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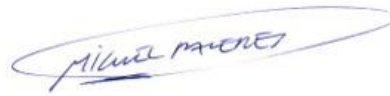
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DEDICATORY

To my beloved family, who have been my light in times of uncertainty and my refuge in every storm. To my dear uncle, whose wisdom and love have been a pillar in my life. His constant encouragement and profound teaching have been the spark that ignited my dreams. I am cheerful for the immense gift of my beloved family, who guided me through this beautiful journey.

Jennifer Buñay

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Jennifer Buñay

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RESUMEN

Considerar los obstáculos que se imponen en los métodos tradicionales para enseñar y aprender inglés, resulta relevante para actuar mediante métodos interactivos para promover un amplio entendimiento en la adquisición de nuevas palabras. El objetivo de este estudio fue evaluar la efectividad de las estrategias de aprendizaje experiencial en el progreso del vocabulario en inglés en estudiantes de octavo grado de la Unidad Educativa “Simón Rodríguez”. Se administraron dos cuestionarios, uno pre-test y otro post-test, para determinar el nivel de vocabulario de los estudiantes, sus limitaciones y el progreso posterior. Los resultados muestran mejoras representativas en los niveles de precisión entre el 50 y el 60%. Esto demuestra que las estrategias de aprendizaje experiencial permitieron mejorar la comprensión del vocabulario asociado a la teoría de Vygotsky y Kolb. Sin embargo, la investigación identificó factores limitantes como el tamaño de la muestra y el conocimiento previo de los estudiantes. Es necesario desarrollar otros estudios con diferentes tamaños de muestra, grados y unidades educativas; que permitan mejorar los resultados. En conclusión, se demostró la eficacia de las estrategias de aprendizaje experiencial para mejorar la adquisición del vocabulario inglés. Se recomendó la aplicación constante de actividades que utilicen estrategias experimentales de aprendizaje y la integración de plataformas complementarias. Los resultados contribuyeron a hacer las clases dinámicas, el aprendizaje enfocado en el estudiante ayuda a comprender el significado del nuevo vocabulario adquirido para mejorar la educación en el idioma inglés.

Palabras clave: Aprendizaje experimental, Vocabulario, Enseñanza, Inglés, Métodos interactivos.

ABSTRACT

Consider the obstacles imposed by traditional methods of teaching and learning English in order to act through interactive methods that promote a broad understanding in the acquisition of new words. The objective of this study was to evaluate the effectiveness of experiential learning strategies in the progress of English vocabulary in eighth grade students of the “Simón Rodríguez” Educational Unit. Two questionnaires were administered, one pre- and one post-test, to determine the students' vocabulary level, limitations, and subsequent progress. The results show representative improvements in accuracy levels between 50 and 60%. This shows that experimental learning strategies allowed improving the understanding of vocabulary associated with the Vygotsky and Kolb theory. However, the research identified limiting factors such as sample size and previous knowledge of the students. It is necessary to develop other studies with different sample sizes, grades and educational units; that allow for improved results. In conclusion, the effectiveness of experiential learning strategies for improving English vocabulary acquisition was illustrated. It suggests the implementation of activities applying experiential learning strategies and the integration of complementary platforms. The results contributed to dynamic classes; student-centered learning helps students understand the meaning of newly acquired vocabulary, especially in improving English language education.

Keywords: Experimental Learning, Vocabulary, Teaching, English, Interactive method.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

Today, English has become a key language and has led educational institutions to include it in their academic programs. Notable benefits have been brought by fluency in English, such as improved job opportunities and career growth. However, conventional teaching methodologies tend to focus more on memorization than on true understanding, which can be hindered by good language and vocabulary being restricted. This makes it difficult for students to use English effectively.

In Ecuador, the problem of traditional teaching methods is quite common in the teaching of English. Traditional techniques and approaches are often favored by schools that dominate classroom learning, resulting in repetitive activities that quench students' interest and hinder their progress in vocabulary.

It is clear that in local schools such as "Simón Rodríguez" in Riobamba, difficulties are faced by students, trying to memorize vocabulary without understanding how to apply it in practical situations. Disinterest and a reduction in language proficiency are caused by this lack of motivation.

In order to solve these problems, it is essential to adopt active learning methods that encourage a deeper understanding and the acquisition of new words through interactive and stimulating activities. The implementation of experiential learning strategies is proposed by this research to improve vocabulary acquisition and, through its inclusion, the development of student's vocabulary can be assisted by teachers, implementing real-world experiences and interactions in relevant contexts, which will ultimately enrich language skills.

The purpose of this study is to analyze the effectiveness of the experience-based learning approach, which focuses on improving English vocabulary among eighth graders at the Unidad Educativa "Simón Rodríguez" during the academic period 2024-2025. Through practice and application in real scenarios, students can understand and remember new vocabulary more effectively, resulting in the development of their English language skills and a continued curiosity in learning.

1.2 PROBLEM STATEMENT

Nowadays, society is interconnected, with English being an essential tool that allows educational inclusion. Speaking this language offers people new opportunities in both work, personal and economic growth. However, there are still teachers who employ traditional teaching methods, emphasizing repetition rather than understanding the new language. This causes students to isolate and refuse to use other languages, making it difficult to learn English, above all.

The classic way of teaching in English is worrying throughout Ecuador with techniques of repetition of activities, resolution and dictation of activities in books, simple conversations, inadequate pronunciation. All these problems generate disinterest in learning the language or in turn limit vocabulary. An alternative could be a transition from traditional teaching to practical learning with the promotion of understanding of new terms, dynamic and motivating activities.

In Riobamba, local schools show that the difficulty with English language learners to acquire vocabulary is evident. Consequently, students struggle to retain new words without understanding how they are used in real situations. The low level of engagement can lead to a lack of interest and limited access to language skills. In this sense, the needs of students to ask questions should be recognized to create active learning scenarios.

It is often expressed by students at Unidad Educativa "Simón Rodríguez" that newly acquired terms are forgotten, even after spending time memorizing them. Razali (2013) argues that the inability to handle vocabulary can hinder communication, even if students understand grammar well.

A recent study reveals that difficulties in teaching vocabulary are related to teachers' lack of confidence in methodologies, and in some cases, the lack of clear guidelines (Berne & Blachowicz, 2008). Lelawati, Dhiya, and Mailani (2018) underline the importance of enhancing vocabulary knowledge in all language learners. Educators play a crucial role in this area, and various teaching methods, strategies, techniques, and resources must be employed to develop a strong vocabulary among students.

In conclusion, it is essential to review and update practical learning strategies in education to enrich vocabulary, in the context of learning a second language like English.

1.3 PROBLEM FORMULATION

What was the impact of experimental learning as a technique for enhancing English vocabulary among 8th-grade EGB students at Unidad Educativa "Simón Bolívar", section A, during the academic period 2014-2015?

1.4 JUSTIFICATION

The issue of classical techniques in teaching English shows a hindrance in Ecuador. At schools such as the Unidad Educativa "Simón Rodríguez" in Riobamba, learn new words is often complicated for learners to remember without understanding and interpreting how they apply in real life, which limits their ability to interact in English. These challenges prevent effective language proficiency and evidence a complication related to the way a language is taught.

The interests of students are not captured by conventional methodologies, which focus on memorization and repetition, and deep understanding of the language is not helped to be developed by them. As a result, students tend to illustrate disinterest and lack of commitment, resulting in ineffective retention of vocabulary and limited language skills.

In the "Simón Rodríguez" Educational Unit, students show deficiencies in traditional teaching procedures. This hinders experiential learning based on dynamic activities. For this

reason, it is essential to promote experimental learning procedures that encourage retention and in-depth understanding of other languages. In this way, this new dynamic, attractive and fun learning seeks the commitment and motivation of students.

This research recommends the use of experiential learning techniques, in such a way that vocabulary can be improved. This learning is designed under an attractive and effective environment linked to English language curricular strategies. Learning is based on projects, dramatizations, games and dynamics; that is, the student under real situations can use new words, strengthening vocabulary and applying what they have learned in real situations.

The transition to experimental learning is supported by educational theories that underline the relevance of active learning and student participation. The need for students to formulate their understanding from experiences and interactions is stressed by constructivist theories, for example. This aligns with the foundations of experimental learning, which motivates an active role to be taken by learners in their educational process and new information to be related to the knowledge they already possess.

The effectiveness of experimental learning strategies in language acquisition is reinforced by research findings. It has been specified by studies that higher vocabulary retention and language skills are revealed by students involved in experimental learning activities than by those who use traditional methods. Furthermore, these strategies have been found to adoptive critical thinking and problem-solving skills in students, which are essential for those learning a new language.

Within the framework of the “Simón Rodríguez” Educational Unit, the implementation of experiential learning strategies acquires special importance. The institution's orientation towards conventional teaching methods has not been re-evaluated when it comes to the development of students' English vocabulary.

The objective of this research was to determine the effectiveness of practical learning strategies in the development of English vocabulary in eighth-grade students of the "Simón Rodríguez" Educational Unit, period 2024-2025. The results will generate information on practical learning, along with suggestions for its application in the teaching of English.

In summary, the limitations of classical methods are not only seen as addressed by the transition to practical learning strategies; it represents a preventive approach to progress in language teaching. A participatory and attractive educational environment can be adopted by teachers to support students in building a strong basis in the English vocabulary that is fundamental to their comprehensive language development.

This methodology is aligned with broader educational objectives, which aim to train and provide students with the skills and knowledge essential for success in a world that is becoming more interconnected by the day.

Finally, the urgency of a renovation in the teaching of English is stressed. Teachers can overcome the limitations of traditional approaches and produce more engaging and successful learning experiences by adopting experimental learning methodologies. Promoting a deeper comprehension and retention of vocabulary, which will ultimately result in enhanced language ability and a continued enthusiasm in learning, this change is crucial.

1.5 OBJECTIVES

1.5.1 General Objective

To assess the impact of applied experimental learning strategies to develop English language vocabulary at 8th EGB at Unidad Educativa “Simón Rodríguez”, parallel A, in the academic term 2024-2025.

1.5.2 Specific Objectives

- To diagnose the current level of students' vocabulary in English of the study population.
- To apply an experimental learning strategy in English classes to improve vocabulary.
- To evaluate the effectiveness of experimental learning activities on the development of students' vocabulary.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

López, L. (2021) argues in his study, “What is education intercultural Bilingual in Latin America nowadays: results and challenges,” critically evaluates Intercultural Bilingual Education (IBE), an educational model implemented in Latin America for over five decades. The article studies the evolution of EIB from the perspectives of linguistic ideology, politics, and education to determine whether it still meets the changing needs and expectations of indigenous individuals, as well as different sociolinguistic backgrounds.

In this sense, the search outlines the challenges and possible innovative opportunities for intercultural bilingual instruction and other policy-pedagogical proposals associated with indigenous people.

Orosz, A., Monzón, M., & Velasco, P. (2018) expose the main perceptions of English teachers in public schools, especially in Ecuador. They investigated issues such as the importance of learning English, teaching performance in the classroom, and specialized development options for educators. Extensive interviews were conducted with 10 English language educators from primary and secondary schools. The MAXqda software was utilized to perform a qualitative examination. The discoveries reveal that professors are aware of the relevance of English, although they struggled with obstacles in trying to apply modern methodologies and effective approaches to language instruction. Marquéz, K. (2022) in his study entitled "A critical analysis of the English proficiency index 2020 from the perspective of English teachers," investigates the English proficiency index (IPE) 2020 from the perspective of English secondary school teachers. Its purpose was to evaluate the mastery of English in Ecuador from the perspective of the teachers of the Unidad Educativa "Riobamba", using an analytical method. As a result, the illustrative considers increasing teacher training programs, advancing more in education, and distributing additional hours for English classes in the Ecuadorian curriculum as the primary resolutions to enhance the English proficiency level in our country.

In the study titled “Students’ Critical Thinking in Their Argumentative Essay at Fourth Semester of UIN Raden Intan Lampung’ by Khoirunnisa (2020), the investigator planned to implement new strategies to enhance students’ vocabulary learning in sentence situations and motivate them to acquire new words. The strategy is denominated \$‘K.I.M’ (Key Word, \$Information, and \$Memory \$Clue). This study was directed using an action research or experimental approach, and both qualitative and quantitative data were collected. As a conclusion, it was established that the implementation of new strategies can help preserve students’ interest in and understanding of vocabulary.

Another search by Abebaw, D., & Nuru, M. (2024) titled “The Effect of Vocabulary Learning Strategy Training on Vocabulary Knowledge: The Case of Addis Ababa University” describes the purpose of examining the influence of vocabulary learning strategy

instruction on university students' breadth and depth of vocabulary knowledge using an experimental research design. The study employed an experimental research methodology with both a control group and a treatment group. As a result, vocabulary learning strategy training was found to be a valuable tool for enhancing vocabulary knowledge in educational contexts. Furthermore, careful and continuous implementation is necessary to achieve optimal results.

2.2 THEORETICAL FOUNDATIONS

2.2.1 English

Crystal and Robins (2024) define language as a system of conventional symbols (whether spoken, written, or signed) that humans practice to communicate within their social groups and cultural contexts. On this basis, language serves as a complex system of communication that allows humans to convey meaning, including interrelated elements, as phonetics and phonology, morphology, syntax, semantics, pragmatics, lexicon, and grammar.

Language functions essentially for human beings, enabling people to exchange thoughts, feelings, and data. It also serves as a central element of culture, with each language embodying the values, history, and experiences of its speakers. Additionally, a decisive role is played by language in the formation of social identity and sense of belonging to groups, as people use it to signal their inclusion in specific communities.

In recent years, the analysis of language has been expanded to encompass a variety of interdisciplinary approaches. Linguists, psychologists, anthropologists, neuroscientists, and computer specialists work together to explore the nature of language and how it relates to society, technology, and the human brain. Advances in understanding how language is acquired, processed, and evolved have been led by this collaborative effort.

2.2.2 Evolution of English

Since the end of World War II, English has lost its status as an official language in many of the former colonies of the British Empire, although its relevance and number of speakers have increased significantly. This is linked to the rise of the United States being seen as a world power; as well as the broad influence of its culture, technological system and media in the United States.

The expansion of the English language worldwide has generated the creation of various varieties of the language, called "English of the world". The main variations are lexicon, pronunciation, grammar, others; which reflects the variety of linguistics and culture of those who use them. A clear example of this is the English language spoken in Nigeria, India and Singapore.

The evolution of English does not stop, at present the integration of elements from other languages and their adaptation to world contexts is observed. This contributes to their resilience and adaptation to an ever-changing society. The role of the English language as a

global language has facilitated trade, research, cooperation and communication; becoming a primary tool for connectivity.

2.2.3 Importance of learning English

In terms of the number of speakers and its uses for international communication, English is one of the most important languages in the world. Spoken by over 380 million individuals across the United Kingdom, the United States, and former territories of the British Empire, English stands as the most prominent of the Western languages.

An important role has been played by language teaching throughout human history because of the need to interact for different reasons, such as trade, negotiation, and education. With the growth of globalization and technological advances, the need to learn the English language has grown considerably, as access to numerous opportunities in the international workplace is provided by mastering it.

The crucial role of English in education systems around the world has recently been highlighted. Some countries incorporated the English language into their curriculum from the early stage, as it is seen as beneficial for educational, professional, and economic success. In turn, it is considered in digital communication, because the content of books, journals and information databases are in this language.

The English language is not only an academic discipline in the classroom from the early stages, but it transcends everyday life; Thus, we can find in digital platforms such as movies, series, music, scientific articles and advertising in general. Nowadays, the English language has predominated as universal, being essential within effective communication in a globalized world.

2.2.4 English as a Foreign Language in Ecuador

English as a Foreign Language (EFL) refers to learning and using English as an additional language in a non-English-speaking country. English has evolved from being a foreign language or L2 to the language of academic disciplines in tertiary education (Wanphet & Tantawy, 2018).

2.2.5 Current trends and challenges

Currently, educational units and institutes of higher education prioritize the teaching of the English language. University presidents have modernized curricula and curricula to prioritize their learning with an emphasis on practical skills such as communication, vocabulary acquisition, and cultural awareness.

These changes allow students to generate the essential language skills for communication and professional opportunities, with greater economic challenges. However, despite the aforementioned changes, the teaching of English as another language in the country still faces difficulties, such as the lack of materials, specialized educators and uniform curriculum standards. At the rural level, education in this language faces the even greater challenge of low-quality learning, which generates educational gaps in rural and urban educational units. From this perspective, the Ecuadorian government has already

developed various initiatives with the aim of improving the quality of education, among the main ones we have.

Additionally, strategies like the National English for Teachers Program aim to improve the pedagogical skills of English teachers nationwide, guaranteeing that learners receive higher-quality learning. Collaborations with foreign organizations have also enhanced access to modern educational approaches and resources.

2.2.6 Cultural integration

Several educational units have implemented bilingual education, with the development of subjects in both English and Spanish; promoting the development of both languages with the strengthening of English. Experiences of study exchanges in countries is crucial to improve the fluency of the English language of students, because these practices provide situations of daily use of English, which allows the development of language skills and at the same time deepens the understanding of another culture.

2.2.7 English Skills

Learning a foreign language is considered complicated compared to teaching a mother tongue. Several individuals are enthusiastic to develop their communication skills in English through numerous procedures. Every language is built upon four fundamental pillars: reading, writing, listening, and speaking. Each exhibits varying levels of these abilities when people learn it, but it depends upon a person's mentality, knowledge, and confidence.

Based on Aydogan (2024), listening, speaking, reading, and writing are the four basic skills required to master a language.

Receptive Skills: Listening and Reading; English is taught in classrooms where students are immersed in artificial situations and practice the language in strange settings. Pazyura (2016) studies the encouragement of sociocultural issues on students' enthusiasm to study English in different nations. However, scholars who are deeply immersed in American culture with passive skills give attention to received sounds and written texts.

Reafirmando la interpretación de la autora, «es una capacidad de entrada que ayudará a los estudiantes a desarrollar otras habilidades lingüísticas, especialmente las productivas» (Kholmurodova, 2021). Esto significa que las habilidades lingüísticas son esenciales para garantizar la precisión y la fluidez del estudiante. Además, mejorar la comprensión auditiva y la lectura implica la comprensión del vocabulario. Desarrollar habilidades receptivas es esencial para comprender e interpretar el idioma con precisión. La habilidad de entender el idioma inglés se puede mejorar con prácticas de exposición, juegos, dinámicas y dialectos; pero la habilidad lectora se mejora con lecturas de cuentos, libros con temas de interés y periódicos. Estas dos habilidades no solo permiten adquirir vocabulario sino la comprensión de frases y párrafos complejos y expresiones idiomáticas.

A foreign language is developed by exposure to language through communication with other individuals. Active skills are thought to be crucial for language development to communicate and express ideas (Shintani, 2018). Whereas writing skill is associated with a

composition of coherent use of words and phrases, some activities for fostering this skill are original writing tasks. On the other hand, speaking is recognized as an interactive capacity that helps scholars to produce oral speech through roleplay, discussion, and discourses (Dupont et al., 2020). In general, English learning skills require a combination of the auditory component and reading. However, these activities require regular practice and active student participation. Speaking skills can be developed through group discussion activities, book presentations, and language exchange programs. These activities allow students to use the English language in real situations, increasing their confidence and fluency. On the other hand, writing skills are improved through essay writing, assignments, and creative writing dynamics. These two skills must have feedback from the teachers in the area, so that they can help students.

2.2.8 The role of technology

Technology has allowed current learning to improve, since it offers the student access to new tools and resources among them, we have: online course, applications, podcast, collaborative software, visual content. This allows for greater student participation and increases the success of their learning. The platforms, social networks and spaces on the web to practice English with native people from anywhere in the world, create a continuous learning system, where the student can learn in practice. This approach allows students to understand and use the language in different contexts, as an example we have: a class on water topics could include videos and readings with group discussions. This integration of study reinforces the learning of English; in turn, it allows you to cultivate critical thinking and develop the ability to solve problems. Continuous practice and exposure to English through diverse and engaging activities are key to achieving fluency and accuracy in the language.

2.2.9 Vocabulary into English skills

The collection of words, expressions, and idioms that make up a language is known as its vocabulary. The term "vocabulary" refers not only to words but also to phrases composed of two or three words and multi-word idioms, in particular "take it easy" or "a bolt from the sky", using "vocabulary items" instead of "vocabulary words is appropriate. Nothing can be achieved without the use of the lexicon. It is the foundation for interaction. This point was supported by Jamalipour and Farahani (2012), who stated that the lexicon is generally considered the most important resource for communication.

Numerous studies have illustrated how important vocabulary knowledge is for the development of the fundamental language abilities of speaking, writing, listening, and reading. Those have shown that vocabulary understanding is related to academic performance, mainly Grade Point Average (GPA). Roche and Harrington's (2013) Findings indicated that the use of vocabulary is linked to academic writing and average grades. In a comparable way, the mastery of vocabulary is seen as a fundamental competence that must be acquired to improve skills in other languages. Roche and Harrington argued that vocabulary knowledge was a precondition for most other language abilities. No, the same

research results have been reported. Different studies of vocabulary tend to have different findings and conclusions. Staehr (2008) argued that vocabulary plays a more significant role in enhancing reading and writing skills, while its impact on speaking and listening abilities is relatively moderate. Receptive vocabulary size was found to have a reasonable impact on speaking and listening performance and a substantial correlation with reading and writing skills.

2.2.10 The teaching of vocabulary

Vocabulary is a fundamental component of language learning. Its relevance is made clear in the academic context and general settings. In class, a more solid command of the vocabulary is regarded as an essential feature of language acquisition, as languages are based on words (Alqahtani, 2015). It is considered virtually impossible for a language to be learned without an understanding of its terms; even human interaction is heavily relied upon for the use of words. Vocabulary is considered to be one of the most discussed topics in the field of English as a foreign language. This is regarded as the basis for effective communication. In the daily routine, the relevance of vocabulary is made evident both inside and outside the school environment. Students with an extensive vocabulary are more likely to succeed in their studies.

When English as a foreign language is taught, the demand to effectively imparting vocabulary is faced by teachers. This involves the recognition of the particular needs of students, especially younger ones, and the selection of appropriate strategies to enrich their verbal knowledge. When the teaching and learning process takes place, problems will appear to the teachers. They have problems with how to teach students to gain satisfying results. Learners should consider in the teaching process that vocabulary is new and different. In addition, it should be taken into account that teaching young people from educational units is different from adult students. The teacher should prepare and find out the appropriate techniques that will be implemented for the students. The process of teaching vocabulary is quite complicated due to several limitations faced by educators in the teaching and learning process. Firstly, it should be verified that students have a correct understanding of each phrase. The verification questions can be used to guarantee understanding. The grammatical category of the word (such as a verb, noun, or adjective) and its correct pronunciation must be recognized by students. In English, pronunciation can be a tricky subject due to the disparities between how words are written and pronounced. Phonetic, writing, and the emphasis on words can be utilized for the benefit of students. Similarly, unexpected grammatical structures associated with particular words must be addressed by educators. For example, it is important that irregular plurals (such as man-men) and prepositions (such as dependent) are understood. Finally, it is essential that correct placements are stressed by teachers to avoid errors in their use.

To effectively teach vocabulary, teachers can apply a variety of techniques. First, it is important to focus on deeper meanings rather than just dictionary definitions. Invite students to investigate the relationships between terms such as synonyms, antonyms, and lexical groups. Encourage the use of vocabulary by asking students to formulate example sentences. Continuous revision is key to strengthening vocabulary memory. In addition,

involving students in the choice of words for study promotes their autonomy. Outside the classroom, encouraging reading, watching movies, and listening to songs can help you discover new words. By addressing these elements, educators have the opportunity to improve vocabulary acquisition and language proficiency.

2.2.11 Principles of teaching vocabulary

As far as the fundamentals of lexicon teaching are concerned, it is essential to detail what types of vocabulary are needed and the methodology of their teaching.

First, to instruct on the lexicon that aligns with students' goals and requirements is necessary to consider what elements should be taught. Nation (2001) suggested taking into account the following elements: the spoken and written form, word parts, the perception a word takes, and its linked matters, word relations, grammar, collocations, and register.

Secondly, the principles of teaching vocabulary include various procedures and theories. Several approaches emphasize the importance of effective strategies and principles for vocabulary instruction. Among the authors, there are two who are considered viable. The six fundamentals of instructive vocabulary ensure that teaching is simple and understandable, avoiding complex explanations by relating present learning with prior knowledge using patterns or analogies, and using both oral and written presentation formats. Special attention should be paid to words that are already partly known, inform students if it is a common word worth highlighting for their future attention, and omit the inclusion of other related words that are unknown or unfamiliar, as close synonyms, antonyms, or members of the same lexical group. Finally, according to Graves (2006), facilitating rich and varied linguistic experiences, teaching words individually, teaching vocabulary learning strategies, and raising awareness among students and writers are useful frameworks for developing effective vocabulary programs.

2.2.12 Vocabulary learning strategies

The input processes aimed to enhance vocabulary achievement directly for EFL learners by interacting with various stimuli involving cognitive engagement. These stimulants are activities used to activate prior knowledge and cognitive skills, which help scholars employ and develop several mental skills. These are related to figurative language and are described as follows:

Comparisons. It involves two elements associated with generalities, one of which depends on its popularity to create a composition or function. Students are typically interested in their meaning, where they generate concepts to define a new idea (Abdel & Rabaia, 2022).

Student-friendly Definitions. This strategy provides students with a simple target language to demonstrate a cognitive process individually. Learners will be able to describe, use, and explain the words. The teacher's creation of an instructional setting is essential.

Applying Target Words. Applying the target words creates different settings for word meaning learning. When students are asked to connect the target words to personal experiences, they have another opportunity to describe the meaning.

Defining Words Within Context. The contextual implications of word usage occasionally cause students to become confused. The surrounding words and phrases that the writer or speaker wants to convey within a social or cultural context are referred to as context. Students can think in terms of several meanings and how a word is applied in specific contexts.

Using Context Clues. Given the vast number of words children encounter when reading, some experts believe that even a little increase in the use of context signals could lead to negligible, long-term vocabulary growth (Lynch, 2021). Students can use context clues to determine the meaning of a word or phrase by looking at the words and phrases that surround it. Definitions, synonyms, antonyms, instances, and inference constitute a few of the context clues that could help you make an informed guess about the significance of a phrase, even if you don't know its specific definition. Generally, the use of suggestions enhances language comprehension. sensorial images. This is considered a creative illustration that directly expresses personal opinions. Sensory pictures utilize imaging sources that provide information about a particular situation. It is also a useful method for discovering how a student creates an idea.

Sketching Words. Visual representations of words are considered a fundamental strategy for expanding vocabulary and recall. For scholars who enjoy creating and applying the usage of colors and forms in sequences, it requires creativity to demonstrate a particular term through memorization of visuals. It requires considerable effort on the part of the learner to create an amazing drawing. Important factors to take seriously include the sketch's clarity and ability to help the student connect to the word's meanings.

Semantic Mapping. By implementing conceptual maps, students can expand their vocabulary and establish relations between words. Students can choose a key phrase or topic to research before thinking of additional word concepts and illustration lines that link them to the term or concept to develop a semantic map. To convey familiarity, each connection demonstrates how the concepts relate to one another.

CHAPTER III

3. METHODOLOGY

3.1 APPROACH

The quantitative approach is based on the collection of data and statistical processing in Excel, SPSS, R Studio, among others; to discover relationships between the variables of study or to determine patterns. In this way, validated and reliable results are generated from a sample that can be generalized to a population. Data collection is a stage of quantitative research that uses systematic techniques, instruments, and methods such as questionnaires and surveys.

Three significant evaluations served as the foundation for this study:

Pre-test and Baseline Measurement:

To determine the study population's starting vocabulary level, a vocabulary pre-test was administered as the first step. After conducting the test, information about the students' prior vocabulary knowledge was gathered.

Mid-term Monitoring:

This section used experimental learning strategies for a period of two weeks, time that would allow improving and acquiring vocabularies. During this period, progress was monitored and adjustments were gradually made to learning strategies through an intermediate evaluation. It served to monitor the continuous development of the vocabulary of the students of the educational unit.

Post-test and Evaluation:

In the third week, another test was implemented to evaluate vocabulary development; This assessment was compared with data from the other test. In this way, the effectiveness of experiential learning strategies was evaluated. Differences in vocabulary development among students who actively participated in the strategies were analyzed.

This quantitative approach ensured that the research was data-driven, providing measurable and objective insights into the effectiveness of the implemented learning strategies.

3.2 RESEARCH MODALITY

Research was carried out on the effectiveness of practical learning strategies in the advancement of vocabulary through real applications among eighth-grade students from the Unidad Educativa "Simón Rodríguez", section A. A field study approach was used, consisting of direct observations and the collection of information in natural contexts. Field research, called field work, is a qualitative research approach that focuses on observing and understanding people, groups, communities, or societies in their natural environment. This approach emphasizes the collection of genuine and contextual data through direct immersion into the area of study. (Williams, 2024)

A vocabulary test was first carried out to identify existing levels, using assessments prepared by the teacher. A knowledge benchmark was established. Innovative learning methods were implemented during the school year to encourage vocabulary acquisition. At the end of the period, the increase in vocabulary was evaluated through a post-test, comparing the results with the initial data. This field study approach ensured that real-world dynamics were captured and actionable insights into effective vocabulary learning strategies were offered.

3.3 LEVEL OR TYPE OF RESEARCH

An applied research approach was utilized in this study, focusing on practical applications to solve specific issues in vocabulary acquisition among eighth-grade English language students. Applied research is a study designed to solve an existing problem by applying its findings to a specific organization. Analyses a particular set of conditions to associate results with a specific situation. This type of inquiry uses information directly for practical applications (Heath, 2023).

The study was structured around three key evaluations: a pre-test, a mid-term follow-up, and a post-test. The first stage was to carry out a pre-test on vocabulary to identify the students' previous knowledge of vocabulary.

Throughout the academic year, experiential learning techniques were implemented to enhance vocabulary acquisition. Students' language skills were successfully improved through the use of creative, tailored approaches. Finally, a test was applied for the effectiveness of the experimental learning procedures, the results were compared with original reference data from the last years. This study was valuable and focused on practical applications; providing insights into the effectiveness of hands-on learning strategies, which directly benefited learning.

3.4 STUDY POPULATION

According to López (2021), a population is a group of people or objects about which one wishes to know something in an investigation. This academic research selected students from Unidad Educativa “Simón Rodríguez” as the population. This high school is located at the intersection of Pumampiros and Huancavilcas streets in Riobamba, Chimborazo province, Ecuador. The population was thirty students of 8th-grade students, section “A,” aged between 11 and 13 years old, who were distributed in a single classroom, considering similar characteristics such as age, level of education, and scholarly institution.

3.5 SAMPLE SIZE

The population for this study was small, there was no need to select a sample.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

The technique applied was a questionnaire. The questionnaire is a widely used method for gathering data and consists of a tool with a collection of questions and safe

responses that participants, from a designated group, complete to provide the investigator with the details required for the research. It collects quantifiable data in the form of a series of questions asked in each order (Ortega, 2018).

The instruments employed were a pre-test and a post-test. The pre-test included a range of vocabulary items relevant to English language learning. Both receptive tasks (such as multiple-choice questions and matching) and productive tasks (like filling in the gaps and writing sentences) were included. The first objective was to diagnose the current level of students' vocabulary in English of the study population. According to Gutiérrez (2009), pre-tests are known as assessment tools used to determine students' existing subject knowledge. Given that, the pre-tests are administered before a procedure begins to establish a starting point for knowledge; however, in this instance, they are utilized to evaluate students before addressing specific subject matter.

During the next two weeks, experimental learning strategies were integrated to meet the second objective: to apply experimental learning strategies in English classes to improve vocabulary. These approaches include activities precisely planned to expand vocabulary acquisition, including:

Contextual Exposure: Students experienced language in scenarios where vocabulary is often employed in everyday life.

Noticing: During class activities, students were encouraged to focus on vocabulary and phrases.

Activation: Learners received the confidence to use new words in both written and oral communication.

According to Gutiérrez (2009), a post-test in an assessment given after a course, lesson, or exercise, also be used to describe something after an implementation to recognize effectiveness. Finally, after implementing the experimental strategies, post-tests were administered, mirroring the pre-test format. By comparing pre-test and post-test scores, vocabulary advance can be measured by researchers. The post-test is usually applied after a specific learning activity to assess what students have learned.

3.7 DATA ANALYSIS AND INTERPRETATION TECHNIQUES

In this analysis, a quantitative method was used for the study of data. Statistical, mathematical, and computational techniques were used to validate hypotheses, quantify variables, and identify patterns and relationships within numerical data.

A thorough review and interpretation of the data obtained was carried out using an Excel spreadsheet. This approach allowed the collection of quantitative information in a systematic manner, which was then converted into statistical data by means of graphs and detailed tables. It permitted to obtaining of a solid contrast of the efficiency of experimental learning strategies in vocabulary acquisition among eighth-grade English scholars.

The pre-test, mid-term monitoring, and post-test data were the three evaluations that were analyzed. Each test provided information about the students' vocabulary development during the academic period.

Based on the findings of the previous assessment, a knowledge base on the students' vocabulary was developed, and the midterm evaluation allowed for the adaptation of learning tactics by monitoring continual advancement.

. Vocabulary levels were compared initially and at the end with the post-test to determine the effectiveness of experimental strategies.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 INTERVENTION SECTION

In this section, the action plan to improve the vocabulary of eighth-grade students of the "Simón Rodríguez" exudative unit was described, through previous tests, medium-term follow-up with contextual learning and the post-test. This strategy ensured that students will continuously practice and apply new vocabularies; This resulted in a comprehensive learning experience.

Table 1: Intervention proposal plan

Sections	Week	Time and activities	Objective	Description
Pre-Test	1	Time: 40 minutes	To analyze the current level of students' vocabulary in the English study population.	Vocabulary Pre-Questionnaire: Students completed a questionnaire with multiple-choice questions, matching, filling in the gaps, and making a sentence by using the words in bold.
Mid-term Monitoring	2 and 3	Time: 6 days per two weeks	To apply an experimental learning strategy in English classes to improve vocabulary.	Monitoring and Adjustment: in the period of 2 weeks, the experiential learning strategy was developed. Monitoring the process and developing necessary adjustments with an intermediate evaluation.
Contextual Exposure	2	Time: day 1, Role-Playing real-life	Practice using vocabulary in context and improve conversational skills.	Students acted out scenarios like nouns, adjectives, and feelings.
Noticing	2	Time: day 2, Vocabulary Observation Chart	Develop awareness of language features and encourage active listening and reading.	Students created diagrams with words, idioms, or expressions they heard or read.
Beginning	2	Time: day 3, Vocabulary setting	Promote the conscious employment of new words in writing and reflection.	Students maintained a journal where they wrote sentences, passages, or diary entries using new vocabulary words.
Appropriate Exposure	3	Time: day 1, Collaborative Storytelling	Encourage the use of vocabulary productively and memorably.	Students created and told stories using vocabulary words they learnt.

Noticing	3	Time: day 2, Language Feature	Focus on noticing and understanding the use of vocabulary in different contexts.	Students highlighted or underlined words and phrases during reading activities.
Activation	3	Time: day 3 Group Discussion	Practice using new vocabulary in spoken communication and enhance conversational skills.	Organized group discussions on an everyday topic.
Post-Test	4	Time: 40 minutes	To evaluate the effectiveness of experimental learning activities on the development of students' vocabulary.	Vocabulary Post-Questionnaire : A post-questionnaire was conducted. The results were compared with pre-questionnaire data to evaluate the effectiveness of the learning strategies.

4.2 RESULTS

4.2.1 Pre-Test and Post-Test

The purpose of this study was to examine the effectiveness of an experimental learning strategy in enhancing vocabulary acquisition in English language students. Conducted on a sample of 30 eighth-grade students aged between 11 and 13 years from Unidad Educativa “Simón Rodríguez,” a quantitative approach was rigorously employed to analyze and interpret the collected data.

Two principal questionnaires (pre-test and post-test) were administered to estimate the vocabulary development of the students. Each valuation collected significant data about the development and efficacy of the learning technique employed. The investigation, simplified with an Excel file to notice designs and associates, was carried out using numerical and computational approaches.

To conclude this review, an in-depth assessment of each of the questions on the two forms used was provided. Especially, graphs that illustrated the results in statistical terms. This comprehensive approach was intended to provide a clear understanding of learners' vocabulary growth and the overall effectiveness of the experiential learning strategy on their language acquisition trajectory.

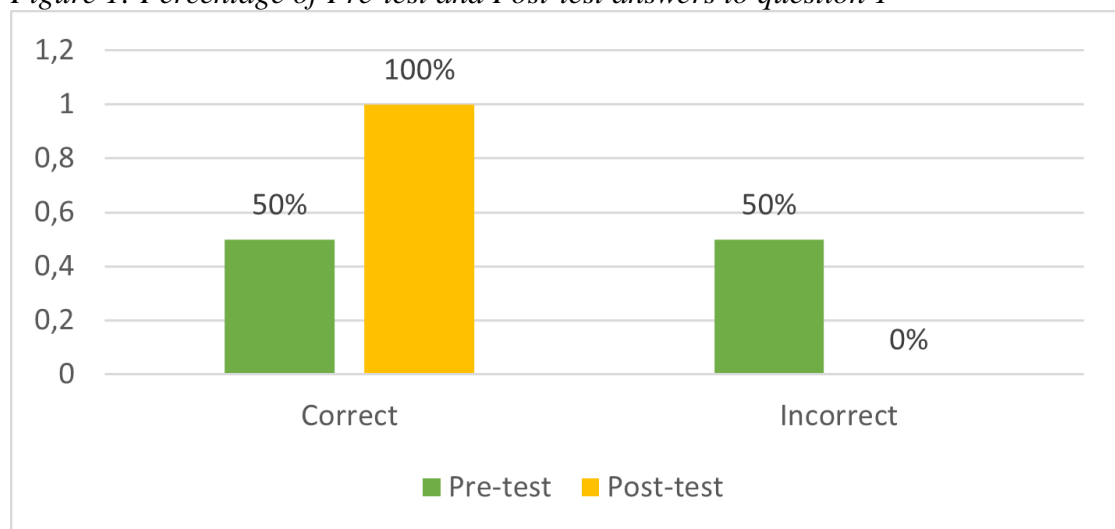
4.2.2 Analysis and interpretation

Part 1: Multiple Choice

Question 1: What is a synonym for "quick"?

- a) Heavy
- b) Fast
- c) Calm

Figure 1: Percentage of Pre-test and Post-test answers to question 1



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 1, the pre-test and post-test results are shown for the question: **What is a synonym for “quick”?** In the pre-test, 50% of the students chose a synonym for “quick” correctly while 50% chose incorrectly. However, during the post-test, 100% of the students chose correctly.

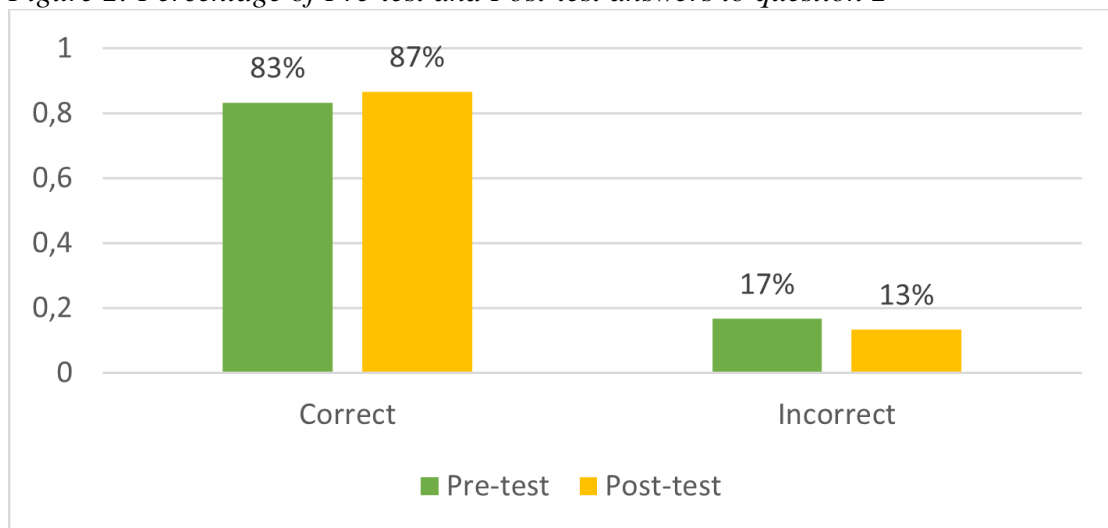
Interpretation: A significant improvement was shown in the bar graph regarding the understanding of a synonym for “quick. Initially, only half of the participants answered correctly. However, after experimental learning strategies were applied, correct answers were provided by participants in the post-test. It was highly effective, enhancing participants' knowledge of a synonym for "quick."

Question 2: Choose the correct option to complete the sentence:

Water is __ for living

- a) Expendable
- b) Essential
- c) Unnecessary

Figure 2: Percentage of Pre-test and Post-test answers to question 2



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: Figure 2i analyzes the results of the pre-test and the post-test of the question: **Choose the correct option to fulfill the sentence: “Water is __ for living”.** In the pre-test, 83% of the students chose the correct option, while 17% chose it incorrectly. But in the post-test, the correct answer increased to 87% and the incorrect answers decreased 13%.

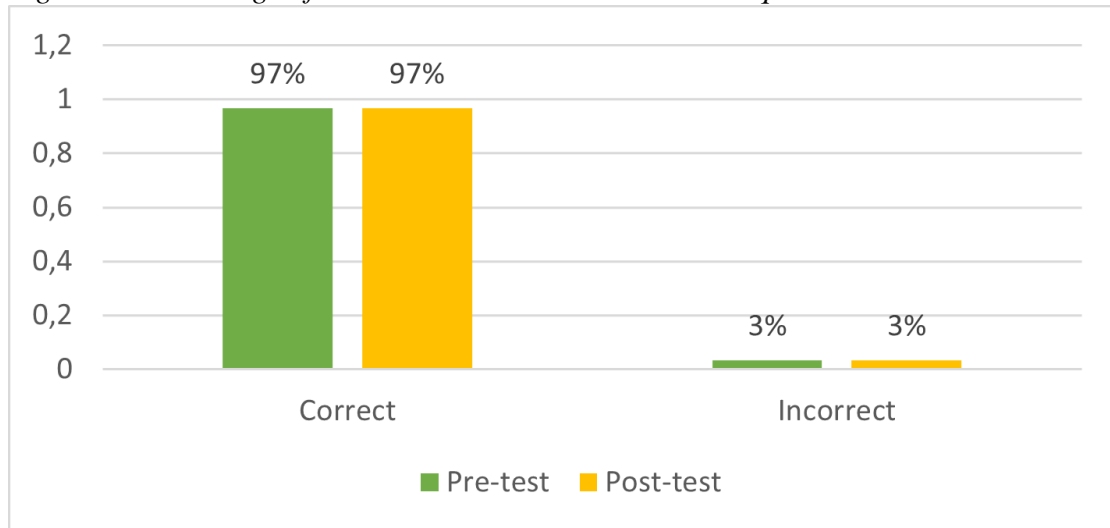
Interpretation: there is evidence of a 5% improvement in the understanding of the need for water to survive after the implementation of the experimental learning strategies. This shows that the comprehension of the eighth-grade students only improved slightly with moderate success.

The high percentage of correct responses in both tests suggests a good initial understanding of the topic.

Question 3: Which of the following words is an antonym of “happy”?

- a) Joyful
- b) Sad
- c) Excited

Figure 3: Percentage of Pre-test and Post-test answers to question 3



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 3, the pre-test and post-test results are shown for the question: **Which of the following words is an antonym of “happy”?** In the pre-test, 97% of the students indicated the antonym of “happy” acceptably, while 3% chose incorrectly. In the post-test, the same results were obtained.

Interpretation: There was no apparent enhancement in the bar graph's comprehension of the antonym of "happy." First, almost every participant answered correctly. The post-test results were not modified following the employment of experimental learning methodologies. This implies that previously, the intervention participants had a solid understanding of this knowledge.

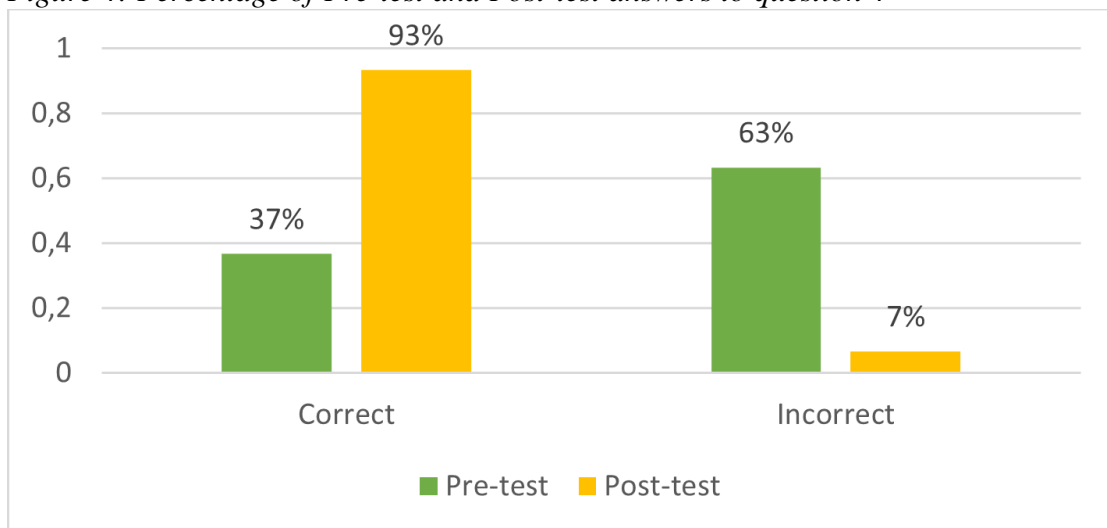
Part 2: Matching

At the instruction, match the words with a correct definition

Question 4: Brave

4. __ Brave	a) Wants to learn or know more
5. __ Curious	b) Feels unsure
6. __ Confused	c) Not afraid; ready to face danger

Figure 4: Percentage of Pre-test and Post-test answers to question 4



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 4, the pre-test and post-test results are shown for **matching the words with a correct definition for “Brave”**. In the pre-test, 37% of the students selected the definition for “brave” correctly, while 63% selected an incorrect definition. Whereas, during the post-test, 93% of the students matched the definition correctly, and only 7% matched it incorrectly.

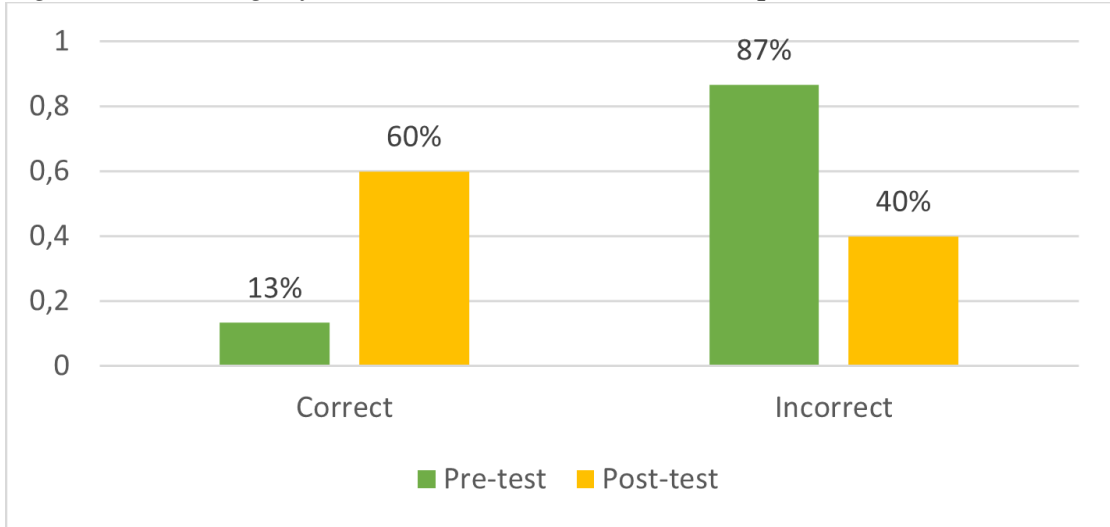
Interpretation: A substantial improvement was demonstrated in the bar graph regarding the understanding of the definition for “brave”. Initially, only 37% of the participants answered correctly. After applying the experimental learning strategies, correct responses increased dramatically to 93% in the post-test. The intervention was highly effective, greatly enhancing participants' knowledge of the word “brave”.

At the instruction, match the words with the correct definition.

Question 5: Curious

4. ___ Brave	a) Wants to learn or know more
5. ___ Curious	b) Feels unsure
6. ___ Confused	c) Not afraid; ready to face danger

Figure 5: Percentage of Pre-test and Post-test answers to question 5



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 5, the pre-test and post-test results are shown for: **match the words with a correct definition for “curious”?** In the pre-test, 13% of the students matched the definition for “curious” correctly, while 87% selected the incorrect definition. However, during the post-test, 60% of the students matched the definition correctly, and 40% matched incorrectly.

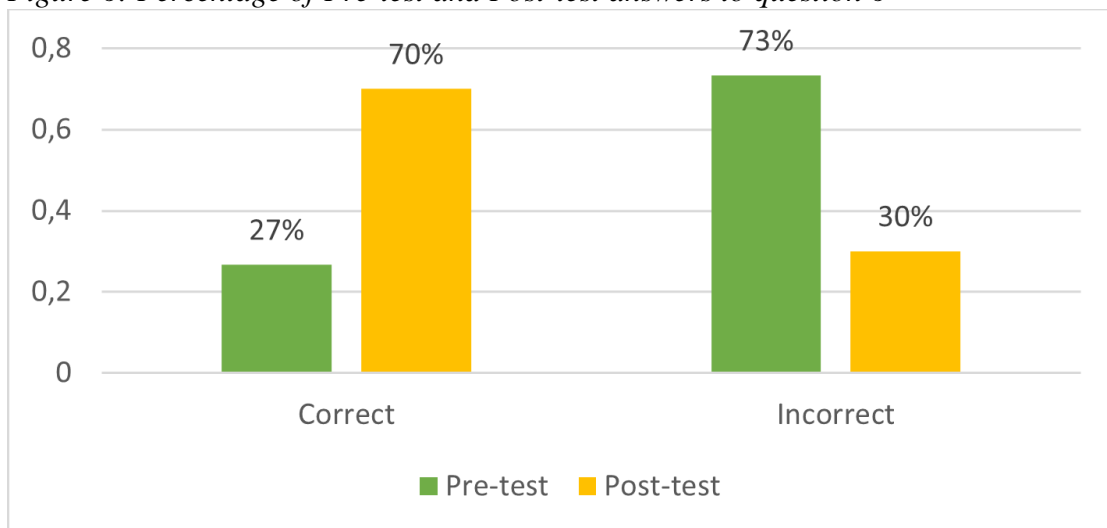
Interpretation: A notable improvement was indicated in the bar graph regarding the understanding of the definition for “curious”. Firstly, only 13% of participants provided precise responses. After experimental learning strategies were applied, correct responses improved to 60% in the post-test. The intervention was effective, meaningfully enhancing participants' knowledge of the word “curious,” although there remains an area for further advancement.

At the instruction, match the words with the precise meaning

Question 6: Confused

4. __ Brave	a) Wants to study or know additional
5. __ Curious	b) Feels unsure
6. __ Confused	c) Not afraid; ready to face danger

Figure 6: Percentage of Pre-test and Post-test answers to question 6



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 6, the pre-test and post-test results are shown for: **matching the words with a correct definition for “confused.”** In the pre-test, 27% of the students matched the definition for "confused" correctly, while 73% matched an incorrect definition. However, during the post-test, 70% of the students selected correctly. In contrast, 30% of the participants selected incorrectly.

Interpretation: A considerable improvement was shown in the bar graph regarding the understanding of the definition for “confused”. Initially, 27% of participants answered correctly. After experimental learning strategies were applied, correct responses increased significantly to 70% in the post-test. The intervention was highly effective, substantially enhancing participants' knowledge of the word “confused”.

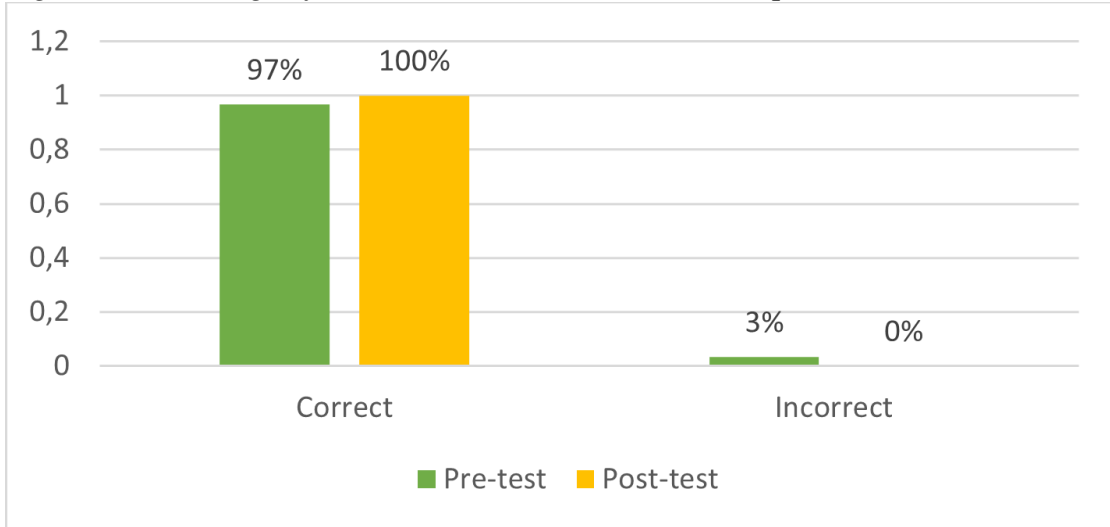
Part 3: Fill the gaps

In this part the sentences were completed with the following words:

Meaningful	Dangerous	Kind
------------	-----------	------

Question 7: He is a _ _ _ person. He cares about others

Figure 7: Percentage of Pre-test and Post-test answers to question 7



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: Figure 7. shows the results of the pretest and posttest for the sentence **He is a _ person. He cares about others.** Students completed the sentence correctly were the largest percentage (97%), while 3% completed it incorrect. However, in the post-test, it was possible to reach 100%.

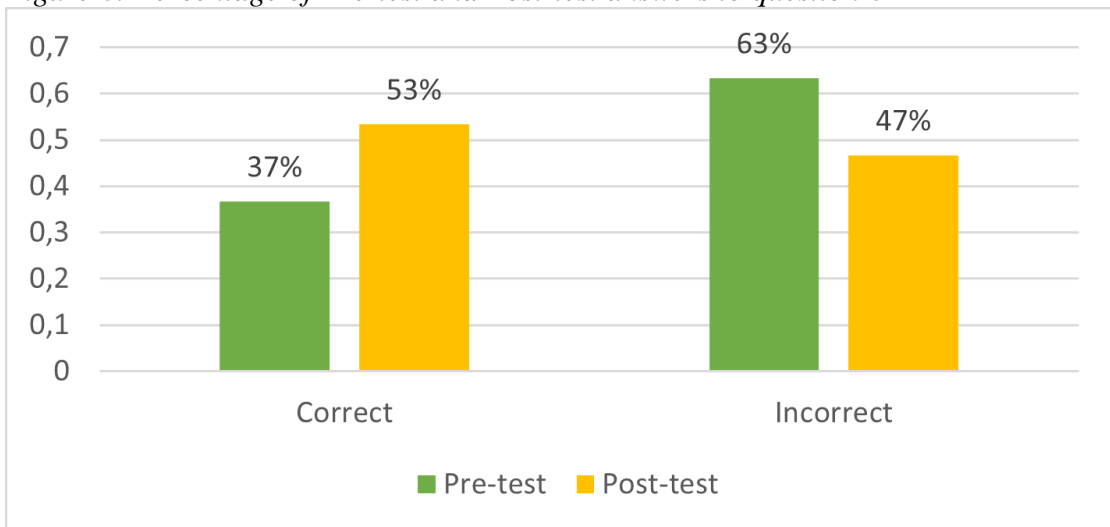
Interpretation: Initially, 97% of the participants were correct; but, after the application of experimental learning strategies, the accuracy of the answers reached 100% (post-test). In other words, the experiential learning strategy allowed participants to achieve a solid understanding.

Question 8: Complete the sentences using the given words.

Meaningful	Dangerous	Kind
------------	-----------	------

The information presented must be ___ for the topic we're discussing.

Figure 8: Percentage of Pre-test and Post-test answers to question 8



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 8, the pre-test and post-test results are shown for the sentence: **The information presented must be _ for the topic we're discussing.** In the pre-test, 37% of the students completed the sentence correctly while 63% completed it incorrectly. However, during the post-test, 53% of the students completed the sentence correctly, and 47% completed it incorrectly.

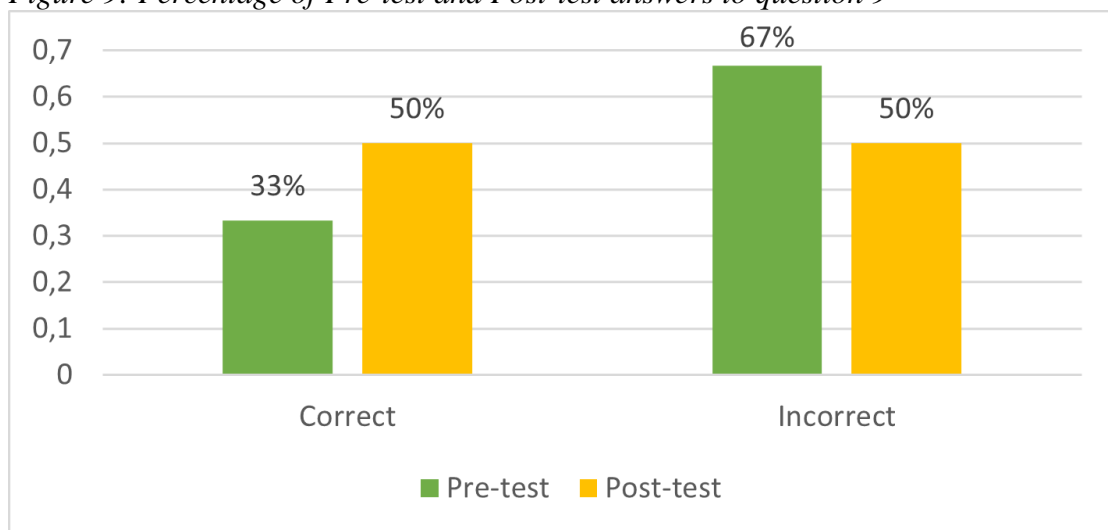
Interpretation: A remarkable improvement was considered in the bar graph concerning the comprehension of the proper word for the context. Initially, 37% of the participants responded correctly. After implementing experimental learning strategies, the percentage of accurate answers rose to 53% in the post-test. The approach proved to be beneficial, improving the participants' understanding; however, further advancements are required.

Question 9: Complete the sentences using the given words.

Meaningful	Dangerous	Kind
------------	-----------	------

The impact of a sneeze is often ___ and brief.

Figure 9: Percentage of Pre-test and Post-test answers to question 9



Elaborated by: Jennifer Lucinda Buñay Quishpi

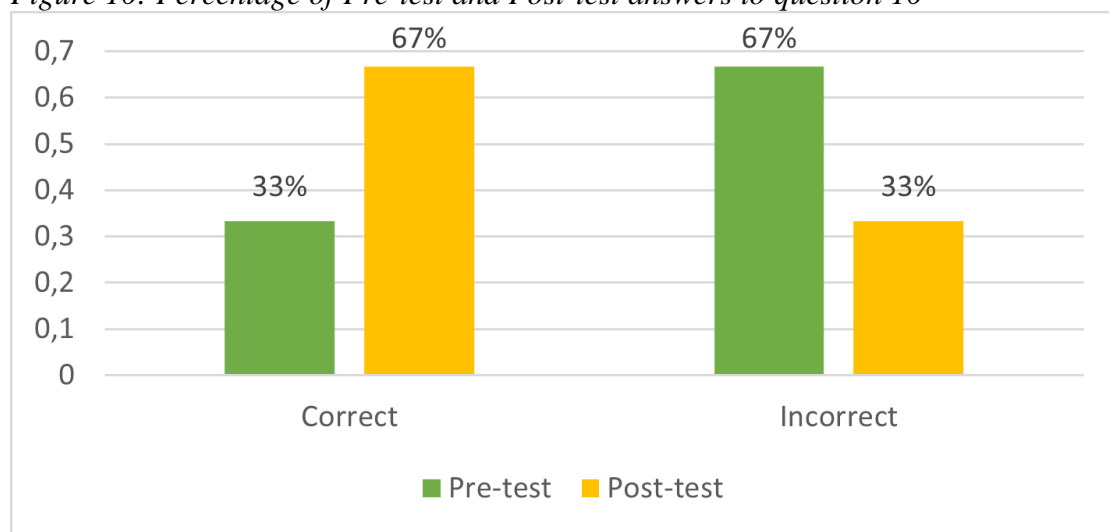
Analysis: In Figure 9, the pre-test and post-test results are shown for the sentence: **The impact of a sneeze is often _ brief.** In the pre-test, 33% of the students completed the sentence correctly while 67% completed it incorrectly. However, during the post-test, 50% of the students completed the sentence correctly, and 50% completed it incorrectly.

Interpretation: A representative advancement was represented in the bar graph regarding the understanding of the suitable word for the sentence. Initially, 33% of participants responded properly to it. After experimental learning strategies were implemented, correct answers increased to 50% in the post-test. The intervention was slightly effective in enhancing participants' knowledge, but even more improvement is required.

Part 4: Make a sentence by using the words in bold.

Question 10: Define the word “strong” in your own words.

Figure 10: Percentage of Pre-test and Post-test answers to question 10



Elaborated by: Jennifer Lucinda Buñay Quishpi

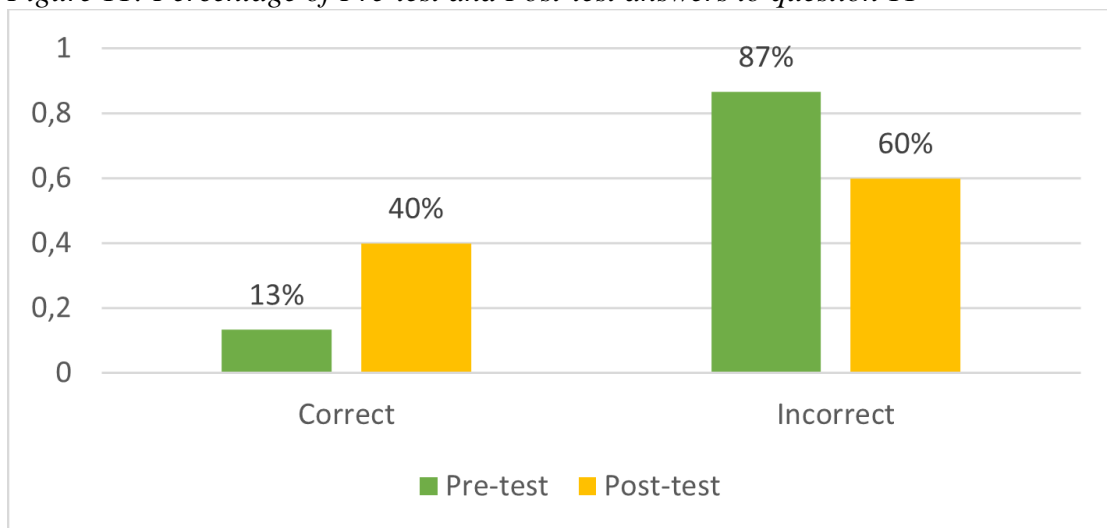
Analysis: In Figure 10, the pre-test and post-test results are shown for the sentence: **Define the word “strong” in your own words.** In the pre-test, 33% of the students provided the definition correctly while 67% provided it incorrectly. However, during the post-test 67% of the students provided the definition correctly and 33% provided it incorrectly.

Interpretation: A crucial evolution has occurred in the bar graph regarding the capacity to define the word “strong” in their own words. Initially, 33% of participants furnished correct definitions. After experimental learning strategies were employed, specific responses increased to 67% in the post-test. The intervention was competent, significantly enriching participants’ comprehension of the word’s meaning, “strong”.

Question 11: Make a sentence by using the words in bold.

Write an example with the word “teamwork”

Figure 11: Percentage of Pre-test and Post-test answers to question 11



Elaborated by: Jennifer Lucinda Buñay Quishpi

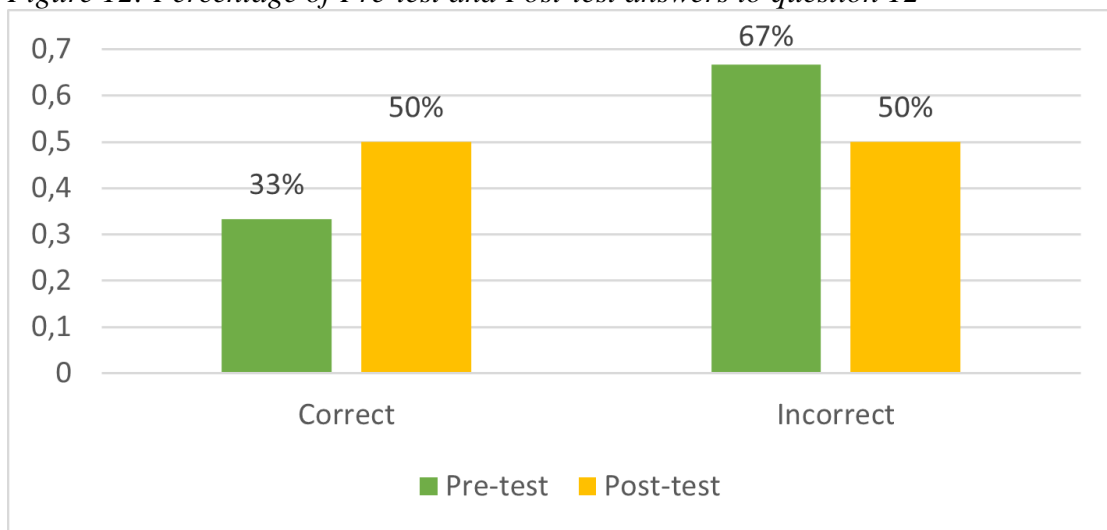
Analysis: In Figure 11, the pre-test and post-test results are presented for the sentence: **Write an example with the word “teamwork.** In the pre-test, 13% of the students wrote a correct example, while 87% wrote incorrect examples. However, during the post-test, 40% of the students wrote correct examples. And 60% wrote incorrect examples.

Interpretation: The improvement demonstrated in the bar graph regarding the ability to use “teamwork” in a sentence. Initially, 13% of participants provided correct examples. After experimental learning strategies were applied, correct responses increased to 40% in the post-test. The intervention was effective in enhancing participants' ability to use “teamwork” contextually, although further progress is desirable, considering that the students need better preparation in grammar and sentence structure.

Question 12: Make a sentence by using the words in bold.

Write a sentence using the word “creative”.

Figure 12: Percentage of Pre-test and Post-test answers to question 12



Elaborated by: Jennifer Lucinda Buñay Quishpi

Analysis: In Figure 12, the pre-test and post-test results are depicted for the sentence: **Write a sentence using the word “creative”**. In the pre-test, 33% of the students wrote a correct sentence, while 67% wrote incorrect sentences. However, during the post-test, 50% of the students wrote correct sentences and 50% wrote incorrect sentences.

Interpretation: The improvement was observed in the bar graph regarding the ability to use “creative” in a sentence. Initially, 33% of participants wrote correct sentences. After experimental learning strategies were applied, correct responses increased to 50% in the post-test. The intervention was effective in enhancing participants' usage of “creative”, but additional improvement would be beneficial.

4.2.3 Discussion

The research on the effectiveness of practical learning that allows expanding the English vocabulary of eighth-grade students of the "Simón Rodríguez" Educational Unit, evidenced significant findings that highlight both the effectiveness of practical learning and the areas where greater progress is needed.

In general, there is evidence of an increase in the ability to identify synonyms, with an increase in accuracy of approximately 50% to 60%. This is due to an increase, from approximately 13-14% in the initial test to 19-110% in the final assessments; Highlighting; thus, the effectiveness of practical learning in this environment. This shows that the eighth-grade students of the Educational Unit assimilated and retained the information through practical educational activities. Studies on experiential learning have been shown to be effective in education with increases in vocabulary recognition from 41% to 91% (Rini, 2022).

The results of hands-on learning in vocabulary teaching, such as sentence creation with words like "creative" and "teamwork," were encouraging, but inconsistent. Initially, approximately 13% and 33% of learners, respectively, demonstrated that they utilized certain words correctly in sentences during the preliminary exam. These numbers increased to nearly 40% and 50%, respectively, after the intervention, indicating significant improvements, emphasizing the necessity of ongoing focus and reinforcement.

In contrast to the previous study, there is an orientation with results in education that highlight the importance of active and contextualized learning in vocabulary achievement (Nation & Webb, 2011). These patterns accord with the concepts of Vygotsky (1978) in social communication and practical learning sequences of Kolb (1984), suggesting that active engagement and reflective practices contribute expressively to improvement in language achievement and retention.

Post-intervention evaluations showed significant advances in the students' prayer-forming skills. There was a noticeable improvement in the construction of phrases describing an individual who cares and ensures relevance in dialogues, with pre-evaluation accuracy rates of approximately 3-33%, which rose to approximately 50-100% in subsequent tests. These findings coincide with the constructivist theory of learning by Bruner (1966),

which suggests that structures of understanding arise from active engagement and situated learning experiences.

Although overall trends are encouraging, certain limitations and areas for improvement were identified. High initial understanding rates in some aspects, such as identifying antonyms of “happy”, showed no significant changes, suggesting that prior knowledge may have influenced the results. While the overall trends are encouraging, certain constraints and areas for improvement were identified. High rates of initial comprehension in some aspects, such as identifying antonyms of “happy” showed no significant changes, suggesting that priori knowledge might have influenced the results. In addition, very marked variations were evidenced in more sophisticated cognitive processing, such as the definition of words in their own words. This highlights the need for deep and nuanced interventions in the learning context.

This study provided significant insights into the long-term benefits of experiential learning methodologies. However, future studies should focus on integrating multidimensionally assessment models and iterative learning techniques in a way that provides students with a deeper understanding. Consideration should also be given to examining long-term retention and subsequent intervention.

The results of this research show a significant improvement in the mastery of vocabulary and grammatical ability of English in eighth-grade EGB students of the "Simón Rodríguez" Educational Unit, which can be achieved through experiential learning interventions. In this way, significant progress has been made; however, the results emphasized the need to continue with adaptive and continuous learning strategies to address persistent gaps and promote sustainable development.

These findings enhanced a growing body of literature that supports student-focused and dynamic learning environments, strengthening the theoretical foundations of constructivist and experiential theories in practical educational contexts.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Significant advances in vocabulary achievement were detected, increasing from 50% to 60% of certainty.
- Experiential learning strategies applied in English classes enhanced students' vocabulary acquisition.
- Interactive and contextually appropriate activities facilitated profound consideration of newly taught words, resulting in significant rises in the post-test accuracy rates.
- The effectiveness of these activities and practices was improved, as demonstrated by the post-test results, which were 100% in some areas.
- It has been concluded that experimental learning strategies are highly effective in improving English vocabulary acquisition among 8th-grade students at Unidad Educativa “Simón Rodríguez.”

5.2 RECOMMENDATIONS

- Implement experiential learning strategies in students of educational units in Ecuador to improve vocabulary acquisition.
- To strengthen the process of learning English vocabularies, it is recommended to include digital platforms, websites that include conversation groups, school activities, podcasts, videos.
- Interactive, contextualized activities should be created to capture students' attention and improve their educational outcomes.
- To achieve meaningful learning in English learners, interactive and recreational activities must be created in the everyday context to improve educational outcomes.
- The effectiveness of practical learning techniques should be encouraged in improving English vocabulary.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VOCABULARY QUESTIONNAIRE

NAME: _____

DATE: _____

INSTRUCTIONS: Read the questions and choose the correct answer.

Part 1: Multiple Choice

1. What is a synonym for "quick"?

- a) Heavy
- b) Fast
- c) Calm

2. Choose the option to fulfill the sentence: Water is ___ for living.

- a) Expendable
- b) Essential
- c) Unnecessary

3. Which of the following words is an antonym of "happy"?

- a) Joyful

b) Sad

c) Excited

Part 2: Matching

Match the words with the correct definition.

4. __ Brave	a) Wants to learn or know more.
5. __ Curious	b) Feels unsure.
6. __ Confuses	c) Not afraid; ready to face danger.

Part 3: Fill the gaps.

Complete the sentences using the given words.

Meaningful	Dangerous	Kind
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7. He is a _____ person. He cares about others.

8. The information presented must be _____ for the topic we're discussing.

9. The impact of a sneeze is often _____ and brief.

Part 4: Make a sentence by using the words in bold.

10. Define the word "**strong**" in your own words.

11. Write an example with the word "**teamwork**".

12. Write a sentence using the word "**creative**".
