



**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

**THEME:**

“English Language Vocabulary Acquisition in First-Grade Learners.”

Research report before obtaining the bachelor degree in National and Foreign  
language Pedagogy, English Major

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**PUJILI – ECUADOR  
AUGUST - 2023**


## TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "English language vocabulary acquisition in first-grade learners.", and researched by Heredia Tipán Carmen Mercedes ID number 0503959942, and Ramón Salazar Cinthya Alexandra ID number 0503443517, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

### I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August 2023





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## COMMITTEE APPROVAL

The research report entitled “English language vocabulary acquisition in first-grade learners.”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, August 2023

  
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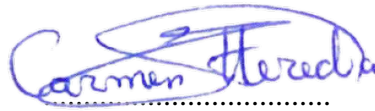
  
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## **GRATEFULNESS**

*Every step we take is a teaching in our life, and every stumble is an opportunity to be better and to fight for a dream desired. We thank the Technical University of Cotopaxi for preparing us as excellent professionals and filled with wisdom. In particular to our tutor MSc. Rodrigo Tovar for being a strong guide in the development of this research, thank you for your patience and guidance. Additionally, all the teachers who contributed with their excellent knowledge in the teaching and learning process. Last but not least, thanks to our group of friends for the adventures and friendship so valuable. We will keep them in our hearts*

***Mercedes & Cinthya.***

## **DEDICATION**

*This research project is dedicated with a lot of appreciation and love to my parents Carlos and Mercedes because they have been an indispensable support during my whole student period. I will always be grateful to them for being with me in spite of the difficulties. Also, this great effort is for my loving sons Mateo and Leonardo who are the most wonderful in my life, being a motivation to fulfill my goal and of course their mother as an example for them. And with a deep feeling to my king Ricardo for making my days wonderful, for always being present with your smile, cuddles, and unconditional support.*

***Mercedes.***

## **DEDICATION**

*I would like to dedicate this project to the most important people in my life, especially to my parents Geovanna and José Luis for their unconditional love, for teaching me not to give up, thank you for trusting in me, even though our physical distance, I always feel that you are close to me.*

*To my grandparents: Mercedes for being my inspiration of strength and honesty and Arnulfo for showing me so much love, I miss you more than words can say.*

*To my cousin Erik for being my partner throughout my life, for encouraging me to keep going when it seemed like I was going to give up, thank you for believing in me even when I did not.*

*To my best friend Ricardo for being the person who made the most difficult and stressful moments a little calmer. To Carito for being my partner in crime and for never leaving me alone. Your ability to lift my spirits with a simple smile or a sincere conversation has been a constant reminder of the importance of authentic connections.*

**Cinthya.**

**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

**ENGLISH MAJOR**

**THEME:** ENGLISH LANGUAGE VOCABULARY ACQUISITION IN FIRST-  
GRADE LEARNERS.

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**ABSTRACT**

Nowadays, it is evident that English is gradually gaining strength as a global language, that is why the teaching of the language must be taken into account from the formative years. The acquisition of vocabulary in first grade is essential to create a strong foundation in vocabulary knowledge. Nonetheless, in Ecuador there is no Curricular Reform that alludes to English as a mandatory subject. The present study aims to determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Institution through tests of vocabulary knowledge after have been exposed to the English language at early ages. The methodology used for this research was qualitative supported by a quantitative data with an explorative, diagnostic and descriptive approach. The population used for this research was 39 boys and girls of 4-5 years of age of the first grade "A" of the 'Once de Noviembre' Educational Institution from the Province of Cotopaxi, Latacunga canton, Ignacio Flores neighborhood, La Laguna sector. Different tests (comprehension and production), a checklist and an unstructured interview with the children's teacher tutor were used as data collection instruments. The results showed that after the interaction with the students of the pre-professional teaching practices the learners have a high level of English language vocabulary acquisition, which means that they also have an active vocabulary. In conclusion, the research results provide insightful ideas for improving the English language teaching process in comprehension, and production of the language at an early age.

**Keywords:** *Active vocabulary, Comprehension, Curricular reform, Production, Vocabulary acquisition*



# TECHNICAL UNIVERSITY OF COTOPAXI

## UNDERGRADUATE PROGRAM

### DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

#### ENGLISH MAJOR

**TITULO:** ADQUISICIÓN DE VOCABULARIO EN INGLÉS EN ALUMNOS DE PRIMER GRADO.

**Autoras:**

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#### RESUMEN

Actualmente es evidente que el inglés se está afianzando poco a poco como lengua global, por lo que la enseñanza de este idioma debe tenerse en cuenta desde las etapas iniciales. La adquisición de vocabulario en primer grado es fundamental para crear una base sólida en el conocimiento del mismo. Sin embargo, en Ecuador no existe una Reforma Curricular que aluda al inglés como asignatura obligatoria. El presente estudio tiene como objetivo determinar el nivel de adquisición de vocabulario del idioma inglés a través de pruebas de conocimiento de vocabulario después de haber sido expuestos al idioma inglés a edades tempranas. La metodología utilizada para esta investigación fue cualitativa apoyada en datos cuantitativos con un enfoque exploratorio, diagnóstico y descriptivo. La población tomada en cuenta para esta investigación fue de 39 niños y niñas de 4-5 años de edad del primer grado "A" de la Unidad Educativa "Once de Noviembre" de la provincia de Cotopaxi, cantón Latacunga, barrio Ignacio Flores, sector La Laguna. Como instrumentos de recolección de datos se utilizaron diferentes pruebas (comprensión y producción), ficha de cotejo y una entrevista no estructurada realizada a la maestra tutora de los niños. Los resultados mostraron que después de la interacción con los estudiantes de las prácticas de enseñanza pre profesional los niños tienen un alto nivel de adquisición de vocabulario del idioma inglés, lo que significa que también tienen un vocabulario activo. En conclusión, los resultados de la investigación aportan con ideas valiosas para mejorar el proceso de enseñanza del inglés en comprensión y producción de la lengua en edades tempranas.

**Palabras claves:** *Adquisición de vocabulario, Comprensión, Producción, Reforma curricular, Vocabulario activo.*

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## 1. GENERAL INFORMATION

**Theme:** English language vocabulary acquisition in first-grade learners.

**Start date:** March 2023

**Ending date:** August 2023

**Place of research:** La laguna-Ignacio Flores-Latacunga-Cotopaxi-zona 3-  
Unidad Educativa “Once de Noviembre”

**Sponsoring Faculty:** Universidad Técnica de Cotopaxi-Extensión Pujilí

**Sponsored Career:** National and Foreign Language Pedagogy English

**Linked Research Project:** Formative research

**Macro project of the career:** Procesos formativos en la enseñanza y aprendizaje del idioma inglés como lengua extranjera en las instituciones educativas de la provincia de Cotopaxi

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**Knowledge Area:** Education

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**Research Line of the Career:** Education, Language, and Culture.

**Key Words:** Vocabulary, acquisition and early ages

## 2. PROBLEM STATEMENT

English language has an official position in the society, prompting educator to incorporate English language education into early childhood settings. In English as a Foreign Language (EFL) contexts, there is considerable evidence that shows overall, young children display enthusiasm and strong motivation when it comes to acquiring languages (Murphy and Evangelou, 2016). Children exposed to the English language at early ages can have numerous benefits in aspects such as reflection through comprehension and use of the language.

However, in Ecuador in the 2022- 2023 school year, the English subject is not mandatory within the 'Currículo Nacional' for 1<sup>st</sup> grade. (Ministerio de Educación Acuerdo Nro. 2022-00010-A). In spite of that in Ecuador the curriculum is not regulated, the mandatory hours of EFL in other countries are necessary to learn the English language as shown in the Peru curriculum, which has 2 hours assigned for English language learning from 1<sup>st</sup> grade (Currículo Nacional de la Educación Básica, 2016). Likewise, in the curricular design of Buenos Aires, learning of the English Language is fundamental from age 4 through listening and speaking activities (Diseño Curricular para la Educación Primaria, 2018). Due to these learning drawbacks, Ecuador is ranked 82nd among 111 countries in the world with low English language proficiency (EF English Proficiency Index, 2022).

Thus, in the 'Once de Noviembre' Educational Institution, being a Public Educational Institution is based on the precepts determined by the Ministry of Education, which means that in 1<sup>st</sup> grade it is not mandatory to have English subject, and this is a practice that was also given in the Educational Institution. However, according to the agreement that the Ministry of Education maintains with the Technical University of Cotopaxi, there were students who went to perform pre-professional teaching practices. For that reason, the authorities allowed the teaching English to 1<sup>st</sup> grade students during the 2022-2023 school year. Therefore, after the interaction with the students, it is not known what level of vocabulary the children obtained. This research aims to determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Institution through tests of vocabulary knowledge in order to know the productivity of exposure to the English language at early ages. Finally, the following research questions help to achieve the main goal of this research project:

1. *What level of English vocabulary acquisition did the learners acquire?*
2. *In which stage children report the highest vocabulary knowledge in comprehension, or production?*
3. *What was the tutor's opinion in relation to the difficulties during early exposure to the English language?*

### **3. OBJECTIVES**

#### **General**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Institution through tests of vocabulary knowledge after have been exposed to the English language at early ages.

#### **Specifics**

- To analyze the literature review related to theories and strategies for vocabulary acquisition.
- To describe the levels, comprehension and production that the students reflected.
- To recognize the level of English language vocabulary acquisition that students report.

#### 4. ACTIVITIES AND SYSTEM OF TASK IN RELATION TO THE PROPOSED OBJECTIVES

**Table 1:** Activities and system of task in relation to the proposed objectives

<b>Specific objective</b>	<b>Activities</b>	<b>Verification means</b>
To analyze the literature review related to theories and strategies for vocabulary acquisition.	Search for information.	Theoretical framework.
	Search for projects of a similar nature.	
	Reading scientific magazines.	
	Reading research.	
To describe the levels of comprehension and production that the students reflected.	Test adaptation	Comprehension test.
	Provide the tests to the students.	Production test.
	Checklist adaptation.	Checklist.
	Fill in the checklist form.	Unstructured interview.
To recognize the level of English language vocabulary acquisition that students report.	Collect information from the tests.	Conclusion.
	Collect information from the checklist.	Recommendations.
	Collect information from the unstructured interview.	
	Interpret the information.	
	Create data tables.	
	Reach a conclusion.	

## 5. JUSTIFICATION

The aim of this research project was to determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Institution. The present research had a qualitative approach due to the development of comprehension, and production test of vocabulary knowledge, also a checklist that helped to analyze the production test. Finally, an unstructured interview covered the tutor's opinion in relation to possible problems affecting vocabulary acquisition. Consequently, the early exposure to the English language contributed to a holistic understanding of the theme after the students' intervention in the pre-professional teaching practices.

Thus, this research project is essential because if children are exposed to the English language during their early years, they get the opportunity to create strong bases in the acquisition of a new vocabulary (Cagac, 2018). In addition, learning English at a young age enhances intellectual abilities such as problem-solving, critical thinking, and creativity (Ansari et al., 2020). Moreover, the English subject in the Educational Institutions provides teachers with an opportunity to expand their experience and professional development. According to Olaya (2018) through critical reflection, the teachers examine their attitudes, teaching methods, and strategies toward the optimal teaching profession, also providing students with a greater English teaching environment.

The participants of the present research, particularly 39 students from 1<sup>st</sup> grade "A" of the 'Once de Noviembre' Educational Institution at Latacunga, could see significant changes toward English language teaching, taking into account vocabulary acquisition at early age. Also, researchers with an interest in this research line could take these research findings as the bases for further research in studying vocabulary acquisition. The last but not the least, the teachers of the English area of the Educational Institution are the ones who can take into account the results of this current research to strengthen the English language skills in the students of the Educational Institution.

## 6. SCIENTIFIC AND TECHNICAL FOUNDATION

### 6.1. Background

As already mentioned, vocabulary acquisition is a fundamental aspect of language development. According to Rondal (1982), word acquisition begins very slowly. From an early age, children begin to learn words by listening, and gradually build up a repertoire of vocabulary throughout their lives. It also mentions that during the first years of life, infants often learn concrete everyday words related to their environment, such as body parts, household items and several objects. For this reason, this research on vocabulary acquisition has been widely examined internationally to document and describe the relevance of vocabulary in language learning. Journals such as the *International Journal of Language & Communication Disorders*, Gruyter academic publishing and the *Early Childhood Education Journal*, among others, helped to collect and analyze information.

It is important to mention that in order for this research to be carried out, the tests were adapted from other standardized tests such as the Peabody Picture Vocabulary Test (PPVT-III). In the article by Golberg et al, (2008) the Peabody test was used to examine second language development in 19 children (5 years old) residing in Edmonton, Canada, who were exposed to English for nine months in a school context. Based on the results of the Peabody test, they demonstrated continued language growth. On the other hand, the study by Tong et al, (2008) examined the effectiveness of English language intervention in 534 Hispanic children (2-year-old) in transitional bilingual education and structured English immersion programs using the Peabody test as subtests to measure graphic vocabulary. Thus, the researches outcomes found by Tom et al consistently demonstrated significant positive linear growth in their oral English development.

Arregui's (2020) study of "English as a foreign language: vocabulary acquisition in very young learners." This research aimed to analyze the level of vocabulary production and comprehension concerning vocabulary retention with a group of 26 students between 5 and 6 years old from Paidos Cooperativa, a semi private Catalan school established in Sant Fruitós de Bages. The methodology used was qualitative since the study was conducted and designed around the vocabulary of clothing. The data obtained from the recordings of the speakers revealed the level of production, comprehension, and retention of these children's acquisition of the vocabulary



taught and learned in class confirmed that comprehension develops much earlier than production, and is retained over time.

The investigation conducted by Nurhasanah Purba et al. (2020) aims to determine the language acquisition of 4-5 years old children in TK Dhinukum Zholtan Medan with the population of 4 students (2 students of 4 years old and 2 students of 5 years old). The research was qualitative as it yielded written information but not numerical data. In addition, the research instruments used the observation method and also a questionnaire to collect data. The researchers concluded that 5 and 4-year-olds have different proficiency. In addition to clear pronunciation, 5-year-olds master more vocabulary and can describe things. Finally, they mention that younger children have fewer words in their vocabulary. For the researchers, this is because 5-year-olds have already engaged in learning compared to 4-year-olds

The study by Cáceres, Ramos, Díaz, and Chamorro (2018) was aimed at evaluating receptive vocabulary in boys' and girls' children who belong to the second level of basic education in 5 municipal schools in the community of Talca, Chile. This research is considered to be descriptive and cross-sectional, which includes the collection of information in a single moment through the evaluation of children's receptive vocabulary. It was concluded that 37.5% of the participants in the study presented a receptive vocabulary delay, with no significant differences in the scores achieved by girls and boys.

The study of Bazán (2023) aimed to improve the vocabulary of the youngest students. The research was conducted with third-grade students of the Juan Dagoberto Montenegro Educational Institution in Santa Elena-Ecuador. The objective was to analyze the role of the teacher in blended learning and the strategies to enhance the learning of vocabulary of very young students as well as to identify the advantages. The researcher used the qualitative method by collecting data with open-ended questions to students to analyze blended learning and how they improve vocabulary. Finally, the researcher mentions that the result was favorable as the classroom practice with the teacher and the use of different digital resources are applied to blended learning students can improve vocabulary skills. Although this research had a different research approach compare to our research, the findings share similar tendencies in the vocabulary acquisition in early ages.

## **6.2. Theoretical Framework**

### **Vocabulary**

Vocabulary is one of the elements of language necessary for learning and communicating. Several authors and researchers have conducted studies using different techniques to teach vocabulary. In the opinion of Hornby (1986), vocabulary is the total number of words that people are able to mention. Similarly, McKeown and Curtis (1987) vocabulary are the set of words that people understand and can use to create new sentences. Therefore Hasan (2005) mentions that vocabulary is the basis for teaching the English language. So, it could be said that vocabulary is the basis for a person to learn a language.

### **Active and Passive Vocabulary**

Vocabulary can be divided into several parts, depending on the author. However, according to Harmer (1991), vocabulary is divided into two types; active and passive. Harmer mentions that active vocabulary is those words that the student understands and remembers. This vocabulary is taught with the aim that the child will reproduce it in the long run in his or her speech or writing. Therefore, active vocabulary can be defined as words that the student uses orally or in writing. On the other hand, Harmer refers to passive vocabulary as words that the learner can recognize and understand but does not use in daily communication. So, we can say that passive vocabulary is the words that the student recognizes when he/she reads and listens to them.

### **Strategies to learn Vocabulary**

According to Schmitt (1997), many learners use more strategies to learn vocabulary. Furthermore, according to Nation (2001), learning strategies are an important part of language acquisition. Thus, learning strategies are taken as a major part of language acquisition. It is pertinent to mention that several authors as Gu and Johnson (1996), Schmitt (1997), and Nation (2001), created taxonomies of vocabulary learning strategies. However, focusing on Nation (2001) defined a taxonomy of vocabulary learning strategies which he divides into three categories; planning, source, and process.

- **Planning:** Katsarou (2022) refers to Nation's first stage in his taxonomy as establishing which is the principal part to be taken into account. In this stage, he chooses where, how to focus, and how often to pay attention. That is, in the first stage the words on which to focus attention, the aspects and strategies to be used, and plan the repetition to achieve the acquisition of vocabulary are selected. (Romero, 2021).
- **Sources:** In the second category, Nation (2001) mentions we obtain information about the word in this stage. Similarly, Romero (2021) mentions that strategy resources are those that help to find information about a word, and how to analyze and use it in different contexts. In other words, there are four sources: analyzing the parts of words, using the context, consulting a reference source, and using parallels with other languages (native or non-native).
- **Process:** In the last category of Nation's taxonomy of strategies, the aim is that there is an understanding of the words to which the learner might have been exposed and that they should be used correctly. Katsarou (2022) refers that strategies in this category can be: noticing (using word cards, semantic grids, etc.), retrieving, and generating (using semantic mapping, word analysis, keywords, etc.). That is recognizing the word and reproducing it in different contexts and receptive and passive skills.

### **Teaching Theories**

According to Kerlinger (1975). A teaching theory is a collection of connected constructs, definitions, and prepositions that presents a methodical view of instruction by defining relationships among variables for purposes of explanation and prediction. Thus, it is mentioned that teaching theories are a series of rules to be followed to help the student improve or successfully achieve the teaching process. On the other hand, observing how the teacher's behavior predicts, controls, and influences student learning is possible. It is also important to mention that the teacher is a relevant actor in the application of a teaching theory and considers the cause of the learning process. Therefore, the teacher must have a theoretical formation since he will be the one who will use the appropriate concepts to achieve success in the teaching process (Smith, 1969).

- **Cognitivism:** Psychologists and educators began to de-emphasize a concern with overt, observable behavior. They stressed instead more complex cognitive processes such as thinking, problem-solving, language, concept formation, and information processing (Snelbecker, 1983). Then, cognitivism bases its theory on learners being influenced by internal and external factors. Thus, it focuses on the mental process for the acquisition of knowledge. In addition, it is mentioned that knowledge is based on the learner's experiences or prior knowledge.
- **Constructivism:** According to Elliott (2000), constructivism is a theory based on the idea that knowledge develops on the basis of experiences. Similarly, Reátegui (1995) mentions that constructivism is a pedagogical movement where learning is a complex act in that the student is an active being who has to elaborate his knowledge through restructuration. Thus, constructivism is a theory based on the idea that knowledge emerges by using old and new knowledge. Furthermore, the student becomes a conscious being who elaborates on his learning. The student is no longer considered an empty being that the teacher must fill with knowledge. Finally, it is essential to mention that all the knowledge that people possess is given by factors such as society, culture, language, inheritance, customs, etc. Several precursors of constructivism are mentioned in history, such as Jean Piaget, David Ausbel, and Cesar Colls, among others. However, one of the main precursors is:
- **Structuralism:** According to Richards and Schmidt (2013), structuralism refers to language as a system that analyzes words, sounds, and sentences without having a grammatical context. Muhammadi (2016) mentions the founder of structuralism was Ferdinand de Saussure who identified the need for the diachronic approaches used by previous linguists. He presented the new synchronic approach concerning the nature and composition of language creating expectations among linguists. Also, language contains internal and systematic rules. Saussure considered language as a system of signs perceiving the sign as the unit of meaning. Thus, it is possible to conclude that structuralism centers its theory on spoken language but not on grammar which focuses on the relationship between words, images, and concepts. This aims for the student to reach the knowledge.

## Theories of Language Acquisition

- Behaviourism: Theorists such as John Watson (1878–1958) and B. F. Skinner (1904–1990) cited in Halpenny and Pettersen (2013), had put forward the “view that all humans are born *tabula rasa* (blank slates)”. It means that human beings may be molded or altered according to the demands of the environment in which they are surrounded. As a result, two behavioral concepts reinforcement/reward and punishment have been emphasized as key principles in parenting strategy beliefs.
- Innateness: Chomsky concluded that children must possess an innate ability to acquire language commonly referred to as the Language Acquisition Device (LAD). According to this theory, the process is biologically determined, as the human species has developed a brain with neural circuits that hold linguistic information from the moment of birth. Furthermore, a child's innate predisposition to learn language begins with hearing to speech, and the child’s brain is able to interpret what it hears based on the basic principles or structures already contained in it (cited in Block, 1980 p. 58)
- Cognitive: this learning theory, rooted in cognitive psychology examines how people think and learn new information and abilities. This idea was developed by the Swiss psychologist Jean Piaget, and it emphasizes the connections between different stages of cognitive development (sensorimotor stage, preoperational stage, concrete operational stage, formal operational stage) and language proficiency (Aljoundi, 2014 p. 8).
- Interaction: Psychologist Jerome Seymour Bruner played a crucial role in a child's knowledge of the world based on their experiences, and language is learned through the interactions and experiences provided by their family and home environment. For this purpose, Bruner believes that language is learned through interactions such as conversations, questions, experiments, and games for infants and young children (My First Five Years, s. f.)

## Language Acquisition

Crystal (2012) mentions that language acquisition refers to the study of the rules of language, such as grammar, phonology, and semantics. In addition, language development focuses on applying in various linguistic and social contexts.

Nevertheless, children are the predominant authors in the process of language acquisition because they develop the capacity to understand language as they mature physically and mentally (Corder, 1973, cited in Salim and Mehawesh, 2014)

### **Stages in Language Acquisition**

Language acquisition is one of the most fascinating aspects of human development. Children acquire knowledge of language or the languages around them in a relatively short time and with little apparent effort. This would not be possible without two important components, the biological predisposition to language acquisition and the experience of language in the environment (Fernandez and Smith, 2011):

- Crying: it expresses fundamental physiological needs such as hunger and thirst. In addition, crying sounds were emitted in response to pain, discomfort and fear.
- Cooin: relates to the creation of sounds other than crying.
- Babbling: occurs between 6 to 8 months of age during this stage, babbling includes more consonants and vowels.
- Holophrastic: at this stage, the child begins to learn and pronounce individual words. (Salim and Mehawesh, 2014).

### **Second Language Acquisition**

According to Krashen (1982) "Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication" (p.10), this means language *acquisition* does not require conscious processes, but rather analyzes the processes of how people communicate with each other. Thus, People develop a "sense" of correctness or whether grammatical sentences "sound" right. On the other hand, learning a language is considered a conscious process because it involves grammatical patterns and rules that allow one to consciously apply the knowledge gained. Therefore, five principles are fundamental to developing second language acquisition and are detailed below:

- Acquisition /Learning Hypothesis: there is a distinction between language *acquisition* as an unconscious process and language learning as a conscious process.
- The Natural Order Hypothesis: it is developed as an informal learning process that does not emphasize mistakes but allows the natural order to take its course.
- The Monitor Hypothesis: Students use grammatical rules consciously in assigned tasks, but learners are not expected to apply conscious rules in communicative tasks inside the class.
- The Input Hypothesis: Input is the major key in the *acquisition* of a second language taking into account the classroom as a source of useful and meaningful information.
- The Affective Filter Hypothesis: it focuses on decreasing the anxiety levels of the *acquisition* situation and allowing students to produce the language in either single words or short phrases and accept it positively (Krashen and Terrell, 2000).

### **Foreign Language Acquisition**

It refers to conventionalized knowledge, which means that the experience is encoded in the language. When someone learns another language, it is relevant to consider that learning is conscious because the learner is discovering the structures and rules of the target language (Eddy, 2011). The phases of Foreign Language Acquisition are detailed below:

- Cognitive and communicative phase: is responsible for accessing intentional knowledge determined by language and stipulated by sociocultural factors, but in a non-linguistic environment, the growth of communicative and cognitive skills requires deliberate stimulation. This may be achieved by creating or simulating problem situations that involve both verbal and intellectual challenges (Vovk, 2017).
- Discovery phase: it is learner-centered because through problem solving, sharing ideas, learning will be constructivist and adjusted to the learner's cognitive needs (Caballero, 2017)
- Meaningful phase: according to Vovk (2017) the mental process implies knowledge previous and then processing based on the mental representation

as a product of construction, which relies on a new situation and the activation of acquired concepts.

### **Linguistics Implications**

**Comprehension:** The external environment can offer a greater amount of information than second language learning classrooms, which means that for the informal environment to be beneficial, the initial language must be comprehensible. Furthermore, in the context of second language classrooms, the learner's learning is limited, even if it is approached in a very natural way. However, it is important to emphasize that the main goal is not to replace the outside world, but to guide learners to a point where they can take advantage of the external environment to enhance their language acquisition. Also, the most important implications derive from the *input* hypothesis, according to how people acquire language through understanding messages or a comprehensible *input* (Krashen, 1985). In this way, the learner can understand and process the input and not the form of the message.

**Speaking:** comprehensible input plays a primary role in speech because speech is a result of acquisition. That is to say, the learners may recognize what they speak and what they can partially say by consciously identifying some linguistic problems and synthesizing what they need from the L2 (Swain, 1995).

### **Pedagogical Implications**

**Classroom Interaction:** Long (1981) claims that when people engage in communication tasks where information is exchanged in both directions, such as finding the differences between similar pictures, they tend to make more adjustments and changes in their conversations compared to tasks where information is only exchanged in one direction, like giving instructions.

**Quantity of meetings (Repetition):** understanding the importance of repetition in the learning process suggests that the initial encounter with a word should be seen as a small step towards learning. (Nation, 2017). In other words, the number of encounters should be meaningful and comprehensible so that the students can learn the vocabulary. It is using didactic materials such as flashcards, drawings, audiovisuals, and worksheets according to the age of the children will bring in countless benefits to the learning of vocabulary (Nation, 2017)



Method Total Physical Response: Students can enhance information storage by forming associations between movement and memory. This method contributes to improving memory in students with intellectual disabilities and provides a pathway for utilizing affect-based techniques (Kleinert et al., 2007).

### **Psychology Principles**

- Critical period: Lennerberg, in 1967 observed that the ability to acquire language through more exposure appeared to diminish after reaching puberty. Besides this, he also claimed that after this period, foreign languages had to be “taught and learned through a conscious and labored effort.” (Cited in Selinker and Gass, 2008 p. 16). As a result, children may be more successful in acquiring a language than adults. It is favorable because acquisition takes place in an interactive rather than a laborious way.
- Sensitive Period: the notion is that the sensitive periods in language acquisition are interconnected. Werker and Tees (2005) propose that the sensitive period for language acquisition should be understood as a sequence of nested sensitive periods. For instance, focusing on specific phonetic categories relevant to one's own language allows one to learn other aspects of language beyond phonology.
- Implicit Learning: refers to knowledge that individuals possess without being consciously aware of it. In such cases, knowledge is classified as unconscious when individuals demonstrate a learning effect without consciously realizing the knowledge they have acquired (Reber, 1967)

## **7. METHODOLOGY**

### **7.1. Research Approach**

The present research has a qualitative approach as it is based on determining the level of English language vocabulary acquisition that students obtained after meetings with pre-professional teaching practices. It also relies on the quantitative approach as numerical and statistical data support answering the research question. As Bonilla, E. & Rodriguez, P. (2005) mention, qualitative method is based on specific cases and focuses on describing social phenomena but does not try to provide numerical data.

### **7.2. Research Method**

Among the methods used in this research is the exploratory method since, as Swedberg (2020) mentions, this type of research is based on seeking something innovative based on experience. Thus, in this study through the application of pedagogical interaction between pre-professional teaching practices and first grade students. It was pretended that the students acquire basic vocabulary according to their age in order to identify the level of vocabulary acquisition that the students obtained at the end of the school year.

On the other hand, this study is diagnostic because once the vocabulary was taught, a test composed of two parts comprehension, and production, was used to measure the effectiveness of this vocabulary, recognizing which was the level of vocabulary acquisition and which of the two stages had greater development. Finally, it is also descriptive because, through the aforementioned processes, it was possible to clearly describe the data obtained using the data collection instruments used.

### **7.3. Population**

To select the participants of this research, the non-probabilistic sampling method of convenience sampling (due to contextual proximity, accessibility at the given time, willingness to participate) was used in order to choose the appropriate population for this research. The researchers selected students enrolled in Basic Education of the first grade, class "A" of the Educational Institution 'Once de Noviembre' of the province of Cotopaxi, Latacunga canton. The research subjects were 39 children

aged 4-5. In addition, an unstructured interview was conducted with the teacher tutor of the investigated students.

#### **7.4. Data Collection Instruments**

The data collection instrument were tests. The tests consist of 10 questions divided in two parts; comprehension, and production. Also, the checklist is composed of 4 criteria (excellent, good work, acceptable and needs improvement) which measure the student's production. And unstructured interview conducted with the student's tutor teacher.

#### **7.5. Data Collection Process**

Vocabulary test was based and adapted on two standardized vocabulary tests. Also, has 15 questions that were divided into two parts; comprehension (see appendix 1), and production (see appendix 2). The test was adapted from Peabody Picture Vocabulary Test (PPVT-III) 2<sup>nd</sup> edition which consists of evaluating the children's vocabulary, especially in terms of comprehension. Dunn y Dunn (1997) mention that the Peabody test assesses the level of receptive vocabulary, rather than measuring vocabulary acquisition performance. In the other hand the Illinois test of psycholinguistic aptitudes (ITPA) involves the receptive, association or organization processes, and the expressive process. According to William (2004) ITPA measures expressive language skills by presenting information to test individuals through visual and auditory channels.

A checklist is adapted from a thesis of Fiallos (2015) and an academic journal article done for Barquero and Ureña, (2015). This checklist serves only to analyze the production test (see appendix 4) and is based on 4 evaluation criteria. The first is “understanding and responding adequately to all the questions” (excellent=4). The second is “partially understand the questions and answer” (good job=3). Third, “there is doubt in showing the vocabulary clearly” (acceptable=2), and lastly, “it is limited to talking” (needs improvement=1). Additionally, an unstructured interview was conducted with the class tutor to get her opinion on the several learning problems that influence the children, and that possibly interfere with the teaching-learning process of English vocabulary (for further understanding read section 7.6.)

## 7.6. Data Analysis

The data from the tests performed by the students were collected. These data were tabulated in Excel using the formula:  $n. \text{ correct scores} / n. \text{ indicators}$ . On the other hand, for the analysis of the checklist, the answers to the questions of the production test were used, since both are related to each other. For the tabulation of the checklist data, we used the same procedure and the same formula that was used to analyze the tests. For the vocabulary levels, as comprehension, and production were adapted from the theory of the de Nation (1983;1990). Accordingly, the vocabulary suggested by Nation has been widely used, for example in the studies of Romero (2021), Tovar (2017), Tovar and Velasco (2019). Thus, the vocabulary criteria of Nation (1983;1990) namely '*high frequency vocabulary, specialized vocabulary, and low frequency vocabulary*' in our research are considered as **high**, **medium**, and **low** levels, respectively. It is because according to McLean and Kramer (2015, p. 2), the main goal of testing vocabulary levels is to determine learners' knowledge of using frequent vocabulary "in the hope of assigning appropriate learning materials", instructions and suggestions for language teaching. Finally, the scores range was based and adapted from Martinez (2008).

## 8. DISCUSSION OF THE RESULTS

*What level of English vocabulary acquisition did the learners acquire?*

**Table 2:** Level of English vocabulary acquisition

<b>Definition</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
Vocabulary Knowledge	31	6	2
Total (%)	54%	36%	10%

Table 2 shows that after the interaction with the students in the pre-professional teaching practices, 54% of the students have a high level of vocabulary acquisition in English language, which is equivalent to 31 students. While 36% reveal a medium level, representing 6 students, and finally 2 students have a low level, equivalent to 10%. Additionally, to contribute to the research, according to the results, the learners have an active vocabulary as Harmer (1991) affirmed that active vocabulary refers to the words that the student learns and can use in different contexts either in oral or written expression. And it could be inferred that in the medium and low levels children have a passive vocabulary because, as Harmer mentions, children can recognize and understand words but do not use them in communication.

*In which stage about comprehension, or production children report the highest vocabulary knowledge?*

**Table 3:** Comprehension vocabulary scale

<b>Dimension</b>	<b>Definition</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
Collocation	Relates what is heard to what is observed	28	8	3
Total (%)		72%	20%	8%

Note. Vocabulary level proximity scale was based and structured on the criteria of Laufer and Nation (1999).

Table 3 corresponds to the comprehension with the dimension of collocation, indicating that 72% relate what is heard to what is observed, which shows positive results in relation to the Comprehension Hypothesis posits that language acquisition and literacy development occur when we understand the meaning of messages, in other words, when we comprehend what we hear, observe, and read receiving information that is considered "comprehensible input." (Krashen, 2003). Contrarily,

20% in a medium level and an 8% tendency to a minority indicate that incidental attention operates under the supposition that most of the attention is directed to other matters (Nation, 2017). For this reason, students do not follow the instruction given by the teacher or do not fully understand it.

**Table 4:** Production vocabulary scale.

<b>Dimension</b>	<b>Definition</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
Use in context	Infer content using key drawings	20	11	8
<b>TOTAL (%)</b>		<b>51%</b>	<b>28%</b>	<b>21%</b>

Note. Vocabulary level proximity scale was based and structured on the criteria of Laufer & Nation (1999).

Table 4 is assigned for production with the dimension of use in context establishes that 51% of the students have a high level in inferring content using key drawings. However, “according to the Input hypothesis; speaking is not essential for language acquisition. We acquire from what we hear and understand, not from what we say.” (Krashen and Terrell, 2000) So, it details some students have a high level in producing the English language due to children comprehending what they hear. Contrary to, 28% in a medium level results report that this group of students are presumed not to have been stimulated in the early years. As Zauche et al. (2016) point out, appropriate stimulation in speech development, interaction, and reading during the initial three years of a child's life directly influences language comprehension and production. Finally, according to the tutor teacher the low tendency 21% of students is probably caused by learning problems and another fact not least important is that non-attendance at classes causes children not to learn the vocabulary and may be affected in developing their use of the language.

**Table 5:** General Production checklist

<b>Item</b>	<b>Indicators</b>	<b>Excellent</b>	<b>Good Job</b>	<b>Acceptable</b>	<b>Needs improvement</b>	<b>%</b>
1	Understanding and answering all questions appropriately	17				4 4
2	Partially understand the questions and answer		11			2 8

3	There is doubt in showing the vocabulary clearly	5	1 3
4	It is limited to talking	6	1 5

Note. Production checklist was based and structured in the categories of Fiallos, 2015 and Barquero and Ureña, 2015

Table 5 belongs to the production checklist, and is analyzed only with the production scale. It shows that 44% of students “understand and answer all questions appropriately.” The second item, “partially understand the questions and answer” indicates 28%. The third item, “there is doubt in showing the vocabulary clearly,” is represented by 13%, and the fourth item shows that 15% of the students “it is limited to talking.” Thus, based on the intervention of the students in the preprofessional teaching practices, it gave positive results for the students acquiring vocabulary because they are being productive.

*What was the tutor's opinion in relation to the difficulties during early exposure to the English language?*

The tutor teacher who is responsible for the formation of the students in 1<sup>st</sup> grade "A" at 'Once de Noviembre' Educational Institution, is who manages the teaching-learning process for the majority of the academic day, except for the subjects English and Physical Education that she does not teach. That is, the teacher observes, controls, teaches, and leads her students most of the time. Therefore, the question is based on the possible learning problems that the children may have, for which she expresses the following:

*Los posibles problemas de aprendizaje que he observado durante el curso 2022-2023 son relevantes de acuerdo con el aprendizaje de la lengua inglesa. Los alumnos A, B, C y D pueden tener problemas de aprendizaje en algunas actividades que implican pensar, razonar, asociar y resolver problemas lo que afecta a su capacidad para adquirir conocimientos. La comprensión también se ve afectada a la hora de realizar las tareas porque según en mi experiencia, he observado que los niños tienden a ser impulsivos a la hora de realizar las tareas y esto hace que muchas veces los niños no sigan las instrucciones y realicen las tareas con antelación, y a veces no completan las actividades correctamente. Y por último, otro factor*

*que afecta el proceso de aprendizaje es la inasistencia de los niños a clases por diferentes motivos como problemas de salud, problemas familiares, citas médicas en horario escolar, y viajes familiares, ocasionando un bajo rendimiento académico y un retraso en el aprendizaje, por esta razón, no puedo dar una opinión certera de que los niños tienen problemas de aprendizaje porque ese diagnóstico lo hace el Departamento de Consejería Estudiantil (DECE).*

*The possible learning problems that I have observed during the 2022-2023 school year are relevant according to learn English language. Students A, B, C, and D may have learning problems in some activities that involve thinking, reasoning, associating, and problem solving which affects their ability to acquire knowledge. Comprehension is also affected when performing the tasks because according to in my experience, I have observed that children tend to be impulsive when doing tasks and this often causes children not to follow instructions and to do assignments in advance, and sometimes they do not complete the activities properly. And finally, another factor that affects the learning process is the non-attendance of children to classes for different reasons such as health problems, family problems, medical appointments during school hours, and family trips, causing low academic performance and a delay in learning, for this reason, I cannot give an accurate opinion that the children have learning problems because that diagnosis is made by the 'Departamento de Consejería Estudiantil'(DECE).*

According to the tutor teacher, she assumes that there are possible limitations in the learning process since some students when performing activities that involve a higher reasoning capacity is a challenge because their comprehension is limited at the time of problem solving. In addition, the attention of the learners is oriented to follow the appropriate instructions, but in some learners, it is affected. Another limitation that some students did not develop appropriately was the use of language due to non-attendance to classes and thus interactions with the English teacher were reduced. However, it is important to emphasize that the learners have potential when acquiring vocabulary, since due to the results obtained, the children



developed high levels of comprehension, and production, and in the future, this will help them to have a better performance in vocabulary learning.

## **9. RESEARCH IMPACTS**

The present research project has an educational impact because children who are exposed to the English language at an early age may acquire vocabulary and develop their knowledge of both receptive (reading, listening) and productive (speaking, writing) English skills. In addition, further research could be conducted to improve English vocabulary at an early age.

## **10. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

The conclusion is that through the investigation of teaching theories, structuralism is the theory that may focus on vocabulary acquisition, since between the ages of 4 and 5, students do not yet recognize words in a grammatical context, but rather relate them to images and sounds in order to acquire vocabulary. As mentioned above, for Richards (2000) structuralism is a system that analyzes the relationship between words, sounds, images, and concepts without a grammatical context. Moreover, it is important to note that pedagogical implications could have more relevance in the process of vocabulary learning as they denote how children acquire vocabulary through classroom interaction and the number of encounters with the teacher (Long 1978 and Nation 2017). Therefore, the information presented in the theoretical framework allows us to enrich the research and understand the investigated problem.

The tests administered to the students helped to measure the level of vocabulary knowledge through the two dimensions of collocation (comprehension), and use in context (production). The data collected from the tests reported positive results as over half of the students demonstrated higher levels of comprehension and production. However, it was possible to demonstrate that the children have a higher level in the collocation dimension as opposed to the other category.

Finally, it was recognized that the 1<sup>st</sup> grade students of the 'Once de Noviembre' Educational Institution were exposed to the English language at an early age (4-5 years old) The learners developed a high level of English language vocabulary

acquisition since 54% of the students were able to perform the tests without difficulty. Additionally, it was identified that the vocabulary that the students acquired was active. Based on Harmer's (1991) categorization of vocabulary (active and passive) This may be verified because the vocabulary they acquired were words that they were able to understand, comprehend and use when communicating.

### **Recommendations**

Further research is recommended on factors that influence vocabulary acquisition such as strategies or teaching theories that benefit children at early ages to develop their skills and in-depth research on pedagogical implications that help to understand how children acquire vocabulary. In addition, it is important to analyze different teaching theories so that children with learning disabilities acquire vocabulary in English with methodologies according to the needs of the children.

Additionally, a follow-up is conducted to verify if the incidence of vocabulary acquisition has a long-term impact; that is whether the vocabulary taught during the 2022-2023 school year has the same retention duration in subsequent years. Therefore, it is recommended that a delayed test be done to identify if the vocabulary knowledge is significant, and whether it is maintained and continuous in the learners. In addition, emphasis should be on work with early stimulation activities before 1<sup>st</sup> grade so that in the following school years the children do not present difficulties in the development of activities related to fine motor skills such as the correct use of pencils, drawing lines, and coloring drawings properly.

Finally, it is suggested to implement the teaching of the English language from first grade since the results during the 2022-2023 school period related to vocabulary acquisition were positive even though the children are 4-5 years old when exposed to the English language at an early age has positive effects because they are more likely to develop communicative skills. (Murphy and Evangelou, 2016). They were able to acquire vocabulary. Also, the use of drawings, audio-visual resources, games, songs, and didactic materials are suggested so that the learning is used in the long term by the students.

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## 12. APPENDICES

## Appendix 1. Comprehension Test



## COMPREHENSION TEST

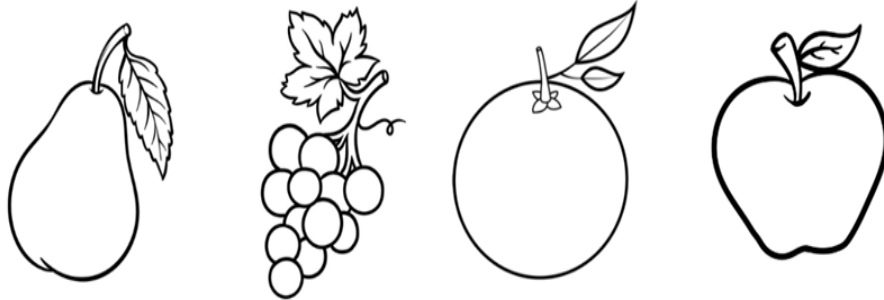
**Objective:** To analyze the comprehension faculty with proper pictures to measure the level of English vocabulary.

**Objetivo:** Analizar la facultad de comprensión con apropiados dibujos para medir el nivel de vocabulario en inglés.

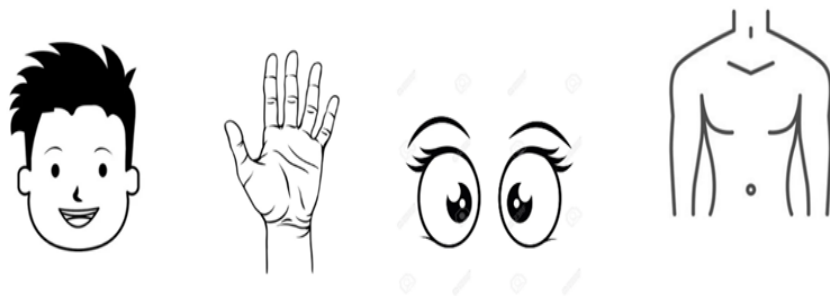
**Instruction:** Test for children from 4 to 5 years old containing five questions to be completed with the teacher's guide charge.

**Instrucción:** Exámen para niños de 4 a 5 años que contiene cinco preguntas y debe completarse con la guía de la docente encargada.

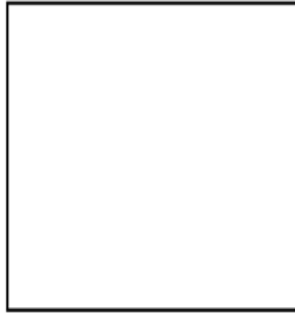
1. Recognize the object to pronounce and paint it the RED color ( reconozca el objeto que se va a pronunciar y pintelo de color rojo)



2. Circle on the EYES ( encierra los ojos)



3. Listen and draw (escucha y dibuja)

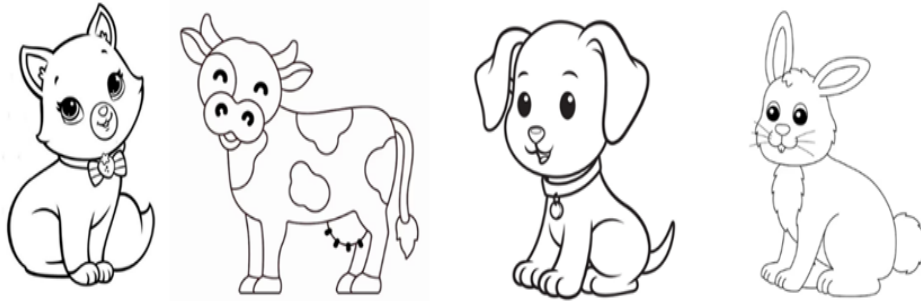


five apples



two bananas

4. Paint the DOG and the nose the PINK color  
(pinta el PERRO y la nariz de color ROSA)



5. Circle MOTHER and BROTHER and paint the face of the mother  
(encierra en un círculo a MADRE y HERMANO y pinta la cara de la madre)



## Appendix 2. Production Test



# PRODUCTION TEST

**Objective:** Testing production capability with flashcards to measure English vocabulary level.

**Objetivo:** Evaluar la capacidad de producción con tarjetas didácticas para medir el nivel de vocabulario en inglés.

**Instruction:** Test for children from 4 to 5 years old containing five questions to be completed with the teacher's guide charge.

**Instrucción:** Exámen para niños de 4 a 5 años que contiene cinco preguntas y debe completarse con la guía de la docente encargada.

1. What color is an apple, banana and pear? ( que color es una manzana, plátano y pera)



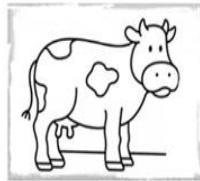
2. Tell me your body parts ( diga las partes del cuerpo)



3. Look and say What fruit is? (mire y diga que fruta es)

It is a.....


4. Listen and say the correct animal (escucha y diga el animal correcto)



5. Say who is the person and point out? (diga quién es la persona y señale)



### Appendix 3. Checklist

		<h3>CHECK LIST</h3>					
Dirigido para niños de 4 a 5 años que contiene cuatro criterios de evaluación que la docente completará con las respuestas obtenidas del test de producción.							
<b>Objective:</b> Testing production capability with flashcards to measure English vocabulary level.							
<b>Criteria:</b> Excellent= 4 (19-15)    Good Job= 3 (14-10)    Acceptable= 2 (9-5)    Needs improvement= 1 (4-0)							
N°	Names	Criteria	Excellent Understanding and answering all questions appropriately 4	Good Job Partially understand the questions and answer 3	Acceptable There is doubt in showing the vocabulary clearly 2	Needs improvement It is limited to talking 1	Notes obtained
1	Student 1		✓				16
2	Student 2		✓				17
3	Student 3		✓				16
4	Student 4			✓			13
5	Student 5		✓				16
6	Student 6					✓	0
7	Student 7				✓		6
8	Student 8					✓	2
9	Student 9			✓			14
10	Student 10			✓			14
11	Student 11					✓	2
12	Student 12		✓				19
13	Student 13		✓				19
14	Student 14			✓			13
15	Student 15				✓		9
16	Student 16		✓				16
17	Student 17			✓			14
18	Student 18		✓				18
19	Student 19		✓				19
20	Student 20		✓				18
21	Student 21				✓		9
22	Student 22			✓			11
23	Student 23				✓		8
24	Student 24			✓			12
25	Student 25		✓				16
26	Student 26			✓			13
27	Student 27		✓				18
28	Student 28			✓			11
29	Student 29		✓				19
30	Student 30		✓				18
31	Student 31				✓		5
32	Student 32					✓	0
33	Student 33		✓				17
34	Student 34					✓	0
35	Student 35			✓			13
36	Student 36			✓			11
37	Student 37					✓	0
38	Student 38		✓				19
39	Student 39		✓				17

Criteria	Scores range
Excelent	19--15
Good Job	14--10
Acceptable	9--5
Needs improvement	4--0

## Appendix 4. Test results

### Comprehension test results

**Table 11:** Question 1 Recognize the object to pronounce and paint it the red color.

Item	Indicators	£	%
1	Correct	32	82
2	Incorrect	7	18

**Table 12:** Question 2 Circle on the EYES.

Item	Indicators	£	%
1	Correct	35	90
2	Incorrect	4	10

**Table 9:** Question 13 Listen and draw (five apples, two bananas).

Item	Indicators	£ (five apples)	%	£ (two bananas)	%
1	Correct	28	72%	30	77
2	Incorrect	11	28%	9	23

**Table 14:** Question 4 Paint the DOG and the nose the PINK color.

Item	Indicators	£	%
1	Correct	29	74
2	Incorrect	10	26

**Table 15:** Question 5 Circle mother and brother and paint the face of the mother.

Item	Indicators	£	%
1	Correct	29	74
2	Incorrect	10	26

### Production test results

**Table 16:** Question 1 What color is an apple, banana and pear?

Item	Indicators	£ apple	%	£ banana	%	£ pear	%
1	Correct	29	74	26	67	26	67
2	Incorrect	10	26	13	33	13	33

**Table 17:** Question 2 Tell me your body parts.

<b>Item</b>	<b>Indicators</b>	<b>£</b>	<b>%</b>
1	Correct	29	74
2	Incorrect	5	13
3	Incomplete	5	13

**Table 18: Question 3** Look and say What fruit is?

<b>Item</b>	<b>Indicators</b>	<b>£</b>	<b>%</b>
1	Correct	27	69
2	Incorrect	12	31

**Table 19: Question 4** Listen and say the correct animal.

<b>Item</b>	<b>Indicators</b>	<b>£</b>	<b>%</b>
1	Correct	15	64
2	Incorrect	10	26
3	Incomplete	4	10

**Table 20: Question 5** Say who is the person and point out? (grandfather, mother)

<b>Item</b>	<b>Indicators</b>	<b>£</b> <b>(grandfather)</b>	<b>%</b>	<b>£</b> <b>(mother)</b>	<b>%</b>
1	Correct	19	47	32	82
2	Incorrect	21	53	7	18

## **Appendix 6. Acuerdo De Consentimiento Informado Para Padres-Madres-Tutores**

Latacunga, \_\_ de \_\_ del 202\_:

Nosotras, \_\_\_\_\_ y \_\_\_\_\_ como INVESTIGADOR \_\_ del estudio titulado “ \_\_\_\_\_ ”, pongo en su conocimiento el desarrollo de la investigación que a continuación se menciona. Por favor lea atentamente este acuerdo de consentimiento antes de tomar una decisión sobre la participación de su representado/a en el estudio.

### **Resumen de la propuesta de investigación:**

#### **Participación del estudiante en el estudio**

#### **Los instrumentos para la recolección de información son:**

Nombre del instrumento 1:

Propósito

Nombre del instrumento 2:

Propósito:

#### **Cronograma de actividades:**

Actividades	___/202_					___/202_				
	1	2	3	4	5	1	2	3	4	5

De existir cualquier tipo de anomalía que usted considere ponga en riesgo el bienestar de su hijo/a o representado/a, reportarlo directamente a la autoridad de la Institución Educativa quien deberá tomar las acciones correspondientes de acuerdo con la normativa vigente.

#### **Con esos antecedentes, como representante de su hijo/a acuerda:**

- Permitir su participación en el estudio de investigación especificado.
- NO permitir su participación en el estudio de investigación especificado.

#### **Nombres completos del/la representante:**

**Firma:**

**Fecha:**



## Annex 7. Authorization of the Educational Institution's Rector



UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



Carrera de  
Pedagogía de los  
Idiomas

Latacunga, 25 de Mayo del 2023

RECTORA DE LA UE. "ONCE DE NOVIEMBRE" MSc. NARCISA CHISAGUANO

Presente.

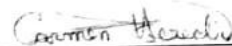
De mi consideración

Yo, **Heredia Tipán Carmen Mercedes**, portadora de la cedula de ciudadanía No. **0503959942** estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. Ante Ud. Respetuosamente me presento y expongo:

Solicito permiso para realizar el trabajo de investigación y recopilación de datos de los niños de primer año de educación básica del paralelo "A" sobre "ADQUISICIÓN DE VOCABULARIO EN INGLÉS EN ALUMNOS DE PRIMER GRADO" con la finalidad de cuantificar el nivel de adquisición del vocabulario durante el año lectivo 2022-2023 además de optar el título de Licenciada en Pedagogía del Idioma Inglés.

Esperando que lo expuesto tenga la acogida debida expreso mis más sentidos agradecimientos:

Atentamente

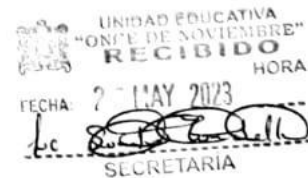


Heredia Tipán Carmen Mercedes

e-mail: [carmen.heredia9942@utc.edu.ec](mailto:carmen.heredia9942@utc.edu.ec)

ID: 0503959942

Telf.: 0987338369





UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



Carrera de  
Pedagogía de los  
Idiomas

Latacunga, 24 de Mayo del 2023

RECTORA DE LA UE. "ONCE DE NOVIEMBRE" MSc. NARCISA CHISAGUANO  
Presente.

De mi consideración

Yo, Ramón Salazar Cinthya Alexandra, portadora de la cedula de ciudadanía No. 0503443517 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi, que me encuentro cursando prácticas profesionales en su prestigiosa institución. Muy respetuosamente expongo:

Solicito permiso para realizar el trabajo de investigación y recopilación de datos de los niños de primer año de educación básica del paralelo "A" sobre "ADQUISICIÓN DE VOCABULARIO EN INGLÉS EN ALUMNOS DE PRIMER GRADO" con la finalidad de cuantificar el nivel de adquisición del vocabulario durante el año lectivo 2022-2023 además de optar el título de Licenciada en Pedagogía del Idioma Inglés, para lo cual se adjunta la ficha de PRESENTACIÓN DE PROPUESTA DE INVESTIGACIÓN.

Esperando que lo expuesto tenga la acogida debida expreso mis más sentidos agradecimientos:

Atentamente

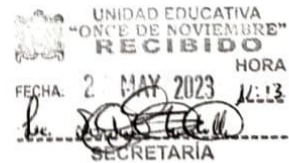
Ramón Salazar Cinthya Alexandra



cinthya.ramon3517@utc.edu.ec

0503443517

Tel.: 0962648627



Ab. Horizant  
24/05

## Appendix 8. Validación de los instrumentos de investigación

### GENERAL INFORMATION

- Full name of the validator:

JORGE LUIS ROSERO HENÉNDEZ

- Position and institution where he/she works:

DOCENTE

- Author of the instrument:

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- Research title

English language vocabulary acquisition in first-grade learners.

- Objective

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- Instrument objective

To determine the level of English language vocabulary acquisition.

### VALIDATION ASPECTS


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Acceptable (If -30% of the items comply with the indicator)
2. Good (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Acceptable
9 – 18	Good
19 – 27	Excellent

- Totalize the score according to the presented options (A= 1 G=2 E=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Definition	A	G	E	
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			✓	
<b>COHERENCE</b>	The items answer what is expected in the research problem.			✓	
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			✓	
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			✓	
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			✓	
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			✓	
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			✓	
<b>FORMAT</b>	The items are written respecting technical aspects.			✓	
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			✓	
<b>FINAL COUNT</b>					

Validity		Yes	No
The instrument is aplicable.		✓	
<b>Applicable based on the observations</b>			
Validated by: <u>JORGE L. ROSERO</u>	C.I.: <u>0500862727</u>	Signature: 	
Telephone: <u>0983008837</u>	Date: <u>14/08/2023</u>		
e-mail: <u>jorge.rosero@utc.edu.ec</u>			

**GENERAL INFORMATION**

- **Full name of the validator:**

María Janeth Chelisa Chelisa

- **Position and institution where he/she works:**

Teacher

- **Author of the instrument:**

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- **Research title**

English language vocabulary acquisition in first-grade learners.

- **Objective**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- **Instrument objective**

To determine the level of English language vocabulary acquisition.

**VALIDATION ASPECTS**


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Acceptable (If -30% of the items comply with the indicator)
2. Good (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Acceptable
9 – 18	Good
19 – 27	Excellent

- Totalize the score according to the presented options (A= 1 G=2 E=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Definition	A	G	E	
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			X	
<b>COHERENCE</b>	The items answer what is expected in the research problem.			X	
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			X	
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			X	
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			X	
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			X	
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			X	
<b>FORMAT</b>	The items are written respecting technical aspects.			X	
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			X	
<b>FINAL COUNT</b>					

Validity		Yes	No
The instrument is aplicable.		X	
<b>Applicable based on the observations</b>			
<b>Validated by:</b> <u>Marcia Chibiso</u>	<b>C.I.:</b> <u>030221430+</u>		
<b>Telephone:</b> <u>048414 1300</u>	<b>Date:</b> <u>14/08/2023</u>		
<b>e-mail:</b> <u>marcia.chibiso@otc.edu.ec.</u>			

**GENERAL INFORMATION**

- **Full name of the validator:**

Dra. Lorena González Ortiz

- **Position and institution where he/she works:**

Docente UIC

- **Author of the instrument:**

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- **Research title**

English language vocabulary acquisition in first-grade learners.

- **Objective**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- **Instrument objective**

To determine the level of English language vocabulary acquisition.

**VALIDATION ASPECTS**

- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Acceptable (If -30% of the items comply with the indicator)
2. Good (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Acceptable
9 – 18	Good
19 – 27	Excellent

- Totalize the score according to the presented options (A= 1 G=2 E=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Definition	A	G	E	
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			/	
<b>COHERENCE</b>	The items answer what is expected in the research problem.			/	
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			/	
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			/	
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			/	
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			/	
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			/	
<b>FORMAT</b>	The items are written respecting technical aspects.			/	
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			/	
<b>FINAL COUNT</b>				27	

Validity		Yes	No
The instrument is applicable.		/	
<b>Applicable based on the observations</b>			
<b>Validated by:</b> <i>Olga González Ortiz</i>	<b>C.I.:</b> <u>11001377271</u>	<b>Signature:</b> <i>Olga González Ortiz</i>	
<b>Telephone:</b> <u>0987698514</u>	<b>Date:</b> <u>14/08/2023</u>		
<b>e-mail:</b> <u>olga.gonzalez@utc.edu.e</u>			



**GENERAL INFORMATION**

- **Full name of the validator:**

JORGE LUIS ROSEDO HERNANDEZ

- **Position and institution where he/she works:**

DOCEUTE

- **Author of the instrument:**

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- **Research title**

English language vocabulary acquisition in first-grade learners.

- **Objective**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- **Instrument objective**

To test English vocabulary level at early ages using flashcards to measure language production.

**VALIDATION ASPECTS**


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Poor (If -30% of the items comply with the indicator)
2. Acceptable (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Poor
9 – 18	Acceptable
19 – 27	Excellent

- Totalize the score according to the presented options (P= 1 A=2 E=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Definition	P	A	E	
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			✓	
<b>COHERENCE</b>	The items answer what is expected in the research problem.			✓	
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			✓	
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			✓	
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			✓	
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			✓	
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			✓	
<b>FORMAT</b>	The items are written respecting technical aspects.			✓	
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			✓	
<b>FINAL COUNT</b>					

Validity		Yes	No
The instrument is aplicable.		✓	
<b>Applicable based on the observations</b>			
<b>Validated by:</b> <u>Jorge L. Rosero H.</u>	<b>C.I.:</b> <u>0500862727 .</u>	<b>Signature:</b> 	
<b>Telephone:</b> <u>0983008837</u>	<b>Date:</b> <u>14/08/2013</u>		
<b>e-mail:</b> <u>jorge.rosero@utc.edu.ec</u>			

**GENERAL INFORMATION**

- **Full name of the validator:**

Olga Lorena González Ortiz

- **Position and institution where he/she works:**

Docente U.T.C.

- **Author of the instrument:**

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- **Research title**

English language vocabulary acquisition in first-grade learners.

- **Objective**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- **Instrument objective**

To test English vocabulary level at early ages using flashcards to measure language production.

**VALIDATION ASPECTS**


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Poor (If -30% of the items comply with the indicator)
2. Acceptable (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Poor
9 – 18	Acceptable
19 – 27	Excellent

- Totalize the score according to the presented options (P= 1 A=2 E=3)

Validation aspects for the instrument		1	2	3	Observations	
Criteria	Definition	P	A	E		
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			/		
<b>COHERENCE</b>	The items answer what is expected in the research problem.			/		
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			/		
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			/		
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			/		
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			/		
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			/		
<b>FORMAT</b>	The items are written respecting technical aspects.			/		
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			/		
<b>FINAL COUNT</b>				27		<b>TOTAL:</b> 27

Validity		Yes	No
The instrument is applicable.		/	
<b>Applicable based on the observations</b>			
<b>Validated by:</b> <i>Olga González Ortiz</i>	<b>C.I.:</b> <u>1009577271</u>	<b>Signature:</b> 	
<b>Telephone:</b> <u>0987698514</u>	<b>Date:</b> <u>14/08/2023</u>		
<b>e-mail:</b> <u>olga.gonzalez@utc.edu.ec</u>			

**GENERAL INFORMATION**

- **Full name of the validator:**

María Joneth Chibisa Chibisa

- **Position and institution where he/she works:**

Teacher

- **Author of the instrument:**

Ramón Salazar Cinthya Alexandra & Heredia Tipán Carmen Mercedes (2023).

- **Research title**

English language vocabulary acquisition in first-grade learners.

- **Objective**

To determine the level of English language vocabulary acquisition in first grade children of the 'Once de Noviembre' Educational Unit through tests of vocabulary knowledge after have been exposed to the English language at early ages.

- **Instrument objective**

To test English vocabulary level at early ages using flashcards to measure language production.

**VALIDATION ASPECTS**


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Poor (If -30% of the items comply with the indicator)
2. Acceptable (If the items are within 31% to 70% according to the indicator)
3. Excellent (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Poor
9 – 18	Acceptable
19 – 27	Excellent

- Totalize the score according to the presented options (P= 1 A=2 E=3)

Validation aspects for the instrument		1	2	3	Observations	
Criteria	Definition	P	A	E		
<b>PERTINENCE</b>	The items measure what is expected in the research problem.			✓		
<b>COHERENCE</b>	The items answer what is expected in the research problem.			✓		
<b>CONGRUENCE</b>	The items are congruent with each other and with the concept they measure.			✓		
<b>SUFFICIENCY</b>	The items are sufficient in quantity to measure the investigation variable.			✓		
<b>OBJECTIVITY</b>	The items are expressed in observable behaviors and actions.			✓		
<b>CONSISTENCY</b>	The items have been formulated in accordance with the theoretical foundations of the variable.			✓		
<b>CLARITY</b>	The items are written in an understandable language for the subjects to be evaluated			✓		
<b>FORMAT</b>	The items are written respecting technical aspects.			✓		
<b>STUCTURE</b>	The instrument has well-defined instructions and questions.			✓		
<b>FINAL COUNT</b>						<b>TOTAL: 27</b>

Validity		Yes	No
The instrument is aplicable.		✓	
<b>Applicable based on the observations</b>			
<b>Validated by:</b> <u>Marcia Chibise</u>	<b>C.I.:</b> <u>63012404</u>	<b>Signature:</b> 	
<b>Telephone:</b> <u>098441300</u>	<b>Date:</b> <u>14/08/2023</u>		
<b>e-mail:</b> <u>marcia.chibise@uta.edu.ec</u>			