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Communicative language teaching activities and English vocabulary among eighth-grade students at a public institution in Loja. School year 2022 – 2023.

Actividades de enseñanza comunicativa del lenguaje y vocabulario en inglés en estudiantes de octavo grado de una institución pública en Loja. Año escolar 2022 – 2023.

> **Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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Dedication

I wish to dedicate my work to God, who has always loved me without condition. I also dedicate this research work to my parents Efrén and Lucía, for your guidance and for inspiring me to pursue my objectives. You have always been my support for academic and personal success.

Angie Dayanna Torres Aguilar

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Angie Dayanna Torres Aguilar

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1. Title

Communicative language teaching activities and English vocabulary among eighth-grade students at a public institution in Loja. School year 2022 – 2023.

2. Resumen

El vocabulario es uno de los aspectos lingüísticos más importantes a la hora de aprender inglés como lengua extranjera (EFL), ya que es la herramienta para comunicarse, y con un amplio vocabulario, las personas podrán transmitir sus ideas fácilmente. Por lo tanto, esta investigación tuvo como objetivo desarrollar el vocabulario en inglés a través de actividades de Enseñanza Comunicativa del Lenguaje (Communicative Language Teaching CLT por sus siglas inglés) entre estudiantes de octavo grado de una institución pública de Loja durante el ciclo escolar 2022-2023. El diseño de investigación acción de este estudio utilizó un método mixto entre 21 participantes por muestreo de conveniencia. Se utilizaron pruebas previas y posteriores para determinar hasta qué punto las actividades CLT fueron efectivas en el desarrollo del vocabulario en inglés. Los resultados se interpretaron mediante estadística descriptiva y revelaron una leve mejora con respecto a las pruebas previas y posteriores. Además, se aplicó un cuestionario de tipo mixto con preguntas abiertas y cerradas y se utilizaron notas de campo para describir las percepciones de los estudiantes sobre la implementación de las actividades CLT para mejorar el vocabulario en inglés. Los hallazgos fueron analizados con análisis temático y mostraron una aceptación general del estudiante hacia la estrategia establecida. Este estudio concluyó que, si bien los estudiantes de octavo grado percibieron positivamente el uso de estas actividades debido al uso de temas familiares y al trabajo colaborativo, fueron poco efectivas en el desarrollo del vocabulario en inglés.

Palabras clave: aprendizaje de lenguas extranjeras, enseñanza de idiomas, habilidades de comunicación, métodos de enseñanza.

2.1. Abstract

Vocabulary is one of the most important linguistic aspects when learning English as a Foreign Language (EFL), since it is the tool to communicate, and with a large vocabulary, people will be able to convey their ideas easily. Therefore, this research aimed to develop English vocabulary through Communicative Language Teaching (CLT) activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year. This mixed-method study used an action research design among 21 participants chosen by convenience sampling. Pretest and posttest were used to determine to what extent the CLT activities were effective in the development of English vocabulary. The quantitative data were interpreted using descriptive statistics and revealed a slight improvement concerning the pretest and posttest. In addition, a questionnaire with a combination of open and closed-ended questions was applied and field notes were utilized to describe the students' perceptions about the implementation of the CLT activities to enhance English vocabulary. The qualitative data were analyzed with thematic analysis and the findings revealed a general acceptance of the student towards the established strategy. This study concluded that although eighth-grade students positively perceived the use of these activities due to the use of familiar themes and collaborative work, they were slightly effective in the development of vocabulary in English.

Keywords: communication skills, foreign language learning, language instruction teaching methods.

3. Introduction

The English language has been established as the lingua franca, which implies its use as the language of science, technology, and commerce (Anggraheni et al., 2020). Faced with English as a universal language, the National English Language Curriculum has included new approaches to achieve its main objective of promoting communication skills among the citizens of Ecuador (Ministerio de Educación [Mineduc], 2019). That is why, Mineduc established that at the end of eighth grade, students are expected to reach an A1.1 English level according to the Common European Framework of Reference for Languages (Mineduc, 2019) to communicate in one of the most spoken languages in the world. As a result, the teaching of vocabulary in English is perceived as the fundamental basis for the development of language skills. Likewise, Lessard-Clouston (2021) states that vocabulary is essential to mastering the teaching of the English language because, without it, students cannot communicate effectively with others. Taking this into account, the role of vocabulary is highlighted in mastering the knowledge of words and their aspects (form, meaning, and use) to communicate and convey ideas.

Unfortunately, with the progressive return to in-person instruction, the loss of student learning has become evident (World Bank, 2021), and therefore, students have not developed the expected language skills. The researcher, as a preservice teacher, observed during her teaching practicum that most of the difficulties were due to the lack of interest of the students and not using activities to put the new vocabulary into practice. This was the case of eighth-grade students from a public institution in the city of Loja, Ecuador, whose deficiencies in vocabulary learning were identified. Similarly, several researchers (Yuliawati & Aprillia, 2019; Asrul & Dahlan, 2022; Patmi, & Sabaruddin, 2021) have reported some problems that affect many students in vocabulary: students were not given any training to memorize the words with their definitions, the words were not used in context, the passivity of the students and the motivation to learn English became a great challenge to build vocabulary. The National English Language Curriculum favors the presence of the Communicative Approach and Content and Language Integrated Learning (CLIL) to develop communicative skills. However, taking into account the students' English level and difficulties in mastering English and its main cause as a low English vocabulary, it was necessary to explore the use of communicative language teaching (CLT) activities in English vocabulary teaching. Therefore, this research's purpose was to develop English vocabulary among eighth-grade students through the use of Communicative Language Teaching activities. Based on this objective, the research aimed to answer the central question: How to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during

the 2022-2023 school year? In addition, two sub-questions were considered: To what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year? What are the student's perceptions about the implementation of the Communicative Language Teaching activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year?

Previous studies have documented links between Communicative Language Teaching (CLT) activities to improve English vocabulary within an enjoyable learning environment which inspires students to learn (Anggraheni et al., 2020, Yuliawati & Aprillia, 2019), as well as working in a collective way to develop vocabulary mastery (Patmi & Sabaruddin, 2021). At the same time, other researchers have found positive perceptions of students who were taught these CLT activities (Asrul & Dahlan, 2022).

Although the aforementioned authors have shown the effectiveness of Communicative Language Teaching to improve English Vocabulary, they did not mention the type of CLT activities they used, since their research was based on the application of CLT principles together with other resources such as Zoom, Realia, Flipped Classroom (Anggraheni et al., 2020; Patmi & Sabaruddin, 2021; Phoeun & Sengsri, 2021). Likewise, they did not explore the improvement in each of the aspects of the vocabulary (form, meaning, and use). In this sense, the present investigation filled this gap by applying four CLT activities suggested by Richards (2006) and their effects on the three aspects of vocabulary: form, meaning, and use.

The implementation of this research work significantly contributed to the educational field. First, it benefited the research participants, since by using an alternative methodology that was based on CLT, students were involved with problems, tasks, and real-life spaces where they practiced and developed English vocabulary. Secondly, it benefited the pre-service teacher to gain experience in the use of CLT activities and their application in the classroom, as well as to improve their teaching performance and develop research skills. In the same manner, other professionals in the EFL area find in this study a source to explore further research. Likewise, this research provides English teachers with some types of CLT activities that have been perceived by students as the most effective in helping to increase vocabulary. Lastly, it serves to encourage and suggest teachers of English as a foreign language to carry out action research in their classroom to explore pedagogical innovations and document their experience and results.

The present research was carried out in a public secondary school, which involved 21 participants from eighth grade over five weeks and 25 hours in the 2022–2023 school year,

where the researcher used four CLT activities: information-gap activities, opinion-sharing activities, information-gathering activities, and information-transfer activities in line with some CLT principles for developing vocabulary aspects "form", "meaning", and "use". Although the research was completed, there were three limitations related to the short period of the intervention, the application of one iteration action research cycle, and the instrumentation. Consequently, it is suggested further research apply the intervention in more weeks of classes to carry out several cycles of the research design and develop two versions of the pretest and posttest to avoid conditioning.

       The main purpose that guided this research was to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year. Based on this general objective, the researcher included two specific objectives: to determine to what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year and to describe the students' perceptions about the implementation of the Communicative Language Teaching activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year.

4. Theoretical framework

Communicative language teaching has been proposed to increase learners' language skills and systems such as vocabulary (Owen & Razali 2018). Richards (2006) sets CLT principles to guide the development of the class for students to foster communicative competence using different CLT activities. This literature covers a variety of such activities found in Richard's book and journals located in databases such as Google Scholar, ERIC, Mendeley, EBSCO, and more. Although the reviewed papers cover the two variables of this research project, there is a gap in the use of CLT activities and exploration in each of the vocabulary aspects. Therefore, this study was carried out with four CLT activities to develop the three vocabulary aspects. The literature review comprises information about the independent variable which is Communicative Language Teaching taking Richards (2006) as a reference. The topics covered are focused on the importance, the functional communication and social interaction of four Communicative Language Teaching activities, and finally the relationship between Communicative Language Teaching and English vocabulary. The dependent variable addresses vocabulary definition and its importance, as well as the teaching and assessment of vocabulary. The theoretical framework also includes vocabulary types such as productive, recognition, active, and passive. Finally, it contains aspects of vocabulary established by Nation (2001), for instance: form, meaning, and use. The following section explains Communicative Language Teaching.

4.1. Communicative Language Teaching

4.1.1. Communicative Language Teaching Background

Communicative Language Teaching is the response to the traditional approaches such as Audiolingual and Situational Language Teaching which focus on grammatical competence. These approaches include practice where the learners make questions and answer them, memorize dialogs, and work on substitution drills (Richards, 2006). Subsequently, these techniques are emphasized through repetitive activities and drills, where learners must produce accurate grammatical patterns and the teaching of the four skills follows an order: listening, speaking, reading, and writing (Savignon, 2017). Therefore, traditional approaches have seen language from a grammatical point even in speaking activities where mistakes are avoided and the social environment is not considered. For that reason, linguists needed to develop an approach that took social factors into account.

In this sense, Hymes was the first in America who structured a theory called communicate competence from which the Communicative Language Teaching (CLT) approach is based. Hymes (1980, as quoted in Savignon, 2002) summarizes communicative competence

as the capacity to use language in a social environment and to adhere to suitable sociolinguistic standards, for this reason, language and communication development are not thought of separately. Following this line of thought, Hymes (1972) argued that children develop proficiency when speaking helping them to realize what they need to know in order to communicate or try to communicate. Along with this thinking, Richards (2006) specifies what students need to know as they interact: grammar rules that include vocabulary and semantics, and speaking rules that encompass community behavior patterns. Consequently, communicative competence goes beyond linguistic and grammatical norms and reaches the pragmatic branch that studies language use.

From this point, Communicative Language Teaching was constructed focusing on communication based on real-life issues, as Hymes (1972) pointed out competence is fueled by social experience, needs, and motives. Then, this approach looks to use specific and relevant contexts for students, where they handle meaningful communication with suitable linguistic proficiency in different social contexts (Santos, 2020). Principally, this approach pleads for communication competence and makes the students able to communicate in the target language (Desai, 2015). In order to carry out this purpose teachers and students must develop skills beyond listening, speaking, writing, and reading, as Richards (2006) explains it is essential to have "knowledge and skills to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on" (p. 9). For that reason, the CLT approach contemplates every single context and situation where students could develop their proficiency in communication.

4.1.2. Definition of CLT

Teachers need activities where students can communicate to achieve meaningful learning, and one of the most effective and popular ways is Communicative Language Teaching. Different authors have proposed definitions of the CLT, in terms of their point of view.

One definition of CLT is provided by Richards (2006) who considers that the CLT is a set of principles that guide the development of the class for students to foster communicative competence. These principles address the types of classroom activities, the roles of teachers and students, collaboration, and context. This definition emphasizes that the CLT approach works to create an environment where students use the target language.

The National Ecuadorian Curriculum defines the CLT approach explaining that the "language is best learned as a means to interact and communicate, rather than as a body of

knowledge to be memorized" (2019, p. 3). Therefore, the key point in language teaching is communication in order to develop competent students in the management of language skills. Moreover, CLT has an active role in the classroom because it looks to encourage students to communicate real meaning as a way of learning, and which emphasizes language use (Harmer, 2007). Subsequently, CLT poses a challenge for students that leads them to seek the resources to achieve the goal of communication.

4.1.3. Importance of CLT

The importance of Communicative language teaching relies on the use of authentic material within a real context for learners to work collaboratively. Phoeun and Sengsri (2021) highlight the importance of CLT, as they state that CLT seeks language acquisition to take place in a meaningful context with authentic language as input. Therefore, students are immersed in activities that imply applying the language to real situations: group debates, decision-making, and, sharing opinions. Similarly, Li and Peng (2022) commented on the importance of using CLT based on their research where they state that teachers prefer CLT because it stimulates and maintains students' interest in language learning.

Furthermore, Itmeizeh and Saleh (2022) suggested the importance of classroom CLT activities, where students take part collectively and feel more comfortable in this setting. Finally, it is important to know some features of CLT, which will be described below.

4.1.4. Communicative Language Teaching Features

The features of Communicative Language Teaching are focused on all the teaching and learning processes, as well as on the students' and teacher's roles. Nunan (1991, as cited in Rahmawati, 2020) enlists five features which are:

1. an emphasis on learning to communicate through the target language;
2. the introduction of authentic texts in learning situations;
3. the provision of opportunities for the student to concentrate, not only on the language but also on the learning process itself;
4. an enhancement of the learner's own experiences as important elements contributing to learning in the classroom;
5. an attempt to link language learning in the classroom with language activities outside the classroom.

Based on these features, it is established that Communicative Language Teaching is about providing students with authentic activities in which they can easily be immersed due to these tasks taking into account the interests of the students and their context. In this way, the

activities, the vocabulary, and new knowledge will not only be used inside the class but outside of it.

4.1.5. Communicative Language Teaching Principles

In order to know more about Communicative Language Teaching, it is fundamental to consider the principles that guide a class using the CLT activities. The principles of the CLT have been established by various authors, and have been compiled by Desai (2015) and Rahmawati (2020) in the following way:

1. appropriate use of language is emphasized rather than accuracy;
2. communicative functions are more important than linguistic structures;
3. language cannot be learned through memorization;
4. the teacher must create situations that help promote communication;
5. communicative competence;
6. authentic and meaningful communication;
7. student-centered;
8. integration of language skills;
9. meaningful interaction in the language. (p .49; p. 597-600)

These principles must be taken into account when using CLT in the classroom, which is why activities are necessary according to the objective of the CLT. These activities seek to students to negotiate meaning and interact in a meaningful way. Therefore, in order to understand what is the role of the CLT in the EFL classroom, the next section will address this theme.

4.1.6. Communicative Language Teaching in EFL Classroom

The operationalization of CLT into the class has some ways to be carried out. The first as Richards explains, there is the mechanical practice. It "refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language" (Richards, 2006, p. 16). Therefore, teachers can use drills in order to repeat and practice grammar, structure, and vocabulary.

The second way to exercise CLT is meaningful practice. Richards (2006) describes it as "an activity where language control is still provided" (p. 16). Therefore, teachers set the topics and develop the tasks to share them with students. Then, students can practice using real context based. For example: pictures of maps in order to talk about directions, prepositions of place, vocabulary related to places such as market, house, school, and hospital. These topics and vocabulary are part of the daily life of students and make the task meaningful.

The third kind of practice is communicative, defined as "activities where practice in using language within a real communicative context is the focus" (Richards, 2006, p. 16). In this case, the tasks developed by the teacher include students' real context for instance, things in the house or classroom, likes and dislikes, something related to news, current things such as football, singers, movies, and events from their city. There are different sources to exchange meaningful information, and students are more attracted to topics related to them and their context.

As teachers create situations to promote communication, students tend to go back to their mother tongue to try to express something they do not can convey in a foreign language. That is why the students' native language is permitted in CLT classrooms (Larsen-Freeman & Anderson, 2011), especially with beginners or basic users. The mother tongue is a helpful tool to check comprehension, give instructions, and explain grammar points, however, the use of native language has to be planned in order to not overuse it. Consequently, it is clear that the use of L1 is allowed to reach students' comprehension, which facilitates the development of the class and language acquisition.

4.1.7. Communicative Language Teaching and English Vocabulary

Regarding the study of Yuliawati and Aprillia (2019), "teaching English vocabulary by using Communicative Language Teaching (CLT) is one of the alternative ways to teach vocabulary" (p. 99). The results of the cited study established the use of CLT as a method with advantages, where students are allowed to practice new vocabulary in meaningful contexts. The use of CLT is carried out in three stages. At the beginning, the class started with a simple warm-up or lead-in, for example, a greeting with questions about the last days. The steps follow a structure, the first step is the presentation, the second is the practice and the last one is the production phase. In the first one, the teacher tries to introduce new information, it can be done with authentic material and context (Rumbouw, 2021). In the second one, the students work on selection and supply items. The last phase is where students practice the new knowledge, for that reason, the main aspect of the use of CLT activities is the context, which has to be closely related to the students, in order to encourage them to communicate. Therefore, some of the CLT activities used with learners must be about the following two groups

4.1.8. Functional Communication and Social Interaction Activities

The authors establish different kinds of activities, which are pre-communicative and communicative as differentiated by Littlewood (1981). In the same way, he explains the structure of the second one which is divided into functional communication activities and social interactional activities. In the first activity, students use language to obtain information and

complete the gaps of knowledge about the task. There are some examples of this type of activity such as information gap or jigsaw.

On the other hand, social interaction activities are developed in a specific context. Furthermore, students should "pay attention to the context and the roles of the people involved" (Richards, 2006, p. 18), and realize how social interaction is, who are the actors, and what is the issue and main problem. Examples of these activities are role-plays, puzzles, and game activities.

4.1.8.1. Information-gap Activities. These activities have the purpose of getting information that students do not hold. For that reason, they are based on tasks that learners have to develop according to the newly learned vocabulary. In this type of activity, students have the opportunity to express their feelings and perceptions over proposed topics (Neira, 2019). Information-gap activities should be conducted in pairs or small groups to for students exchange information with other classmates. (Humaera et al., 2022), pointed out that with the use of this type of activity, students were able to get a lot of new vocabulary, and it is due to the meaning and authenticity of the task that students were familiar with. An example of information-gap activities is explained by Richards (2006):

> Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back-to-back and ask questions to try to find out how many differences there are between the two pictures. (p. 18)

The previous example exposes how students must use the new vocabulary to communicate the differences in order to solve the task. Finally, it is highly important that the pictures will be realistic according to students' situation.

4.1.8.2. Opinion-sharing Activities. These activities are developed with the use of vocabulary that students know or are learning in order to compare opinions, thoughts, and views. The activities are interactive because they give students a chance to be experts on a relevant issue (Courtney, 2020). In fact, the teacher's role is to bring discussion topics and set students into small groups where they talk and express whether they agree or not with classmates' viewpoints. The purpose of opinion-sharing activities is for to students share personal experiences and learn from others' ideas, views, and values, (Dib, 2021). For that reason, the activity must be based on a theme that concerns students about their daily lives, that is, the theme must be aligned with the principles of CLT. Richards (2006) proposed an example in which students "list six qualities in order of importance that they might consider when

choosing a date or spouse" (p. 19). This example shows that the topic must be appropriate to the age, context, and interest of the students, therefore the activity is meaningful and encourages students to participate in the class. As Martínez-Gómez (2020) stated learners felt motivated to participate and give their opinions about the topic because they established a connection with it.

       4.1.8.3. Information Gathering Activities. These types of activities require students to use the language in order to ask for information which is needed to complete the task. In the same way, these activities allow students to look for words that they need to ask. The four skills are developed, for instance, when learners ask questions, they are developing speaking skills, and the information collected has to be written after listening to the classmate's answer. There are some examples of activities such as "student-conducted surveys, interviews, and searches" (Richards, 2006, p. 19) information gap activities can improve comprehension of spoken language as well as increase students' vocabulary (Owen & Razali, 2018).

       4.1.8.4. Information Transfer Activities. According to Richards (2006), students are given information presented in one way, to transfer into a different way, for example, reading about a zoo. This type of activity requires students to transfer the information in another way, for instance, a drawing explaining the different positions of the animals inside the zoo. Therefore, the information is the same, but the presentation changes. It is important to highlight the relevance of the activity, which has to be closely related to students' context, for instance, news about favorite singers, football players, and Ecuadorians in sports. Richards (2006) shared an example of information transfer activity: "to read information about a subject and then represent it as a graph" (p. 19). The foundation of the previous task is a reading text, similarly, this type of activity can be developed using the listening skill. For instance, students work in pairs or small groups, and they "take turns to describe what they ate for lunch that day while their partner attempts to draw the food on the plate" (Jaya, 2021, p. 16). The use of these activities helps students relate the words to their images; as a result, they easily remember words because learners themselves create their own pictures or graphs, and teamwork motivates them and reinforces their knowledge. Concluding, information transfer activities are essential to improve vocabulary because it helps students not only to remember words through speaking but also to remember and relate to an image.

4.2. Vocabulary

4.2.1. Vocabulary Conceptualizations

       Vocabulary could be understood as all the words that are in a dictionary. However, Lessard-Clouston (2021), goes beyond and defines vocabulary as "the words of a language,

including single items and phrases or chunks of several words that convey a particular meaning" (p. 2). There is to say, vocabulary should be learned not only word by word but also within phrases taking into account the context.

Likewise, "vocabulary is all the words that people know and use in their communication." (Anggraheni et al., 2020, p. 11). For that reason, it is essential for students to enrich their vocabulary, in order to develop speaking and writing skills. Even more, the National Curriculum (2019) emphasizes the use of CLT due to the necessity to have users who are competent in the use of a foreign language (p. 3). Vocabulary becomes relevant to perform any social interaction, and this competence has to be developed from an early age.

Akramy et al. (2022) stated that grammar provides the overall patterns, and vocabulary is needed to put into the pattern. The reason is that without vocabulary, students cannot use any grammatical structure or sentence due to not knowing the word's meaning or the use of it. Moreover, with all of the patterns in students' heads but low vocabulary knowledge students are not free to express themselves. Also, students face obstacles when there is a misunderstanding of lexical items. Consequently, vocabulary is the basis for learning a language and being a user of it.

In the same vein, Qureshi and Akhter (2019) conclude that "vocabulary is a determining factor in the overall comprehension of the English language" (p. 510). That is why teachers must look for activities which help and encourage students to enhance their vocabulary in order to express themselves. Thus, teachers realize the dimension and importance of teaching vocabulary before and during the development of a skill. It is important to clarify that vocabulary is a system of language, thereby it is not included as a language skill.

Regarding these definitions, vocabulary can be defined as a set of lexical items that exist in a language and are needed to handle meaningful communication. What is more, vocabulary is the basis for the development and practice of the four skills: listening, writing, reading and speaking. Therefore, teachers and students should give a main role and importance to vocabulary in the teaching-learning process, since the more knowledge of words, the more students can transmit and learn.

4.2.2. Importance of Vocabulary

The importance of enriching vocabulary relies on the necessity to communicate. Lessard-Clouston (2021), states "vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas" (p. 2). Therefore, the more students' vocabulary increases, the more they will be able to be a part of social interaction inside and outside the class. For teachers, it is essential for the students'

participation, and it will be achieved with the enrichment of vocabulary. Accordingly, both teachers and students have to put vocabulary at the center of the teaching-learning process, because vocabulary is the core of language learning.

Similarly, vocabulary becomes an important aspect since the number of lexical items that a student can manage is proportional to how well the student can communicate, as Akramy et al. (2022) suggest vocabulary is an essential component to determine how much a student is able to communicate successfully. Thus, while students know more words it is easier for them to participate in a conversation and have an active role in it. Teachers should acknowledge that if they want their students to be active in the classroom, students need to enrich the words they know.

For foreign language learners, the importance of vocabulary increases because being proficient in another language involves learning a significant number of words (Namaziandost et al., 2020), that is the reason why students must learn from a simple word to the most complex and advanced. Furthermore, many words have not only one meaning, but many, depending on context and usage. For this reason, vocabulary is the first aspect that teachers and students have focused on in order to use each word appropriately.

When a student does not have enough vocabulary or even does not know a simple item, it may be a problem to communicate his/her ideas. As Kassa et al. (2022) stated "vocabulary learning is highly attached to the comprehensible inputs which are the pushing factors to express ideas or feelings during using a language" (p. 1954). Consequently, the importance of vocabulary focuses on developing students who can understand what others are saying and be part of the conversation. The following section aims to provide information on vocabulary aspects.

4.2.3. Aspects of Vocabulary

For teachers, it is necessary to be aware of the three aspects of vocabulary which are: word form, word meaning, and word use (Izzah, 2015). Furthermore, these three aspects have their components as Nation (2001) explained in the following way.

4.2.3.1. Form. This is composed of the spoken and written form, and answers questions such as "Can the learners repeat the word accurately if they hear it? Can the learners write the word correctly if they hear it?" (Dakhi & Fitria, 2019). The last component is the word parts, where students identify the affixes studied.

4.2.3.1.1. Written Form. This component relates to learning the form, writing, and spelling of words. Foremost, it is evident that speaking and listening to a language can help someone learn it, but in the EFL, being able to read and write words is crucial to learning the

language. The written form of a word, according to Nation (2001), refers to how the word appears and how it is spelled correctly. In this sense, writing entails producing words in the right order, or in the manner in which a word is constructed. In fact, learning how to spell words correctly might prevent grammatical mistakes. In other words, it is critical to write precisely in order to effectively convey the point.

4.2.3.1.2. Spoken Form. It involves being able to understand the word when it is said, as well as being able to use the spoken form to convey the meaning of the word. Furthermore, according to Nation (2001), to produce the spoken form of a word in English, someone must pronounce the sounds of the word as well as the degrees of stress on the appropriate syllables. For example, the word *research* whose meaning depends on the syllable stress. This word is a noun if the stress is in the first syllable (/ˈriː.sɜː.tʃ/) and it means a thorough investigation of a topic whereas if the stress is in the second syllable (/rɪˈsɜː.tʃ/) it means to study and discover information. Consequently, it implies knowing and practicing sounds and their relationships. It is also associated with learning an English accent, whether British or American, whose pronunciation differs.

4.2.3.1.3. Word Parts. Word parts, also known as affix knowledge, are lexical items that are combined with affixes, such as prefixes and suffixes, to create morphologically complex words (Bubchaiya & Sukying, 2022). That is why knowing "word parts" involves recognizing which particular prefixes and suffixes can be used to express a given meaning. For example, the words endless and ageless have the suffix -less whose meaning is "without". This knowledge entails being able to employ the language's inflectional system (Nation, 2019), which helps learners build words and figure out the meaning of words according to their parts: roots and affixes.

4.2.3.2. Meaning. This aspect refers to the form and meaning that words can express. The concepts of words and their referents, and the associations people make of words, as well as the synonyms which can replace specific words. In this sense, the meaning aspect has three components: form and meaning, concept and referents, and associations.

4.2.3.2.1. Form and Meaning. The most significant parts of vocabulary knowledge for a learner of English as a foreign language are knowledge of the word form (what it looks like), spoken form (what it sounds like), and the connection with its meaning. It is in line with Nation (2019) who argued that in order to begin reading and listening, a learner must be able to recognize the form of words and connect a meaning to them. For cognates and loanwords, the form-meaning relationship is frequently obvious. This is due to the closely related forms; for example, *actividades* (in Spanish) and *activities* (in English) have roughly equivalent meanings.

4.2.3.2.2. Concepts and Referents. This component deals with the fundamental significance of word, that entails being aware of what a certain concept involves and what things can be represented by it. A single term can have a variety of meanings and referents which come from the same root, that is, they share a common meaning (Nation, 2013). This is where one of the problems in learning a language can be found, however, at the same time it turns out to be an advantage since although they do not share the same meaning, they can be attributed a relationship. For example, the word *milk* has two principal definitions one as a noun: the white fluid that sheep, goats, and cows generate; and the other as a verb: to get animal milk.

4.2.3.2.3. Associations. This component describes the connections between many different English words on a semantic level. Although synonymy is the most significant relationship, nouns, adjectives, and verbs have their unique organizational structures (Nation, 2013). It is important to distinguish the parts of speech to clarify word structure. Understanding this structure helps develop activities that will deepen learners' comprehension of words as well as for defining words.

4.2.3.3. Use. It is divided into three components. First, the grammatical functions which explain the patterns of the sentence. Second, the collocations, where students analyze words that occur with others. Finally, the constraints on use, where students answer questions about the use of words.

4.2.3.3.1. Grammatical Functions. Finding the grammatical patterns that different words depend on is one of the grammatical functions. To know the role of a word in a sentence, it requires determining if a word is countable or not, plural or singular, transitive or intransitive, superlative or comparative (Nation, 2019). For example, the word *knowledge* is singular and uncountable and for its writing you can only use the verb be *is* and third-person singular verbs. Similar to the previous consideration, it is necessary to determine the characteristics of the speech elements of a word; for instance, if a word is used as a noun, pronoun, verb, adverb, adjective, or preposition. Consequently, the grammatical function aspect examines the placement of words in sentence formation to convey a message.

4.2.3.3.2. Collocations. Knowing a word is not knowing its form and meaning, but implies knowing the words with which it usually appears. Normally our brain retains many learned sequences instead of creating them as needed. Nation (2013) explains that what makes it easier to memorize sequences is that most of the units consist of elements whose meanings clearly contribute to the meaning of the whole. All in all, learning collocations entails primarily thinking about how various words can be combined to create a single meaning and how a particular word might be used in combination with others.

4.2.3.3.3. Constraints on Use. This component is all about recognizing that a limited number of words and phrases have restrictions on how they can be used. Nation (2019) describes common restrictions regarding polite, geography, age, date, and frequency. Regarding the context of EFL, the restrictions of use can come from the way in which the word of the mother tongue is translated, since in the first language it has a meaning but in the foreign language its meaning could be more severe. Together with these restrictions are added in the terminology used to refer to the person you are talking to, consequently, language students need to be more cautious in this area.

Table 1
Division of vocabulary aspects

Form	Spoken	What does the word sound like? How is the word pronounced?
	Written	What does the word look like? How is the word written and spelled?
	Word parts	What parts are recognizable in this word? What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal? What word form can be used to express this meaning?
	Concepts and references	What is included in the concept? What items can the concept refer to?
	Associations	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical functions	In what patterns does the word occur? In what patterns must we use this word?
	Collocations	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constrains on use	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

Adapted from Nation (2019)

Just as it is important to know the aspects of vocabulary in order to approximate concepts accurately, it is also important for teachers to know the types of vocabulary, which are detailed below.

4.2.4. Types of Vocabulary

In terms of vocabulary types, there are primarily two divisions: productive and recognition/receptive vocabulary. On one hand, Izzah (2015) considers that productive vocabulary is concerned with the words that students can produce properly in speaking and writing. On the other hand, recognition vocabulary is the words that students recognize and understand, but are not produced appropriately. In addition, vocabulary is also classified

according to word frequency: active and passive (Dakhi & Fitria, 2019, p.19). These types of vocabulary are described in more detail below.

4.2.4.1. Productive Vocabulary. It means words that students understand, pronounces, and use correctly while speaking and writing (Susanto, 2017) to communicate and give a message. In addition, Dakhi and Fitria (2019) explain that productive vocabulary refers to the set of words used to produce the message because learners employ well-known words to transmit their ideas to others. Thus, productive vocabulary is also an active vocabulary.

4.2.4.2. Recognition Vocabulary. It is defined as the words which students understand and use when reading and listening to comprehend given messages (Dakhi & Fitria, 2019). For that reason, this vocabulary is related to receptive skills. Moreover, Moon (2017) establishes that recognition vocabulary is bigger than productive vocabulary. Because, most of the learners understand words and their meaning, but they do not know how to pronounce them. Therefore, these words are not used especially in speaking.

4.2.4.3. Active Vocabulary. It refers to the words which learners understand and use actively in productive skills such as listening and writing. Therefore, students used these words automatically and without pauses, because these words are well known.

4.2.4.4. Passive Vocabulary. This type of vocabulary is when students do not understand the words completely. Thus, these words are not used frequently in writing and speaking. Another characteristic is that passive vocabulary is the foundation to develop an active vocabulary. Teachers and learners need to train passive words in order to use them actively. The following section aims to provide brief information on vocabulary teaching.

4.2.5. How to Teach Vocabulary?

Vocabulary teaching should be the first activity to develop, because without vocabulary students cannot communicate. For that reason, teachers must look for activities to teach vocabulary efficiently. One aspect to keep in mind is that the activities should be engaging, where students are enthusiastic to learn new words because they realize they need to use words to engage in conversation or activities. Moreover, the teachers' role is crucial in vocabulary teaching, because they must provide motivating exercises for students. As Saleh and Ahmed Althaqafi (2022) claimed that "teachers should always try to create contexts for their students in which the target words are useful and meaningful" (p. 2). Thus, the activities should focus on students' interests, likes, and real-life situations. Here is where the Communicative Language Teaching activities have an active role, due to the authentic material used.

In order to teach vocabulary in an effective way, some guidelines have been produced. Manyak et al. (2014) found three general guidelines, one of the most important is that

vocabulary teaching should be multifaceted, teaching individual words as well as within a sentence as a group of words. Additionally, teachers must know how students learn new words. First, it is the use of labelling where students give a name to the objects. Next, students categorize the objects, for instance 'house' can be in a picture, can be a toy house, or be part of an idiom. Thus, teachers should provide all the possible meanings of a word in order students do not get confused and use each word appropriately. Besides, teachers must use other skills and avoid teaching new vocabulary in an isolated way.

There are lots of strategies or activities which teachers use on vocabulary teaching, for instance: mobile applications, games, flashcards, and different approaches. However, Lowe et al. (2022), highlight the importance of a combination in the use of activities and strategies for maximum effectiveness. Thus, the CLT activities are flexible and allow to incorporation of several didactic resources taking into account the use of meaningful and authentic material for learners. Because all the CLT activities have the purpose of developing communication due to students finding these activities relevant to them.

Based on this information, the researcher concludes that the teaching of vocabulary is approached with various strategies and activities, which should engage the student through the use of real-life situations and work with individual and group words, as well as with the vocabulary aspects, following the guidelines for learning new words. The way of assessing the vocabulary is also relevant and it is discussed further below.

4.2.6. Vocabulary Assessment

In order to know the students' progress in learning vocabulary, a test is necessary to assess word knowledge. For that reason, teachers should distinguish among types of tests for different purposes. In addition, Indrasari et al. (2018) argue that test students motivate them to review previous vocabulary in order to study for the assessment. Some of the tests are the Vocabulary Knowledge Scale (VKS) and Vocabulary Recognition Task (VRT), which should be given before and after the teaching of a new content unit (Kading & Zuther, 2016), lastly the Vocabulary Levels Test (VLT).

4.2.6.1. Vocabulary Knowledge Scale (VKS). This obtains a personal report from the student, where he himself evaluates his knowledge of a specific word selected by the teacher. For example, some of the items in this test are: "I don't remember having seen this word before. (1 point), or I know this word." (Payá-guerrero & Esteban-Segura, 2015, p. 100). This test measures students' vocabulary acquisition and retention.

4.2.6.2. Vocabulary Recognition Task (VRT). It assesses students' recognition or receptive vocabulary. It is a combination of VKS where the students not only report whether

they know or not a word but also demonstrate their knowledge. For instance, Kading and Zuther (2016) explained that teachers select some words related to the topic of the unit and students answer whether they know the word by writing examples or circling the words related to the topic.

        4.2.6.3. Vocabulary Levels Test (VLT). This assessment tool uses questions of form-meaning matching, for instance, the teacher presents clusters of six words (Salmela et al., 2021) where students select a definition that matches the given word. Moreover, this kind of test is not computerized.

        Following a discussion of several indicators connected to the two variables: CLT activities and vocabulary in English, the previous studies that support the development of this research are detailed below.

4.3. Empirical Studies on the Impact of CLT on English Vocabulary

        The following section describes six relevant studies that investigate the effect of CLT on English vocabulary. Additionally, this part seeks to compile information about the research work by listing the following categories: author, year, country, population, method of research, and level of education. This information is presented below.

        First, Anggraheni et al. (2020) carried out research in order to find out whether the CLT method has a significant effect on improving the English Vocabulary of students with special needs in SLB D at YPAC Semarang, Indonesia. The researcher used a descriptive method with a qualitative approach in which six students were part of the study. It is important to note that the lessons were delivered via Zoom by applying six materials in seven one-hour sessions. The researcher developed this study into four stages: observation, planning, action, and reflection, which allowed us to identify the problem, develop and conduct a plan to gather data, analyzed it, and finally discuss the results of the intervention plan. Consequently, the findings revealed that the student's proficiency in English has considerably improved. English vocabulary development in the participants was positively impacted by an engaging and enjoyable learning environment. The CLT technique and Zoom for teaching English worked really well together due to the possibility to share a video and a link for an English game.

        Additionally, Asrul and Dahlan (2022) developed a research project called "The Use of Communicative Language Teaching (CLT) Method in Improving Students' English Vocabulary". The objective of this study was to determine if the CLT method improves students' English vocabulary proficiency before and after using the treatment. The researcher followed a pre-experimental design with a quantitative method. That is why, the instruments used were pretest and posttest to gather data in the six meetings of English vocabulary teaching

by applying CLT. The findings indicated that the CLT method improves the students' English vocabulary, it is also in line with the positive perception of students who were taught with this method.

In the same way as the previous study mentioned, Çiftci and Ozcan (2021) sought to compare whether Traditional Grammar Translation Method (TGTM) or Communicative Language Teaching (CLT) was more effective in teaching English language grammar and vocabulary. The researcher worked with 68 students attending to a high school in Turkey, and the research design used was a quasi-experimental one with a mixed method. That is why the instruments applied in this research were a pretest and posttest, and the quizzes which were applied after the implementation of each text. In a qualitative analysis, data was examined from an explanatory standpoint. As a result, the participants who received instruction based on TGTM produced more vocabulary than those who received CLT. The study's quantitative and qualitative findings revealed that using TGTM instead of CLT for teaching and learning English grammar and vocabulary was more practical and effective. An unexpected result was that participants used more language in their written than in their spoken productions.

In similar manner, Patmi and Sabaruddin (2021) conducted quantitative research with a real experimental method about the use of Communicative Language Teaching with realia. Therefore, the purpose of this study was to understand how CLT and Realia improve the vocabulary of Islamic school students. In this study, 60 students were randomly selected to participate, 30 in the experimental class and 30 in the control class from a secondary school in Indonesia. In addition, the researchers intend to answer the question "Is the use of Realia in Madrasah Tsanawiyah Madani Pao-pao effective in improving the vocabulary of second-grade students in communicative language teaching (CLT)?" For this purpose, the investigation was conducted using a written vocabulary test which results revealed that students' vocabulary at Madrasah Tsanawiyah Madani Pao-pao can be improved by using CLT and Realia. Due to the fact that participants worked in groups, they were able to share their opinions and overcome their problems in learning by working together and looking for answers within their group.

Furthermore, in 2021 Phoeun and Sengsri carried out a study titled "The Effect of a Flipped Classroom with Communicative Language Teaching Approach on Undergraduate Students' English-Speaking Ability", which developed a mixed method using the ASSURE instructional design model that had as the purpose to investigate the effect of a flipped classroom with CLT approach on English speaking ability of undergraduate students in Cambodia. The instruments used to carry out this research were pretest and posttest on speaking, written one of grammar and vocabulary, and teacher observation. The population for

this study was 21 freshmen of the academic year 2017-2018 pre-intermediate level at the Royal University of Phnom Penh. The results from the pretest and posttest demonstrated that participants altered their mindset about studying and benefited more from the flipped design and CLT in terms of grammar and vocabulary than speaking abilities.

Last but not least, Yuliawati and Aprillia (2019) performed quantitative research to accomplish several objectives: to know how to teach vocabulary using pictures and games in CLT, to investigate the benefits of teaching English vocabulary using images and games in CLT, as well as to explore the issues that may arise throughout the teaching and learning process. This study was based on an action research design that used observation, conversation, and interview applied to 30 participants to gather data. As a result, the main findings reported that the use of images and games to teach vocabulary was well received by every student. They believed that the CLT method's use of graphics and games may make it easier for them to comprehend word meanings and inspire students to learn vocabulary since the activities in the classroom were more enjoyable. However, the researcher reported some problems with the class being crowded and noisy, and also with the fact that the students got bored after long discussions.

To summarize, this study was aimed at developing English vocabulary by using communicative language teaching activities among eighth-grade students at a public institution in Loja during the school year 2022 – 2023. Hence, the theoretical framework showcased the first theme: communicative language teaching including information-gap activities, opinion-sharing activities, information gathering activities, and information transfer activities to apply in the vocabulary development. The second topic addressed was English vocabulary which consist of three aspects: form (how words look like), meaning (identify the form of words and add them the meaning), and use (use words in the formulation of sentences). In addition, the researcher compiled various studies that support the use of CLT to develop English vocabulary. However, have not specifically examined the use of CLT activities in vocabulary development. This emphasizes the significance of the present research work, which seeks to fill the gaps in previous studies by implementing four CLT activity types to develop English vocabulary.

5. Methodology

The section below discusses the method used to carry out this research project. Setting and participants, method, research design, data collecting instruments and techniques, and data analysis were all taken into consideration when developing this section.

5.1. Setting and Participants

The implementation of the intervention proposal was conducted in the city of Loja, located in the southern part of Ecuador. The study was carried out in a public institution of the Educational District Zone 7 located at -4.01038° or 04°0'37" latitude and -79.1991° or 79° 11' 57" longitude.

The participants were selected using convenience sampling because it is used for qualitative and quantitative studies. In addition, it was taking into account the geographical proximity and easy accessibility provided by the educational institution. Likewise, the available time of the participants in the mornings and their willingness to participate in the study were considered (Ilker Etikan et al, 2016). The researcher of this study formally requested the permission of the principal of the educational institution to implement the intervention proposal (see Annex 1). Permission was granted and the course was selected by the researcher. The parents of the eighth-grade students parallel "C" were asked using informed consent to allow their children to be part of the study (see Annex 2). Although this informed consent was signed by twenty-one parents from thirty-five, the intervention proposal was applied to the whole class but the data was only collected from the twenty-one participants. Consequently, to develop this research study twenty-one students participated from the eighth grade of the school year 2022-2023 with ages in the range of 12 to 13, who were expected to reach an A1.1 English level according to the National Curriculum of Ecuador.

5.2. Procedure

5.2.1. Method

This research employed a mixed method, which integrates a qualitative and quantitative approach at the same time to obtain a greater understanding of the influence of Communicative Language Teaching activities on English vocabulary. Aspers and Corte (2019) pointed out that quantitative and qualitative research have the same general objective which is to understand the world better. However, both methods address the research in different ways using different methods. On the one hand, quantitative studies use statistics for research, producing more objective analytical data (Abuhamda & Bsharat, 2021). On the other hand, qualitative studies take into account the socio-demographic characteristics of students to evaluate the problem. Creswell and Creswell (2018) stated that the value of mixed methods "resided in the idea that

all methods had bias and weaknesses, and the collection of both quantitative and qualitative data neutralized the weaknesses of each form of data" (p. 62). Therefore, the use of this method helped to offer accurate data, since it explored both the effectiveness of the implementation of the proposal and the students' perceptions. Finally, the research project followed an action research model, in which the preservice teacher reflected on the teaching and learning process.

5.2.2. Research Design

The present research project adopted a basic action research model with five steps provided by Richards and Lockhart (2007), which was based on the seminal work of Kemmis and McTaggart, to identify a problem and develop an action plan to improve the student's learning. According to the author, action research is the type of inquiry conducted by educators through small-scale investigative projects in the teacher's classroom to enhance their practice by understanding their students, solving problems, and strengthening skills. Thus, the researcher embraced the following steps of the action research model to efficiently solve the problem found among EFL students.

5.2.2.1. Initial Reflection. In the first stage, a problem was identified during the internships carried out by the preservice teacher. The issue to be addressed was a low level of vocabulary, as Sharma (2018) mentioned, it is due to the absence of the opportunity to speak in class and activities that are not very stimulating for students. The target population of this research study was the eighth-grade students of a public institution in Loja during the 2022-2023 school year.

5.2.2.2. Planning. In this stage, the researcher suggested the use of Communicative Language Teaching activities as a possible solution, consequently, the objective of the study was to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year. To fulfill the proposed objective, a review of the literature and existing research was carried out to deal with students' low levels of vocabulary. Therefore, two variables were established such as Communicative Language Teaching activities as the independent variable, and vocabulary as the dependent variable. The two variables were described in the theoretical framework whose different indicators were detailed in order to understand the development of the research project. The first variable included four indicators: information-gap activities, opinion-sharing activities, information-gathering activities, and information-transfer activities. The second variable included three aspects: form (written), meaning (form and meaning), and use (grammatical functions). After reviewing the literature, some data collection instruments were developed per each technique, therefore, testing techniques included a pretest and posttest to

assess students' vocabulary level, the observation technique comprised field notes to record the class's development, and finally, the survey technique consisted of a questionnaire instrument to collect students' perspectives towards CLT activities. In order to verify the validity and practicality of these instruments, they were submitted to a pilot test with preservice teachers who provided feedback and corrections. In the same way, it was established that the quantitative data would be processed and analyzed through descriptive statistics, and the qualitative data would be interpreted through thematic analysis by taking the information from the open-ended questions from the questionary instrument. With all of this information, an intervention plan emerged, where lesson plans (see Annex 3) were designed using the Presentation, Practice, and Production (PPP) model with their respective didactic material according to the type of CLT activities to be implemented in different weeks. Finally, the researcher prepared the legal requirements for participants' recruitment where permission was formally requested from the principal of the educational institution to implement the proposal. Parental permission was also obtained through informed consent, which allowed their children to be part of the study. In order to accomplish the principle of privacy, the institution and participants' names were not mentioned.

5.2.2.3. Action. The action took place over five weeks in the public institution with eighth graders in the morning section. The intervention plan was carried out by the researcher as an active participant observer through the use of Communicative Language Teaching activities under the PPP lesson plans. At the beginning of the intervention, the pretest was administered to participants. During each week the use of different CLT activities was explored, for instance: 1) information-gathering activities, 2) information-gap activities, 3) information transfer activities, and 4) opinion-sharing activities. The last week was designed to apply the posttest of vocabulary and a questionnaire that assessed students' perceptions about the two variables.

5.2.2.4. Observation. This phase was developed at the same time as the previous phase. For this reason, the administration of the pretest helped to determine a baseline before intervention of the lesson plan #1 where the students' vocabulary level was evidenced. The implementation plan was regularly observed through the use of field notes in which the researcher assumed the role of a participant observer, who wrote the field notes in text form after the lessons. As mentioned, in the last week, the posttest and the questionnaire were administered by the teacher-researcher at the end of the intervention.

5.2.2.5. Reflection. In order to reflect on how effective the intervention proposal was, the quantitative data obtained from the pretest and posttest instrument was analyzed and

illustrated through descriptive statistics which were represented in tables and graphs and showed the differences in the results. Qualitative data was interpreted through thematic analysis by finding similar patterns in the information from the questionnaire instrument and field notes. The study findings were analyzed and organized to answer the research questions. The results showed that the CLT activities were effective to a small degree in students' vocabulary development, although their perception of the CLT activities was positive. The barriers that were identified are related to the fact that students are in the early stages of second language acquisition, so the use of English words was limited. Likewise, participants' exposure to the intervention was further constrained by the short amount of time available for plan execution.

5.2.3. Data Collection Sources and Techniques

In this research project, the following data collection sources and techniques were applied in order to gather information from the independent and dependent variables:

The quantitative data was collected through a testing technique by using the pretest and posttest instruments (see Annex 4) which was based on criterion-referenced scoring. This test included six questions with selection items such as multiple-choice, matching, completion, and gap-filling that assessed the aspects of vocabulary: form, meaning, and use. This instrument was applied before and after the implementation of the intervention proposal (Efransyah, 2019) in order to obtain real data about the improvement of English vocabulary through the application of Communicative Language Teaching activities in the teaching-learning process. To grade these questions, the researcher prepared a pretest and posttest rating guide (see Annex 5) with the correct answers and also considered the grading scale according to the Ecuadorian Ministry of Education (see Annex 6).

In addition, a survey technique was adapted to gather qualitative and quantitative data through a mix-type questionnaire instrument (see Annex 7), which was structured according to the Likert scale survey. This instrument was elaborated to explore the students' perceptions about the use of CLT activities to enhance English vocabulary. The questions were designed around some CLT characteristics and activities such as the use of authentic material, cooperative work, information-gap activities, opinion-sharing activities, information gathering activities, and information transfer activities. The questionnaire had seven close-ended questions, four of which contained open-ended questions in order for students to indicate their agreement or disagreement on an item and give reasons for their choice (Matas, 2018). It is important to remark that this instrument was applied in Spanish in order to avoid any misunderstandings related to English proficiency.

Finally, to support the qualitative data, the researcher applied the observation technique with the use of field notes taking the role of participant observer. Data were collected in a total of eight field notes based on the simple protocol provided by Gay et al. (2012) (see Annex 8). This instrument was filled out after each class and included descriptive and reflective information in order to explore students' progress, interaction, and participation during the intervention proposal.

5.3. Data Analysis

The quantitative and qualitative data obtained were examined and interpreted to answer the research questions. The quantitative data were processed and analyzed through descriptive statistics in order to describe and determine the general trend from the collected data (Kaur et al., 2018). To develop the descriptive statistics, the pretest and posttest data tabulation was interpreted and displayed in tables and bar graphs that show the minimum, maximum, and mean scores obtained by the students in each vocabulary aspect. Likewise, the information generated by the close-ended questions of the questionnaire was presented using tables and bar graphs to better analyze the selection trend of the participants.

Regarding qualitative data, the information collected through the field notes and the open-ended questions from the questionnaire was represented by using thematic analysis, where the researcher found common answers and patterns in the students' perceptions of using CLT activities. Based on these findings, the investigator compared, contrasted and supported the pretest and posttest results. In this way, the collection of both quantitative and qualitative data neutralized the weaknesses of each form of data, thus achieving the nature of this combined design.
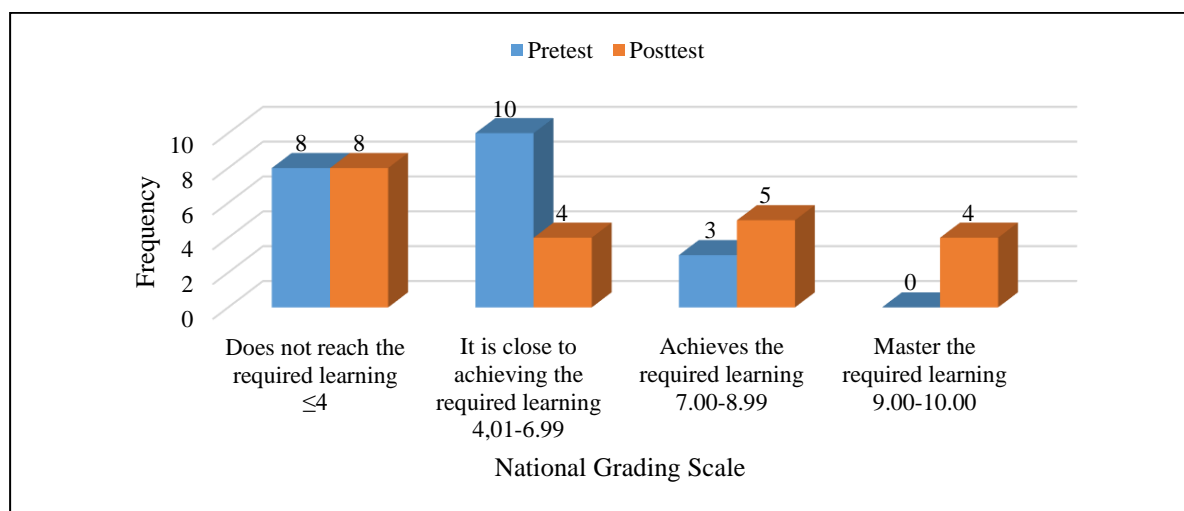
6. Results

The present section describes the results and findings collected throughout the research study on CLT activities and vocabulary. Data is presented to address research objectives, for example, pretest and posttest instrument scores are compared to determine the effectiveness of CLT activities on vocabulary, while the findings of the questionnaire and the field notes are shown to explore the students' perceptions towards the use of CLT activities in EFL classroom.

6.1. Pretest Results

Objective 1: To determine to what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year.

Sub-question 1: To what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year?

This section presents statistical information about the pretest application to twenty-one 8th-grade students before using CLT activities. The test assessed students' vocabulary in three aspects (form, meaning, and use) out of 10 points. The following figure shows the overall student average in concordance with the Ecuadorian National Grading Scale.

Figure 1

Vocabulary pretest and posttest results compared to the Ecuadorian National Grading Scale.

The results from Table 2 and Figure 1 are quite revealing in several ways. First, almost all the participants' grades were below the average performance score of 7/10 according to the National Grading scale. Second, only three participants from 21 reached scores of 7-7.5/10. Finally, the average score of the vocabulary pretest from the whole sample was 4.74/10 points.

Consequently, a significant number of participants did not reach the required learning to perform well in vocabulary which suggested the application of the intervention proposal.

Table 2

Pretest results

Vocabulary aspects	N	Min	Max	Mean
Form 3/3	21	0	1.5	0.67
Meaning 4/4	21	0.5	4	2.40
Use 3/3	21	0	3	1.67
Total Pretest /10	21	1.5	7.5	4.74

Table 2 shows the pretest scores obtained by the participants. The overall score ranged between 1.5 and 7.5 with a mean of 4.74, with the students having a general state of vocabulary deficiency. Regarding the vocabulary aspects, "form" was the most enduring challenge that participants faced with a mean average of 0.67/3 since they did not know how to write some words correctly and other words were unknown. Although the "meaning" aspect reached the highest mean score average rounding 2.40/4, most students could not relate some keywords from the meaning with its form. Finally, in the "use" aspect of the pretest, learners had a mean average of 1.67/3, and it was evidenced in their answers that they were not able to write the word in the correct position to make a sentence.

6.2. Posttest Results

In light of these results, the low students' performance in vocabulary is considered the main rationale to apply the intervention plan. For that reason, these results were decisive to determine to what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students.

Table 3

Posttest results

Vocabulary aspects	N	Min	Max	Mean
Form 3/3	21	0	3	1.48
Meaning 4/4	21	0	4	2.45
Use 3/3	21	0	3	1.79
Total Posttest /10	21	2	9.5	5.71

From the data in Table 3, it can be observed that the maximum score for each aspect was reached for some students. Furthermore, the minimum mean score increased by 0.05 points, and the maximum mean score increased by two points. Apart from that, every aspect was generally found to reach at least half of the maximum score. However, the total mean average

score of the participants' vocabulary posttest did not overcome the average performance score of 7/10.

Regarding the "form", it was the most developed vocabulary aspect (M=1.48) which had an increase of 0.81, representing the aspect with the greatest progress, with an increase in correct answers in 15 participants. Conversely, the aspects "meaning" and "use" had an average difference of 0.05 and 0.12 points respectively, where seven participants showed no signs of variation as detailed in Figure 2. In spite of having 8 -11 participants with a slight increase in success in these aspects, no significant changes were found due to some limitations in relation to the fact that students are in the early stages of acquiring a foreign language, so the use of English words was passive.
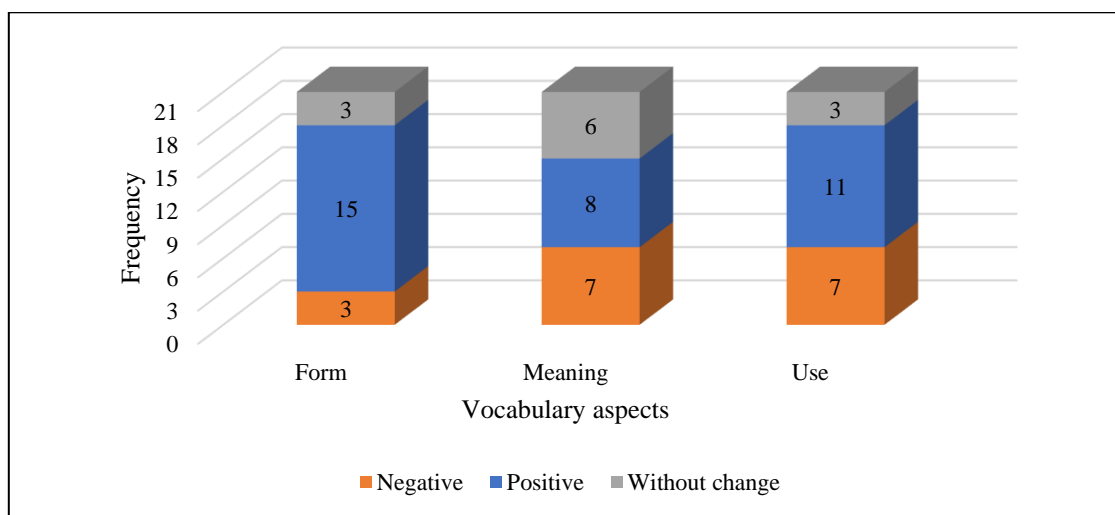
Figure 2

Change pretest and posttest

Overall, the results of the posttest reveal a minor improvement in the students' vocabulary following the intervention proposal. Therefore, it is necessary to corroborate the numerical data with the findings from the questionnaire and field notes.

6.3. Findings from the Questionnaire and Field Notes

Objective 2: To describe the students' perceptions about the implementation of the Communicative Language Teaching activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year.

Sub-question 2: What are the students' perceptions about the implementation of the Communicative Language Teaching activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year?

The findings obtained from the questionnaire and field notes were analyzed to describe the students' perceptions about the implementation of the Communicative Language Teaching

activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year. In order to complete the questionnaire, students had to mark their agreement or disagreement and provide a justification for some selections. The findings are presented below.
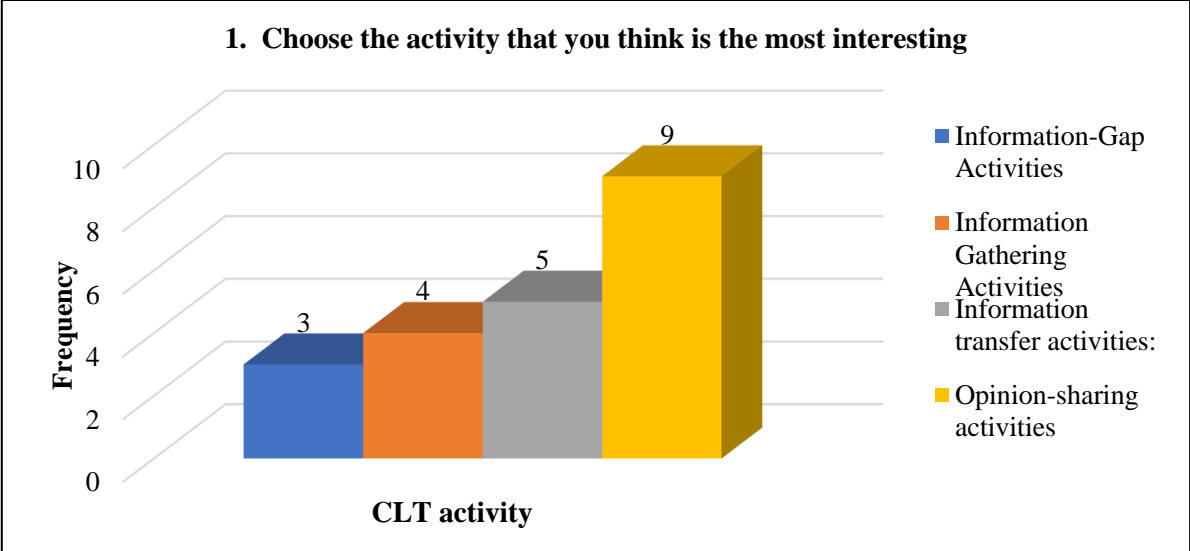
Figure 3

Students' choice about the most interesting CLT activity.

Figure 3 presents the students' responses to the statement one "Choose the activity that you think is the most interesting". A range of nine participants selected the opinion-sharing activities, five preferred the information transfer activities, four opted for the information-gathering activities and three students took the information gap activities as the most interesting. This goes hand in hand with the field notes recordings which described that in the opinion-sharing information activity where the students had to categorize the daily routines and mention the reason for their choice, the majority of the students completed the classification phase; however, the speaking phase was little developed.

Table 4

Perceptions about the use of authentic material.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
2. Using authentic material encourages me to speak up and participate in class.	7	13	1	0

Table 4, regarding the use of authentic material in the CLT activities to participate in class, there was a positive response towards it, in fact, seven participants "strongly agreed" and 13 participants "agreed" with this statement. It is supported by the students' opinions taken from the open-ended question where they stated that "it was comfortable and easier for me to

speak and participate more in class". This answer was because the topics were familiar, as some learners mentioned that "I talk about the dearest people, and I express things about him or her". Parenthetically, from the field notes, it was observed that students had an idea about the topic (relatives' routine) and therefore it was not too arduous for them to develop the speaking activity. It was also observed that the use of familiar images engaged them and motivated them to learn. Conversely, only the participant 11 had a contrary perception, who wrote in the open-ended question that "it wasn't easy for me". This is a valid comment since the field notes also reported that not all students paid attention and participated. On the whole, these findings revealed that the majority of students agreed that the use of authentic material are helpful to take part in class.

3. Collective participation makes me feel comfortable in class.
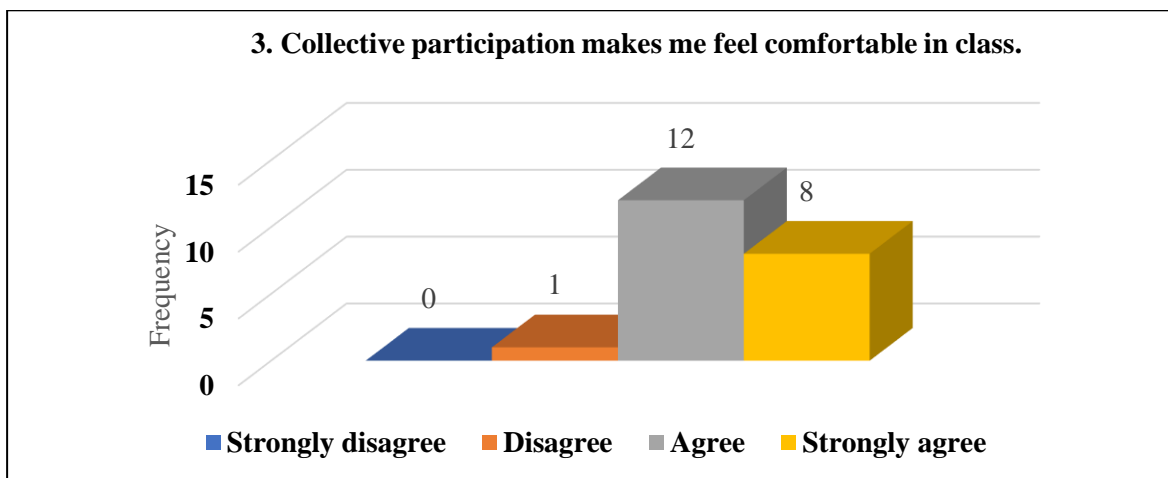
Figure 4

Students' perceptions of collective participation.

The perceptions that participants had for this statement, shown in Figure 4, reflected that most students "agreed" (12) and "strongly agreed" (8) with the idea that participating in class as a group made them feel at ease. An example of this can be found in the comment of participant 6, who stated that "if I was wrong, my classmates could help me". Another opinion from participant 12 was that "the classmate can better understand the new words and exchange ideas". Nevertheless, from the field notes, it was observed that when students were assigned to work in groups, some of them did not want to be in that group, which is why in several speaking CLT activities they did not develop the activity entirely.

Table 5

Perceptions about CLT activities to practice vocabulary.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
5. The information-gap activities helped me practice vocabulary.	6	14	1	0

7. The information transfer activities helped me practice new words.	8	13	0	0

When considering the impact of CLT activities on practicing vocabulary, Table 5 shows two items. number five and seven. In the first statement, more than half of the students (14) "agreed" and roughly one quarter of the students (6) "strongly agreed" that the information-gap activities helped them practice the vocabulary since the activities required students to use new words to complete the activity. These results show that a significant number of students (20) acknowledged the positive impact of using information-gap activities to help learners practice vocabulary. In this sense, the opinions of the students extracted from the open questions mentioned that "we exchanged answers" by participant 5, another student wrote "we see and write what we have learned" and participant 8 indicated "I had fun". From the field notes, it was also evidenced that the majority of students reviewed the given vocabulary to write their own examples. On the other side, a tiny portion of the class (1) "disagreed", expressing that the activity was too "difficult" (comment from student 1).

Furthermore, Table 5 also presents the positive trend in the use of information transfer activities to help practice new words. The majority of the class (13) "agreed" and just under a half of students (8) "strongly agreed" that the information transfer activities help learners to practice new words. These results showed that the whole group of students (21) were capable of practicing new words. The comment from the participant 12 highlighted that "it helps me to practice vocabulary with the ideas or words that my partner wrote". Besides this opinion, another reason was "because this activity helps us ask questions" from student 20. According to the field notes, the students were able to use new words in order to describe a person's daily activities.

Table 6

Perceptions about CLT activities to identify words.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
4. The opinion-sharing activities helped me remember when to use those words	0	1	13	7
6. The information-gathering activities helped me recognize words	0	4	11	6

It turns out that the perceptions regarding the use of CLT activities to identify words were mostly positive as presented in Table 6. The majority of the participants (13) "agreed" and nearly a third (7) "strongly agreed" that the opinion-sharing activities help them remember when to use words. These results demonstrate a positive perception among the class (20).

However, a very small proportion of the participants (1) was against this perception. Moreover, just over half of students (11) "agreed" along with roughly one-quarter of students (6) "strongly agreed" that the use of information-gathering activities helped them to recognize words. These results showed that a significant portion of the class (17) recognized that the information-gathering activities were helpful in recognizing words. Nevertheless, a small part of the students (4) "disagreed" with this statement. Bearing this in mind, the field notes reported that although students developed the writing activity where they worked on vocabulary, most of them did not perform the speaking activity which was designed for students to practice new words.

Table 7

Students' perceptions about the use of CLT activities to develop vocabulary (open-ended questions).

Category	1. Positive Aspects	Times Mentioned	2. Aspects to be improved	Times Mentioned
	Fun	4	Difficult activities	2
	I felt comfortable and happy.	4	I do not like them	1
Codes	Help learn words	15		
	Use familiar topic	5		
	Mutual help	8		

Table 7 shows that two groups emerged from the analysis of the data gathered from the students' responses to the open-ended questions: positive aspects with five codes and, aspects to be improved with two codes. It is important to note that not all 21 of the participants responded to the open-ended questions.

In summary, the results of the questionnaire showed a positive perception of the students about the use of CLT activities to work on vocabulary. Although some activities were not fully completed due to the short class period, most of the students were enthusiastic to collaborate.

From the field notes it is described that the participation of the students in the writing activities was considerable, however the oral activities were little developed and their causes are listed below: it was not possible to control that all the students practiced the activity, the students did not pay attention to the instructions, and students were not accustomed to participating in speaking activities.

7. Discussion

The present research study aimed to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year. To comply with the established general objective, this section presents the answers to the general research question and sub-questions. Under this purpose, this section also compares the results of the intervention plan with the theoretical framework and empirical studies that served as a foundation for the current study.

The main research question is as follows "How to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year?" Considering the results obtained, it was evidenced that CLT activities such as information-gap activities, opinion-sharing activities, and information-gathering activities can be used for the development of English vocabulary. These activities have to include authentic material and familiar topics to the students, as well as promote collective participation in order to generate a positive effect on the vocabulary aspects: "form", "meaning" and "use". As Hymes (1972) and Saleh and Ahmed-Althaqafi (2022) mentioned in the theoretical framework, target words should be used in situations relevant to students because social experience feeds linguistic competence.

The first sub-question in this study sought to determine "To what extent the Communicative Language Teaching activities are effective in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year?" Taking into account the results from the pretest, the average score of the students was 4.74/10 points, while after the application of the intervention proposal, the students reached an overall average of 5.71/10. This finding demonstrated a slight growth of approximately 0.98 points in the students' overall vocabulary after communicative language teaching. This result is line with Asrul and Dahlan (2022), who stated that the use of Communicative Language Teaching (CLT) is expected to help students to actively understand certain vocabulary through activities in the classroom that involve working individually, in groups or in pairs.

Three aspects were set to identify students' vocabulary: form, meaning, and use. In the pretest, students demonstrated more difficulties in the "form" aspect with an average score of 0.67/3. However, the average result in the posttest for this aspect was 1.48/3, being the most developed aspect. It might be because the students performed the CLT writing activities more frequently, which helped them to know how to write the words correctly. Regarding the "meaning" and "use" vocabulary aspect, the results in the pretest reached an average score of 2.4/4 and 1.67/3 respectively. However, the observed difference between pretest and posttest in

this study was not significant, since the means obtained were 2.45/4 for "meaning", and 1.79/3 for "use". Similarly, Çiftci and Ozcan (2021) found that the participants used more vocabulary in their written than in their spoken productions. That is why there was no discernible development in the characteristics of "meaning" and "use", since the students actively exercised the form, but there was minimal oral practice where their objective was to associate the word with its meaning and use. Due to these factors, this teaching approach presented a slight effectiveness in the development of English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year. Although there was an improvement in the "form" aspect, most participants had trouble connecting words to their meanings and correctly placing them in sentences.

Furthermore, the second sub-question to answer was "What are the students' perceptions about the implementation of the Communicative Language Teaching activities to enhance English vocabulary among eighth-grade students at a public institution in Loja during the 2022-2023 school year?" The questionnaire where students shared their thoughts on the use of CLT activities in vocabulary served as the basis for answering this question. Findings indicated that most of the participants had an overall positive perspective on CLT activities. For instance, students commented that these activities helped them to "exchange answers, practice vocabulary with the ideas or words from another partner, and ask questions". This study confirms what Phoeun and Sengsri (2021) and Asrul and Dahlan (2022) found in their research that students not only improved their linguistic skills but also their attitudes about learning English also changed, which was consistent with their positive perception of CLT instruction.

Moreover, the students' perceptions of the use of authentic material and collective participation were generally positive. In particular, the students indicated that "it was comfortable and easy for them to carry out the task" since the students already had information and it was something from their real life, as the participants mentioned in the answers to the open questions: "I talked about their most beloved relatives and I express things about them". These findings corroborate the ideas of Richards (2006) and Yuliawati and Aprillia (2019) who suggested that language practice within a real communicative context motivate learners to learn vocabulary. In addition, the participants were in favor of the use of collaborative work. For example, they highlighted the help they gave each other when something was difficult for them. This outcome is in agreement with Anggraheni et al. (2020) and Patmi and Sabaruddin (2021) findings which indicated that positive effects may be shown when students overcome their learning challenges by cooperating and looking for answers within their group in an interactive learning environment. Consequently, it can be said that due to these positive effects that CLT

generated in the students, they perceived it as a useful approach to improve their vocabulary in English. However, this effect was not seen when some speaking activities were developed, therefore the posttest results did not show a significant increase in vocabulary. It is worth mentioning that none of the six primary empirical studies that serve as the foundation for this research -Anggraheni et al. (2020), Asrul and Dahlan (2022), Çiftci and Ozcan, (2021), Patmi and Sabaruddin (2021), Phoeun and Sengsri (2021), and Yuliawati and Aprillia (2019)- discuss the effectiveness and perception of students with regard to particular CLT activities. This leaves room for future research involving EFL teachers, researchers, and stakeholders.

It is also important to note that some limitations of this study need to be recognized: first of all, this study was carried out using an action research design by senior-year students completing their undergraduate degree in EFL, which is why, it was challenging for them to conduct the research and deliver the lesson at the same time. Likewise, this study was conducted at the end of the school year; hence, the time to develop the intervention plan was limited. In this respect, the option to execute another iteration based on the action research cycle was not possible. Therefore, it is important for future research, to implement the intervention plan at the beginning or during the school year, thus it should last more weeks and the action research should be developed in more cycles. Lastly, the instruments of the pretest and posttest were the same, which conditioned the participants to obtain better grades in the posttest due to maturation effects. That is why it is recommended to have different versions of the tests or collect the grades that students have obtained during the course of the school year in order to establish a basis for research and administer only the posttest.

8. Conclusions

Communicative Language Teaching activities such as information-gap activities, opinion-sharing activities, information-gathering activities, and information transfer activities, with the use of real content and group work activities, had a favorable influence on students' vocabulary development. This implies that by engaging with others, students have the opportunity to use English as it is used in everyday circumstances.

The application of Communicative Language Teaching activities in lessons allowed students to have a slight development in their English vocabulary posttest scores in comparison to their pretest. Additionally, they showed the highest growth in the vocabulary area of "form", although there were still some difficulties in the areas of "meaning" and "use", where the majority of participants had trouble matching words to their definitions and their placement in sentences. This can be attributed to the little development of activities that addressed these aspects.

The findings of this study indicated that the majority of students in this group had positive perceptions towards the implementation of Communicative Language Teaching activities to improve English vocabulary. The students felt comfortable developing CLT activities around familiar themes and working in groups because they were able to support each other. Additionally, it was found that the CLT activities of "opinion-sharing information" were the most interesting for the participants since they expressed their opinions without worrying about being wrong.

9. Recommendations

In the present research work, the time available to develop the intervention plan was limited. Therefore, to address time constraints, it is recommended to do detailed planning taking into account the school academic calendar to reduce the number of interruptions and thus guarantee the full implementation of the scheduled sessions.

In the same manner, due to time constraints, it was not possible to carry out another cycle according to the action-research model. Consequently, more research is needed to be undertaken by applying another cycle where after having observed and reflected on the difficulties that arise, adjustments and changes are made to the action plan.

Regarding instrumentation, to reduce the impact of prior knowledge and maturation effects on students' responses, it is strongly recommended to design and administer two identical tests with the same number of questions and content to address threats related to internal validity.

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11. Annexes

Annex 1. Solicitud a la institución para realizar el proyecto de investigación de integración curricular

<div align="right">

Ofc. 004 – DC- 11/PINE-EN-FEAC-UNL

Loja, Febrero 8 del 2023

</div>

Magister

Rector de la Institución Educativa

Ciudad

De mis consideraciones:

Me dirijo a usted, muy comedidamente, para comunicarle que, conforme consta en la Malla Curricular de la Carrera de Idioma Inglés de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, las/los estudiantes del CICLO 7 y 8 debe aprobar la asignatura de DESIGN OF TEFL PROJECTS, en la que inician con el desarrollo del TRABAJO DE INTEGRACIÓN CURRICULAR. Debo manifestar que el cumplimiento del mismo, es uno de los requisitos para aprobar el presente ciclo, para egresar y posteriormente para la graduación.

Conocedora de su alto espíritu de colaboración, con todo lo que significa adelanto y progreso de la juventud lojana, me permito solicitarle, se digne autorizar a quien corresponde, se brinde la apertura necesaria a ANGIE DAYANNA TORRES AGUILAR, para que realice las observaciones necesarias en la prestigiosa institución de su acertada regencia, con la finalidad de que pueda desarrollar eficientemente el Proyecto de Investigación; y, posteriormente, culminar con el Trabajo de Titulación.

Por la atención favorable que se digne dar al presente, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

<div align="center">

Atentamente,

EN LOS TESOROS DE LA SABIDURIA
ESTA LA GLORIFICACION DE LA VIDA

Lcda. M. Sc. Rosa Paola Moreno Ordóñez,

DIRECTORA ACADÉMICA

</div>

Annex 2. Informed Consent

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: INFORMED CONSENT

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo ………………………………, con cédula de identidad .... representante legal del estudiante …………..…………………………, autorizo que mi representado sea partícipe del Proyecto de Investigación de Integración Curricular o Titulación, llevado a cabo por Angie Dayanna Torres Aguilar, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Loja. Comprendo que la participación de mi representado, no tendrá ninguna repercusión en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de mi representado no será publicada, y los datos registrados durante la ejecución del proyecto, se utilizarán únicamente para fines de investigación y de aprendizaje. Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomando en ello en consideración, otorgo mi consentimiento para que se realicen la toma de notas de campo de la clase de inglés.

Loja, ...de….……….de 2023

Firma: _____

Nombres y Apellidos: _____

C.l.: _____

Representante Legal

Annex 3. Lesson Plan

<table>
<tr><td colspan="2" align="center">Intervention Plan # 1</td></tr>
<tr>
<td>Class: 8th EGB "C"
Number of Students: 21
Language Level: A1.1</td>
<td>Date: from Tuesday to Thursday
Schedule: Tuesday (7:15-8:35), Wednesday (11:35 – 12:10 pm), Thursday (7:15-8:35)
Time per lesson: 40 minutes and 35 minutes
Total hours: 5</td>
</tr>
<tr>
<td>School year:
Type of institution:</td>
<td>2022-2023
Public</td>
</tr>
<tr>
<td>Preservice teacher:</td>
<td>Angie Dayanna Torres Aguilar</td>
</tr>
</table>

Research Problem	How to develop English vocabulary through Communicative Language Teaching activities among eighth-grade students at a public institution in Loja during the 2022-2023 school year?
Lesson Topic	Daily routines
Lesson Objectives	After studying the present simple in the affirmative form, students will be able to develop a presentation about their daily routine using at least five activities.

	Day 1	Day 2	Day 3
Presentation	• Administration of the pretest. • Teacher develops a warm-up activity related to the topic, gathering information about their lives. • Teacher presents the objectives of the topic and activities to be carried out through a slide projection. • Teacher introduces the topic of the present simple and explains the structure of affirmative sentences and gives examples.	• Teacher presents the objectives of the topic and activities to be carried out through a slide projection. • Teacher explains the rules for the 3er person singular HE - SHE – IT • Teacher asks students to bring for the next class, a picture of an important person for them.	• Teacher develops a warm-up activity related to the topic. • Teacher presents the objectives of the topic and activities to be carried out through a slide projection. • Teacher reviews the structure of affirmative sentences using all the pronouns and gives examples. • Teacher shows the daily routine of her important person.
Practice	• Students complete a schedule about their daily routine. • Students work in pairs in order to gather information about their daily routine and complete the schedule.	• Students gather information about their classmates' families using he, she, it.	• Students write sentences on the board according to the image using the given pronoun. • Students write on the board different subjects of each pronoun, and sentences using the subjects on the board.
Production	• Students choose their favorite day and write sentences about their routine. Then make	• Students gather information about a different	• Students work in pairs and collect information about their classmate's

	drawings about it in order to present to the class.	classmate about his/her family.	important person's routine. • Students make a presentation about their daily routine of their favorite day. They use pictures of themselves
Materials /Bibliography/ Research Instruments	• Pretest • Slides presentation. • Images related to verbs • Worksheets		
Thesis Director	Mgtr. Hover Ismael Conza Armijos		

Institutional Teacher:
Mgtr. Karla Cecilia Reinoso Ochoa

Academic Tutor:
Mgtr. Miriam Eucevia Troya Sánchez

Preservice Teacher
Angie Dayanna Torres Aguilar

Annexes: https://drive.google.com/file/d/1NBiXsdirEvEgdG683kNF08OKBQ2E8ZZt/view?usp=drive_link

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y   EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRETEST / POSTTEST

Dear student, the objective of the following test is to measure your English vocabulary. Please, pay attention to the instructions to answer the questions correctly. Your answers will be confidential and anonymous.

Students code: _____

Date: _____

Grade: _____

Form: Written form

1. Write the missing word: (1.5 points)

      a.   I ……………………… TV.

      b.   I ………………………up at 7 o'clock.

      c.   I ……………………… dishes.

2. Look at the images and write the name. (1.5 points)

    ------------------------   ---------------------------   ----------------------------

Meaning: Form and meaning

```
extrovert - silly –boring talkative -
              curious
```

3. Write the English word that means: (2 points)

1. wanting to talk a lot = _____

2. not interesting or exciting = _____

3. energetic and enjoying being with other people = _____

4. eager to investigate and learn or learn more = _____

4. Match the vocabulary with the correct definition and write a, b, c, and d next to the numbers 1, 2, 3, 4. (2 points)

1…... You do this in the morning, it is the most important meal of the day.   a. take a shower

2…... You do this to make your body and hair clean   b. do the laundry

3…... Your dentist will be pleased if you do this twice a day   c. have breakfast

4…... You do this to have clean clothes   d. brush teeth

Use: Grammatical functions

5. Add the word to the sentence in the correct position. (1.5 points)

┌─────────┐
│ clever │   1. .... she .... is ....
└─────────┘   a)   b)   c)

┌─────────┐
│ lazy   │   2.
└─────────┘   .... my .... classmate .... is ....
                        a)   b)   c)   d)

┌─────────┐
│ wise   │   3.
└─────────┘   .... teachers .... are ....
                        a)   b)   c)

6. Unscramble the words to make a sentence. (1.5 points).

1. football / play / stadium / in / I / the

    _____

2. church /they/ to the / go

    _____

3. zoo / animals / the / has /

    _____

THANKS FOR YOUR COLLABORATION

Annex 5. Pretest and Posttest Scoring Guide

Nº	Question	Indicator	Score
1	Write the missing word: (1.5 points)	watch	0,50
		wake/get	0,50
		wash/wash the	0,50
2	Look at the images and write the name. (1.5 points)	fountain	0,50
		bridge	0,50
		tunnel	0,50
3	Write the English word that means: (2 point)	wanting to talk a lot = **talkative**	0,50
		not interesting or exciting = **boring**	0,50
		energetic and enjoying being with other people = **extrovert**	0,50
		eager to investigate and learn or learn more = **curious**	0,50
4	Match the vocabulary with the correct definition and write a, b, c, and d next to the numbers 1, 2, 3, 4. (2 points)	1-c	0,50
		2-a	0,50
		3-d	0,50
		4-b	0,50
5	Add the word to the sentence in the correct position. (1.5 points)	She is **clever**.	0,50
		My classmate is **lazy**	0,50
		Teachers are **wise**	0,50
6	Unscramble the words to make a sentence. (1.5 points).	I play football in the stadium. /I play in the football stadium.	0,50
		They go to the church	0,50
		The zoo has animals.	0,50
TOTAL			10 points

Annex 6. Grading scale according to the Ecuadorian Ministry of Education

Qualitative score range	Quantitative score range
Masters the required learning	9,00 - 10,00
Achieves the required learning	7,00 - 8,99
Close to achieve the required learning	4,01 – 6,99
Does not reach the required learning	≤ 4

Annex 7. Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Instructions: Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Students code: _____

Date: _____

Grade: _____

1. Choose the activity that you think is the most interesting.

Information-gap activities   ( )

Opinion-sharing activities   ( )

Information gathering activities   ( )

Information transfer activities   ( )

2. Using authentic material encourages me to speak up and participate in class.

Strongly agree   ( )
Agree   ( )
Disagree   ( )
Strongly disagree   ( )
Why?...
....

3. Participating collectively makes me feel comfortable in class.

Strongly agree   ( )
Agree   ( )
Disagree   ( )
Strongly disagree   ( )
Why?...
....

4. The opinion-sharing activities helped me remember when to use those words..

Strongly agree ( )

Agree   ( )

Disagree   ( )

Strongly disagree ( )

5. The information-gap activities helped me practice vocabulary.
Strongly agree ( )
Agree   ( )
Disagree   ( )
Strongly disagree ( )
Why?...
....

6. The information-gathering activities helped me recognize words.

Strongly agree ( )
Agree   ( )
Disagree   ( )
Strongly disagree ( )

7. The information transfer activities helped me practice new words.
Strongly agree ( )
Agree   ( )
Disagree   ( )
Strongly disagree ( )
Why?...
....

THANKS FOR YOUR COLLABORATION

Annex 8. Field Notes Format

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y   EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

Setting:	
Individual Observed:	
Observation #:	
Observer involvement:	
Date/Time:	
Place:	
Duration of the observation:	
Descriptive Notes	**Reflective Notes**