meaningful and contextualized. • The lessons encourage communication, may include discussions, role plays, simulations and other tasks that require verbal interaction. • Work in pairs and groups is encouraged to promote interaction between students. • The clarity of the message is valued more than the correction of minor grammatical errors.
Natural Approach	Stephen Krashen y Tracy Terrell 1977-1983	<ul style="list-style-type: none"> • It is inspired by the natural language acquisition that occurs when children learn their mother tongue. • Students first understand the language through exposure and interaction before being encouraged to speak. • Importance is given to the development of listening comprehension skills. • The Total Physical Response technique is incorporated to reinforce the understanding and production of language. • Explicit grammatical overloading is avoided. • Communication and interaction are encouraged in the classroom. • The aim is to create a relaxed and pressure-free environment. • Authentic and real materials are used, such as recordings of native speakers, videos, and genuine texts.

Note: Own elaboration. Information retrieved from “Approaches and Methods in Language Teaching” by J. Richards and Rodgers (2014), Cambridge Language Teaching Library, 2001.

Throughout history, all these approaches and methods have been key to effective second language teaching and have become the most popular methods in the classroom. Teachers must understand and be aware of the purpose of each subject and its use in teaching, considering the needs of students. However, this research paper will focus on the natural approach and provide theoretical support for this approach, as well as the wide range of outcomes that can be achieved when using it in the classroom and with students. In this case, the approach is based on direct and natural learning in everyday life, trying to allow students to learn meaningful vocabulary. This approach is discussed in more detail.

1.6 Natural Approach Background

The natural approach over the years has come to have a good reception in teaching. This approach tries to relate the learning of a baby's first language with the teaching of a second language in the classroom. But this approach has had a long history in the past.

According to Richards and Rodgers (2001), "In 1977, Tracy Terrell, a Spanish teacher in California, outlined a 'new' approach called the 'natural approach'. A proposal for a philosophy of language teaching" (p.178). As of this year, this approach has begun to develop in depth and has received additional input from other language experts over the years. Building on this foundation, the Natural Method grew out of Terrell's experience teaching Spanish courses, although it is also used in beginner to advanced courses and several other languages. At the same time, Terrell collaborated with applied linguist Stephen Krashen of the University of Southern California and used Krashen's influential theory of second language acquisition to deepen the theoretical basis of natural law (Richards & Rodgers, 2001).

This approach has been very well received and has been developed for several years. This natural approach to language teaching, as mentioned, was developed by Terrel thanks to his experiences teaching Spanish classes, and later Krashen would join to help the development of this approach with theories about the acquisition of a second language, achieving a theoretical basis for the natural approach becoming significant in language teaching methodologies. Next, it is emphasized what the objective of this approach is

1.7 Natural Approach

To understand this approach, the following must be considered: This approach aims to cultivate target language communication skills by emphasizing authentic meaning-making and interaction. (Toprak, 2019). This approach provides the opportunity for children to acquire vocabulary in a meaningful way using real-life situations, in addition to encouraging communication in the language to be learned.

Firstly, this approach refers to the way an individual acquires a language naturally. According to Navarro (2010, as cited in Betancourt, 2015) references Noam Chomsky's influential theory of innate language faculty, which posits that children possess a biological capacity for assimilating grammatical structures. Since this hypothesis by Chomsky in 1965 was accepted, language acquisition was established by exposing that the L1 mother tongue is not learned; it is acquired naturally and unconsciously through its interaction in real communication.

Therefore, this approach is ideal when starting to acquire a second language little by little because it tries to make the student receptive to the environment. As one of the core tenets of the Natural Approach emphasizes that learners understand language before they can actively produce it, the primary focus is to ensure effective comprehension (Toprak, 2019). Students should be surrounded by an environment that provides consistent and clear communication in the target language.

Second, grammar is not deepened in this way because an important part of learning grammar is frequent mistakes that need to be corrected all the time, which result in impaired communication and even affect students' self-confidence and self-esteem in the learning process. However, according to Crawford (2016), errors indicate immaturity rather than wrongdoing; they disappear naturally as part of approximation as language acquisition progresses. This approach tries to make students confident about the language and gain good self-esteem. Moreover, Richards and Rodgers (2001) point out that Krashen and Terrell emphasize the priority of meaning in their description of the nature of language. For example, emphasizing the meaning of vocabulary shows that language is essentially its dictionary, but only grammar determines how the vocabulary is used to construct messages.

Ultimately, the natural approach focuses on fostering communication, creating genuine meaning, and developing communication skills in the target language. This pedagogical method, especially suitable for the gradual acquisition of language, reflects the natural process of learning

the first language, considering errors as inherent to the progression of linguistic development in the learning process (Quiñonez, 2023). The approach aims to make students receptive to the linguistic environment, emphasizing that understanding precedes production. Focusing on the importance of comprehension, avoid immersing students in the grammatical part of the second language immediately to avoid confusion in communication with constant corrections. This approach suggests that a language is defined by its lexicon, where the acquisition of a large amount of vocabulary is what can give an understanding of a language, so grammar plays a secondary role in the construction of the message (Barcroft, 2015).

Once understood as the natural approach having an important contribution to the acquisition of a second language, it should be understood in the same way as the role of the teacher inside and outside the classroom for the teaching of a second language, but in this case for the development of vocabulary. In addition, the role of the student is also crucial in the teaching-learning process since the teacher must know their interests to build confidence with them. Therefore, the following are the roles that they must fulfill.

1.7.1 Teachers' role

In the natural approach, the role of the teacher is crucial in teaching a second language, as this must be differentiated from more traditional methods. The teacher has a very important role when teaching, as he is responsible for creating situations and contexts that mimic the natural process of language acquisition and is the facilitator of the environment. According to Richards and Rodgers (2001) the teacher has three fundamental roles.

First, the teacher is the main source of comprehensible information in the target language because the classroom teacher, in addition to being the main generator of such information, also provides information for acquisition. His role requires teachers to provide constant verbal input while providing a variety of nonverbal cues to help students interpret that input. Second, teachers create an atmosphere in the classroom that provides a fun, friendly, and, most importantly, entertaining environment for students with lower affective learning filters. Finally, teachers should choose and use different activities in the classroom that include diversity, such as group work, content, and different contexts. Teachers are responsible for collecting materials, developing ways to use them, and then applying them in the classroom, considering the needs and interests of the students (Krashen & Terrell, 1983).

In addition, it should be mentioned that, to acquire a second language, there must be an environment of interaction during the class. According to Guevara et al. (2017), many interactions occur during the learning and teaching process. This can happen in different ways, between the teacher and the students, vice versa, or even between students. He also mentions that there may be interaction between students and the subject, and even between students and the resources intended for the class that the teacher uses as materials and tools to help carry out the class. All this is under the supervision of the teacher for the good development of the educational environment.

Therefore, the natural approach plays an important role in second language learning, along with the role of the teacher, because the teacher must find ways to use them in vocabulary learning, considering the interests of the students. It is very important to attract their attention and interest. The following are the roles of students in the language learning process.

1.7.2 Student role

In language teaching with a natural approach, the role of students is essential to achieving second language acquisition in an effective way, where the student must be active and participatory, leaving the traditional classroom

In this approach, the student has a certain level of challenge, as mentions: “The student is challenged by an input that is slightly beyond his current level of competence and can assign meaning to this input by actively using context and extralinguistic information” (Richards & Rodgers, 2001, p. 186). Students must be open to constant exposure to the second language. As they participate in activities and interact with the language, they must observe, listen, and absorb the language intuitively in a freeway, without the fear of grammatical correction since this is null, because the main thing is that they develop their understanding before focusing on the production of the language.

On the other hand, the Natural Approach proposes three distinct stages of language acquisition. The first stage is the pre-production stage, during which learners engage in language activities without actively producing the target language (Krashen & Terrel, 1983, as cited in Richards & Rodgers, 2001). The second stage, early production, is characterized by learners responding to questions using single words, short phrases, or fixed conversational patterns (e.g., How are you? What’s your name?), as well as completing structured exercises like cloze tasks. Finally, in the speech-emergent phase, learners demonstrate greater fluency by participating

in role-plays, games, and group problem-solving activities, while also expressing personal opinions and information.

In summary, the student plays a key role in second language acquisition, as this approach challenges learners by exposing them to slightly advanced input. Students must engage with the target language through natural, meaningful activities, prioritizing comprehension before production. This progressive participation enables them to actively build linguistic knowledge.

1.7.3 Strategies

The natural approach as a method of teaching a second language mimics the natural process of learning a first language, so it is necessary to understand the lessons and strategies that can be implemented in the classroom. As Toprak (2019) notes, the strategies that are used in this approach are usually taken from other methods, such as TPR, which involves body movements; direct method activities such as imitation; and group communicative language teaching activities that require the exchange of meaningful information in a group. The natural approach includes activities that are usually reflected in other methods, which help this approach provide an efficient result since, despite that, it proves to be different by putting the student in an anxiety-free environment, providing understandable information, and reducing the affective filter.

Moreover, Krashen and Terrel (1983, as cited in Toprak, 2019) further mentioned that they have identified a wide range of methods and activities that can be used in natural methods classrooms. These include emotionally humanistic strategies and activities (debriefing, conducting interviews, imagining, creating, and completing personal charts and tables), problem-solving activities (using series, diagrams, graphs, advertisements), and group games and activities (role-plays, restructuring, and small games). and large groups as well as methods derived from TPR (the use of commands to guide behavior and action sequences) that are dynamic in the classroom and create an environment for interaction between students.

This approach makes language learning enjoyable for children and teens by incorporating engaging, relevant activities tailored to their needs and interests. Since the target language is constantly present, well-designed games and dynamic tasks help students acquire knowledge naturally. Below are some key activities used in this method.

1.8 Natural Approach strategies

The activities of the natural approach are interactive activities that can help students develop their skills gradually, depending on the situation that the teacher creates in the classroom. In addition, many of these activities need the support of a group of students so that language acquisition occurs naturally. A table detailing the activities of this approach is detailed below.

1.8.1 *Affective-Humanistic*

In the context of the Natural Approach, affective-humanistic activities refer to the creation of humanistic and affective activities within the classroom, where emotions and opinions are considered, creating a stress-free environment by promoting students' confidence and self-esteem. According to, Krashen and Terrel, (1983) the affective activities try to engage students' feelings, opinions, desires, reactions, thoughts, and experiences. Although not all emotional humanitarian activities "work" for all students and for everyone in all contexts Teachers are diverse enough to be especially valuable in nature education classrooms.

Table 4

Affective-Humanistic strategies

	Main Features
Dialogs	<ul style="list-style-type: none"> • Students produce a little beyond their capacity acquired in the early stages of production with the appropriate means. • It can be short and interesting. • It contains several routines and patterns that can be easily assimilated. • Open dialogues allow the student a certain measure of creativity. • Dialogues don't have to be rigid. • The dialogues are modified as the students' progress.
	<ul style="list-style-type: none"> • Group activities are present. • The interviews can be conducted in a variety of ways (on the blackboard, on the projector, or reproduced).

Interviews

- The answers should be short, even with one word.
- Interview questions have a greater impact when they are related to events in their lives.
- It has a situational or thematic focus.
- Interviews can be built around a particular grammatical structure.
- Reduce the emotional filters.
- They provide meaningful interaction in the target language.

-
- This activity is in an oral form, and the material should be printed and distributed to the students.
 - There are 3 or 4 answers already given.
Students should rank their answers according to their own preferences.

Ex:

----- swimming
----- reading novels
----- playing football
----- cooking

Preference Ranking

- There should be a conversation between the teacher and the student.

Ex:

Teacher: Who ranked playing football as number one?

Juan: (raising his hand)

Teacher: Where do you play soccer, Juan?

- The teacher can ask a series of questions to have an interaction with the student. How often? Who do you play football with? Who else in the class plays soccer, etc.?
 - The teacher must make contributions to the students.
-

-
- Students will express their opinions and feelings in the target language.
-

Personal Charts and Tables

- It provides understandable information.
It requires a single word or short answers.
 - It can be used at more advanced levels.
 - It can serve as a basis for interesting discussions.
 - Can produce desired, understandable information.
 - The level of discussion depends on the class.
 - You can create graphs for students to fill in with personal information first and then serve as a basis for discussion.
-

Revealing Information about Yourself

- It involves providing personal information as a basis for discussions (like the graphs above).
 - Indicates opinions on some issue or topic.
 - An example is to combine drinks and occasions.
-Breakfast -Soft drinks
-Lunch -Coffee
-Dinner -Milk Shake
 - According to the number of options that the teacher can provide, the students have a greater number of options to choose from for a dialogue.
 - The teacher may ask questions such as: What do you have for breakfast? How many people drink coffee? What are other popular drinks at breakfast? etc.
-

- The student's imagination is the basis for starting a dialogue.
 - The visualizations in the students' minds serve as the basis for comprehensible information in two ways.
 - The teacher can choose to guide the students' visualizations explicitly.
-

Activities Using the Imagination

- Ex:
Teacher: Think of a nice place. It can be outdoors or indoors. Pay attention to your surroundings. Try to feel the air around you. What's the weather like? Can you see the sun? Is it cloudy? etc.
- The teacher can ask the students to imagine a hypothetical situation and ask them to describe what happened in that situation.
- The teacher can make groups for the activities.
- They have ample opportunities to express themselves using their imagination.
- The teacher has the opportunity to provide comprehensive information in the form of questions, comments, and reactions.
- Students can play role-playing games.
- Students are interested in the experiences of others.

Own elaboration. Information retrieved from "The Natural Approach-Language Acquisition in the Classroom" by Krashen and Terrel (1983), Alemany Press Published.

In summary, these activities help the student to get into confidence with the target language, which allows him to make mistakes without affecting his emotions, considering the opinions of the students, and create an atmosphere of trust between the teacher and the students where the target language becomes a form of communication without stress. The following is a new activity that can be considered in the classroom when teaching a second language through real-life problems and solutions.

1.8.2 Problem-Solving

The Natural Approach emphasizes dynamic and engaging language learning activities that captivate students' interest. For instance, Problem-solving tasks are particularly well-suited to this methodology as they enable learners to apply linguistic skills in authentic, real-world contexts. To better understand this activity, Krashen and Terrel (1983) mentioned that "the main characteristic

of this type of activity is that the student's attention is focused on finding the correct answer to a question, a problem, or a situation” (p. 112). Below are some guidelines that help to better understand this concept:

Table 5

Problem-Solving strategies

	Main Features
Task and Series	<ul style="list-style-type: none"> • The teacher or student chooses a specific activity. • Students describe all the components of the activity with the teacher's guidance. <p style="margin-left: 40px;">Ex: The chosen theme is "washing a car," so this activity will have 3 stages. In the first stage, the teacher will guide the students in the creation of the necessary vocabulary to talk about the activity (bucket, sponge, rags). Then the teacher and students create expressions to describe the sequence of events to complete the activity. (First, I look for a bucket and a sponge or some rags.). Then I park the car and use the hose. During the final stage, after constructing the sequence of the activities, the discussion will be expanded to include questions and discussions about a specific activity according to the student's lives (How often do you wash the car? When? Where? etc.).</p> <ul style="list-style-type: none"> • This activity encourages the narration of the students and promotes their input in the form of a series. • Teacher can use images or drawings that make up a story, and students create the story using the language of their level.

Charts, Graphs and Maps

- Newspapers, magazines, and brochures in the target language can be excellent sources of tables, charts, diagrams, maps, etc.
- They contain information that can be used to create communicative situations quite easily since students participate in the search for information.
- Maps can be used in the same way as graphs, tables, and diagrams.
- Maps can be used to explore linguistic and cultural situations in different regions of the world, connecting language learning with geography.
- It encourages the analysis of the data since the teacher can ask location questions, and the student must find a way to guide him using the information from a map.

Developing Speech for Particular Situation

- In this activity, the natural approach tries to prepare the student to use the target language in specific situations.
- At the early stage of speech, the use of dialogue and open sentences is suggested.
- These activities focus on creating speech situations that reflect real and practical contexts.
- It may look like role-playing and simulations to imitate real-life situations.
- The use of specific vocabulary is incorporated in a relevant and specific way for the situation.
- It maximizes the potential of students to acquire the language effectively.

-
- Students are exposed to linguistic situations that they may encounter in the real world, such as interpreting
-

Advertisements

- advertisements, understanding advertising messages, and responding to them.
- Advertisements in newspapers and magazines are an excellent source of debate.
 - They can be adapted to early or intermediate production stages.
 - As the comprehension and production of the students increase, the difficulty level of the ads can be increased.
 - Ads can also be used to focus on certain common situations.
 - Students can create advertisements using their imagination, which encourages the practice of creative expression in the target language and applying persuasion.
 - Advertising uses specific and persuasive vocabulary.
 - Students can do role-playing practice related to advertising, where one can be the advertiser and the other the consumer, by practically applying the language.
 - The announcements can reflect current events and trends, making students attracted to learning and putting their knowledge into practice.

Own elaboration. Information retrieved from “The Natural Approach-Language Acquisition in the Classroom” by Krashen and Terrel (1983), Alemany Press Published.

These real-world activities, relevant beyond the classroom, serve as powerful tools by immersing students in everyday problems that require solutions. They help learners engage with the target language while developing problem-solving skills and diverse perspectives. Below, we explore game-based activities as a key support tool in this approach.

1.8.3 Games

Games in education play a very important role, much more so when it comes to teaching children. Many activities that involve games create a more dynamic and participatory atmosphere in the classroom. Games can help improve the understanding of the activity in many children and adolescents. Implementing these strategies within the classroom promotes a new perspective for the student regarding the acquisition of a second language. According to Krashen and Terrel (1983), "language teachers have always used games in language classrooms, mainly as a mechanism to stimulate interest and often as a reward for diligently working on other, presumably less entertaining, parts of the course" (p. 121).

In addition, Games serve as effective tools for vocabulary acquisition by engaging students through entertaining and dynamic learning experiences. In this regard, Krashen and Terrel (1983) note, games qualify as acquisition activities because they provide comprehensible input while shifting focus from language forms to gameplay. Both digital and traditional classroom games can create motivating learning environments when integrated with instruction. Teachers who present activities in game formats often achieve greater student engagement, as learners naturally focus on outcomes rather than conscious language study.

To sum up, games are an essential tool in the classroom when working with children since activities that involve games for teaching can achieve significant changes in the environment inside and outside the classroom, improving the self-esteem of many students. Here is another activity that can be done inside the classroom to teach a second language.

1.8.4 Content Activities

Content activities within teaching are a very broad term since they encompass not only activities for teaching a second language but any activity that allows them to learn something new. According to, Krashen and Terrel (1983), define "content" as any instructional activity focused on acquiring knowledge beyond language itself. In the context of language learning, this typically involves studying academic disciplines such as mathematics, science, social studies, art, and music through the medium of the target language. In other words, language can be learned not only with one subject but also with any other subject to teach a second language, to teach vocabulary, and to use new terms that are used and described in mathematics, the natural sciences, art, music, etc. They can be presented in the form of slides, films, or face-to-face meetings.

These content activities are essential to children's learning since, at an early age, children acquire more knowledge in a faster way because, at that stage of growth, they absorb all the knowledge like sponges. Below are more activities that can be useful in teaching a second language, where the creation of groups is a key point.

1.8.5 Grouping strategies

Activities involving collaborative work, commonly known as group work, require participation from all group members to achieve a common goal through strategies that maximize language immersion and interaction. Regarding this, Krashen and Terrel, (1983) state:

Comprehensible information is the most important element of language learning. In the initial phase, teachers spend most of their time providing this information directly to students. While the goal is to continue to provide compressible input as learning progresses, teachers must also provide activities that allow students to construct the target language. Although the result itself is not believed to lead to greater learning (or better learning), it is important because the presentation generates more responses from teachers and other students. In fact, as students develop, much of the input can come from other students in the class (p.124).

According to Krashen and Terrel (1983), there is a great disadvantage to achieving complete student production due to time, since if each student speaks for 5 minutes, only about 12 students could speak in a single class hour. That is why Kashen and Terrel mention Christison and Bassano, who have developed student group activities, totaling six activities that are described in the table below.

Table 6
Grouping strategies

Main Features
<ul style="list-style-type: none"> • It requires students to move around the classroom and interact with each other. • These activities are good in the initial stages and in classes where students do not know each other.

Restructuring

- It provides maximum physical movement and interaction with minimal threat.
- The level of language use may be minimal in some restructuring activities.
- An example is for students to be aligned according to their predetermined criteria. They will usually have to talk to each other to determine an order. The following possibilities can be used:
 1. Alphabetical according to last name.
 2. The time you went to bed last night.
 3. Length of hair.
 4. The amount of money you have in your pocket right now.

One-Centered

- These activities are focused on a single student but involve the entire class.
- It is possible that a student who uses the language a lot or who responds minimally will be chosen.
- The student who is very verbal is given the required attention, while the shy student is given the opportunity to perform successfully.
- An example is that a student thinks about something that happened to him yesterday, while the rest of the students have to ask questions until they guess what the event was.

Unified Group

- All members of the group participate in a unified group activity.
 - Groups can be any number of students, and there may be several in the classroom.
 - All members of the group must participate for the activity to be successful.
-

Dyads

- It involves students working in pairs and is probably the most common activity of the natural approach for beginners, intermediates, and advanced students.
- It allows for more sincere interpersonal communication between the participants.
- It gives each student more opportunities to speak at a given class time.

Small Groups

- Small groups are useful in many activities of the natural approach.
- Most teachers prefer to hold small groups because they are more effective for second language acquisition activities.

Large Groups

- These activities can involve larger groups or the whole class as a single group.
- It can help students collaborate with each other achieving the goal of vocabulary acquisition or any other specific topic.
- Large groups are difficult to manage, but with the right methodology and strategies you can achieve many things that help the development and acquisition of a second language.

Note: Own elaboration. Information retrieved from “The Natural Approach-Language Acquisition in the Classroom” by Krashen and Terrel (1983), Alemany Press Published, 1983.

The activities proposed by Krashen and Terrell play a crucial role in language teaching, enabling teachers to design dynamic and engaging lessons adaptable to different ages and proficiency levels. These methods facilitate vocabulary acquisition, extending beyond unit-specific content to practical, real-world usage. Their flexibility makes them particularly effective for young learners, laying the foundation for future language proficiency. The following section outlines the key variables of this study.

1.9 Importance of Vocabulary

Vocabulary is a crucial aspect of language learning, enabling effective communication in the target language. As Yokubjonova (2020) notes, "vocabulary is a critical skill that can be comprehended through listening and reading" (p. 67). This highlights the central role of lexical knowledge in language development.

Vocabulary plays a fundamental role in daily communication; the broader a person's lexical knowledge, the greater their linguistic proficiency and expressive versatility. Words serve as the building blocks for conveying thoughts, emotions, and intentions. In language learning, mastering even a single word represents a meaningful achievement, while expanding one's vocabulary significantly enhances overall language acquisition and competence (Yokubjonova, 2020).

Many students encounter difficulties when learning a second language, often stemming from limited vocabulary knowledge and poor understanding of word structures. As Yokubjonova (2020), emphasizes, "the basic skills of this language are good vocabulary and learning word structures" (p. 67). While no single strategy guarantees complete vocabulary acquisition, researchers have explored various approaches including multimedia tools, encyclopedias, and educational websites to facilitate learning (Yokubjonova, 2020). Notably, these strategies must be adapted to individual learners' needs, as no universal method exists for all students.

In general, vocabulary is an important aspect of language learning because it enables learners to communicate effectively, understand language input, understand grammar, speak fluently, and gain insight into the culture of the target language.

1.9.1 Definition

Having a clear definition of vocabulary is essential for effective classroom instruction, as it facilitates knowledge transmission and student motivation. Neuman and Dwyer (2009, as cited in Alqahtani, 2015, p. 24). define vocabulary as "words we must know to communicate effectively: words used in speaking (expressive vocabulary) and words understood in listening (receptive vocabulary)." Similarly, Hornby (1995, as cited in Alqahtani 2015, p. 24) describes it as "the total number of words in a language" or "a list of words with their meanings."

Vocabulary encompasses the complete set of words and phrases an individual can comprehend and utilize in a language, spanning from basic terms (e.g., 'cat,' 'dog') to specialized

terminology. It represents a learner's lexical capacity across all language skills: speaking, listening, reading, and writing.

1.9.2 Types of Vocabulary

The vocabulary in language has two types which can be classified into receptive vocabulary and productive vocabulary which are detailed below.

- **Receptive Vocabulary**

Receptive vocabulary refers to words that learners can recognize and comprehend when encountered in reading or listening contexts but cannot actively produce in speech or writing (Maskor & Baharudin, 2016). In contrast, productive vocabulary consists of words that learners can accurately use in spoken or written communication.

- **Productive Vocabulary**

Productive vocabulary encompasses lexical items that learners can accurately produce in both oral and written forms, demonstrating not only comprehension but also proper pronunciation and contextual usage (Maskor & Baharudin, 2016). As these authors highlight, unlike receptive vocabulary, productive lexical knowledge requires active retrieval and appropriate application in communicative contexts, representing a cognitively demanding process of language generation (Maskor & Baharudin 2016). Hence, this distinction between vocabulary types enables learners to strategically target their language development, fostering comprehensive linguistic competence that bridges recognition and production abilities.

1.10 Common European Framework of Reference for Languages

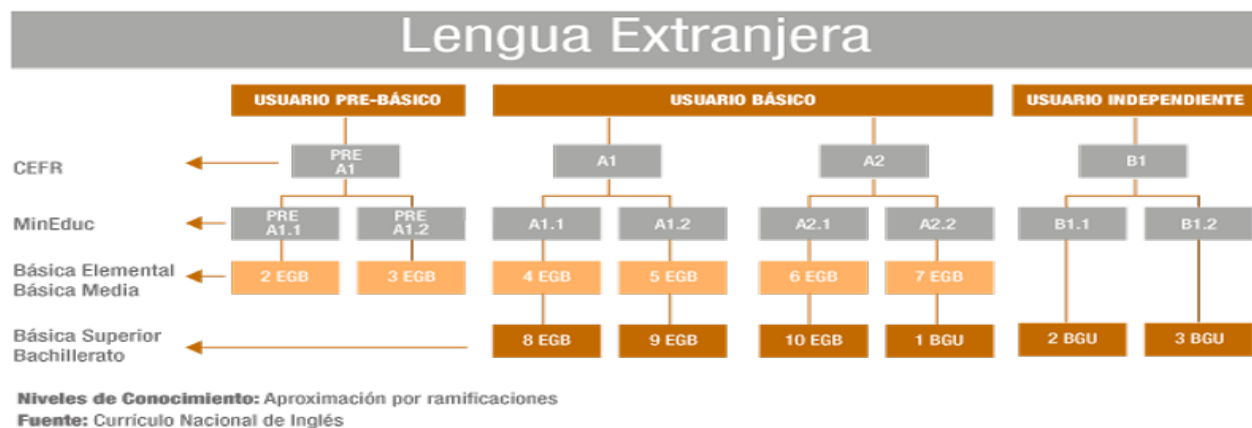
The Common European Framework of Reference for Languages (CEFR) provides standardized guidelines for second language acquisition, establishing six proficiency levels (A1 to C2) that define learners' progressive language development. According to Council of Europe and Common European Framework of Reference for Languages Project (2020), these reference levels are accompanied by detailed descriptive scales and support "the design of programs that promote multilingualism and intercultural education" (p. 27). The framework serves as a comprehensive system for assessing language competencies across different learning stages.

In addition, the Ministry of Education in Ecuador imposes that students must achieve a certain level of proficiency at each academic stage; for example, the most basic level must be reached until completing the 9th EGB, as mentioned by the Ministerio de Educación (2023) The

A1 level is achieved when language students are able to understand and use everyday expressions that are frequently used to meet immediate needs. Therefore, according to the standards established by the foreign language curriculum of Ecuador according to the common European framework of reference, 4th-grade students must have an exit profile of level A1.1.

Figure 1

An overview of the transition of English from the second year of general primary education to the third year of a bachelor's degree in Ecuador.



Note: Levels of the exit profile in English. Retrieved from "Currículo Nacional de inglés" del "Ministerio de Educación", 2023. (<https://educacion.gob.ec/curriculo-lengua-extranjera/>).

1.11 English Skills

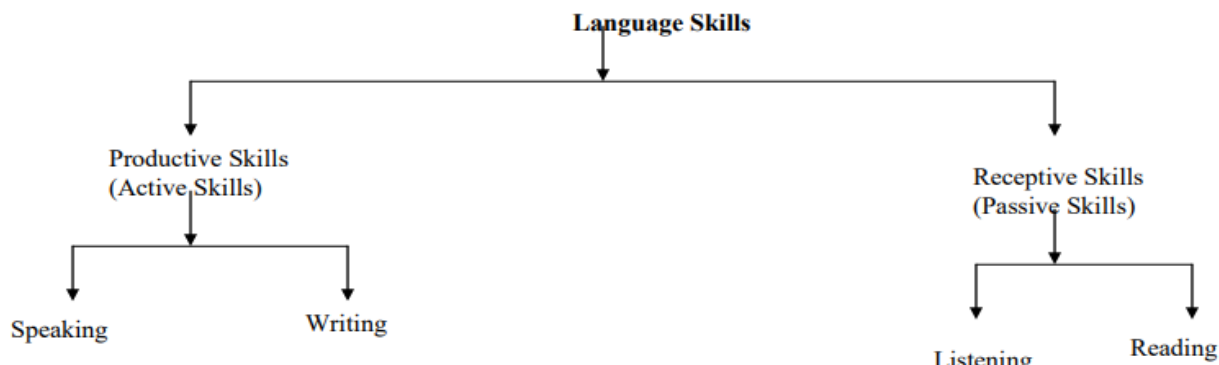
English skills are fundamental to achieving language proficiency, so this term covers a wide range of abilities ranging from oral and written to listening and reading skills. Therefore, the development of English skills not only involves the acquisition of vocabulary and grammar but also the ability to communicate effectively in various situations.

According to Sreena and Ilankumaran (2018) the basic skills are listening, speaking, reading, and writing. These are called "language skills." The four language skills are related in two ways. Language skills are divided into receptive and productive skills, also called active skills and passive skills. Passive skills include listening and speaking, while active skills focus on reading and writing. It is not possible to speak without listening, and it is not possible to write without reading. So, these four skills come in pairs (p. 670).

Based on this, it is concluded that the importance of developing English skills is essential for communication and understanding of a language. It is also necessary to understand what each skill implies and why they are productive and receptive.

Figure 2

Classification of Language Skills



Note: Classification of Language Skills. Retrieved from "Languages and Languages Skills" by Noushad Husain, 2015.

1.11.1 Listening

Listening, as a foundational receptive skill, emerges naturally from infancy and maintains critical importance for both language acquisition and social interaction. As Tyagi (2013, p. 1) asserts, "listening ability is the key to receiving messages effectively," describing it as both an active psychological engagement with the speaker and a demanding cognitive process. This language skill requires substantial attention and energy, necessitating listeners to suspend their own thoughts to fully concentrate on the speaker's message.

In addition, this ability allows us to acquire vocabulary from a very early age since it is the main source of input that human beings have. According to Calderón, Slavin, and Sánchez (2011, as cited in Learning A-Z, 2019) conclude that, "for English learners, the active participation of children during the teacher's reading aloud contributes to vocabulary growth" (p.3). This is because children pick up words that sound interesting to them or on many familiar occasions. That's why the ability to listen plays a fundamental role in the acquisition of vocabulary and in its development throughout learning.

By listening to native speakers, individuals can hear words used in real context and begin to understand how they are pronounced. This can help us to develop our vocabulary and improve

our ability to understand and use new words. Another of the essential skills for communication is detailed below.

1.11.2 Speaking

As a fundamental productive skill, speaking serves as the primary vehicle for expressing ideas and facilitating human communication. While this ability naturally develops during early childhood following listening acquisition, second language learners require deliberate practice and structured repetition to achieve proficiency. For English learners, developing spoken competence is particularly crucial for both social interaction and academic achievement. Research by Goldenberg, (2008, as cited in Learning A-Z, 2019) highlights the importance of balancing immersive language experiences with direct instruction of language fundamentals. The study argues that optimal teaching approaches should merge authentic communicative contexts with systematic instruction in grammatical structures, lexical knowledge, phonological awareness, and culturally appropriate language use.

By practicing speaking in English, students can learn to use new words in context and become more comfortable with the language. This can help them to develop new vocabulary and to be more competent in the use of English in their daily life, in the case of children this can be developed in a better way based on the constant repetition of the words to familiarize even the sound. Another skill is detailed below which is an output skill.

1.11.3 Reading

Reading serves as a fundamental productive skill that significantly contributes to vocabulary acquisition and contextual language understanding. Through exposure to written texts, learners encounter new lexical items and explore their meanings within authentic contexts (Goldenberg, 2008; Ludwig, et al., 2019, as cited in Learning A-Z, 2019). Far from being a passive activity, reading constitutes a complex cognitive process involving text processing, interpretation, and critical evaluation to construct meaning. For second language learners, this process becomes particularly demanding as it requires applying these skills in a non-native linguistic system. Research indicates that both English language learners (ELLs) and native speakers benefit from explicit instruction in core literacy components, including phonemic awareness, phonics, vocabulary development, reading comprehension strategies, and writing integration.

Regarding all the information presented above, it can be concluded that the ability to read carries great benefits when it comes to acquiring vocabulary and managing to learn new words or phrases by practicing reading with constancy. In addition, this ability will not develop at an early age, as is the case with speaking and listening, since reading involves a process. The skill with the most difficulty during the children's learning process is detailed below.

1.11.4 Writing

Writing represents a complex productive skill that develops progressively following the acquisition of foundational oral language competencies. As a cognitively demanding process, writing enables learners to externalize their thinking linguistically yet requires systematic instruction to achieve mastery. This study focuses particularly on writing development due to its documented challenges for second language (L2) learners (Durga et al., 2018). While young learners often demonstrate receptive vocabulary knowledge through oral recognition and pronunciation, they frequently encounter difficulties with orthographic precision. A persistent challenge lies in the disjunction between phonological awareness (sound recognition) and orthographic representation (written form production), resulting in discrepancies between oral fluency and written accuracy.

Like first language acquisition, second language (L2) writing develops progressively, with learners advancing at varying rates (Bunch et al., 2012, as cited in Learning A-Z, 2019). However, L2 writers frequently encounter challenges in written expression, particularly with lexical limitations, grammatical precision, spelling accuracy, and writing confidence. Research indicates that contextualized practice using new vocabulary in authentic situations promotes lexical expansion and synonym exploration (Bunch et al., 2012, as cited in Learning A-Z, 2019). Such meaningful engagement not only facilitates vocabulary development but also strengthens learners' capacity for effective written communication.

In summary, writing competence requires consistent practice and dedication. Children must learn to transcribe the vocabulary they know orally to effectively express their ideas in written form. For meaningful acquisition, the connection between pronunciation, auditory recognition, and orthographic representation must be reinforced through memorization. Crucially, integrated language skills are fundamental for vocabulary development, as they enable contextual word comprehension and usage. By systematically developing listening, speaking, reading, and writing

abilities, learners can expand their lexical knowledge and achieve greater proficiency in applying English across diverse communicative contexts.

CHAPTER II: METHODOLOGY

This research was carried out at Rumipamba school, located in the rural area of Ibarra. Within schools, fourth-grade students in classes A and B were considered, for a total of thirty-eight students, who participated in the development of this research.

Methodology refers to the structured approach that guides a research study, encompassing the methods, procedures, and theoretical foundations used to achieve its objectives. It involves examining research paradigms, theoretical frameworks, key stages of investigation, and analytical techniques to ensure the study's rigor and logical consistency (Patel & Patel 2019). In other words, the methodology is important because it provides a framework for organizing and conducting research or other types of projects in a structured and systematic way. This helps to ensure that the results are reliable, valid, and useful for making decisions and solving problems.

1.1 Type of Research

1.1.1 *Mixed research*

This study utilized mixed methods designed to comprehensively examine teaching practices at Rumipamba School. Following Patel and Patel (2019), framework, qualitative methods focused on analyzing human behavior through observation of "body language, attitudes, opinions, and emotions" (p. 49), specifically evaluating teachers' implementation of natural approach strategies for vocabulary development. Quantitative measures complemented these observations with empirical data, enabling triangulation of findings.

The quantitative approach in this research focused on measuring observable phenomena through numerical data, primarily collected via surveys and questionnaires (Patel & Patel 2019). This method enabled systematic analysis through statistical tabulation, with results presented in percentages to objectively evaluate patterns. The quantitative findings were then triangulated with qualitative data, which provided deeper contextual insights into how vocabulary development was influenced by the natural approach's strategies, activities, and methods. By integrating both approaches, the study ensured a comprehensive understanding of the pedagogical dynamics at Rumipamba School.

Finally, it can be concluded that, thanks to the mixed research, the expected results were achieved, which helped the fruitful development of this research by helping to obtain a broader view of all the aspects that influence the result of this study.

1.2 Techniques and Instruments

The techniques that will be used for this process will be surveys, interviews, and observation. Surveys for students, interviews for teachers, and observation to analyze the way vocabulary is taught. These techniques will provide the collection of important information to obtain results and conclusions in the "Rumipamba" school. The following is detailed in what each of them implies.

1.2.1 Interview (Technique)

The interview represents a fundamental qualitative research method that provides direct access to participants' knowledge and perspectives. As Monday (2020) conceptualizes, interviews serve as both a data collection method and a means of acquiring insights into participants' perspectives. Moreover, this technique offers particular value for collecting rich, naturalistic data while maintaining flexibility to explore complex phenomena. Interviews enable researchers to capture diverse viewpoints, often yielding deeper insights than more structured data collection approaches.

Based on this definition, it was concluded that the interview was a research tool that played a fundamental role in obtaining specific data and relevant information about how vocabulary development occurs in fourth-grade children of the Rumipamba school, which was applied to the English teacher. This interview contained open and closed questions that placed greater emphasis on obtaining accurate and clear information, with which the teacher managed to satisfactorily answer the questions posed for this research.

1.2.2 Survey (Technique)

It is a tool that researchers have used over the years to obtain information and collect data through surveys or questionnaires developed based on the needs of the researcher, which can be about attitudes, opinions, or other variables in a population raised previously, which allow quantitative data to be collected for their respective analyses (Wilkinson & Birmingham, 2003). However, a more precise definition is provided by Glasow (2005), who describes research

methodology as a process in which questionnaires are administered, observed or emerging problems are addressed, needs are evaluated, and objectives are established whether or not they are ultimately achieved. This approach also establishes baselines for future comparisons, analyzes prevailing trends, and systematically examines existing conditions, including their extent and contextual relevance.

Based on this definition, the surveys were conducted using a questionnaire structured for the students, who had a series of open and closed questions related to vocabulary development with a natural approach within the classroom, so they expressed their answers according to their experiences in English classes. The questions that were posed in the survey to both fourth-grade A and fourth-grade B children were the same, reflecting opinions of their academic environment and the teaching received by the teacher to promote vocabulary development, which was analyzed later.

1.2.3 Observation (Strategy)

Observation is a data collection technique that involves systematically recording behaviors, events, and phenomena in their natural context to gather relevant research information. Erlandson, et al. (1993, as cited in Kawulich, 2005), describe how observation allows researchers to document existing situations using all five senses, creating a detailed "written photograph" of the studied environment. This method provides rich, contextual insights essential for understanding real-world dynamics.

Based on this definition, this technique was applied to obtain information about the environment in which students are involved during English classes. Observation played a crucial role in reaching conclusions about how the classes are and the environment that children receive inside the classroom for vocabulary development, as well as knowing how the teacher uses activities, methods, and strategies that are in relation to the natural approach in the classroom for a better acquisition environment. The following are the research questions that were raised for the development of this thesis.

1.3 Research questions

- How does the natural approach influence vocabulary development in the English language in fourth-grade students at Rumipamba School?

- How can the natural approach improve the vocabulary of fourth-grade students at Rumipamba School?
- Can the natural approach be productive when it comes to learning vocabulary for fourth-grade students at Rumipamba School?

1.4 Operationalization Matrix of Variables

Table 7

Operationalization Matrix of Variables

Variable	Indications	Data collections Techniques	Information sources
Natural approach (Independent)	Teaching methodologies Learning environment Facilities and sources	Interviews	Secondary sources <ul style="list-style-type: none"> • Magazine articles. • Reviews • Textbooks • Biographies
Vocabulary (Dependent)	Student participation. Student interaction English vocabulary activities.	Surveys Observation	Primary sources <ul style="list-style-type: none"> • Fourth-grade students at Rumipamba school • Academic research

Note: This table shows the operationalization matrix of the variables. The author.

1.5 Participants

1.5.1 Population

The population chosen to develop this research project is from the Rumipamba School, located in the rural area of the city of Ibarra. This school has several classrooms and a total of 649 students studying there. However, only the students of the fourth year have been chosen for this research, whose parallels are "A and B," with 20 students in classroom A and 18 in classroom B, for a total of 38 students and two teachers.

Table 8

Population

<i>Class</i>	<i>Number of Students</i>	<i>Teachers</i>
Class "A"	20	1
Class "B"	18	1

Total	38	2
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Note: This table shows the total population that was used for research. The author

1.5.2 Sample

As outlined previously, this study focused on a specific student population, selecting fourth-grade students as the target group due to their suitability for the research objectives. The study involved a total of 38 students and two English teachers. Given that the population size was under 100 participants, statistical sampling formulas were not applied. Consequently, the entire population was included in this research study.

1.6 Investigation procedure

This research was structured into four key stages to ensure systematic development and reliable results. The first stage involved designing and implementing research instruments, beginning with interviews conducted with the school's English teacher. These interviews aimed to determine whether they applied the Natural Approach in the classroom and identify the specific strategies, methods, and activities used to develop vocabulary among fourth-grade students. Additionally, a second instrument, a mixed-format (open and closed-ended) multiple-choice questionnaire, was administered to fourth-grade students at Rumipamba School. This questionnaire assessed whether the teacher actively fostered vocabulary development through strategies, methods, and activities aligned with the Natural Approach.

The second stage of this research consisted of the validation of these instruments by the professionals and experts of the university, who gave their acceptance and guidance in case it was necessary to correct or change something. These instruments would be used in the process of obtaining information and data. The third stage was the application of the instruments within the Rumipamba school and, at the same time, the collection of data and information. Finally, the last stage consisted of the interpretation and analysis of the data obtained through the application of the instruments.

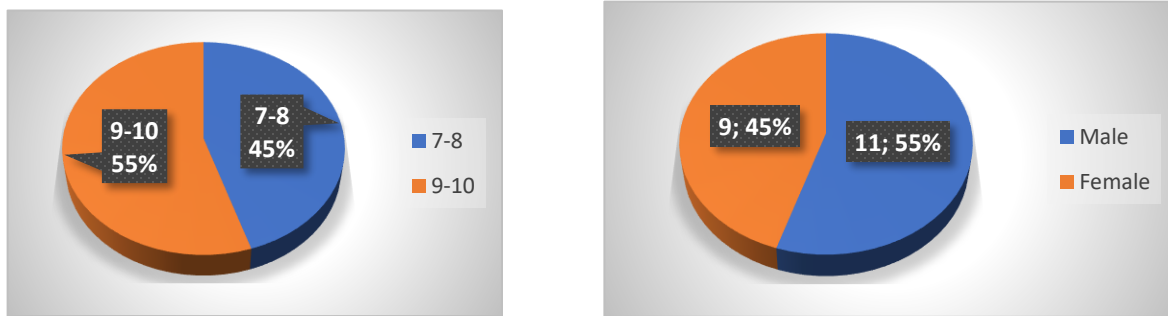
CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter will discuss the analyses obtained and the results collected from the surveys applied to the students and the interviews applied to the teacher. These were very helpful for developing and analyzing this research work, with both quantitative and qualitative evaluations. The results obtained are detailed below.

1.7 Analysis of the surveys applied to the Fourth-grade students at Rumipamba school, Parallel "A".

Figure 3

Age and Gender



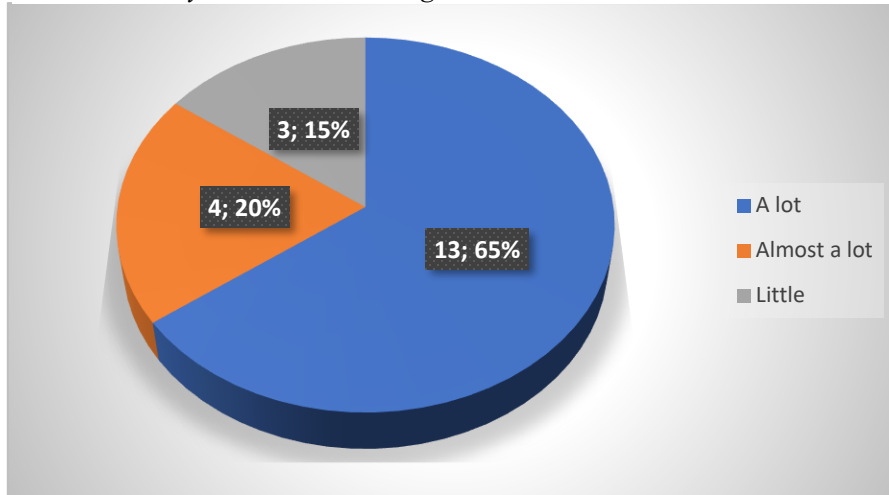
Source: Survey applied to students

Author: Erik Simbaña Criollo

The age distribution analysis reveals that 55% of fourth-grade students fall within the 9–10 age range, suggesting a predominance of older learners in this level. The remaining 45% belong to the 7–8 age group, indicating a slightly younger minority. This age distribution aligns with expected developmental stages for fourth-grade academic requirements. Regarding gender distribution in fourth grade “A”, male students represent 55% of the population compared to 45% female students. While modest disparity exists, the classroom maintains a relatively balanced gender ratio, with both groups represented in substantial proportions.

Figure 4

How much do you like to learn English?



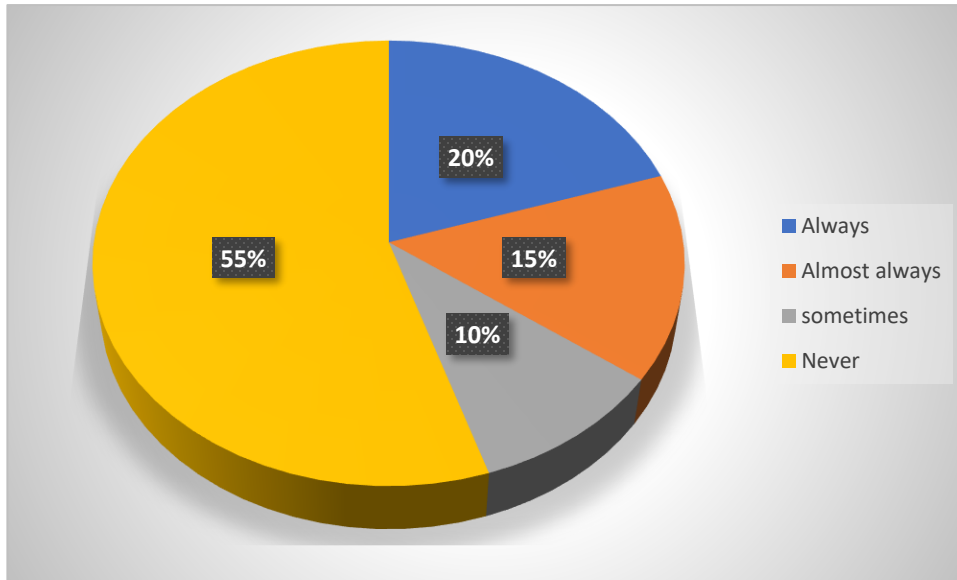
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained to the first question asked in the survey to the fourth grade “A” students of the Rumipamba school. On the one hand, it can be observed that 65% of students like to learn the English language, which is a clear indication that students have the predisposition to learn and acquire this language. On the other hand, 20% of the students chose the option almost a lot, which indicates that there is a small disagreement when learning the English language. Finally, 15% of students do not pay much attention to English language learning, so they chose "little" as an answer. In conclusion, the majority of students demonstrate a marked interest in learning a second language, while a minority show less enthusiasm. This disparity could stem from pedagogical approaches, such as the teacher’s methodology, or intrinsic factors like motivation and emotional barriers (Dörnyei & Ushioda, 2021). Addressing these variables could help create a more inclusive and effective learning environment for all students.

Figure 5

Does the English teacher do group activities that help you learn vocabulary in the classroom?



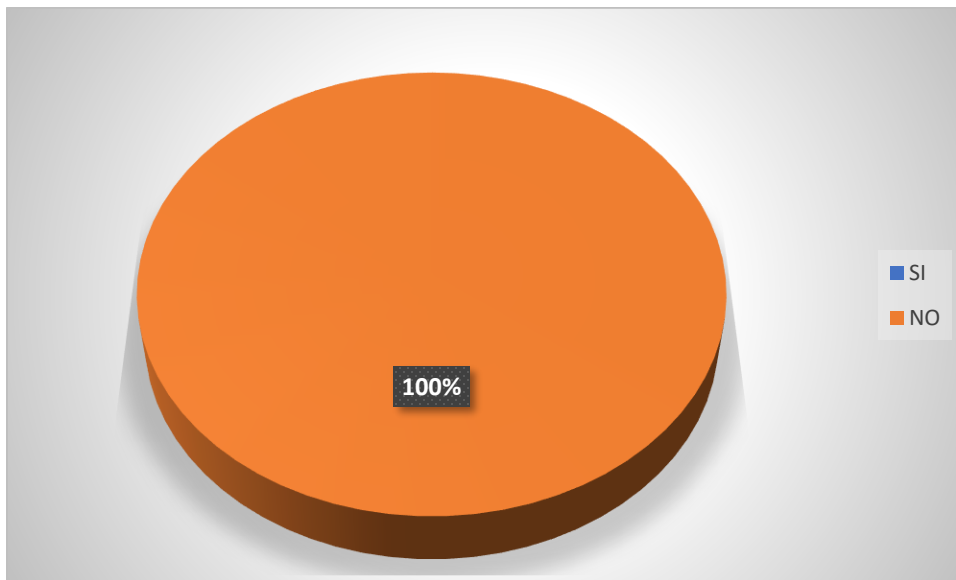
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph depicts survey results on students' perceptions of group activities in vocabulary acquisition. About 55% of students believe that the teacher rarely employs group activities for vocabulary development in the classroom, posing a potential impediment to second language learning. Conversely, 20% of respondents contradict this view, asserting that the teacher consistently utilizes group activities for vocabulary acquisition. Additionally, 15% mention that group activities are almost always employed, while 10% indicate that such activities are only occasional. To sum up, these findings suggest a disparity in students' perceptions, with over half indicating limited exposure to group-based vocabulary instruction. This could reflect inconsistencies in teaching methodology or uneven implementation of collaborative strategies. Research emphasizes that group activities enhance vocabulary retention by promoting peer interaction and contextualized practice (Ramzan et al., 2023).

Figure 6

Does the English teacher use videos, movies, or audio in his classes?



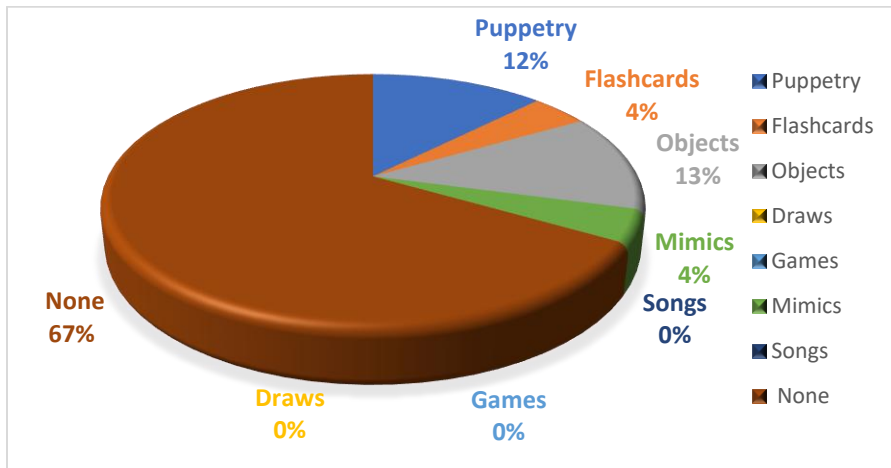
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained according to the survey carried out to the students. Where it can be evidenced that the teacher does not use any support material for language teaching from the students' perspective reflected in the graph with 100% denial. Consequently, this shows the lack of creativity and lack of methods used in the classroom, which can create a boring and unattractive environment when teaching a foreign language. According to Jiménez (2018), the integration of Information and Communication Technologies (ICT) has enabled the development of enhanced learning environments. These digital tools facilitate personalized instruction and track individual progress, ultimately contributing to more effective professional training outcomes.

Figure 7

Which of the following materials does the English teacher use to teach vocabulary? It can choose more than one answer.



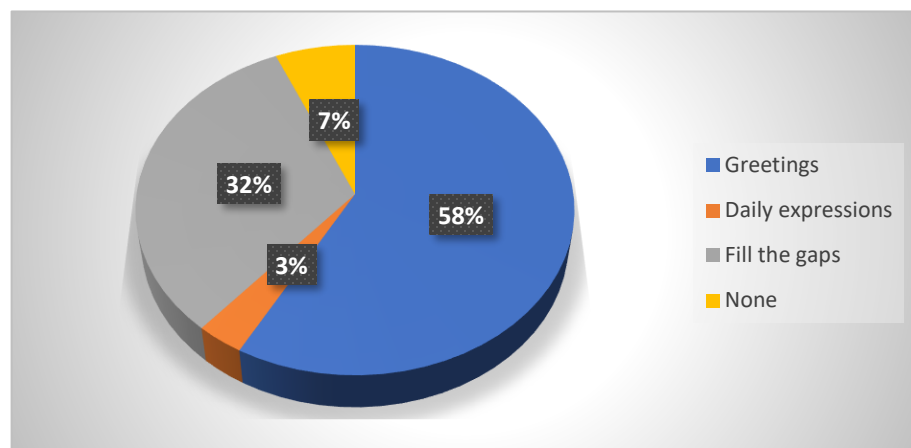
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. On the one hand, 67% of the students surveyed consider that the teacher does not use any material from the list shown in the graph, so it can be said that the classroom environment is very monotonous and traditional, which can cause students to get bored during class, losing all interest in learning. On the other hand, less than half of the students agree that one of the resources used in the classroom are objects and puppets. While 4% of the respondents mentioned that the teacher uses flashcards and mimics in his class when teaching vocabulary to his students. Finally, none of the other listed materials were selected by respondents, further emphasizing a concerning absence of methodological diversity. These findings underscore the need for integrating dynamic, multisensory resources to create a more stimulating and effective learning experience for students (Fan et al., 2024).

Figure 8

From the following list. Identify which activities the English teacher uses the most during his class to teach vocabulary. You can mark more than one answer.



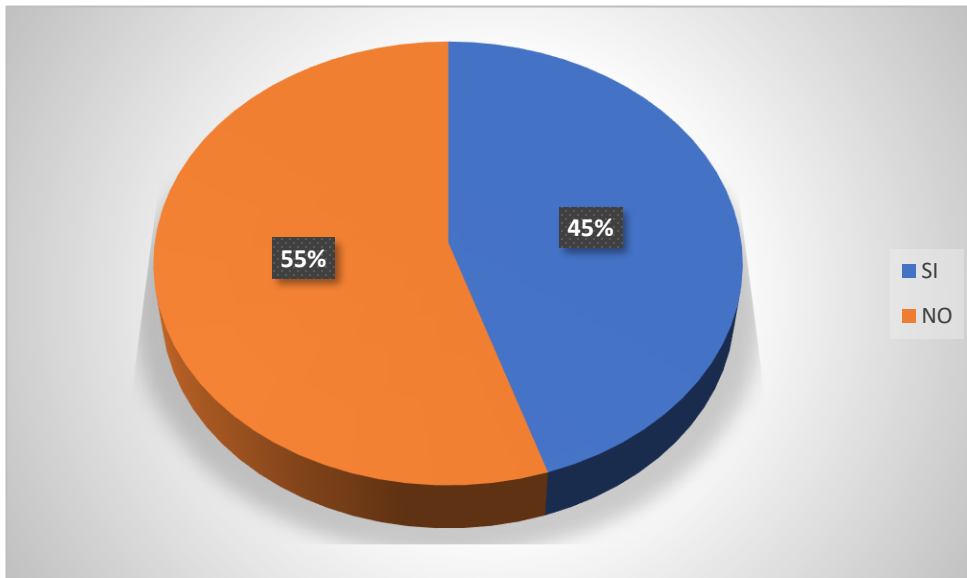
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph, based on student responses from a survey, indicates that 58% of respondents believe greetings are the most reinforced activity in the classroom, while 32% highlight filling in the gaps as the predominant classroom activity. Conversely, 7% state that none of the mentioned activities are employed by the teacher, and the remaining 3% note the usage of daily expressions. Notably, emerging student disinterest signals potential engagement challenges, possibly stemming from an over-reliance on routine activities that fail to stimulate communicative competence (Amelia, 2024). These findings suggest the need for more balanced activity selection that combines structural practice with meaningful communicative tasks to maintain student motivation and enhance practical language use.

Figure 9

Do you think that the activities and teaching materials used by the English teacher in class create a fun environment to help you learn new English words?



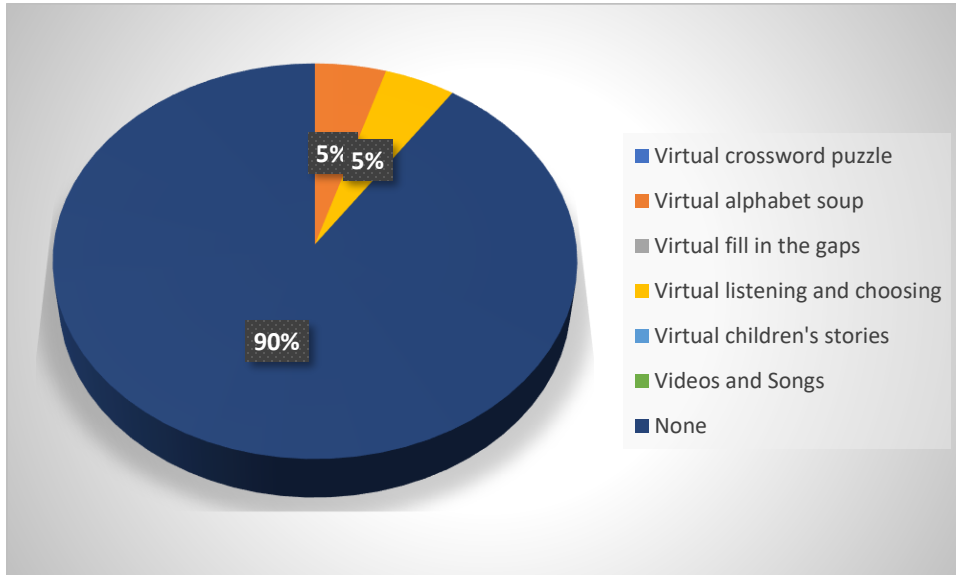
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph illustrates survey results from fourth-grade students "A". Approximately 55% of respondents believe that the teacher's methodologies and strategies lack interactivity and fail to provide an adequate learning environment. Conversely, 45% of students find the activities and teaching materials engaging, facilitating vocabulary development. The majority perceives the teacher's approaches as uninteresting, potentially leading to distractions and waning interest. This lack of creativity in vocabulary teaching could adversely impact students (Rollins, 2020). However, a minority of students find the methods and strategies interesting, suggesting that less than half are naturally drawn to the language, while the remainder relies on engaging activities and strategies for attraction.

Figure 10

From the following list. Select which of these virtual applications the English teacher uses to help you learn vocabulary. You can mark more than one answer.



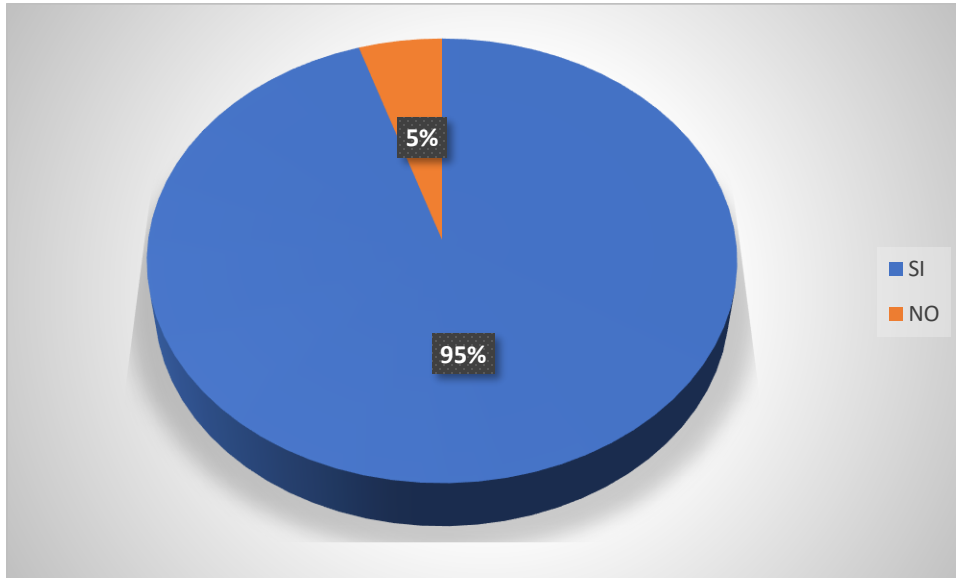
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey applied to the students. On the one hand, 90% of students mention that the teacher does not use virtual applications. On the other hand, 5% of the respondents mention that the teacher makes use of alphabet soup activities. While the remaining 5% of respondents mentioned that what the teacher uses in the classroom is virtual listening and choosing activities. Finally, it can be concluded that most students, almost 100%, mention that the teacher does not use technology to teach vocabulary to his students, much less the combination of entertaining activities with technology that can be found today with different educational websites. Technology nowadays has managed to be of great help for teaching a foreign language and much more to acquire vocabulary in children, achieving great results when capturing their attention and concentration (Zhao, 2005).

Figure 11

Would you like your English teacher to use the virtual applications of the previous question to motivate you to learn vocabulary in the classroom?



Source: Survey applied to students

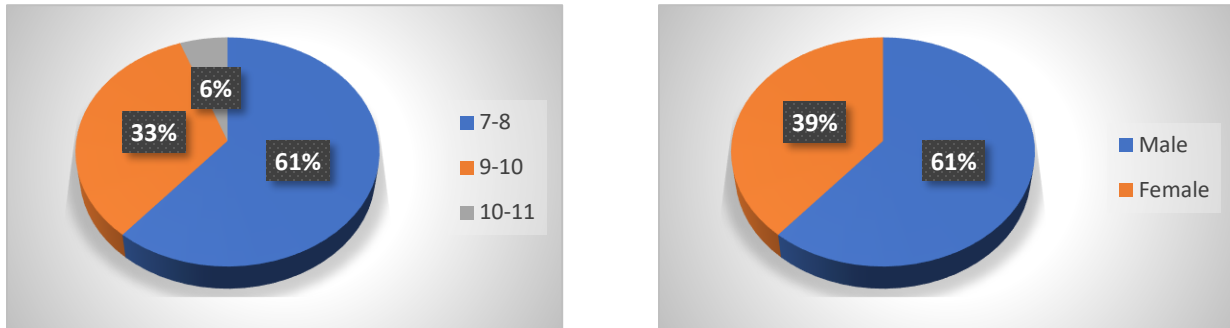
Author: Erik Simbaña Criollo

The graph, derived from a student survey, reveals that 95% of respondents express a preference for methodologies incorporating virtual tools, applications, or virtual activities for teaching vocabulary in classrooms. In contrast, 5% of students express dissatisfaction with the use of virtual applications for second-language vocabulary instruction. The predominant desire for technology-enhanced methodologies suggests students' enthusiasm for engaging and dynamic approaches. The potential benefits of utilizing the internet as a tool for teaching foreign languages, with its entertaining activities, are highlighted (Shadiev & Yang, 2020). However, the underutilization of these tools by teachers is attributed to a lack of knowledge, despite their accessibility and potential to serve as valuable support materials for both students and educators.

1.8 Analysis of the surveys applied to the Fourth-grade students at Rumipamba school, Parallel "B".

Figure 12

Age and Gender



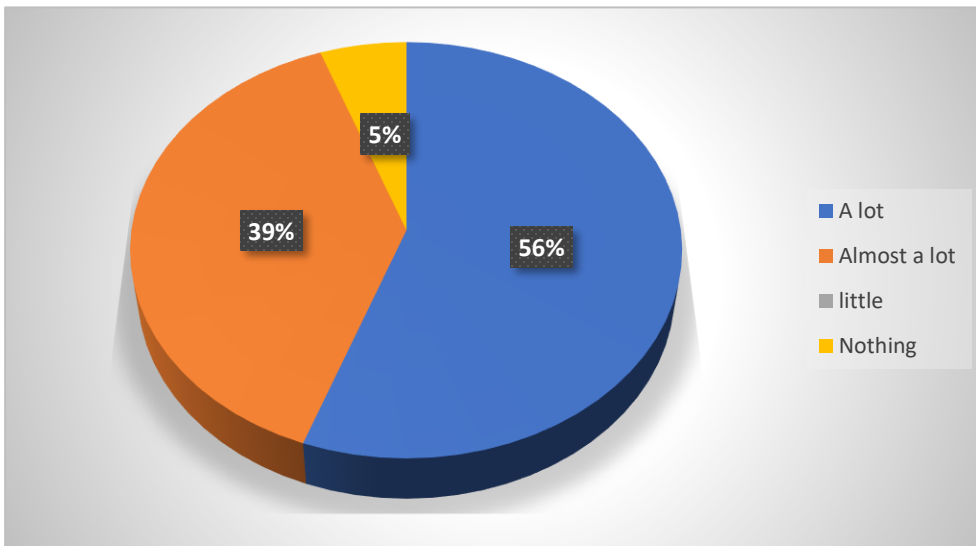
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph presents data from a survey conducted among fourth-grade students parallel "B." Among the respondents, 61% fall within the age range of 7 to 8 years, while 33% indicate ages between 9 and 10. Interestingly, only 6% of students, equivalent to a single student in the class, report between 10 and 11. This distribution suggests that the majority of students align with the expected age for this grade level, notably when compared to their counterparts in parallel "A," who tend to be older. Additionally, the survey reveals a gender breakdown, with 61% identifying as male and 39% as female. This indicates a predominantly male presence in the classroom, with a total of 18 students surveyed.

Figure 13

How much do you like to learn English?



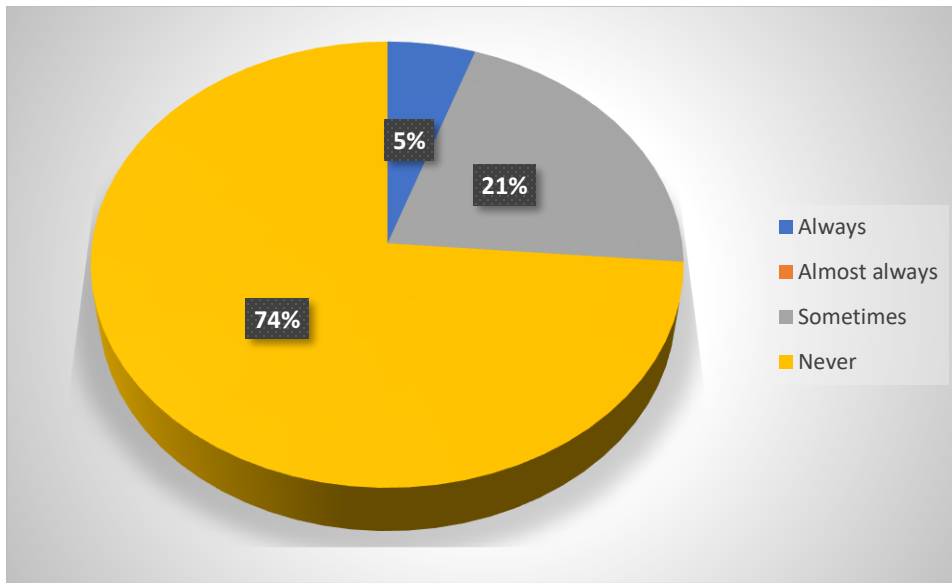
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. First, 56% of respondents said they like learning English. Secondly, 39% of the students mentioned that they like to learn the English language, but not in its entirety, which is why they chose the answer almost a lot. Finally, 5% of the students answered that they do not like learning this language at all, representing 1 student who chose this answer. It is concluded that there is a great predisposition on the part of the respondents to want to learn a foreign language, resulting in gratifying that children have this desire.

Figure 14

Does the English teacher do group activities that help you learn vocabulary in the classroom?



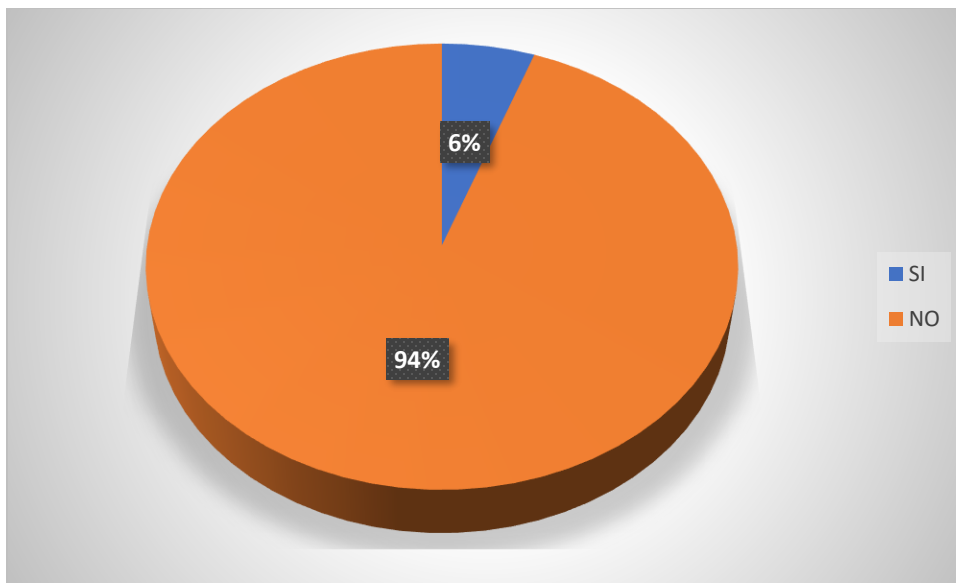
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. On the one hand, 74% of respondents mention that the teacher never uses group activities to teach vocabulary to students. On the other hand, 21% of students mention that only sometimes the teacher uses group activities for vocabulary teaching. Finally, 5% of the respondents mentioned that the teacher always uses group activities in the classroom to teach vocabulary. To conclude, it can be evidenced that the teacher makes little use of group activities in the classroom, with more than half affirming this observation. However, only 1 student mentioned that he always uses group activities, but this answer is denied by most students. Group work is very helpful when teaching vocabulary in the classroom because with this strategy you can implement efficient methods for students to work on memorizing new words (Fein, 2018).

Figure 15

Does the English teacher use videos, movies, or audio in his classes?



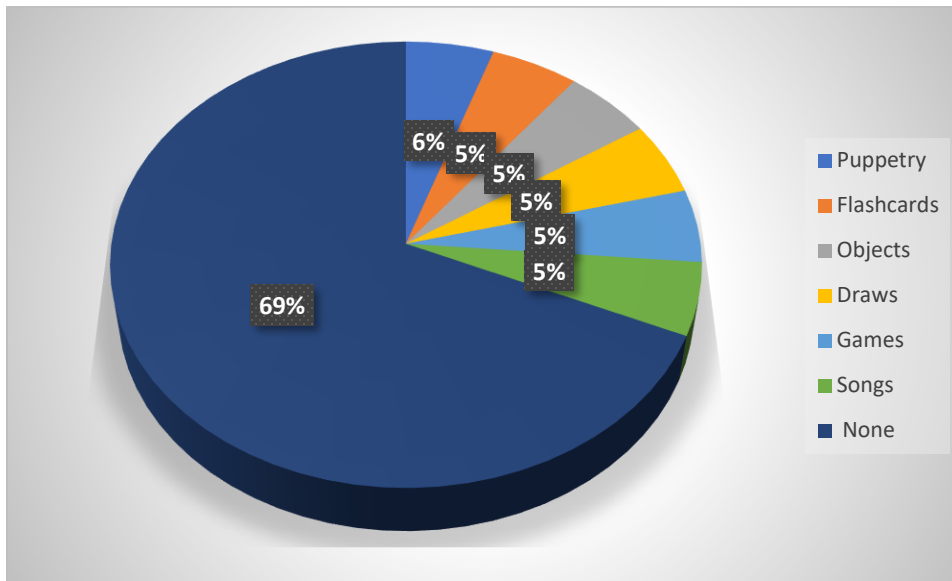
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. On the one hand, 94% of students mention that the teacher does not use any tools mentioned in the question to teach vocabulary to children during classes. On the other hand, 6% of the respondents mention that the teacher does use the mentioned tools. Finally, it is concluded that the teacher does not use materials to teach vocabulary during the class, since only 1 student mentioned the opposite. Making use of these types of materials and tools during a class where there are children present is very important since they can capture their attention and improve the teaching environment, much more when teaching the basics to acquire vocabulary and acquire a foreign language (Petrenko & Philippov, 2017).

Figure 16

Which of the following materials does the English teacher use to teach vocabulary? It can choose more than one answer.



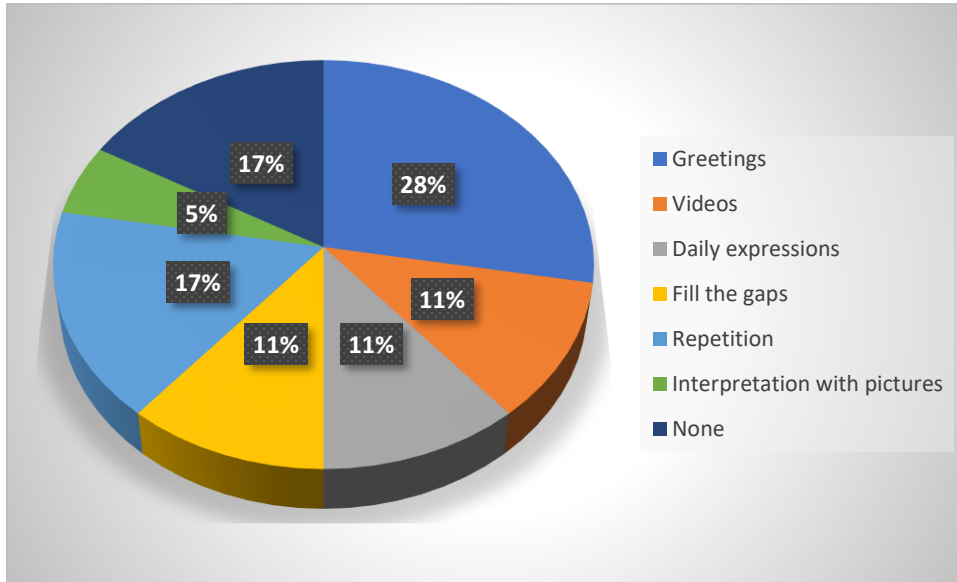
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey applied to the students. On the one hand, 69% of the respondents mentioned that the teacher does not use any of the materials shown in the graph. On the other hand, the rest of the students mentioned that the teacher does use the materials; in total, 5% of students maintained this opinion. Finally, it can be concluded that most students share the opinion that the teacher does not use any material to improve his teaching when it comes to providing vocabulary to students; this implies that an inappropriate teaching environment is created for children who want to learn a foreign language (Sesma & León, 2016). The lack of creativity on the part of the teacher can harm the predisposition of students to want to learn the English language, which can make the student end up hating this subject.

Figure 17

From the following list. Identify which activities the English teacher uses the most during his class to teach vocabulary. You can mark more than one answer.



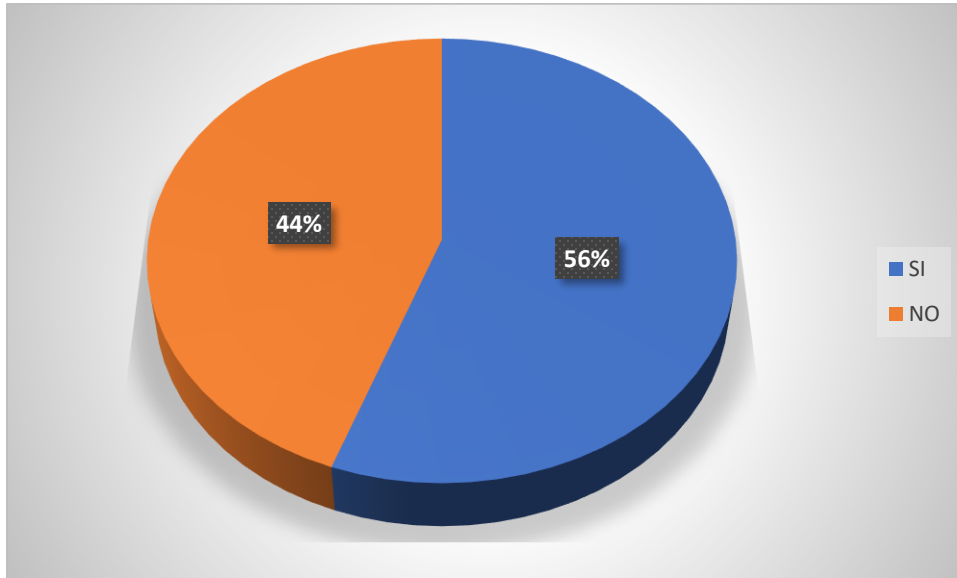
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph reflects the results of a survey of fourth grade "B" students, indicating diverse perceptions regarding teaching activities. While 28% of respondents highlight greetings as the most frequently employed activity by teachers, 17% believe these activities are not utilized for vocabulary instruction. Other reported activities include filling in the gaps, daily expressions, and videos, each representing 11%, while 5% mention the use of image interpretations. In conclusion, the teacher employs various activities for vocabulary instruction in the classroom. Despite some respondents expressing the opposite view, there may be a level of disinterest among students, possibly stemming from activities that fail to capture their interest and contribute to a lack of enthusiasm for language learning. This disengagement may align with research showing that uninspiring vocabulary activities can reduce learner motivation (Guthrie & Wigfield, 2017), reinforcing the need for more dynamic and student-centered approaches.

Figure 18

Do you think that the activities and teaching materials used by the English teacher in class create a fun environment to help you learn new English words?



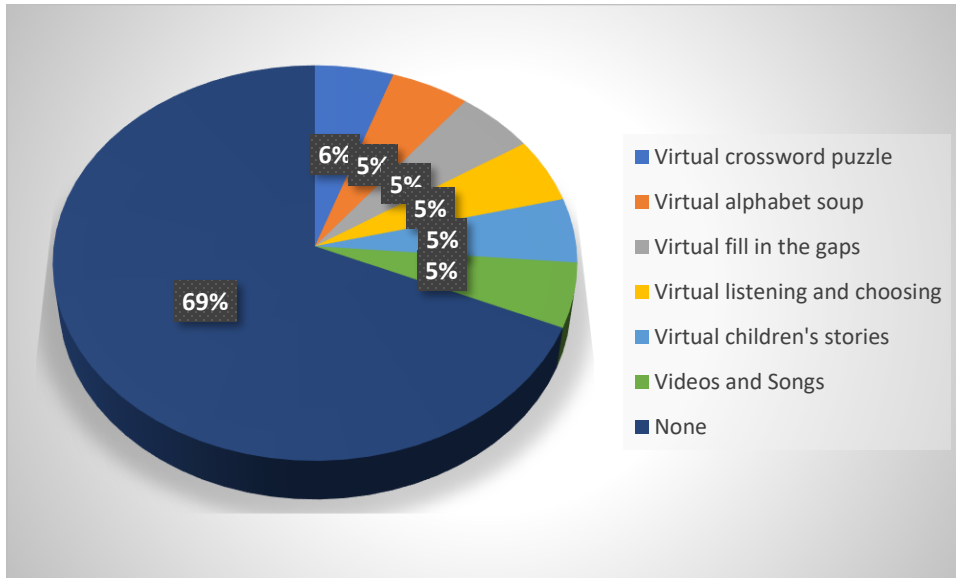
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey applied to the students. On the one hand, 56% of the respondents mentioned that the activities that the teacher carries out in the classroom to teach vocabulary are very entertaining, providing an appropriate environment for the acquisition of a foreign language, in this case, vocabulary. On the other hand, 44% of students mention that the classroom environment and the activities and materials that the teacher provides do not attract attention for proper learning. Finally, it is concluded that less than half of the students feel dissatisfied with the materials and activities that the teacher shows in class because children need eye-catching materials and dynamic activities to feel attracted to a topic (Diah et al., 2020). In this case, acquiring vocabulary at an early age is very fundamental if you want to reach mastery of a foreign language, so children need to have fun in class while at the same time learning.

Figure 19

From the following list. Select which of these virtual applications the English teacher uses to help you learn vocabulary.



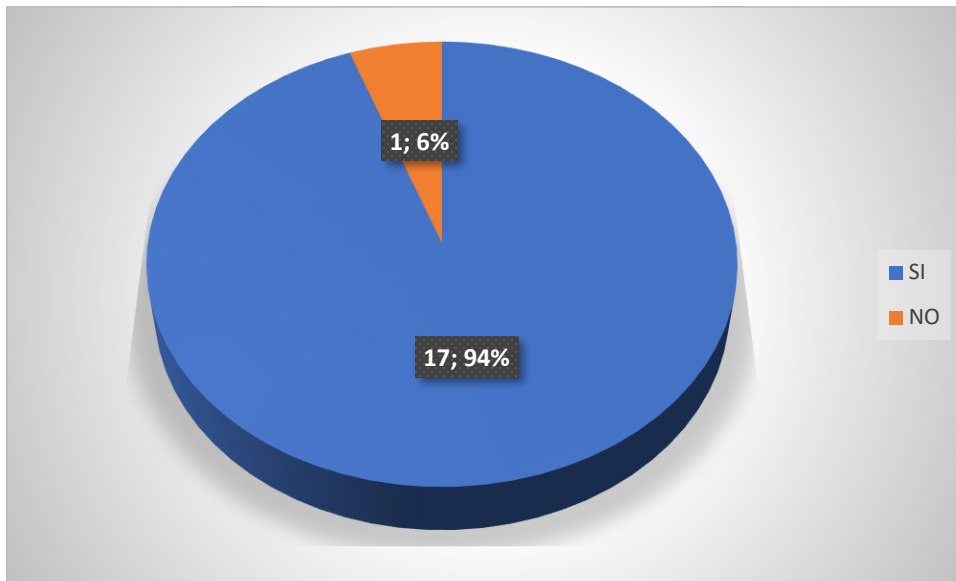
Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. On the one hand, 69% of the respondents mentioned that the teacher does not use technology as a tool to teach vocabulary in the classroom. On the other hand, the rest of the students, a total of 5 students, mention that the teacher does use the mentioned virtual activities, but this is reflected in the opinion of a few students. Finally, it can be concluded that the majority of students share the opinion that the teacher does not use virtual tools as a support to teach classes, so the students reflect their dissatisfaction. The use of virtual tools for the creation of interactive and fun activities in the classroom is essential for a teacher who teaches a foreign language (Kessler, 2018). In the case of children who are learning new words, it is essential to capture their attention with methods, strategies, and tools that are related to current affairs. It is much better if it is the use of technology since many activities can be carried out where the student is more involved in his learning, getting him interested in learning and acquiring a broader vocabulary.

Figure 20

Would you like your English teacher to use the virtual applications of the previous question to motivate you to learn vocabulary in the classroom?



Source: Survey applied to students

Author: Erik Simbaña Criollo

The graph shows the results obtained from the survey conducted with the students. On the one hand, 94% of students mention that they would like the teacher to use virtual applications for teaching vocabulary in the classroom. On the other hand, 6% of the respondents in this case, only 1 student mentioned that they would not like the teacher to use virtual tools for teaching a foreign language. Finally, it is concluded that the majority of students want to make use of virtual applications, which can benefit their level of teaching and learning. Because for children, making use of digital tools facilitates their understanding and motivates them to want to learn. According to Shonazarovna (2019) at an early age, it is very important to use different methods and strategies for teaching a foreign language because during that period it is the basis for getting the motivation and predisposition of children when it comes to teaching them a foreign language and, in this way, not getting them to end up hating or stressing about learning.

1.9 Interview applied to the Fourth-grade teachers.

1. In your opinion. Do you think learning English is necessary at an early age?

Teacher “A”:

Yes, I think it is so important because the kids need foundations when they are children.

Teacher “B”

Yes, because it helps children start to understand the language and learn simple things.

Both educators strongly advocate for early foreign language instruction, specifically English, emphasizing the importance of establishing foundational skills during childhood. They recognize this as a critical need in today's globalized context, where English has emerged as a dominant lingua franca. According to (Salwa, 2015) the teachers maintain that early exposure increases both the likelihood of language acquisition and eventual mastery, as young learners demonstrate greater capacity for language absorption during their formative years.

2. What are some of the common challenges elementary students face when trying to learn vocabulary?

Teacher A:

Students need elementary English because it is very important, but the most common challenges they have are that they forget words and that some cannot pronounce.

Teacher B:

Children in English classes, I think they present lack of attention during class and disinterest in the language.

Teachers recognize the fundamental importance of teaching English at the elementary level, yet identify several persistent challenges in young learners. Students commonly struggle with vocabulary retention, meaningful integration of new words into their active lexicon, maintaining attention during lessons, and general lack of interest in language learning. Additionally, significant pronunciation difficulties arise due to L1 (Spanish) interference, as children naturally attempt to assimilate English phonetics into their native language's sound system (Chaira, 2015). This phonological transfer results in inaccurate pronunciation patterns that require targeted corrective strategies, particularly systematic repetition exercises, to help students develop proper articulation (Salsabila et al., 2025). These findings highlight the need for pedagogical approaches that address both cognitive aspects of language acquisition and the affective dimensions of student engagement.

3. What strategies do you commonly use to teach vocabulary in your classes?

Teacher A:

In my classes, I implement strategies like flashcards, quizzes, and drawings, no more.

Teacher B:

In English classes I usually use quizzes, pictures, drawings, songs. No more.

Strategies are of the utmost importance when teaching children because they are attracted by interactive and entertaining activities (Buehl, 2023). The teacher mentions that he commonly uses flashcards, questionnaires, images, drawings, and songs, so it is considered that there are no strategies that attract the attention of children so that they feel motivated to pay attention and memorize words since the activities and strategies mentioned can be considered a little traditional and monotonous.

4. Do you use realia to teach vocabulary to your students?

Teacher A:

Yes, because we have Books, notebooks, and other materials like foam, wood, and materials that the children need to make posters or do other homework.

Teacher B:

Yes, because using realia helps children better understand, we often create posters and work with glue, images, and materials to make crafts.

According to the response of the teachers, they mention that if they use realia to teach vocabulary in the classroom, such as materials to create a poster, however, these activities are very common in classrooms and have been done for several years without having an excellent result, so children come to take it as a tired job, and in learning vocabulary, these activities become stressful and not at all appropriate for students. For the correct learning of vocabulary, the student must enjoy the language and the environment that surrounds him. In this way, students will be attracted by the language they want to learn (Vera et al., 2022).

5. From your experience, have you ever heard of or used the Natural Approach in your classes? Explain your answer.

Teacher A:

I don't know, I don't have idea.

Teacher B:

I remember hearing it once, but I know what it's about.

The teachers' responses indicate limited familiarity with the Natural Approach, suggesting they do not employ strategies that facilitate natural language emergence. This approach emphasizes vocabulary acquisition through meaningful exposure rather than direct instruction, mirroring first language acquisition processes where comprehension precedes production and grammatical accuracy (Schmitt & Schmitt, 2020). Central to this methodology is sustained exposure to the target language in authentic contexts, presenting vocabulary through situational use rather than as isolated lexical items for memorization (Schmitt & Schmitt, 2020). The absence of such practices in the observed instruction reveals a gap between current teaching methods and principles of communicative language acquisition.

6. Do you consider it useful to implement a guide of interactive strategies that facilitate vocabulary development in children?

Teacher A:

Yes, I will have more strategies and interact with computers, but it is not possible, because my school's people don't have the necessary resources for that homework.

Teacher B:

Yes, because as a teacher, it would help me to facilitate the teaching of English to children, and besides, it would help to make my classes different with new activities.

Teachers consider that a guide with interactive strategies would be a great help because they could interact with computers. However, he mentions that the school does not have the necessary resources for such activities. Despite this, many of the activities that this approach can provide can be done without the need for many resources, since this approach focuses on the student acquiring vocabulary naturally, just as a baby could acquire it throughout its cognitive development. According to Krashen and Terrel, (1983), explain that central to this methodology is sustained exposure to the target language in authentic contexts, presenting vocabulary through situational use rather than as isolated lexical items for memorization.

7. Would you like to have a virtual tool that helps vocabulary development in your students using the natural approach?

Teacher A:

Yes, because it would help me improve my classes and reach my students in a different way.

Teacher B:

Yes, because in this way the classes would be more dynamic and fun, and even a virtual tool would be more accessible to always carry.

The teachers mentioned that they would like to have a virtual tool that helps develop the vocabulary of the students. Because of this, they will be able to make use of technology as one more tool for teaching. In this digital age, it is often better to have virtual resources, which can be very useful and moldable for different activities within the classroom (McKnight et al., 2016).

1.10 Discussion

The data collected reveals a lack of Natural Approach strategies for vocabulary development in fourth-grade students at Rumipamba School, resulting in limited word retention and expression difficulties. Surveys and interviews indicate this stems from unengaging teaching methods and low student motivation, creating insecurity in learning new words. Without interactive, meaningful input, students struggle to build essential vocabulary, hindering their communicative fluency.

On the one hand, teachers who have been practicing their profession for a long time do not use new strategies and methods in their classes, or perhaps they do not know them. Nowadays, some teachers who have new perspectives on teaching have begun to use new methods and strategies in their classes since they focus more on how children learn and the significant change that an appropriate environment can have to acquire a foreign language (Leon, 2017). In addition, on many occasions, teachers give only instructions for activities that are very boring and even not interactive at all with children, which can divert children's attention when they want to teach in the classroom, leading children to hate the language and consider it difficult (Hidajat et al., 2020).

On the other hand, the use of innovative teaching strategies has transformed foreign language learning, making it more engaging and relevant for children and young learners. Moreover, for effective language acquisition, classes must be dynamic and fun, as children lose

interest if the approach feels like a rigid subject (Pinter, 2017). Instead of grammar rules or memorization, they learn best through actions, visuals, and context similar to how they acquired their first language. This method helps them see language as a natural tool rather than just a school requirement.

In conclusion, the student survey highlights a lack of Natural Approach-based vocabulary activities in the classroom, underscoring the need for more dynamic, meaningful, and engaging methods. To address this, integrating digital tools (games, videos) and creative resources (songs, movies) is recommended, as students show greater motivation when learning is interactive and enjoyable. So that, the findings stress the importance of fostering a trusting and fun learning environment, where vocabulary development feels natural rather than forced. Finally, teachers are encouraged to adopt diverse, student-centered strategies to make vocabulary acquisition both effective and entertaining.

CHAPTER IV: ACADEMIC PROPOSAL

Propose the natural approach for the development of vocabulary in Fourth grade students.

1.11 Proposal title

Virtual academic guide: Natural Approach for the Development of vocabulary

1.12 Objective

- **General**

Design a virtual academic guide using strategies from the natural approach to vocabulary development.

- **Specific**

- ✓ Select the most appropriate strategy for vocabulary development.
- ✓ Designing activities using the strategies of the natural approach to vocabulary development.

1.13 Introduction

This proposal on the Natural Approach for vocabulary development in fourth-grade students at Rumipamba School emerges as an essential pedagogical strategy for teachers seeking to foster natural language acquisition in the classroom. Through this approach, educators will gain the necessary tools to guide students in meaningful vocabulary learning, prioritizing contextual understanding and interactive play over traditional memorization techniques. The proposal is based on needs identified in a student survey, which revealed a lack of dynamic and engaging vocabulary teaching methods. After analyzing the data, a practical guide was developed featuring activities grounded in comprehensible input, such as role-playing games, interactive storytelling, and audiovisual resources. These techniques allow students to absorb new vocabulary intuitively and emotionally, mirroring how they acquire their first language. By integrating the Natural Approach with modern didactic tools, this initiative not only enriches children's vocabulary but also reduces learning anxiety, transforming the classroom into a space where English is experienced and used organically.

1.14 Justification

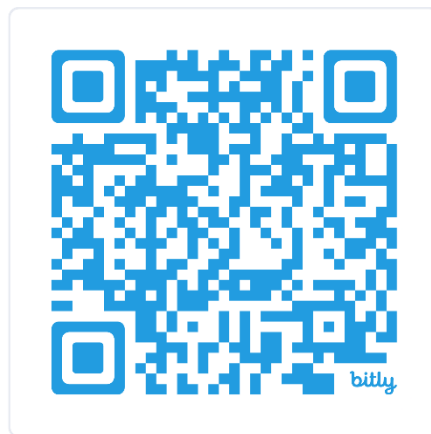
"Natural Vocabulary: Learning through Play and Interaction" is a didactic proposal designed to transform the vocabulary development in fourth grade students of the Rumipamba School by implementing the Natural Approach. This method goes beyond rote memorization,

instead creating an immersive environment where students acquire new words organically through stories, games and real-world contexts. The proposal includes a series of engaging research-backed activities that encourage students to discover vocabulary in a meaningful way, building confidence as they learn. In addition, it is structured in 3 progressive modules, each unit contains 3 lessons that introduce thematic vocabulary through multisensory experiences.

The urgency of this initiative is underlined by the difficulties of the students surveyed, such as limited lexical retention, low motivation and difficulty expressing ideas fluently. By aligning with Krashen's principles of understandable input and non-affective filtering, this approach not only addresses gaps in traditional teaching, but also fosters the joy of language learning.

Proposal Development

The Canva platform was the digital and technological tool with which the design and development of this virtual academic guide were carried out. This academic guide consists of 3 units with 3 lesson plans, where you can find support links for each class as well as the resources that the teacher should use for all the respective units. This academic guide can be viewed in its entirety at the following link:



Scan me

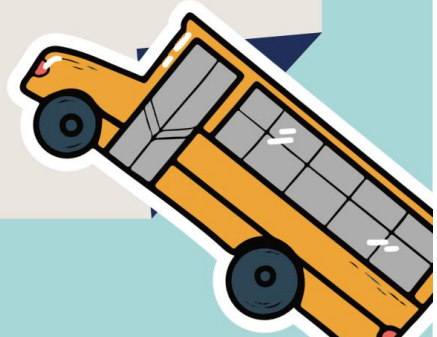
Link: <https://bit.ly/49fHieP>



VIRTUAL ACADEMIC GUIDE

Natural Approach for the development of vocabulary

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y
TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS





CONTENT



UNITS	Lesson	Topic	Strategy	Vocabulary	Gramatical Structure
Unit 1 Welcome back to school	A	Greetings and introductions	Dialogue	Hello, hi, good morning, good afternoon, good evening, my name, I am, my favorite, goodbye.	Verb to be
	B	My school and classroom	Interview	Principal, hallway, playground, court, gym, office, classroom, classmate, students, teacher, computer, bulletin board, board, lunch box, backpack, uniform.	Verb to be
	C	Weekly routine	Personal charts and tables	Wake up, get up, wear, go, speak, read, write, listen, talk, eat, drink, wear, play, do, does.	Present simple





NATURAL APPROACH



This approach is based on the natural acquisition of language; it also provides the opportunity for children to acquire vocabulary in a meaningful way using real-life situations, in addition to encouraging communication in the language to be learned.

01



Dialogue

The use of dialogue as a strategy in the Natural Approach seeks to replicate the natural process of language acquisition, where authentic communication and interaction play a fundamental role in the effective learning of a language.

Interview

The interview is used as a strategy to promote oral communication and authentic interaction in language learning. This technique involves questions and answers between teacher and student, providing practical opportunities to apply the vocabulary and grammatical structures learned in real-life situations.

02



Personal charts and tables

03



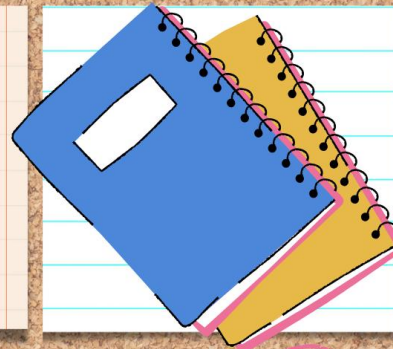
The "personal charts and tables" is a strategy of the natural approach that involves the creation and use of personal charts or tables to organize and visualize relevant information. This allows students to personalize their learning and improve the understanding of concepts through a visual representation.



Class structure


01 Pre

Use of dynamic and entertaining activities that encourage students' interaction with the language and that establish a connection for learning.



During

02



During this process, the activities and tasks play a fundamental role since they help students gain a better understanding of the information, have a better understanding, and at the same time generate questions and doubts that must be clarified later.

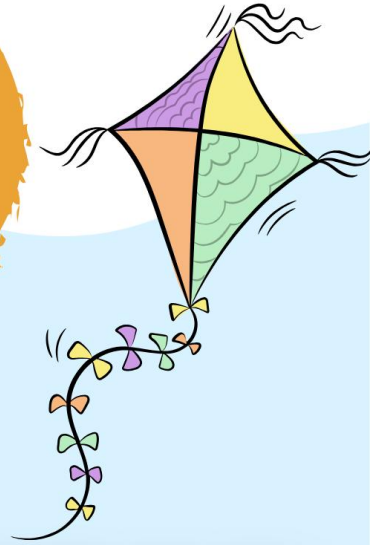


03 Post

In this section, the activities give students the opportunity to reflect on the class, discuss, and exchange opinions. Above all, at this point, doubts are clarified either by groups or individually.



UNIT 1



WELCOME BACK TO SCHOOL



UNIT 1

Lesson A

Greetings and introductions

TEACHER RESOURCES

Objective

To write about greetings and introduce themselves using the verb to be.

Strategy

Dialogue

Vocabulary

Hello, hi, good morning, good afternoon, good evening, my name, I am, my favorite, goodbye, see you later.

Materials

- Markers
- Computer
- Speaker or video projector
- Notebook
- Sticky notes or piece of paper.
- Ball

Procedure

01

Warm-up

- The teacher before starting lesson A, should start with the following song:
- The teacher can use the video or just use the song and copy the lyrics on the board.
- The students must stand up and repeat the song together with the teacher.
- Students must imitate the gestures and movements that the teacher performs during the song.

Ex: <https://youtu.be/ZDkbaVc70nk?si=AHeTpbjtTOxzjDws>

The greeting song

Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Good bye, Good bye, see you.

Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Good bye, Good bye, see you.

Good morning, good morning, good afternoon.
Good evening, good evening, good night, good night.
Nice to meet you. Nice to meet you, too.
Good bye, Good bye, see you.

03

During

- The teacher presents the topic with greetings and introductions using Canva slides or can explain the topic using the board. <https://bit.ly/3Hqnr0H>
 - The teacher will ask some questions to verify the students' understanding of the topic:
 - Students must write their answers under each question which will be written on the blackboard, the answers should be written in large letters.
 - The teacher must select several students who will go on to write their answers.
 - To select the students, the teacher must pass a ball and play the hot potato game.
1. What are the informal greetings?
 2. What are the formal greetings?
 3. Write your middle name.
 4. What can we ask after saying hello?
 5. Write a farewell that you remember.
- The teacher will give a worksheet to the students.
 - Students must fill in the empty spaces with what they learned during the class.
 - The teacher will choose two students to interpret the dialogue.
 - Students must read the dialogue and what they wrote in each space.



02

PRE

- The teacher checks the attendance, presents the topic and the objectives that he wants to achieve at the end of the class.
 - The teacher will start the class with some questions for the students to determine the knowledge about the topic.
 - The questions should be written on the blackboard
1. Hello, What's your name?
 2. How old are you?
 3. How are you today?
 4. Do you know what greetings are?
 5. Tell me a greeting that you remember.
- The teacher must give the students time to think and answer the questions on a piece of paper.
 - The teacher must choose 5 students to share their answers.

04

POST

- The teacher asks the students to make a paragraph in their notebooks by introducing themselves.
 - The title of the paragraph must be the following "I am the best guy/girl in the world".
 - The paragraph must contain, a formal or informal greeting, your first name, last name, a superhero's name, age, occupation, hobby, and a farewell.
 - Finally, the students must draw what they would look like as superheroes.
- Ex: Hi, my name is Erick. My last name or surname is Simbaña. I'm Spider-Man. I'm 23 years old. I am a student and a superhero. My favorite hobby is playing football. Bye-bye.
- Ex:



STUDENT RESOURCE

Warm-up

01

The greeting song

Good morning, good morning, good afternoon.
 Good evening, good evening, good night, good night.
 Nice to meet you. Nice to meet you, too.
 Good bye, Good bye, see you.

Good morning, good morning, good afternoon.
 Good evening, good evening, good night, good night.
 Nice to meet you. Nice to meet you, too.
 Good bye, Good bye, see you.

Good morning, good morning, good afternoon.
 Good evening, good evening, good night, good night.
 Nice to meet you. Nice to meet you, too.
 Good bye, Good bye, see you.

- Link to imitate the gestures of the song.

Link

Ex: <https://youtu.be/ZDKbaVc70nk?si=AHtPbtjTOxzjDws>

Answer the questions on a piece of paper.

• Questions

1. Hello, Whats your name?
2. How old are you?
3. How are you today?
4. Do you know what greetings are?
5. Tell me a greeting that you remember.

Activity

1. On a piece of paper, answer the questions you know.
2. Once answered, choose five students to share their answers.

02

Pre

During

Presentation: Greetings and Introductions.

Using the verb to be

03

Informal

Hello
Hi
Hey



Formal



Nice to meet you
Good morning
Good afternoon
Good evening
Good night

How to introduce yourself?

Informal

- Hi, I am _____
- Hello, My name is _____
- My address is _____
- I am _____ years old
- I am _____ [teacher, student]



Formal

Good morning. Let me introduce my self. My name is _____

Important information to introduce yourself.

- Be:
- My full name is... Erick Anderson Simbaña Criollo
 - My name is... Erick
 - My middle name is... Anderson
 - My surname/last name is... Simbaña

Full content in Canva: <https://bit.ly/3Hqnr0H>

It's time to ask questions on the topic.-

04

1. What are the informal greetings?
2. What are the formal greetings?
3. Write your middle name.
4. What can we ask after saying hello?
5. Write a farewell that you remember.

05

Activity_ **Complete the dialogue using greetings and the verb to be.**

GREETINGS AND INTRODUCTIONS

COMPLETE THE DIALOGUE:

1- Use the words on the right to complete the dialogue.

A: Good _____!
B: Good _____!
A: My _____ is _____. And you?
B: My _____ is Kate.
A: How are you?
B: _____, thanks. And _____?
A: Great!
B: Nice to _____ you.
A: _____ to _____ you too.
B: I _____ your classmate.
A: Your classroom _____ cool.
B: Well, _____ you later!
A: See _____.

hello

morning
morning
name
see
Scott
is
name
you
Fine
you
meet
Nice
meet
am

Activity to view and print in Canva:
<https://bit.ly/3HpSgmd>

Once you finish the worksheet, raise your hand and give notice to your teacher.

06

Post

Introducing myself

Using the verb to be

- Write a paragraph introducing yourself with the title "I am the best guy/girl in the world". The paragraph should contain a formal or informal greeting, your first name, last name, superhero name, age, occupation, hobby, and farewell.
- Finally, draw yourself as a superhero.

Example:

Ex: Hi, my name is Erick. My last name or surname is Simbaña. I'm Spider-Man. I'm 23 years old. I am a student and a superhero. My favorite hobby is playing football. Bye-bye.

Spider-Man



Once you finish writing, raise your hand to read what you wrote in front of your classmates and your teacher or read it from your preferred place.

UNIT 1

Lesson B

My school and classroom

TEACHER RESOURCES

Objective

Develop vocabulary related to school and the classroom through the natural approach.

Strategy

Interview

Vocabulary

Principal, playground, office, classmate, teacher, bulletin board, lunch box, uniform, hallway, court, gym, classroom, students, computer, board, backpack.

Materials

- Markers
- Computer
- Teddy
- Video projector
- Notebook
- Worksheet

Procedure

01

Warm-up

- For this activity, the teacher must have a striking object, such as a stuffed animal or a toy.
- The teacher must show the stuffed animal to all students.
- They can give a name to the teddy to make the dynamic more interactive. (Fluffy) The students can give their opinions to choose the name.
- After that, the teacher should ask the students to form a circle in the middle of the classroom and ask them to close their eyes.
- The teacher should hide the stuffed animal in an inconspicuous place but accessible to children, preferably near objects in the classroom, such as the desk, books, colors, trash can, etc.
- The teacher will give the following message: "The teddy or "Fluffy" left and hid somewhere in the classroom."
- Students should listen to the teacher's orders.
- Once the teacher says, "Fluffy is hiding in a blue object," the students should open their eyes and try to find the teddy.
- In case the students do not find Fluffy, the teacher should give more instructions: "Fluffy is hiding, winged from a large blue object."
- In this way, the children should try to find the teddy through the instructions that the teacher provides.

02

PRE

- The teacher activates the students' previous knowledge by using flashcards or images from the Canva presentation: <https://bit.ly/47MyGuU>
- First, the students will try to write the names of the images that are presented on the slides, or the teacher will give them a flashcard to try to write their respective names.
- The teacher should point to the image on the slides and ask the students the following: What is the name of this picture? "pasillo" in English, do not forget to point out the image.

03

During

- The teacher introduces the topic using the verb to be together with the new vocabulary.
 - The teacher can use flashcards or the presentation of Canva: <https://bit.ly/42gm8Lg>
 - The teacher must practice with the students the corresponding pronunciation of the vocabulary.
 - Students must repeat the new words with the teacher.
 - After that, the teacher must give a worksheet to the students to evaluate what was learned during the class.
- Canva Activity to print: <https://bit.ly/48J4wdu>
- The activity consists of an interview which must be answered in written form using the acquired vocabulary.

04

POST

- The teacher should write on the board the names of some objects learned in the class:
Classroom
Sheet
Desk
Student
Teacher
Pencil
Computer
scissors
- Students will have to create a drawing of a scenario with all the words that are written on the blackboard.
- At the end the children must show their drawings to the teacher.

Lesson B
My school and
classroom

STUDENT RESOURCE

01

Looking for the teddy bear



- Form a circle in the center of the classroom.
- Close your eyes and listen to the instructions the teacher says.
- Try to guess and look for where the teddy bear is hiding.



Activate your knowledge

Activity

- Identify and write down the names of the objects in the school that you remember.
- Then divide the pronunciation.



02

Pre

During

Presentation: My school and classroom

Using the verb to be

03

Who is he?

He is the principal.
The principal is tall.

He is the teacher.
The teacher is happy.

He is a student.
The student is smart.

Important information
When the teacher asks "Who is he?" Students must answer "he is a" or "He is the" and the corresponding name.

Practice the pronunciation

What is this?

It is a uniform.
My uniform is blue.

It is a classroom.
My classroom is big.

It is a board.
My board is green.

Important information
When the teacher asks "what is this?" Students must reply with "It's a" and the name of the object.

Practice the pronunciation

Full content in Canva: <https://bit.ly/42gm8Lq>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Repeat after the teacher.

05

Activity_
Answer the interview questions using "He is a" or "It is a" depending on the question.

MY SCHOOL AND CLASSROOM
Name: _____
Date: _____

Interview

Hi! We need to know your English level in order to give you a job. We need you to answer the following questions:
Answer the interview questions using "He is a" or "It is a" depending on the picture.

Ex: Who is he at school?
He is a principal.

What is this?

What is this?

Who is he at school?

What is this?

What is this?

What is this?

Activity to view and print
in Canva:
<https://bit.ly/48j4wdu>

Once you finish the worksheet,
raise your hand and give notice
to your teacher.

06

Post

Activity

- Use the following words to create a picture of your classroom, then paint it and write the names of the objects.

Draw your classroom.

Classroom
Sheet
Desk
Student
Teacher
Pencil
Computer
scissors



- Once you finish drawing, raise your hand and give notice to your teacher.
- Then stick the drawing on the walls of your classroom.

UNIT 1

Lesson C

Weekly Routine

TEACHER RESOURCES

Objective

Students will be able to identify vocabulary related to their weekly routine and will build personal charts to visualize their daily activities.

Strategy

Personal charts and tables

Vocabulary

Wake up, get up, wear, go, speak, read, write, listen, talk, eat, drink, play, swim.

Materials

- Markers
- Computer
- Bag of candies
- Sticky notes
- Bottle
- Video projector or flashcards.
- Worksheet

Procedure

01

Warm-up

- For this activity, we need a bottle that will be used to spin on the floor.
- Students must sit in the middle of the classroom and form a circle.
- The teacher must stand in the center of the circle and put the bottle on the floor.
- The teacher must spin the bottle. When the bottle stops spinning, it will point to a student who will have to answer a question.
- The teacher can ask questions such as the following:
 1. What's your middle name?
 2. How old are you?
 3. What is this? (Point to an object or show an object from the classroom.)
- The teacher can ask questions related to vocabulary that students have seen in previous classes.
- The teacher can repeat the activity until most of the students participate.
- Students who cannot answer the questions will have to do a penance imposed by the teacher and their classmates.

03

During

- For this activity, the teacher must present the topic using the Canva slides or can explain using the board with the following material: <https://bit.ly/3vVFh93>
- The teacher must explain the topic as simply as possible, trying to teach the weekly routine vocabulary and the rule of third persons in verbs.
- The teacher also teaches the use of possessive adjectives.
- The class can be divided into two. First the vocabulary and the use of the present simple, and then the possessive adjectives.
- The students must practice pronouncing the vocabulary with the help of the teacher.
- The teacher must move on to the activity after explaining the topic. The first activity is related to vocabulary and the simple present tense. [Canva link: https://bit.ly/47PaTe6](https://bit.ly/47PaTe6)
- The second activity can be used on another day of class if necessary. The activity consists of the use of possessive adjectives and the vocabulary acquired with the use of the rule of third persons. [Canva link: https://bit.ly/42u8Dzz](https://bit.ly/42u8Dzz)

02

PRE

- For this activity, the teacher must provide a sticky note to each student.
- The teacher must give the instructions for the activity, which consists of the following:
- Students must draw on the sticky note their favorite activity of the week or the activity they do the most.
- Then the teacher must ask the students to form a line.
- After that, the teacher must ask the students to paste their drawings on the board one at a time, and at the same time, the students should explain what they drew.

04

POST

- The teacher must have candies to reward students who finish the activity correctly.
- Students must create a chart where they should include the verbs acquired during the class or the teacher will provide the activity sheet as follows: <https://bit.ly/3068ZFZ>
- Students must interview five classmates about the activities they do during the week.
- Students must choose the activities (verbs) that will be found on the worksheet, or the teacher should write the verbs on the board in case the worksheet is not used.
- The teacher will give instructions to the students about the activity.
- Students should complete the chart with the answers they collect from their peers.

STUDENT RESOURCE

Lesson c Weekly routine

01

Spin the bottle

- Form a circle with your classmates in the center of the classroom.
- Wait for the teacher to put the bottle in the center, follow the orders and answer the questions he asks you.



Activate your knowledge

Activity

- On the adhesive sheet that the teacher provides you, draw the favorite activity or the one that you do the most during the week.



02

Pre

Important information

Once you are finished, form a row and paste your drawing on the blackboard and explain what you drew

During

03

Weekly routine vocabulary

Presentation: Weekly routine.

Using the simple present tense

Grammar tip

USE THE VERB AS IT IS

PLAY

Iplay.....free fire.

You.....play.....fre fire.



THE VERB + S OR IS

He.....reads.....a book.

She.....reads.....a book

He.....goes..... to the school.

She.....goes.....to the playground.

READ
GO

All verbs for "he" and "she" must end in "s"

Full content in Canva: <https://bit.ly/42gm8Lq>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Repeat after the teacher.



05

Activity 1_

- Perform the activity on the worksheet.
- Fill in the gaps according to the sentence, use the verbs that are in the box above.

Activity 2_

- Perform the activity of the picture, fill in the information of the picture using the sentences that are on it.
- Fill in by placing the possessive adjective and the verb in the third person.

Activity:

For this activity you must fill in the gaps according to the new vocabulary acquired.

Subjects	Monday	Wednesday	Friday
I	speaks	talks	wake up
Fernanda	reads	eats	plays
José	listens	swims	wears
You	drink	get up	go

- With the box above fill in the spaces of each sentence.
- Paint the correct word that must go in the space.

1. What does José do on Monday?

Does exercise wears listens

• José _____ to music.

2. What do I do on Friday?

talk wake up speak

• I _____ to go to school.

Activity to view and print in Canva:

Canva link 1:

<https://bit.ly/47PaTe6>

Canva link 2:

<https://bit.ly/42uBDzz>

Once you finish the worksheet, raise your hand and give notice to your teacher.

Activity:

1. For this activity, read the sentences carefully and identify the possessive adjectives and verbs.
2. Then write them in the box below.

1. My brother drinks Coca-Cola.
2. Your mom reads a book.
3. His friend plays free fire.
4. Her sister swims in Ibarra.
5. My father listens to music.

POSSESSIVE ADJECTIVE	SUBJECT	VERB	COMPLEMENT
	mom		exercise
	sister		a book
	friend		play free fire
	brother		Coca-Cola
	father		to music

Post

Activity

- Create a chart where you interview 5 classmates to fill it out.
- The box should contain their name, the activity they do in the week and the day they do it.
- The activities (Verbs) will be on the board or on the worksheet.

Creating a chart

06

Activity:

1. Interview 5 classmates in your class and find out what their routine is during the week.

Which of these activities does your classmate do during the week.

Wake up / get up / wear / go / speak / read / write / listen / talk / eat / drink / play / swim.

Example:

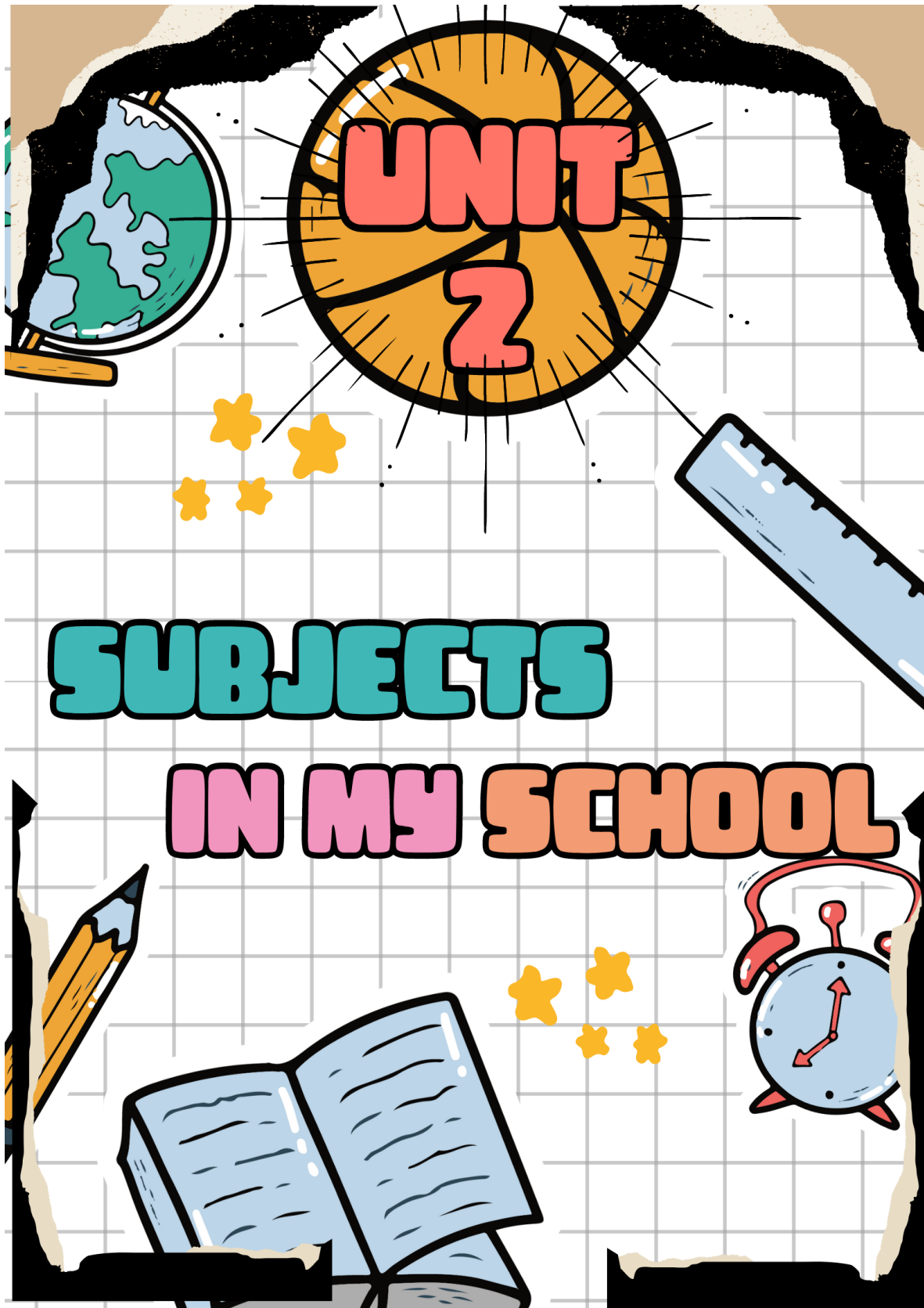
CLASSMATE	VERB - S/ES	DAY
Miguel	Wakes up	on Monday

CLASSMATE	VERB - S/ES	DAY
		on
		on
		on
		on
		on

Days of the week:
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Once you finish the activity, notify your teacher and claim your candy, as long as it is correctly finished.





CONTENT



UNITS	Lesson	Topic	Strategy	Vocabulary	Gramatical Structure
Unit 2 Subjects in my school	A	My favorite subject.	Preference ranking	History, Physical Education, English, Technology, Science, Math, Art, Music, Spanish.	I like I don't like
	B	Activities in the class.	Using the imagination	Painting, Drawing, writing, reading, listening, speaking, eating, playing, running, drinking.	Present progressive
	C	Occupations	Using the imagination	Scientist, engineer, cook, artist, police officer, singer, carpenter, veterinary, firefighter, doctor, teacher, soldier, driver, nurse.	Going to





NATURAL APPROACH



This approach is based on the natural acquisition of language; it also provides the opportunity for children to acquire vocabulary in a meaningful way using real-life situations, in addition to encouraging communication in the language to be learned.

01



Preference Ranking

Preference ranking is a strategy of the natural approach that allows students to rank options according to their preferences. They are presented with a list of items and asked to order them according to their personal tastes, encouraging participation and individual expression.

Using the imagination

Using the imagination in the natural approach involves encouraging students' creativity and self-expression. They are encouraged to use their imagination to explore ideas, solve problems, and create stories, which promotes more meaningful and engaged learning.

02





Class structure


01 Pre

Use of dynamic and entertaining activities that encourage students' interaction with the language and that establish a connection for learning.



During

02



During this process, the activities and tasks play a fundamental role since they help students gain a better understanding of the information, have a better understanding, and at the same time generate questions and doubts that must be clarified later.



03 Post

In this section, the activities give students the opportunity to reflect on the class, discuss, and exchange opinions. Above all, at this point, doubts are clarified either by groups or individually.

UNIT 2

Lesson A

Subjects in my school

TEACHER RESOURCES

Objective

Students will be able to identify vocabulary related to the subjects they receive at their school and classify them according to their preference.

Strategy

Preference ranking

Vocabulary

History, Physical Education, English, Technology, Natural Science, Math, Art, Music, Spanish.

Materials

- Markers.
- Computer
- Flashcards or visual of school subject.
- Worksheet.
- Stickers

Procedure

01

Warm-up

Guess the subject

- The teacher should have the name or image of the subject on small cards or pieces of paper. (For example: math, science, history, English, etc.) (list of all subjects)
- The teacher should divide the students into groups of 5.
- Each group must choose a representative, who will be responsible for providing clues during the activity.
- Each representative will have a list or flashcards with the subjects.
- The representative chooses a card without showing it to his colleagues.
- The representatives should describe the subject using mimicry or gestures. For example, if the card says "math" or represents that matter, you can describe it using mimics related to the numbers.
- The other students should try to guess which subject it is based on the student's representation. The answers of the students can be in Spanish.
- Once they guess correctly, the student who guesses can be the next to act.

03

During

- The teacher should present the topic of the subjects using the Canva slides to provide a better teaching environment, using the board is not always good.
- Canva link: <https://bit.ly/48Uqzhl>
- The teacher should explain the use of "I like" and "I don't like" by using the question "Do you like..." along with some subjects from his school.
- The teacher after the class should check if the topic is clearly understood, for which he can ask questions such as the following:
 1. Do you like English?
 2. Do you like Maths?
 3. Do you like Art?
- The teacher should ask these questions to a few students so as not to waste a lot of time.
- After that, the teacher must hand out a worksheet to the children so that they can solve it. Canva link: <https://bit.ly/3u8KCtn>
- The teacher must solve the doubts presented during the activity by the students.

02

PRE

- For this activity, the teacher must show images representing the different subjects.
- Canva link: <https://bit.ly/42tMXyE>
- Students should pay attention to the different subjects and listen to their pronunciation.
 - The teacher can also present the subjects on poster boards if they do not have a projector.
 - The teacher must practice pronouncing the words until the students can read them correctly.

04

POST

- For this activity, the teacher must have a projector to be more dynamic the class or you can use images in case you do not have a projector.
- The teacher must submit short videos related to the subjects.
- Students must write the name of the subject on one of the sides of the worksheet where the phrases "Yes, I like" or "No, I don't like" will be depending on their preferences.
- The teacher must also have stickers of faces to use as performance scorers, which can be pasted on the students' sheets once reviewed. Students who have everything right will be able to get a happy face or something of relevance that the teacher chooses; it can be a sticker of a game or a movie.
- Canva activity: <https://bit.ly/4b8m5o0>
- Canva Videos: <https://bit.ly/42hEQ5a>

STUDENT RESOURCE

Lesson A Subjects in my school

01

Guess with mimics

- Form groups of 5 students and get ready to guess.
- Choose a representative from your team.
- The teacher must give a list of subjects to the representative of your group.
- Get ready to play.



Activate your knowledge

Activity

- Pay attention to the presentation on the subjects.
- Practice the pronunciation and repeat with your teacher.



02

Pre

Important information

Copy the vocabulary in your notebook.

During

Presentation: Subjects

I like / I don't like

03

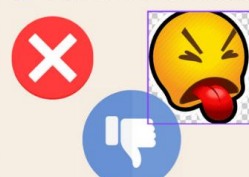


Do you like.....?

1 Yes, I like.....



2 No, I don't like.....



Full content in Canva: <https://bit.ly/48Uqzh1>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Answer the questions asked by the teacher using "Yes, I like" or "No, I don't like"



05

Activity..

- Cut and paste the words and images according to your preference, where 1 means that it is the one you like the most and 10 the one you like the least.
- Then write below each picture if you like or dislike it.

School subjects

• Cut and paste the words together with the pictures that represent them.
 • Paste them according to your preference where "1" means that it is the subject that you like the most and "10" the one that you like the least.
 • Then write at the bottom of each picture if you like or dislike that subject.
Use " Yes, I like or No, I don't like"

Do you like.....?

Remember information

- Recuerda que usamos "Yes, I like" cuando si nos gusta algo.
- Mientras que usamos No, I don't like" cuando algo no nos gusta.

Do you like ? Do you like ? Do you like ?

MUSIC 1 2 3

Yes, I like music

Activity to view and print in Canva:
Canva link:
<https://bit.ly/3u8Kctn>

Once you finish the worksheet, raise your hand and give notice to your teacher. Do not forget to check your answers and your writing well, once you are sure give notice.

School subjects

HISTORY	PHYSICAL EDUCATION	ENGLISH
TECHNOLOGY	NATURAL SCIENCE	MATH
ART	SPANISH	

Post

Activity

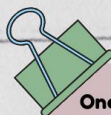
- Watch the videos that the teacher shows you.
- Analyze which subject it refers to, then write the name on the side of your preference.

Write the subject

06

HISTORY, PHYSICAL EDUCATION, ENGLISH, TECHNOLOGY, NATURAL SCIENCE, MATHS, ARTS, MUSIC, SPANISH.

YES, I LIKE	NO, I DON'T LIKE
Maths	
.....
.....
.....
.....
.....
.....



Once you finish the activity, notify your teacher and claim your sticker, as long as it is correctly finished.

Canva link: <https://bit.ly/4b8m5o0>

UNIT 2

Lesson B

Activities in the class.

TEACHER RESOURCES

Objective

Students will be able to identify vocabulary related to the activities that take place in the classroom through the use of the present progressive.

Strategy

Using the imagination

Vocabulary

Painting, Drawing, writing, reading, listening, speaking, eating, playing, running, drinking.

Materials

- 5m of rope
- An envelope
- Markers.
- Computer
- Projector or flash cards
- Worksheet.
- Sheet of paper 90x110 mm

Procedure

01

Warm-up

Tug of war

- For this activity, you will need 5 meters of rope and an envelope where there will be a piece of paper written "Everyone earns 2 points."
- The teacher must form two teams.
- Students will need to go outside to the playground to do this activity.
- In the middle of the rope, "2.5 meters," the envelope should be placed.
- The first team should be placed at one end of the rope, while the rest should be placed at the other end of the rope.
- Half of the rope should be on a line that the teacher should draw in the yard.
- The children should try to pull the other opposing team.
- The team that crosses the line automatically loses.
- The winning team will be able to open the envelope and take out the prize. (The prize can be candy or things that children like.)

03

During

- The teacher should present the topic using images or videos.
- In addition, the teacher must teach the use of the gerund "ing".
- Canva resource: <https://bit.ly/3HEIECB>
- The teacher must have the students repeat and practice the vocabulary. Encourage students to be creative and use gestures and facial expressions to act out the action.
- For the activity, The teacher must form groups of five students.
- Each group will be assigned a poster or sheet of paper.
- Students must divide the poster into four parts. The teacher will give you a list with four verbs (draw, listen, eat, and run).
- Students must use their imagination to draw a scenario that represents the action, and then they should paint their drawing. In addition, they must write the action below the drawing using the present progressive tense.
- Invite each group to present their scene to the rest of the class.
- While the groups are performing, write down the phrases in the present progressive tense that describe the actions on the blackboard.

02

PRE

- The teacher must submit a video related to the topic.
- Youtube link: https://youtu.be/Ja0xp2J_JhM?si=VRfz_gMoo5QPXw19
- Then he takes the students outside the class and performs activities such as jumping, running, walking, etc.
- While the activity is being carried out, the teacher must say out loud what activity he is doing. Ex: I am jumping (while jumping).
- You can involve students in activities related to the vocabulary you want to teach.
- While the students are mimicking the activities, the teacher should mention which activities are being carried out.

04

POST

- Recapitulate what you have learned about the present progressive tense and action verbs.
- Give a worksheet, which will be used as homework for the house.
- Canva link: <https://bit.ly/4bWNUL>
- Ask students to share how they felt acting out the scenes and which vocabulary words they remember best.
- Congratulates the students for their participation and effort.

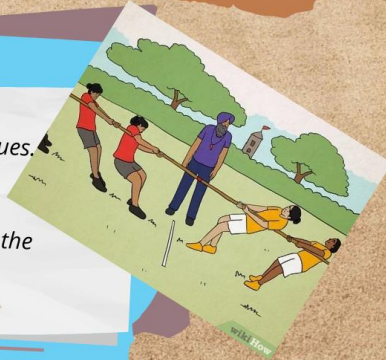
STUDENT RESOURCE

Lesson B Activities in the class

01

Tug of war

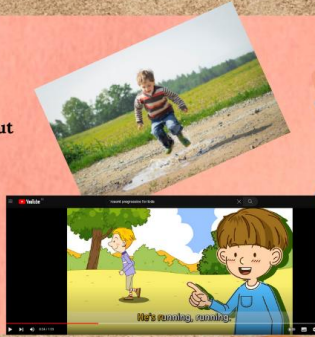
- Form two teams among all your colleagues.
- Follow the orders of your teacher.
- Play tug-of-war with your teammates.
- Go out to the playground, preferably on the lawn.



Activate your knowledge

Activity

- Watch the video with your teacher about some activities.
- Go out on the playground with your teacher and follow in his footsteps.
- Do the acronies together with your teacher and have fun.



02

Pre

Important information

Use expressions
and gestures.

During

Presentation: Activities
in the class.

Verbs + ing

03

Activities in the class



Full content in Canva: <https://bit.ly/3HE1ECB>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Get up from your chair and use gestures and expressions to make learning more fun.



05

Activity.-

- Form groups of 5 students.
- Divide the sheet of paper into 4 parts and wait for your teacher to give you a list of verbs.
- Use your imagination and present each verb in a scenario with a picture, four in total and at the bottom of the picture write the action using the present progressive tense.
- Then go to the front with your classmates and expose your creation to the rest of the class.



- Once you finish the worksheet, raise your hand and give notice to your teacher.
- If you got a grade lower than 7 you can claim your 2 points in case as long as you have won the "loosen and pull" game



Post

Activity

- Do the following activity at home and present it the next class.
- Fill in the gaps and make sense of the words using your imagination and what you learned during the class.
- Look carefully at the pictures.

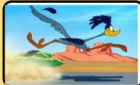
Homework

06

Activities in the class

Name: _____
Date: _____
Course: _____

1. Fill in the gaps and make sense of the words using your imagination and what you learned during the class.
2. Look carefully at the pictures.



R_N_N_



D_I_KI_G



_A_I_T_ G



D_A_I_ _



_R_TI_G



R_ _DI_G



L_ _TE_IN_



S_ _AK_N_



_ _TI_G



P_A_I_ _

Full content in Canva: <https://bit.ly/4bjWNUL>

UNIT 2

Lesson C

Occupations

TEACHER RESOURCES

Objective

Introduce and practice vocabulary related to occupations using the grammatical structure "going to" to talk about future plans.

Strategy

Using the imagination

Vocabulary

Scientist, engineer, cook, artist, policeman, singer, carpenter, veterinarian, firefighter, doctor, teacher, soldier, driver, nurse, astronaut.

Materials

- Markers.
- Computer
- Candies
- Stickers
- Sheet of paper 90x110 mm.
- paint
- Projector or flash cards
- Worksheet.

Procedure

01

Warm-up

Word race

- For this activity, the teacher must divide the classroom into two teams.
- The teacher also has to divide the blackboard into a vertical line and write a letter on each side. Ex: "A".
- The teams must form a row, and the teacher must give a marker to each row.
- The teacher must explain the activity.
- The activity consists of having each team write words in English that begin with the letter "A" or the letter that the teacher chooses.
- The winning team will be the one with the fewest spelling mistakes and the one that has written the most words.
- The teacher must award a prize to the winning team. (candies or stickers for a point)

03

During

- The teacher must present the topic using images or videos.
- In addition, the teacher must teach the use of "going to be"
- Canva resource: <https://bit.ly/42rY6e7>
- The teacher must have the students repeat and practice the vocabulary. Encourage students to be creative and use gestures and facial expressions to act out the action.
- Students need to copy the new vocabulary into their notebooks.
- For this activity, the teacher needs sheet of paper, paintings, and imagination.
- Each student should have a large newspaper where they should write what they are going to be when they grow up (firefighter, soldier, doctor, etc.). Students should use the phrase "I am going to be a..."
- This activity can be done outside the classroom for more space. Students must draw themselves like professionals without forgetting to use the phrase "I am going to be", and they must use paint to decorate their drawings.
- Finally, the teacher will provide help to students with problems that may appear during the activity.
- The teacher will have to evaluate the creativity and presentation of the drawings.

02 PRE

- The teacher must do some puzzles to activate the students' knowledge.
Canva link: <https://bit.ly/48Vu3jy>
- The puzzles can be in English and Spanish, preferably in Spanish for the best understanding of the children, and then in English.
- The children's answers can be in English to show their knowledge, but if it is in Spanish, no problem.
- The teacher must try to teach how the answer would be in English.
- Riddle: With a hose and a helmet, I put out the fire. Who am I? /A: Firefighter
- Uniformed all day, I patrolled the city, chasing away thieves and all those who do evil. / A: The police.
- If you are sick, you will have to visit me. /A: Doctor.

04

POST

- Recapitulate what you have learned about the present progressive tense and action verbs.
- Give a worksheet about the professions where in the alphabet soup the children should find all the learned professions and complete the words with letters.
- Canva link: <https://bit.ly/42it0b6>
- Ask students to share how they felt acting out the scenes and which vocabulary words they remember best.
- Congratulations to the students for their participation and effort.
- Walk around the classroom to check that students are working on the activity.
- If the students do not finish the activity, it can be left as homework at home.

Lesson C
Occupations

STUDENT RESOURCE

01

Word race

- Form two teams among all your colleagues.
- Form a line and get ready to write.
- Write words that you remember with the letter that is written on the board.



Activate your knowledge

Activity

- Time to guess.
- Guess the profession.
- The teacher will read a riddle and try to guess.
- Practice the pronunciation.



02

Pre

English
With a hose and a helmet, I put out the fire. Who am I?

Spanish
Con una manguera y un casco, apagué el fuego. ¿Quién soy yo?

During

03



Presentation: Occupations

"going to be"

WHAT AM I GOING TO BE?

The use of "going to" refers to actions or events that are planned or will occur in the future. It is used to talk about intentions, plans or predictions. Here are some examples of how to use "going to" with different occupations:

**I am going to be a teacher.
(Voy a ser maestro.)**

In this example, "going to" is used to talk about the intention or plan to become a teacher in the future.

Full content in Canva: <https://bit.ly/42rYGe7>

Lesson C
Occupations

STUDENT RESOURCE

01

Word race

- Form two teams among all your colleagues.
- Form a line and get ready to write.
- Write words that you remember with the letter that is written on the board.



Activate your knowledge

Activity

- Time to guess.
- Guess the profession.
- The teacher will read a riddle and try to guess.
- Practice the pronunciation.



02

Pre

English
With a hose and a helmet, I put out the fire. Who am I?

Spanish
Con una manguera y un casco, apagué el fuego. ¿Quién soy yo?

During

03



Presentation: Occupations

"going to be"

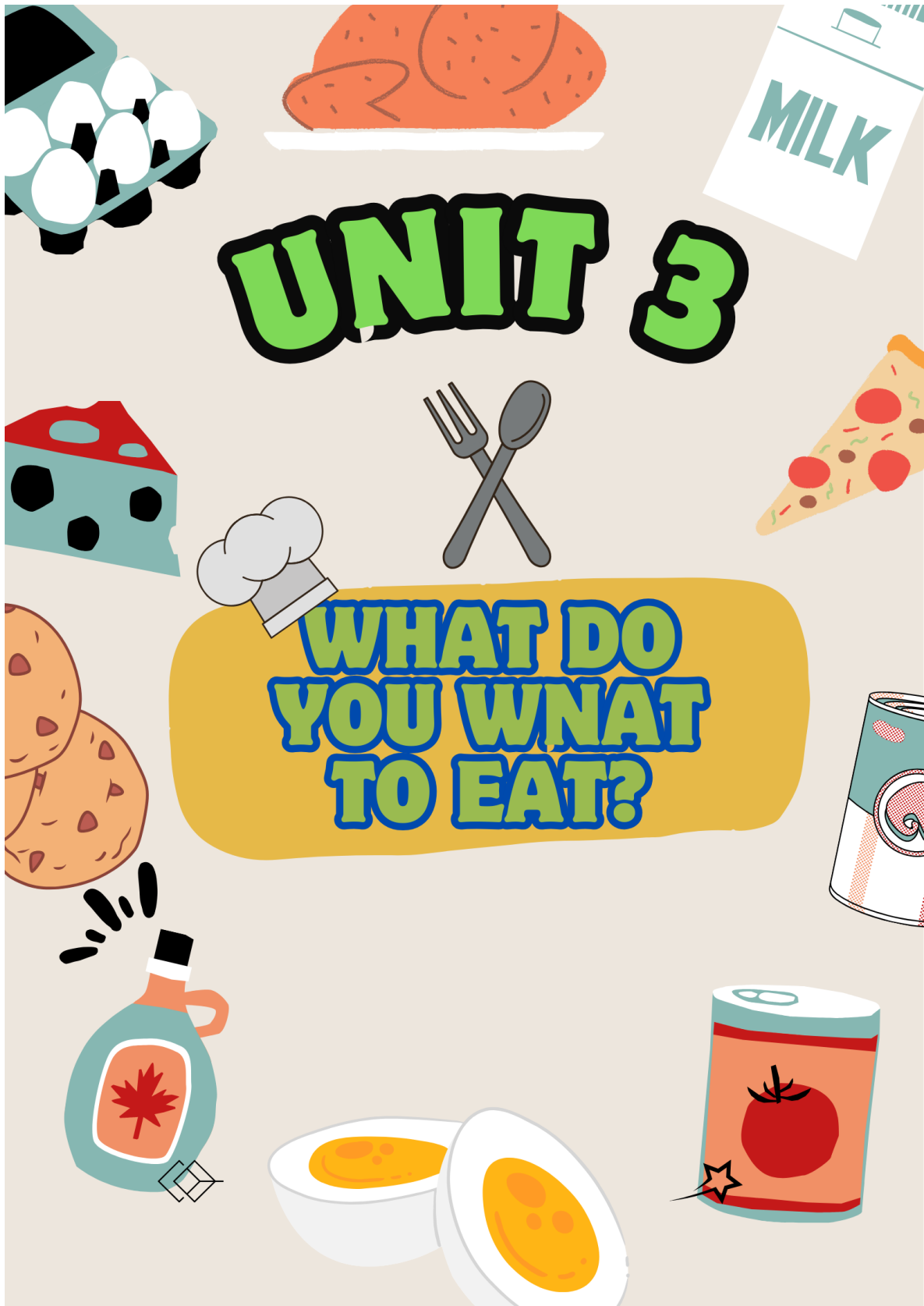
WHAT AM I GOING TO BE?

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I am going to be a teacher.
(Voy a ser maestro.)

In this example, "going to" is used to talk about the intention or plan to become a teacher in the future.

Full content in Canva: <https://bit.ly/42rYGe7>



UNIT 3

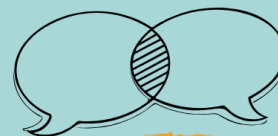
WHAT DO YOU WANT TO EAT?



CONTENT



UNITS	Lesson	Topic	Strategy	Vocabulary	Gramatical Structure
Unit 3 What do you want to eat?	A	Food: Dairy products	Game	Dairy products, milk, cream, butter, cheese, sugar, yogurt, ice cream, bread, meat, eggs, sausages, rice, noodles, juice.	Sequence adverbs: First-Next-Finally
	B	Food: Fruits and vegetables	Game	Tomato, lettuce, garlic, potato, pepper, avocado, beets, beans, banana, corn, onion, carrot, peas, orange, strawberry, grapes, apple, pear, pineapple, tangerine, watermelon, lemon.	The use of a/an
	C	What do you eat?	Personal charts and tables	Breakfast, lunch, dinner and the vocabulary of food.	Adverbs of frequency





NATURAL APPROACH



This approach is based on the natural acquisition of language; it also provides the opportunity for children to acquire vocabulary in a meaningful way using real-life situations, in addition to encouraging communication in the language to be learned.

01



Personal charts and tables

The "personal charts and tables" is a strategy of the natural approach that involves the creation and use of personal charts or tables to organize and visualize relevant information. This allows students to personalize their learning and improve the understanding of concepts through a visual representation.

Game

Play in the natural approach refers to playful and fun activities that encourage students' active participation in language learning. These activities may include role-playing, language-adapted board games, or outdoor activities that involve language practice.

02

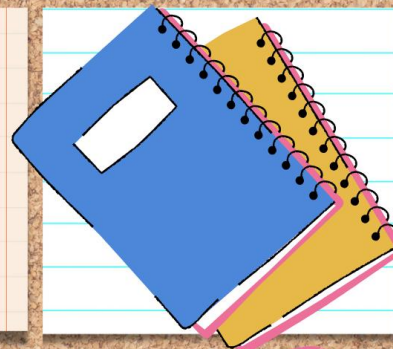




Class structure


01 Pre

Use of dynamic and entertaining activities that encourage students' interaction with the language and that establish a connection for learning.



During

02



During this process, the activities and tasks play a fundamental role since they help students gain a better understanding of the information, have a better understanding, and at the same time generate questions and doubts that must be clarified later.



03 Post

In this section, the activities give students the opportunity to reflect on the class, discuss, and exchange opinions. Above all, at this point, doubts are clarified either by groups or individually.

UNIT 3

Lesson A

Food: Dairy products

TEACHER RESOURCES

Objective

- Learn and practice vocabulary related to dairy products.
- Familiarize yourself with the sequence adverbs: first, next, finally.
- Reinforce learning through fun games.

Strategy Game

Vocabulary

Dairy products, milk, cream, butter, cheese, sugar, yogurt, ice cream, bread, meat, eggs, sausages, rice, noodles.

Materials

- Markers.
- Computer.
- cookies or candies.
- Plasticine
- Sheet of papers.
- Stickers of happy faces or cartoons.
- Projector or flash cards
- Worksheet.

Procedure

01

Warm-up

Food race

- For this activity, the teacher must divide the classroom into 2 teams and must go out into the courtyard.
- The children must form two rows and the teacher should place them behind a starting line.
- The teacher must place a series of cards with pictures of different dairy food products on the floor away from the children. (Yogurt, cheese, milk, etc.)
- The teacher must explain that the teams must run to the food cards and, one by one, each student must pick up a card and run back to his team. The teacher can put obstacles such as cones or ropes to make the activity difficult.
- Students must classify foods into two categories, which would be: solid and liquid.
- The team that organises their dairy products correctly first wins the race.

03

During

- The teacher must present the topic using images or videos.
- Canva link: <https://bit.ly/48TE9S1>
- In addition, the teacher must teach the use of "First, Next, and Finally"
- Students must practice the pronunciation of the words together with the help of the teacher.
- Then, the students have to do a didactic activity. For which they must have plasticine.
- The activity consists of students creating a breakfast using plasticine.
- Once a dish with a breakfast has been created, they must create a list with the ingredients it contains, making use of the vocabulary learned about food and sequence adverbs. The phrase they will use is "First, I eat or I drink.....", "Then I eat or drink.....", and "Finally, I eat or drink....."
- The teacher must guide the students with an example of the activity or perform the activity together with the students.
- In the end, the teacher must evaluate the creativity and originality of the children, in addition to spelling and good use of the new vocabulary.
- Canva activity example: <https://bit.ly/484pou1>

02 PRE

- For this activity the teacher will have to present several names of the dairy products on a slide or on the board. Ex: (Milk)
- Canva link: <https://bit.ly/48WcAYe>
- The children must read aloud together with the teacher the name that is written.
- The teacher must also ask the children to draw on a piece of paper (it is not necessary to paint) what they think that word means. (milk)
- Once the children finish their drawing, they must write the name under their drawing, and lift up their drawing.
- The teacher must check the child's drawing. If the child draws something else, the teacher must guide and help the child.
- The teacher, after presenting only the name of the product, will change the slide where the correct image of the word will be.
- At the end, all the children will be rewarded with a cookie or candy.

04 POST

- Recapitulate what you have learned about the Food / Dairy products and sequence adverbs.
- Share a link for kids to play and learn. If the kids can't make it to a computer room, you can send homework as practice.
- Game Link: <https://bit.ly/42IKlZL>
- Turn in the worksheet, so that the children identify the vocabulary learned. Link: <https://bit.ly/3HErjLw>
- Congratulations to the students for their participation and effort.
- Walk around the classroom to check that students are working on the activity.

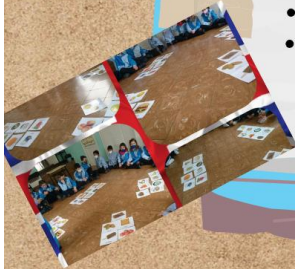
STUDENT RESOURCE

Lesson A Food: Dairy products

01

Food race

- Form two teams among all your colleagues.
- Form a line and get ready to play.
- Follow the instructions of your teacher.



Activate your knowledge

Activity

- Time to guess.
- Guess the food.
- The teacher will read a daily product and try to guess.
- Practice the pronunciation.
- Draw in a paper what you think it is.



02

Pre

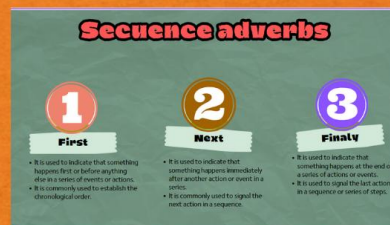


During

Presentation: Food / Dairy products

Sequence adverbs

03



Full content in Canva: <https://bit.ly/48TE9S1>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Copy the vocabulary.



05

Activity.-

- For this activity, you need plasticine. Use plasticine to create a breakfast with the ingredients from the vocabulary you learned. Use your imagination, play, and have fun with your creativity. Then, on a piece of paper, make a flag and write the ingredients that you used.
- Also, write the sequence of how you would eat that breakfast. Use "first, next, and finally."



EXAMPLE OF THE ACTIVITY



- Once you finish the artwork, raise your hand and give notice to your teacher.
- Get ready to explain your creation.



Don't forget to ask your teacher if you have any doubts.

Post

Activity

- Play and learn, select and match the picture with your name.
- On the worksheet label the things and ingredients that you need to make a breakfast.

Play and learn

06



Full content in Canva: <https://bit.ly/3HERjLw>
 Game link: <https://bit.ly/42IKlzL>

UNIT 3

Lesson B

Food: Fruits and vegetables

TEACHER RESOURCES

Objective

- Identify and name different fruits and vegetables in English.
- Understand the use of "a/an" in sentences.
- Practice the correct pronunciation and writing of words.

Strategy Game

Vocabulary

Tomato, lettuce, garlic, potato, pepper, avocado, beets, beans, banana, corn, onion, carrot, peas, orange, strawberry, grapes, apple, pear, pineapple, tangerine, watermelon, lemon.

Materials

- Markers,
- sticky notes
- Computers
- Vocabulary list.
- Worksheet
- Sheet of paper

01

Warm-up

Word Relay Race

- Divide the students into two teams. Explain to the students that they will be playing a relay game using English words.
- Each team will form a line behind their starting chair or marker.
- The first student of each team runs to the center of the classroom, where there is a list of words written on cards or on the blackboard.
- The student reads the first word out loud and spells it out loud for his team. For example, if the word is "apple", they will say "A-P-P-L-E".
- Once they have spelled the word correctly, they run back to their team and touch the hand of the next player in line.
- The next player runs to the center, reads and spells the next word, and so on. The first team to complete the word list wins the race.
- Congratulate both teams for participating and encourage them to continue working together as a team during the class.
- You can do a short review of the spelled words and make sure that all students understand their meaning and how they are used in a sentence.

02 PRE

- For this activity, the teacher must ask some questions related to the topic.
- Do you like vegetables?
- What is the vegetable that you don't like?
- What is your favorite fruit?
- Finally, the teacher should ask the students to draw on a sticky note which vegetables their mother uses to make a soup.
- Ask students to paint their pictures and stick them on the walls of the classroom.
- Canva resource: <https://bit.ly/4b3Qx4>

03 During

- The teacher must present the topic using images or videos.
- Youtube link fruits and vegetables: https://youtu.be/utwgf_G9IEo?feature=shared
- Then, present the topic using pictures and practice the pronunciation together with the students.
- Canva link class: <https://bit.ly/48YbzPo>
- Once the class is over, the teacher should move on to an activity.
- The activity is described in the following link: <https://bit.ly/3vXzFe0>
- Encourage children to practice more at home and explore more words related to fruits and vegetables.

04 POST

- Recapitulate what you have learned about the Food / Dairy products and sequence adverbs.
- Share a link for kids to play and learn. If the kids can't make it to a computer room, you can send homework as practice.
- Game Link: <https://bit.ly/3ugFAuU>
- Turn in the worksheet, so that the children identify the vocabulary learned. Link: <https://bit.ly/3HJnJjh>
- Congratulations to the students for their participation and effort.
- Walk around the classroom to check that students are working on the activity.

STUDENT RESOURCE

Lesson B Food: Fruits and vegetables

01

Word Relay Race

- Form two teams among all your colleagues.
- Form a line and get ready to play.
- Follow the instructions of your teacher.



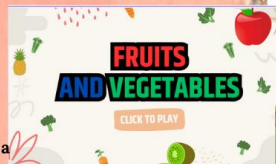
Activate your knowledge

Activity

- Answer the following questions:
 1. Do you like vegetables?
 2. What is the vegetable that you don't like?
 3. What is your favorite fruit?
- Draw on a sticky note which vegetables your mother uses to make a soup.
- Paint your picture and stick them on the walls of the classroom.

02

Pre



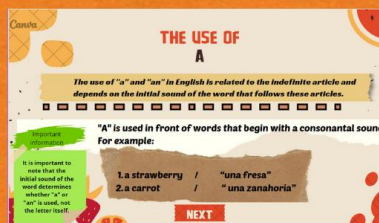
During

03



Presentation: Food: fruits and vegetables

The use of "a and an"



Full content in Canva: <https://bit.ly/48YbzPo>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Copy the vocabulary in your notebook.



05

Activity.-

- For this activity, form teams according to what the teacher orders and form a circle.
- Pick a piece of paper from the center of the circle and read it out loud. The word is messed up. Try to get your team to figure out what word it is.
- Once they have deciphered the word, they need to write it correctly on the blackboard or a large sheet of paper.
- Earn points the faster you decipher the word.



- Once you finish the activity, raise your hand and give notice to your teacher.
- Get ready to explain your answers.



Don't forget to ask your teacher if you have any doubts.

Post

Activity

- Play and learn, select and combine the words.
- On the worksheet write the name of each fruit and vegetable using the "a and an"

Play and learn

06

0:47 ✓ 2

lic

A lem	B wat
C gr	D gar

◀ 3 de 21 ▶

Name: _____

Fruits and vegetables

Write the name of the fruits and vegetables using the a and an before the name.

	a strawberry

Full content activity in Canva: <https://bit.ly/3HJnjjh>
Game link: <https://bit.ly/3ugFAuU>

UNIT 3

Lesson C

What do you eat?

TEACHER RESOURCES

Objective

- Identify and understand adverbs of frequency in English.
- Expand the vocabulary related to food.
- Use the adverbs of frequency in sentences related to food.

Strategy

Personal charts and tables

Vocabulary

Breakfast, lunch, dinner and the vocabulary of food.

Materials

- Markers.
- speaker
- Computer.
- Worksheet

01

Warm-up

"Frozen Dance"

- For this activity you need a speaker. Choose a lively and energetic song that is popular with children. It can be a song that they are familiar with or a new one that you think they will like.
- Gather the children in an open area, such as the center of the classroom or an outdoor space.
- Explain to the children that they will be playing the "Frozen Dance".
- Start the music and encourage the children to dance and move freely through the space.
- At any moment, pause the music unexpectedly and shout "Frozen!" All children should stay completely still, as if they were frozen in place.
- After a few seconds, the music resumes and the children can start dancing again.
- Repeat this process several times, making sure to vary the length of the freeze periods to keep it exciting.
- When you have finished playing, gather the children and congratulate them on their energy and participation.
- You can make a short reflection about how they had fun and how they feel now that they are energized and ready to start the class.

03

During

- The teacher must present the topic using images, pictures and practice the pronunciation together with the students.
- Canva Link: <https://bit.ly/42me1wQ>
- Practice the pronunciation again.
- Once the class is over, the teacher must move on to an activity.
- Divide students into pairs or small groups.
- Give each student a worksheet.
- In the first column, they must write a list of foods that they like, dislike, or eat frequently.
- In the second column, they write the frequency adverbs they learned as: "always", "usually", "sometimes" and never.
- In the third column, they will combine the foods with the frequency adverbs to create sentences. For example: "I always eat apples for breakfast" or "I sometimes eat pizza for dinner".
- Canva resource: <https://bit.ly/3SH3adt>

Procedure

02 PRE

- For this activity, the teacher must ask some questions related to the topic.
- What do you eat for breakfast?
- What do you eat for lunch?
- What do you eat for dinner?
- Finally, the teacher should project a video to the children.
- Ask the students to pay attention to the video and practice the pronunciation.
- Youtube link: <https://youtu.be/EIVRgueliA?feature=shared>

04

POST

- Recap what you have learned about Foods and adverbs of frequency.
- Give a worksheet to the students.
- Students should interview 4 classmates about what they frequently eat.
- Canva link: <https://bit.ly/3Smh7w5>

STUDENT RESOURCE

Lesson B Food: Fruits and vegetables

01

"Frozen Dance"



- Get out on the playground and get ready to dance.
- Listen to the music and have fun.
- Follow the teacher's instructions.
- If the teacher says "frozen" don't move until the song plays.



Activate your knowledge

Activity

- Answer the following questions:
 1. What do you eat for breakfast?
 2. What do you eat for lunch?
 3. What do you eat for dinner?
- Watch the video with your teacher and practice the pronunciation.

02

Pre



During

03



ALWAYS 100% I always eat breakfast.	USUALLY 75% I usually drink milk.	SOMETIMES 50% I sometimes eat meat. Sometimes, I eat meat.
--	--	---

What do you always eat for breakfast?

At breakfast, I always eat the following:

- I always eat bread.
- I always drink coffee.
- I always eat an apple.

What do you never eat?

I never eat the following:

- I never eat tomatoes.
- I never eat beans.
- I never eat pineapple.

Presentation: What do you eat?

Frequency adverbs

Full content in Canva: <https://bit.ly/42me1wQ>

It's time to practice.-

04

1. Practice the pronunciation of the words with your teacher.
2. Copy the vocabulary in your notebook.



05

Activity.-

- For this activity, you need to complete the following personal chart.
- In the first column, you should write a list of the foods that you like, dislike or eat frequently.
- In the second column, write the frequency adverbs that you learned in the class as: "always", "usually", "sometimes" and never.
- In the third column, combine the foods with the frequency adverbs to create sentences. For example: "I always eat apples for breakfast" or "sometimes I eat pizza for dinner".

WHAT DO I EAT?

Name: _____ Course: _____

- Use this personal chart to provide information on how often you eat food.
- Write 10 sentences using the chart guide.
- In the first column write the food that you like, do not like or that you eat frequently.
- In the second column write how often you eat it.
- In the last column combine the words to create a sentence like the one this example

FOODS THAT YOU LIKE, DISLIKE OR THAT YOU EAT OFTEN.	FREQUENCY ADVERBS	MAKE A SENTENCE.
Onion	Never	I never eat onion for breakfast.

• Once you finish the activity, raise your hand and give notice to your teacher.



Don't forget to ask your teacher if you have any doubts.

Post

Activity

- In the following worksheet complete the personal table with the information of your classmates.
- Interview 4 classmates about what they eat frequently and fill out the required information.

what you eat?

06

WHAT DO YOU EAT?

Name: _____ Course: _____

- Use this personal chart to collect information from 4 classmates.
- Write down what food your partner likes, dislikes or eats frequently.
- He writes that information where he does it, at breakfast, lunch or dinner.
- Write down how often you eat it, use it (always, usually, sometimes or never.)
- Finally, write down the name of your classmate.

	Food	Frequency adverb	Classmate name
Breakfast	Onion	Never	Jose
Lunch			
Dinner			

Full content activity in Canva: <https://bit.ly/3Smh7w5>

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the chapters developed previously.

1.15 Conclusions

Vocabulary plays a very fundamental role in the development of a language. Therefore, teachers should focus on getting children to acquire the most words during the early stages. Therefore, they must apply eye-catching procedures and materials that are entertaining and current, ensuring that there is an innovative atmosphere in the classroom and making children more attracted to learning a second language.

The use of the natural approach in the classroom can achieve significant changes in the acquisition of a second language and much more in vocabulary. Immersing students in a stress-free environment and simple activities where confidence with the language is generated helps the student be more active when learning, motivating him to improve his skills.

The results of the surveys and interviews carried out show that students and teachers carry out non-dynamic activities. The natural approach tries to make the student acquire vocabulary by matching the students' day-to-day activities in which the student feels identified. In addition, it tries to imitate the acquisition of the first language with the acquisition of the second, creating situations where the student feels obliged to learn and acquire a second language. However, the main problem identified is that the teacher does not have any knowledge of this approach; therefore, the activities that are usually developed in the classroom are the traditional ones, copied and repeated without more activities that promote interest in the child.

The creation of the academic guide, presented as an academic proposal, was welcomed by teachers who teach a second language. It contains interactive and positive ways to learn a second language. The guide offers games, videos, songs, visual material, and many activities where the student is not only sitting but also playing and, at the same time, acquiring vocabulary. Being an extension of the Ecuadorian English education activities module helps to follow the same theme with different activities.

This virtual academic guide contains the steps that the teacher must follow to generate dynamic games and activities. The guide is moldable for the teacher to couple different topics, and in addition, the guide advises the teacher in case they do not have the complete material with options so that the class develops without losing the essence of fun. The virtual academic guide

called: Natural Approach for the Development of Vocabulary was socialized to the English teachers of the Rumipamba School, achieving a social impact, creativity in the activities presented, and an impact on the academic part of excellent use.

1.16 Recommendations

The strategies of the natural approach can be applied to different English lessons, especially speaking, where more interactive activities can be performed. If there is the possibility for children to acquire vocabulary using technology, such as in games, videos of any kind, or easy songs, they should be taken advantage of to the fullest since many children are digital natives, and playing constantly can make children acquire vocabulary in a meaningful and unconscious way that they will never forget.

Incorporating games and activities from everyday life into teaching can create a different and entertaining environment for children. Using simple rewards can actively encourage children's participation, so they will try harder to get prizes. Building confidence in language and motivation in children helps them not end up hating the language.

Teachers need to be more informed about the different teaching practices that exist to ensure meaningful learning in second language acquisition. For this, teachers must experiment with new strategies in the classroom. Experimenting does not always mean failure. Getting to know students adds up to many points when it comes to reaching them. The use of tools such as video games can help children try to immerse themselves more in the language. Even games that can be performed on a playground can be useful for learning a language. Surrounding the student with the English environment can help the student psychologically feel good about the second language.

Providing materials to students can help facilitate their understanding; having a visual or real picture of the materials can catch children's attention. The games are well received by the children. At an early age, it should be tried that they first develop their basic skills to establish the basis for a good development of the language. The application of this virtual academic guide can achieve significant changes in the classroom, where the child not only learns but also has fun.

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ANEXOS



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA - FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de junio del 2023

MSc.

Flores Albuja Darwin Fernando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023. Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Erik Anderson Simbaña Criollo

C.C.: 100490899-0



INTERVIEW FOR TEACHERS

Topic: Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023

Objective: Determine strategies used by the teachers in the development of vocabulary in Rumipamba School.

Questions:

1. In your opinion, do you think learning English is necessary at an early age?
2. What are some of the common challenges elementary students face when trying to learn vocabulary?
3. What strategies do you commonly use to teach vocabulary in your classes?
4. Do you use realia to teach vocabulary to your students?
5. From your experience, have you ever heard of or used the Natural Approach in your classes? Explain your answer.
6. Do you consider it useful to implement a guide of interactive strategies that facilitate vocabulary development in children?
7. Would you like to have a virtual tool that helps vocabulary development in your students using the natural method?

THANK YOU FOR YOUR COOPERATION



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



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

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

Observaciones:

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SURVEY FOR STUDENTS

Topic: Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023

Objective: Identify what kind of strategies the teacher uses in his class to develop the English language vocabulary in students.

Instrucciones: Estimados estudiantes, lea con atención cada pregunta. Responda de manera honesta, sus respuestas serán utilizadas para el desarrollo del trabajo de investigación, por lo cual cada respuesta será de mucha ayuda.

- Marque con una X para seleccionar su respuesta.
- Solo escoja una respuesta.

Questions:

Edad

- 7-8 años ()
- 9-10 años ()
- 10-11 años ()
- 12-13 años ()

Gender

- Masculino ()
- Femenino ()

1. ¿Qué tanto te gusta aprender inglés?

- Mucho ()
- Casi mucho ()
- Poco ()
- Nada ()

2. ¿El profesor de inglés realiza actividades grupales que te ayuden a aprender vocabulario en el aula?

- 😊 Siempre ()
- 😐 Casi siempre ()
- ☹️ A veces ()

- 🙅 Nunca ()
3. ¿El profesor de inglés usa videos, películas o audios en sus clases?
- 😊 Si ()
 - 🙅 No ()
4. ¿Cuál de los siguientes materiales usa el profesor de inglés para enseñar vocabulario? Puede marcar más de una respuesta.
- 😊 Marionetas ()
 - 😊 Cartas con imagenes ()
 - 😊 Objetos ()
 - 😊 Dibujos ()
 - 😊 Juegos ()
 - 😊 Mimicas ()
 - 😊 Canciones ()
 - 😞 Ninguna ()
5. Del siguiente listado. Identifique cuáles actividades son las que más utiliza el profesor de inglés durante su clase para enseñar vocabulario. Puede marcar más de una respuesta.
- 😊 Saludos ()
 - 😊 Videos ()
 - 😊 Expresiones diarias ()
 - 😊 Completar palabras con letras ()
 - 😊 Repeticion ()
 - 😊 Interpretacion con imagenes ()
 - 😞 Ninguna ()

6. ¿Crees que las actividades y material didáctico que utiliza el profesor de inglés en clase crean un ambiente divertido para ayudarte a aprender nuevas palabras en inglés?

- 😊 Si ()
- 😞 No ()

7. Del siguiente listado. Seleccione cuál de estas aplicaciones virtuales usa el profesor de inglés para ayudarte a aprender vocabulario. Puede marcar más de una respuesta.

- 😊 Crucigramas virtuales ()
- 😊 Sopa de letras virtuales ()
- 😊 Completar palabras virtuales ()
- 😊 Escucha y elige el nombre virtual ()
- 😊 Cuentos infantiles virtuales ()
- 😊 Videos y canciones ()
- 😞 Ninguna ()

8. ¿Te gustaría que tu profesor de inglés utilice las aplicaciones virtuales de la pregunta anterior para motivarte a aprender vocabulario en el aula?

- 😊 Si ()
- 😞 No ()

GRACIAS POR TU COLABORACIÓN

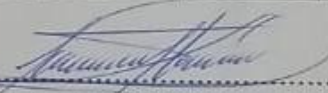


UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
- INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			


.....
Firma del Evaluador
C.C.:
1002188470

Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magister
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Fecha de revisión del experto:	08-06-2023



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 09 de junio del 2023

PHD.

Sandra Mariana Guevara Betancourt

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto “Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023. Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Erik Anderson Simbaña Criollo

C.C.: 100490899-0



UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FOR TEACHERS

Topic: Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023

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4. Do you use realia to teach vocabulary to your students?
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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

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		

Observaciones:

.....
.....
.....
.....



SURVEY FOR STUDENTS

Topic: Natural Approach for the Development of Vocabulary in Fourth Grade Students at Rumipamba School, Academic Period 2022-2023

Objective: Identify what kind of strategies the teacher uses in his class to develop the English language vocabulary in students.

Instrucciones: Estimados estudiantes, lea con atención cada pregunta. Responda de manera honesta, sus respuestas serán utilizadas para el desarrollo del trabajo de investigación, por lo cual cada respuesta será de mucha ayuda.

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Edad

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- 9-10 años ()
- 10-11 años ()
- 12-13 años ()

Genero

- Masculino ()
- Femenino ()

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- 😊 Casi siempre ()
- 😞 A veces ()

- 😞 Nunca ()
3. ¿El profesor de inglés usa videos, películas o audios en sus clases?
- 😊 Si ()
 - 😞 No ()
4. ¿Cuál de los siguientes materiales usa el profesor de inglés para enseñar vocabulario? Puede marcar más de una respuesta.
- 😊 Marionetas ()
 - 😊 Cartas con imágenes ()
 - 😊 Objetos ()
 - 😊 Dibujos ()
 - 😊 Juegos ()
 - 😊 Mimicas ()
 - 😊 Canciones ()
 - 😞 Ninguna ()
5. Del siguiente listado. Identifique cuáles actividades son las que más utiliza el profesor de inglés durante su clase para enseñar vocabulario. Puede marcar más de una respuesta.
- 😊 Saludos ()
 - 😊 Videos ()
 - 😊 Expresiones diarias ()
 - 😊 Completar palabras con letras ()
 - 😊 Repetición ()
 - 😊 Interpretacion con imagenes ()
 - 😞 Ninguna ()

6. ¿Crees que las actividades y material didáctico que utiliza el profesor de inglés en clase crean un ambiente divertido para ayudarte a aprender nuevas palabras en inglés?

- 😊 Si ()
- 😞 No ()

7. Del siguiente listado. Seleccione cuál de estas aplicaciones virtuales usa el profesor de inglés para ayudarte a aprender vocabulario. Puede marcar más de una respuesta.

- 😊 Crucigramas virtuales ()
- 😊 Sopa de letras virtuales ()
- 😊 Completar palabras virtuales ()
- 😊 Escucha y elige el nombre virtual ()
- 😊 Cuentos infantiles virtuales ()
- 😊 Videos y canciones ()
- 😞 Ninguna ()

8. ¿Te gustaría que tu profesor de inglés utilice las aplicaciones virtuales de la pregunta anterior para motivarte a aprender vocabulario en el aula?

- 😊 Si ()
- 😞 No ()

GRACIAS POR TU COLABORACIÓN



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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			

Firma del Evaluador

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	PHD
Institución de Educación Superior	Universidad De Salamanca



Correo electrónico	smguevara@utn.edu.ec

Fecha de envío para la evaluación del experto:	09-06-2023
Fecha de revisión del experto:	12/06/2023

Appendix: Student's survey evidence



Appendix: Evidence of Socialization

 **Acreditada Resolución Nro. 173-SE-33-CACES-2020**
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO 

Oficio nro. UTN-FECYT-D-2023-0092-O
Ibarra, 07 de junio de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SR. ERIK ANDERSON SIMBAÑA CRIOLLO

Licenciado
Fernando Capelo
RECTOR DE LA UNIDAD EDUCATIVA RUMIPAMBA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que el estudiante ERIK ANDERSON SIMBAÑA CRIOLLO, portador de la cédula de ciudadanía 1004908990, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular "NATURAL APPROACH FOR THE DEVELOPMENT OF VOCABULARY IN FOURTH GRADE STUDENTS AT RUMIPAMBA SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.



Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente por JOSÉ LUCIANO REVELO RUIZ Fecha: 2023.06.06 14:59:49 -05'00'

MSc. José Revelo Ruiz
DECANO
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Celular: 0993944457
Correo Electrónico: jtrevelo@utn.edu.ec

JRR/M. Báez.


13/06/2023
Recibido


Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2987-800 RUC: 1060001070001

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