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PROYECTO DE INVESTIGACIÓN:

**“VOCABULARY ACQUISITION THROUGH AUTHENTIC ENGLISH READING
MATERIAL ON BEGINNER YOUNG ADULT LEARNERS AT THE
UNIVERSITY”**

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QUEVEDO – LOS RÍOS – ECUADOR

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NACIONALES Y EXTRANJEROS**

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Título:

“Vocabulary Acquisition Through Authentic English Reading Material on Beginner Young Adult Learners at the University”

Presentado al Consejo Directivo de la Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

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DEDICATORIA

Dedico este trabajo con todo el amor y cariño a mi madre Dorinda Bonilla, quien me ayudó a salir adelante y lograr este sueño anhelado, a mis hermanos por apoyarme e impulsarme a alcanzar una meta más en mi vida.

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RESUMEN

El presente estudio analiza el uso de materiales auténticos de lectura que ayuden a la adquisición de vocabulario; el objetivo principal fue proponer estrategias pedagógicas efectivas que mejoren el aprendizaje de vocabulario en estudiantes universitarios principiantes mediante textos reales, como blogs, artículos y noticias, que reflejen el uso natural del idioma en contextos cotidianos. La investigación responde a la necesidad de superar las limitaciones de los materiales tradicionales, que suelen ser artificiales y menos motivadores para los estudiantes. Se fundamenta teóricamente en enfoques como la hipótesis del input comprensible, la teoría de la autodeterminación, el aprendizaje social y el constructivismo; todas ellas destacan la importancia de la motivación, la interacción social, la exposición contextualizada y la participación activa en el proceso de aprendizaje. La metodología empleada fue de enfoque mixto, combinando datos cualitativos y cuantitativos mediante encuestas a estudiantes, entrevistas a docentes, observaciones de clases y la aplicación de un pre-test con la Escala de Conocimiento de Vocabulario (VKS) donde se seleccionó a 32 estudiantes del primer semestre de la carrera de Pedagogía de los Idiomas en la Universidad Técnica Estatal de Quevedo. Los resultados muestran que los estudiantes consideran útiles los materiales auténticos, como blogs, para adquirir vocabulario en contextos reales. Sin embargo, muchos enfrentan frustración por el vocabulario desconocido, lo que señala la necesidad de adaptar estos materiales a su nivel. Además, se identificó que estrategias como el uso de sinónimos, listas de vocabulario previas y actividades guiadas son valoradas por los estudiantes. Se concluye que los materiales auténticos promueven un aprendizaje significativo, motivador y contextualizado, pero requieren orientación docente y adaptación para ser efectivos. Se recomienda integrarlos de forma progresiva, acompañados de actividades colaborativas, proyectos, y técnicas que faciliten la comprensión y el uso práctico del nuevo vocabulario.

Palabras clave: Adquisición de vocabulario, Educación superior, Materiales auténticos de lectura, Métodos de enseñanza, Aprendizaje de idiomas.

ABSTRACT

The present study analyzes the use of authentic reading materials that assist in vocabulary acquisition; the main objective was to propose effective pedagogical strategies that improve vocabulary learning in beginner university students through real texts, such as blogs, articles, and news, which reflect the natural use of language in everyday contexts. The research responds to the need to overcome the limitations of traditional materials, which are often artificial and less motivating for students. It is theoretically grounded in approaches such as the comprehensible input hypothesis, self-determination theory, social learning, and constructivism, all of which highlight the importance of motivation, social interaction, contextualized exposure, and active participation in the learning process. The methodology used was mixed-focused, combining qualitative and quantitative data through surveys of students, interviews with teachers, classroom observations, and the application of a pre-test with the Vocabulary Knowledge Scale (VKS), where 32 first-semester students from the Language Pedagogy program at the Technical University of Quevedo were selected. The results show that students find authentic materials, such as blogs, useful for acquiring vocabulary in real contexts. However, many face frustration due to unfamiliar vocabulary, indicating a need to adapt these materials to their level. Additionally, strategies such as using synonyms, prior vocabulary lists, and guided activities were valued by students. It is concluded that authentic materials promote meaningful, motivating, and contextualized learning but require teacher guidance and adaptation to be effective. It is recommended to integrate them progressively, accompanied by collaborative activities, projects, and techniques that facilitate comprehension and practical use of the new vocabulary.

Keywords: Vocabulary acquisition, Higher education, Authentic reading materials, Teaching methods, Language learning.

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1. INTRODUCTION

In the realm of education, vocabulary acquisition allows for a better understanding of key concepts within a language, facilitating effective communication and the development of language skills. A broad and well-structured vocabulary not only improves reading and listening comprehension but also enhances oral and written expression, allowing students to participate more actively in academic and social discussions. According to (Nation, 2022), a strong vocabulary is critical to academic success, as it is MTherefore, it is essential for teachers to implement effective strategies for vocabulary teaching, using authentic materials, interactive activities, and learning methods that encourage the retention and application of new words in real-life contexts.

Vocabulary acquisition is a fundamental aspect of beginner language learning, as it allows students to develop their communication skills in a good way. In the Ecuadorian context, where English is a key foreign language for higher education and employment opportunities, it is important to explore strategies that promote meaningful vocabulary learning. According to a study by (Toma, 2022), the use of authentic materials in language teaching is valuable and can enrich the learning experience, but it requires careful selection of approaches and application of these materials. In addition, you should be prepared to face the difficulties that may arise during its implementation. By utilizing materials that reflect real-world language use, students can develop a deeper understanding of language structures and functions (Kodiralievich B. O., 2021). High-quality materials can enhance understanding by providing meaningful and contextualized input, accommodating different learning styles, and promoting critical thinking. On the other hand, poorly selected resources can hinder progress, diminish interest, and create barriers to learning (Pérez, R., & López, S., 2021).

One effective method proposed to improve vocabulary acquisition among beginning adult learners at the university level is the use of blogs as authentic English reading materials. According to (Andrade, M., & Salazar, J., 2022) the use of blogs allows students to explore topics of personal interest, which increases their motivation and commitment to learning, offers learners practical language experiences that reflect actual usage, as opposed

to the often contrived examples found in textbooks. In addition, a study (López, R., & Martínez, S., 2020) found that students who used blogs as part of their language learning curriculum showed a marked increase in their ability to use new vocabulary in appropriate contexts. These materials offer a more natural and contextualized exposure to the language. Therefore, this approach helps to facilitate the comprehension and retention of new words.

This study aims to propose strategies oriented to using authentic English reading materials for enhancing vocabulary acquisition among beginner young adult learners at the university. To achieve this, a mixed-methods research approach will be employed, which will include interviews with teachers to gather qualitative information on the effectiveness of this strategy, class observation, and student surveys. The study will employ the Vocabulary Knowledge Scale (VKS), a validated tool designed to assess learners' vocabulary knowledge across different proficiency levels (Schmitt et al., 2001). The results of this research could provide valuable information for designing more effective English teaching strategies at the University.

1.1. Problem Statement

University-level beginner young adult learners often face challenges in acquiring vocabulary essential for advancing language proficiency. Traditional language learning materials may not sufficiently provide the contextual depth needed for effective vocabulary acquisition, potentially hindering overall language competence and academic success. On the other hand, authentic reading materials, such as blogs written for native speakers, offer natural language usage, idiomatic expressions, and cultural nuances that can significantly enhance vocabulary learning. However, the effective integration of these materials into the curriculum requires the exploration of selection strategies, activity design, and measurement methods to maximize their impact on students' vocabulary growth and language proficiency.

1.2. Justification

The ability to understand, read, and comprehend effectively is essential in the academic field, especially when studying a language other than our own. However, the lack

of vocabulary makes this difficult for students, and they face difficulties when understanding a new language. These difficulties not only limit their ability when trying to communicate, but also affect their ability to express ideas successfully, and that is where misunderstandings and errors arise. Therefore, it is necessary to have a good vocabulary that allows us to understand each message correctly, so authentic materials help students to interact with language as it is used in everyday life, increasing motivation and interest in learning.

Improving students' vocabulary not only benefits their academic performance in college and their correct understanding of words but also enables them to use words in appropriate contexts, thus fostering deeper understanding and enriching their professional and personal development. However, vocabulary acquisition can present a significant challenge, especially for beginning students, who often feel overwhelmed by the number of new words and their use in different contexts. This is where authentic materials appear to offer an effective solution to overcome the rigidity of traditional methods, presenting vocabulary that aligns with real-world context. However, the proper implementation of these resources in young adult learners at Quevedo State Technical University has not been sufficiently explored, which makes this research an innovative and necessary contribution to the field of education.

“As (Kodiralievich B. O., 2021) highlights, authentic materials offer practical language experiences, reflecting actual usage and providing cultural nuances that enhance comprehension skill”. The need for proficient English language skills is amplified by globalization and technological advancements, making it essential to explore innovative instructional methods. “Namaziandost et al. (2021) emphasize that authentic materials such as newspapers, blogs, and magazines can significantly improve vocabulary acquisition and reading comprehension”. By using materials that mirror real-life language, students are exposed to natural language structures and functions, thereby improving their linguistic competence and cultural awareness.

1.3. Objectives

1.3.1. General Objective

- To propose strategies oriented to using authentic English reading materials for enhancing vocabulary acquisition among beginner young adult learners at the university.

1.3.2. Specific Objectives

- To select contextually relevant strategies for integrating authentic reading materials into the classroom to enhance vocabulary and foster holistic learning.
- Analyze students' perceptions of how authentic materials can enhance their English vocabulary.
- Identify the teaching strategies employed by educators when incorporating authentic materials into their English classes.
- Recommend pedagogical guidelines for implementing authentic materials in university-level English teaching.

2. THEORETICAL FRAMEWORK

For a long time, there has been growing interest in incorporating authentic materials into ESL/EFL classrooms. Researchers have explored the effectiveness of these materials in various areas of language learning, including listening, reading, speaking, and writing. (Khalid, S., & Gulyamova, M, 2024) emphasizes that authentic texts such as newspaper articles, advertisements, and real-life narratives engage learners more effectively than traditional, scripted materials. These authentic materials made for native speakers like, magazines, advertisements, television programs, and films, are produced by native speakers, making them a valuable resource for students to experience the language in its most natural context.

Vocabulary acquisition is a fundamental process in teaching and learning a new language, and the use of authentic materials is an effective strategy to facilitate this process. That's why authentic reading materials such as newspapers, blogs, or articles have been found to improve reading comprehension and vocabulary acquisition (Chang, A. C., & Millett, S., 2017). In addition, authentic materials can develop and foster students' oral and written expression skills by providing models of actual language, thus improving their vocabulary. For example, students can analyze authentic texts to identify their common language structures and patterns, which they can apply in their own oral and written expression activities; this also helps with vocabulary acquisition.

2.1. Impact on Vocabulary and Reading

Studies have shown that the impact of authentic materials on vocabulary and reading can be very effective in improving reading comprehension and vocabulary acquisition. Authentic materials expose students to real language use, making the learning process more attractive and relevant (Kodiralievich B. O., 2021). The use of these reading materials can help to avoid the routine that usually occurs when working with traditional books and methods, providing a variety of contexts and contents that can stimulate the interest and motivation of the student (Berardo S., 2006; Hacer, 2004). Authentic texts, such as blogs, news articles, or magazines, provide students with exposure to language in a

natural way, as used in a globalized context, as opposed to the adapted or artificial language found in traditional textbooks (DKarolak, 2025). This difference is essential for the understanding of a language as it offers a more used and natural language, which helps students to retain new vocabulary and use it properly in a more spontaneous way.

2.2. Motivation and Engagement

Authentic materials have been shown to increase student motivation and engagement. (Peacock, 1997) argue that materials that reflect real-life situations make learning more relevant and interesting, which in turn increases motivation. (Kim, 2015), Also supports this view, pointing out that pupils find authentic texts more enjoyable and attractive, which leads to sustained interest and effort in language learning. Blogs are intrinsically attractive because of their way of writing and relevance to contemporary topics. According to (Dörnyei, Z., & Ushioda, E., 2021), Motivational strategies, such as setting achievable goals, providing autonomy, and incorporating culturally relevant materials, have been reaffirmed to enhance learner engagement in EFL settings. This increased motivation is crucial for young adult learners, who may find traditional textbooks boring. Similarly, a study by (Guariento, W. & Morley, J., 2001) points out that authentic materials can make learning more attractive and motivating by connecting it to the real world. The relationship between authentic materials and student anxiety is complex. Initially, the use of authentic texts may increase anxiety due to their complexity. On the other hand, a study by (Namaziandost et al, 2021) found that over time, regular exposure to authentic materials can reduce stress and build confidence in students' handling of real-world texts. This reduction in training is crucial for a more effective and sustainable learning environment.

2.3. University Context

Teaching English at the university level presents unique challenges and opportunities that require specific strategies or activities. University students often face an academic environment that demands a better understanding of the language for success in their future careers or personal success. This influences their motivation and the way they acquire vocabulary.

University students tend to have more intrinsic and specific motivations than secondary school students. According to (Adara, 2019), these motivations may include the need to use English in academic contexts, the aspiration to study abroad, or the search for job opportunities in a globalized world with a priority on their professional or personal success. A study by (Reddy, A. J., et al, 2021) supports this view, noting that university students who are intrinsically motivated tend to be more involved in learning activities, resulting in better vocabulary acquisition and comprehension. In addition, research by (Kormos, J., & Csizér, K., 2014) suggests that motivation and self-efficacy are strongly related, suggesting that students who feel able to learn vocabulary are more likely to succeed in their acquisition.

The use of authentic materials, such as blogs and academic articles, can be very effective in encouraging the acquisition of vocabulary by university students. (Shabunts, 2011) indicates that these resources are best suited to students' interests and requirements, as they represent the language and topics that will be found in their academic and professional careers. A study by (Hwang, Y., & Chen, C., 2021) found that integrating authentic materials into the classroom not only improves vocabulary acquisition but also increases student motivation and engagement. In addition, a study (Alsubaie, 2018) highlights that the use of blogs as reading materials can encourage creative writing and critical reflection among students, which in turn contributes to better vocabulary acquisition. Students who interact with these materials tend to develop a wider and more varied vocabulary, which is essential for their success.

2.4. Conceptual Foundation

Vocabulary Acquisition: The acquisition of vocabulary is fundamental for comprehension; within learning, it is essential for the retention of words and their meanings, developing skills necessary for communication. According to (Nation, 2022), vocabulary includes not only individual words but also phrases and expressions that are fundamental for effective communication.

Authentic Material: Authentic materials are those that are written for daily use without the need to be academic, with a natural language, such as videos, chats, blogs,

interviews, podcasts, etc. (Gilmore, 2007) defines authentic material as "any text which has not been created specifically for pedagogical purposes but reflects the actual use of language in everyday contexts". This includes a variety of resources, literature, or television programs, and other types of content that are produced for native speakers. Its use allows students to interact with the language as it is used in real life, which can increase relevance and motivation in learning (Peacock, 1997).

2.5. Benefits of Authentic Materials

- **Promotes Cultural Understanding:** They provide a cultural context that enriches language learning, allowing students to better understand cultural references and the use of language in real situations (Nur Fitria, 2022). Students may not be familiar with certain cultural contexts presented in the materials, which can hinder comprehension (Gilmore, 2007).
- **Development of Critical Skills:** By interacting with authentic content, students can develop critical thinking skills by analyzing and discussing relevant topics (Sánchez-Bejerano, 2023). Authentic materials help students improve their listening and reading skills as they are exposed to different accents, slang, and communication styles (Mishan, 2005).

Authentic English Reading. They are resources of choice that have been created by native speakers of a language I am carrying a complex and structured vocabulary, often reflect the reality of language use. According to (Kodiralievich B. O., 2021) authentic materials allow students to learn about the culture and customs of native speakers, which enriches their understanding of the language. "Incorporating authentic materials into language learning can greatly improve the relevance and applicability of the language being taught." (Mishan, 2005).

Traditional Material: are those materials adapted to the needs of students which have been used in a conventional way in teaching and learning, such as textbooks, worksheets, etc. "Traditional materials are often characterized by their structured approach

to teaching, focusing on direct instruction and the transmission of knowledge, typically through textbooks and worksheets." (Richards, J. C., & Schmidt, R., 2010). Traditional materials provide a basis but often lack authenticity, (Hammond, 2022) complements this perspective by stating that, while worksheets are useful for grammar practice, their excessive use can result in a superficial understanding of the language.

2.6. Simplified vs. Authentic Materials

The debate between the use of simplified and authentic materials is fairly wide. The simplified materials are tailored to the student, which reduces stress and promotes steady progress. However, critics suggest that these materials need the richness and context of authentic texts, which may limit the interaction of a more global and used language. A balanced approach, as suggested by Namaziandost et al. (2021), which incorporates both simplified and authentic materials, may address the diverse needs of language learners most effectively. (Shapiro, A., & Ward, J., 2015) conducted a study on beginner university students using authentic and simplified texts. The results indicated that students exposed to authentic materials showed greater vocabulary retention and a better understanding of word usage in context compared to those who used simplified texts. Additionally, (Richards, J. & Rogers, 2021) compared the effectiveness of various types of authentic materials on vocabulary acquisition. Blogs were found to be particularly effective due to their relatable content and frequent updates, which kept learners engaged and provided fresh vocabulary in context.

2.7. Blogs

It is a platform where users can interact and publish content regardless of the topic, are interactive, and encourage communication and reading. "A blog is a website that is regularly updated with new content, which may include text, images, and multimedia, and allows interaction between the author and readers through comments and discussions." (Herring, et al. 2004). According to (Cornfield, M., et al. 2023) Blogs provide valuable educational opportunities because of their adaptability across different subjects, grade levels, and teaching methods. This paper examines how the distinctive characteristics of

blogs enhance learning environments that adopt constructivist principles and address the needs of today's Information and Communication Society.

2.7.1. The role of blogs in vocabulary acquisition

Blogs, as a form of authentic reading material, have gained popularity in language education due to their accessibility and variety of topics. Blogs are often written in an informal, conversational style, which can be especially beneficial for beginning students. Research by (Murray, 2010) indicates that the interactive nature of blogs encourages active participation, which is crucial for vocabulary retention. Additionally, multimedia elements often found in blogs, such as images and videos, can aid comprehension and reinforce vocabulary learning (Shetzer, H., & Warschauer, M., 2020). The informal nature of blogs allows for incidental vocabulary learning, where learners pick up new words and phrases naturally as they read. (Hulstijn, 2001) notes that incidental learning is a powerful way to acquire vocabulary, as it mirrors the natural language acquisition process.

2.7.2. Benefits in Ecuadorian Context

In Ecuador, the use of blogs as authentic reading material has shown a positive impact on university students, essentially at low levels of study, students who interact with culture, technology, or entertainment-themed blogs tend to expand their vocabulary. According to (Sandoval Navas, 2023), blogs establish an important foundation because the information available does not have to be long texts, students have the ability to share images, videos, or short messages, which motivates them to explore and learn about culture or customs, how to make effective interactions. In addition, the use of blogs allows Ecuadorian students to access content in English that reflects realities with cultural and social nuances, close to their environment, which facilitates learning and makes it easier to apply in a real context. (Cordero, A., & López, M., 2020) claim that this immersion in authentic texts significantly improves the confidence of students in their reading ability and in their use of acquired vocabulary.

A study by (Murillo, 2020), this study indicates that the use of blogs in the classroom encourages active student participation, which is essential for vocabulary

learning. Blog interaction allows students to comment, discuss and reflect on the content, strengthening their understanding and use of vocabulary.

2.7.3. Challenges and Considerations

Despite the benefits, there are challenges associated with using authentic materials such as blogs for vocabulary acquisition. One significant challenge is the potential for exposure to language that is too advanced or colloquial, which can overwhelm beginner learners (Day, R. et al, 1998). Additionally, the vast amount of information available on blogs can be distracting, so structured guidance and targeted activities are necessary to ensure effective vocabulary learning (Lai, C., & Kritsonis, W. A. , 2006). These materials may contain unfamiliar vocabulary, idiomatic expressions, and cultural references that can be difficult for learners to understand (Tomlinson, 2012). Additionally, the language used in blogs can be challenging for beginning students. (Kodiralievich B. O., 2021) notes that authentic materials often contain complex vocabulary and advanced grammatical structures, which can be overwhelming for beginners. It is essential to select blogs that match the proficiency level of your students to avoid frustration and ensure that the material is accessible. Therefore, teachers should carefully select and adapt authentic materials to meet learners' needs and language proficiency levels.

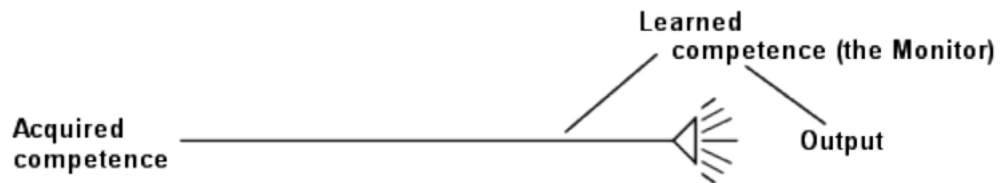
Adaptation of Content: Adapting the content of the material used to the student's level allows the student to feel confident and secure. Teachers should take into account the cultural background and previous experiences of each student when selecting and adapting materials. (U. Garrido, Claudia, 2022) points out that the adaptation of content to the specific needs of students is essential to ensure an effective learning experience.

2.8. Monitoring concept:

Monitoring refers to the process by which learners use their conscious knowledge of grammatical rules to couple and align their linguistic production. According to (Krashen S. , 1982) there are two types of knowledge in language learning. Subconscious knowledge is acquired through meaningful communication, while learned knowledge is conscious and involves formal instruction in grammar rules.

Figure No 1.

Acquisition and production in Second Language production



Taken from *The Input Hypothesis: Issues and Implications* [image] (Krashen S. , 1982).

Acquisition: This is the natural and unconscious process of learning a language, similar to how children learn their mother tongue. It involves the assimilation of linguistic structures through exposure and practice in meaningful contexts.

Learning: This is the conscious knowledge of the grammatical rules and structure of a language. Refers to students' ability to reflect on language and apply grammar rules consciously.

"Acquisition refers to the internalization of language through exposure, whereas learning involves conscious knowledge of rules" (Krashen S. , 1982, p. 10).

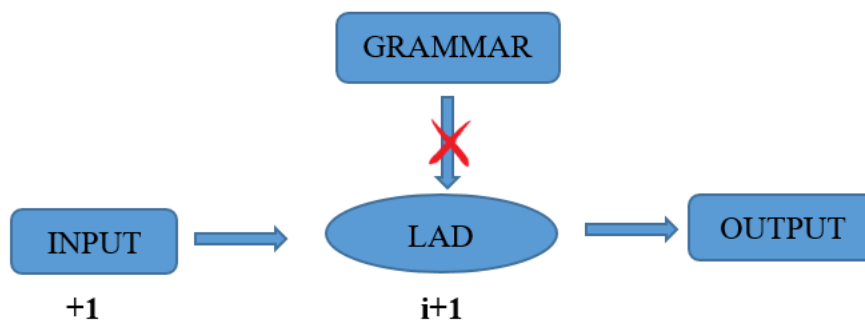
2.9. Theoretical Bases

There are several theories about the acquisition of vocabulary through authentic reading materials, such as the theory of Comprehensible input, Self-Determination Theory, Social Learning Theories, and Constructivism Approaches which emphasizes the importance of exposure to real and contextual language. Research indicates that Incidental Vocabulary Acquisition occurs when learners unintentionally pick up new words while concentrating on meaning rather than form. This process is naturally supported by the diverse and engaging language found in authentic reading materials. Therefore, these theoretical perspectives highlight the educational importance of using authentic texts to promote meaningful and lasting vocabulary learning.

2.9.1. Input Hypothesis

Figure No 2.

Input Hypothesis Theory.



Adapted from *The Input Hypothesis: Issues and Implications* [image] (Krashen S. , 1982).

Stephen Krashen's Hypothesis Input Theory points out that language acquisition occurs when apprentices are exposed to input which is understandable and slightly higher than their current level of competence (i+1). This suggests that the student must understand the meaning even if he does not understand all words and structures. Authentic reading materials provide rich, contextualized language that can enhance comprehension and vocabulary retention. According to (Krashen S. , 1982), students may think they are acquiring vocabulary or learning content, but unknowingly, they are acquiring because they are getting understandable input at the same time.

2.9.2. Affection Hypothesis

The affection hypothesis is a concept that refers to the relationship between emotions and learning, especially in the context of second language acquisition. This hypothesis proposes that good emotions can facilitate learning, while negative emotions can hinder it. Some key aspects of the affective hypothesis and its relevance in language teaching are presented below.

2.9.3. Key Aspects of the Affection Hypothesis

- **Emotions and Learning:** The affection hypothesis is based on the idea that emotions act in learning through motivation and commitment. When students are encouraged to acquire knowledge and are willing to participate and learn. Conversely, negative emotions such as fear or anxiety can lead to low performance and academic achievement.
- **Self-determination theory:** This theory, proposed by (Deci, E., & Ryan, R., 2013) is closely related to the affection hypothesis. Suggests that people have basic psychological needs for autonomy, competence and relationship. When these needs are met, students experience real emotions that encourage learning.
- **Learning Environment:** A positive, comfortable learning environment can help reduce anxiety and increase motivation. According to (Dörnyei, Z., & Ushioda, E., 2021) "a positive classroom environment can be a determining factor in motivating students to learn a second language"(p.63).
- **Teaching Strategies:** Educators may use activities or strategies that encourage positive emotions, such as the use of authentic materials, collaborative activities and creating a comfortable environment where they feel safe. According to (Arnold, 2000), "the integration of affectivity in the classroom can improve vocabulary retention and fluency in language use" (p. 45).

2.9.4. Acquisition and learning hypothesis.

Krashen distinguishes between "acquisition" and "learning". Acquisition is a natural and unconscious process, similar to how a child learns to perform activities without being taught, while learning is a conscious process that involves understanding grammatical structures and rules. " Acquisition is a process that occurs naturally and subconsciously, whereas learning is a conscious process involving reflection on the rules of language" (Krashen S. , 1982, p. 10).

Research shows that vocabulary acquisition is most effective when done in a real context, rather than relying on isolated practice. For example, apprentices have been shown to retain new words effectively when they appear within complete narratives that provide

meaningful context. (Krashen S. , 2003) argues that "if we provide enough understandable input, vocabulary acquisition will in fact be handled independently".

2.9.5. Monitoring Hypothesis

This hypothesis focuses on the role of conscious knowledge of grammatical rules and how students use this understanding to revise and correct their linguistic production. its components, its operation and its implications for language learning. The "monitor" acts as a control mechanism that apprentices can handle and better control the accuracy of their language production. For the monitor to function effectively, certain conditions must be met:

Knowledge of the Rule: The learner must know the grammatical rule he wishes to apply. Without this knowledge, the monitor cannot be used.

Time: The student should have enough time to think and apply the rules. In situations of rapid communication, there may not be time to reflect on the rules.

Focus on form: The student should be focused on language form, rather than content or communication. If the learner is more concerned with the message than the form, he is less likely to use the monitor.

"The monitor can only be used if the learner has time, knowledge of the rule and is focused on form" (Krashen S. , 1982, p. 15)

Krashen warns that excessive dependence on the monitor can lead to several problems, as it may bring with it negative effects. Concern about grammar may lead to inhibition, making the learner feel less secure in speaking and therefore not want to speak or try to communicate. This can result in a decrease in student participation in activities. On the other hand, spending too much time analyzing grammar rules may also affect fluency. The learner may miss the opportunity to express himself in a natural and spontaneous manner, which can lead to erroneous and less effective communication.

" Excessive reliance on the monitor may lead to less effective communication, as it can make narrators or speakers feel repressed in expressing their ideas." (Krashen S. , 1982, p. 18).

2.10. Self-determination theory

The Theory of Self-Determination proposed by (Chiu, T. K., Falloon, G., Song, Y., Wong, V. W., Zhao, L., & Ismailov, M., 2024), is a widely used theoretical framework that studies human motivation, focusing on personal growth and well-being. In the context of education, it is important to understand how social conditions influence individual or group self-determination.

2.10.1. Intrinsic motivation and vocabulary acquisition

Intrinsic motivation plays a crucial role in vocabulary acquisition. When students are deeply motivated, they tend to become more involved in the learning process, which facilitates retention and use of new vocabulary. "Intrinsic motivation is associated with deeper and lasting learning, which is essential for effective vocabulary acquisition" (Edward Deci & Richard Ryan, 2000, p. 231). That's why students who find interest in the vocabulary they are learning are more likely to remember and use those words in contexts more often. For example, a student who is interested in music can learn vocabulary related to this topic more effectively.

2.10.2. Satisfaction of basic psychological needs

This is reflected in the autonomy of students where they should feel that they have control over their learning. This can be achieved by letting them choose the vocabulary they want to learn, thus increasing their interest and commitment. " Autonomy in learning is associated with greater commitment and motivation, which can facilitate the acquisition of vocabulary" (Chiu, T. K., Falloon, G., Song, Y., Wong, V. W., Zhao, L., & Ismailov, M., 2024, p. 70). It also affects the ability of each student and they need to feel that they are competent in using vocabulary. This can be achieved through activities that challenge your skills without being overwhelming. " The perception of competence is crucial for

motivation; students who feel competent are more likely to persist in vocabulary learning" (Edward Deci & Richard Ryan, 2000, p. 231).

2.10.3. Main features of SDT (Self-determination theory)

(Chiu, T. K., Falloon, G., Song, Y., Wong, V. W., Zhao, L., & Ismailov, M., 2024) classify TDS into several mini-theories that address specific aspects of motivation. These include the Theory of Cognitive Assessment, which holds that people's assessments of their experiences influence their intrinsic motivation; when individuals feel they are being controlled, their motivation tends to decrease (Chiu, T. K., Falloon, G., Song, Y., Wong, V. W., Zhao, L., & Ismailov, M., 2024). Other mini-theories, such as the one of Organic Integration, explore how positive experiences are integrated into a person's identity, facilitating personal development (Ryan, Deci, 2004)

One very relevant field of application of SDT is social work. (Vílchez, P., Martínez, M., & Martínez, M., 2018) suggest that this theory can provide important benefits for the practice of social work since it allows addressing both personal and situational factors that could stimulate motivation and well-being in different contexts (Vílchez, P., Martínez, M., & Martínez, M., 2018). This is particularly significant in the intervention with vulnerable populations, where support for autonomy and satisfaction of basic psychological needs can directly and positively impact the well-being of individuals (Delgado et al.).

2.11. Social Learning Theory

Albert Bandura's Social Learning Theory (1977) suggests that learning is based not only on direct experience but also on observation and interaction with the community and society. This approach is applied significantly in the acquisition of vocabulary within the learning of a second language. According to (Rumjaun, A., & Narod, F., 2025), individuals not only learn through observing others, but they can also assimilate behaviors and knowledge through activities such as imitation and behavior, this is particularly important in the context of language learning. Vocabulary is one of the most important components within a language, which can be acquired more effectively when students are actively

involved in collaborative environments, where social interaction and direct observation of language use can play a crucial role.

2.12. The role of Observation in Learning

According to (Rumjaun, A., & Narod, F., 2025) social learning is based on processes of observation and imitation which are essential for the acquisition of knowledge. Observation refers to the process by which individuals learn behaviors and knowledge by observing the behavior of others, without having to experience directly the results of those behaviors. In the context of language learning, it refers to learning by what we hear and how we approach ourselves to understand. (Rumjaun, A., & Narod, F., 2025) states that "most human behavior is learned observationally through modeling"(p. 22). The process of imitation also plays an essential role in education. Students imitate native speakers with careful attention to be able to make appropriate use of vocabulary in relevant contexts. This modeling process is not only effective in passive learning, but it also allows students to relate the meanings and connotations associated with each word, which is key for vocabulary acquisition.

2.13. Collaborative learning and vocabulary acquisition

Collaborative learning is another important aspect of social learning theory and has a great impact on vocabulary acquisition. (Swain, 2000) highlights that interaction in learning groups can be a powerful tool for vocabulary learning, as it allows students to collaborate in constructing the meaning of words and share their personal experiences with new terms. Swain developed the Output Hypothesis, which says that the process of producing language (output) is essential for acquisition. According to this hypothesis, students learn not only by receiving information (input), but also by producing it, especially when they articulate their thoughts and negotiate the meaning of words with their peers. Social interaction, such as peer debate and discussion, creates a space where students have to actively use newly acquired vocabulary, which strengthens their understanding and increases the chances of retention (Swain, 2000).

Collaboration also facilitates what is known as mediated learning. According to (Lantolf, James P., & Thorne, S., 2006), the fact that students actively discuss and adjust the meaning of words promotes greater understanding. Large group discussions or small group talks about vocabulary allow students to more effectively explore the proper meanings and uses of each word, which in turn facilitates the internalization of new terms. In addition, collaborative learning encourages the creation of dynamic learning environments where students have to use words in a practical way in real interactions. This consistent practice and the social feedback that comes from interaction with others are essential for effective vocabulary acquisition (Swain, 2000).

2.14. Authentic Materials in Language Learning

The use of authentic materials is one of the most widely used tools for teaching and this is supported by social theory. Authentic materials, such as texts written for native speakers (articles, novels, blogs, etc.), allow students to have a more natural exposure to vocabulary. As (Gilmore, 2007) points out, these materials provide examples of how language is used in real contexts, helping students to understand how words are used outside of an academic or structured context. Authentic materials provide a richer, more realistic experience.

According to (Treve, M., & School of Languages and General Education, Walailak University, Thailand, 2023) the use of these materials "favors exposure to a richer and more varied language, with idiomatic expressions of daily use, which is essential for vocabulary acquisition". This exposure to contextualized vocabulary is crucial, as students can learn not only the meaning of words but also the correct use in different situations, which helps the acquisition of vocabulary and linguistic comprehension by improving their skills.

2.15. Social interaction and vocabulary retention

Social interaction not only facilitates vocabulary comprehension but also plays an important role in long-term retention. Vygotsky's Zone of Proximal Development (ZDP) (1978) is a key concept that highlights how students can reach higher levels of understanding through the help of their more competent peers. A study by (MUNDACA,

2024) found that students who participated in collaborative learning activities showed greater vocabulary retention compared to those who learned individually. Collaboration with peers allows students to practice using vocabulary in a more natural and practical way, reinforcing their learning.

2.16. Constructivist approaches

Constructivist approaches to vocabulary acquisition are based on the belief that learning is an active process in which students develop their own knowledge through their relationship with their environment and social relationships. (Vygotsky, 1978) suggested that "the most effective learning occurs when the student interacts with others who have greater knowledge". According to (Waite-Stupiansky, 2022) Piaget suggested that as children move through different developmental stages, they build knowledge through interaction with their surroundings. According to his view, infants absorb and integrate new information into preexisting cognitive structures through experiential learning and discovery-based learning. Thus, vocabulary acquisition is not based on memorization of words and their meanings but involves an active process in which students must interact with the language in a more general and not simplified context.

2.16.1. Active Learning

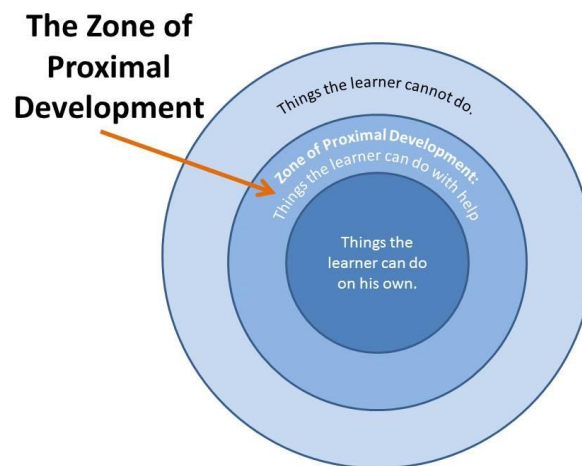
Active learning is a pedagogical approach that focuses on the active participation of students in learning, facilitating retention. According to (Waite-Stupiansky, 2022), learning is a process in which individuals build their knowledge through experience and interaction with their environment. In a vocabulary reduction context, this allows students to interact with words in meaningful situations to internalize and use them more effectively. A study conducted by (Elgort, 2020) supports this idea, finding that students who participated in active learning activities such as word games and group discussions, showed a significant increase in their knowledge of the vocabulary compared to those who received traditional instruction. Not only improves vocabulary retention but also encourages deeper and more contextualized learning, allowing students to apply what they have learned in real situations.

2.16.2. Construction Knowledge

In a context of vocabulary learning, the construction of knowledge is fundamental in this process, noting that social interaction helps to improve your language understanding and vocabulary retention. (Vygotsky, 1978), complements this perspective by indicating that its ZDP highlights the importance of social interactions in learning: when students collaborate with others, either with their peers or with an instructor, can overcome the cognitive difficulties they face when learning new words.

Figure No 3.

The Zone of Proximal Development



Taken from *Low Vygotsky Theory* [image] (Vygotsky, 1978).

According to (Vygotsky, 1978), learning does not take place in a vacuum; instead, it is deeply influenced by the social and cultural context in which it takes place. His theory (ZDP) suggests that students can achieve higher levels of comprehension and vocabulary use when supported by their peers or educators. This means that while they surround themselves with others, they can learn new skills. For instance, in a collaborative learning environment, students can discuss the use of new words in groups, helping them to better understand their meaning and application. This type of social interaction not only improves vocabulary acquisition but also fosters a sense of community and support among students. A study by

(D. Johnson, & R. Johnson, 2014) supports this idea, indicating that collaborative learning not only improves vocabulary retention but also promotes social and communication skills, essential for the integral development of each student.

2.16.3. Constructivist strategies in vocabulary teaching

These strategies focus on active student participation, collaborative and social learning, helping to create meanings through authentic and contextualized experiences, rather than memorizing a glossary of words, the students learn in real situations which favors the retention and acquisition of vocabulary.

2.17. Benefits of constructivist approaches

This approach helps improve vocabulary retention, a study by (Anna MacLeod, et al., 2023) supports that constructivist approaches, such as active learning, significantly improve vocabulary retention compared to traditional methods. On the other hand, (Khalid, S., & Gulyamova, M, 2024) indicates that learners are more engaged and retain language better when they actively participate in constructing meaning from authentic texts. Additionally, constructivist classrooms often encourage cooperative learning, which fosters peer interaction that supports language development and builds confidence. It also increases active participation in learning, as indicated by (Chiu, T. K., et al., 2024), and increases the motivation of students, which is crucial for learning a second language.

2.18. Project-Based Learning

This strategy allows for the contextualization of vocabulary, as students not only learn new words, but actively use them in authentic situations, making it easier to understand and retain (Rodríguez Ortega, J., & Riera Hermida, F. P., 2025). In addition, (Thomas, 2022) highlights that PBL helps to develop language skills as students read, write, and present information, strengthening their production skills and understanding of language. For instance, in a climate change project, students research articles in English, create infographics with specialized terms such as carbon footprint and renewable energy, and present their findings, strengthening the retention of vocabulary through practical use of language (Rahma, 2024). Research supports that Project-Based Learning not only

improves vocabulary acquisition, but also fosters critical thinking and collaboration, providing a more dynamic and effective learning environment (Ardiansyah, et al., 2024)

2.19. Collaborative Learning

Collaborative learning has been shown to be an effective strategy for teaching vocabulary, as it encourages social interaction and active engagement in meaningful contexts. According to (Vygotsky, 1978) learning is developed through interactions with others, which explains why students working in groups to solve language challenges tend to retain vocabulary better and enhance their interpersonal skills. Additionally, this approach boosts confidence and reduces anxiety when learning a new language, as students support one another in building knowledge. According to (Rabie-Ahmed, A., & Mohamed, A., 2022) collaborative learning plays a vital role in maintaining learners' existing knowledge by promoting collective thinking within the classroom. It enhances skills such as cooperation, collaboration, and interaction among students—skills that extend beyond language development to include essential life skills needed in our increasingly globalized world.

3. METHODOLOGY

This study employed a mixed-methods approach, combining both quantitative and qualitative data to provide a comprehensive understanding of the impact of using authentic materials on vocabulary acquisition. In research, selecting an appropriate methodology is crucial for addressing research questions and achieving valid results. The mixed methods approach integrates both qualitative and quantitative research techniques to provide a more comprehensive understanding of research problems.

(Creswell, J. W., & Clark, P., 2017) it is a methodological approach that combines qualitative and quantitative data collection and analysis techniques to draw on the strengths of both approaches. This integration allows researchers to address a research question from multiple perspectives. By combining qualitative and quantitative data, researchers can gain a more complete understanding of research problems. Qualitative data provide context and depth, while quantitative data offer generalizability and statistical significance (Johnson et al., 2007).

3.1. Research Approach and Design

The approach of this study was based on the premise that a combination of qualitative and quantitative methods can enrich the understanding of the impact of authentic materials on vocabulary acquisition. To this effect, a study was designed to include both quantitative data collection through surveys and standardized tests, and qualitative data collection through teacher interviews and classroom observations.

3.2. Population and Sampling

The population of this study is composed of young students of the State Technical University of Quevedo (UTEQ), specifically from the first semester of the course of Pedagogy of National and Foreign Languages, Class A. From a total of 41 students, a purposive sample will be selected, that is, those who met certain requirements that were considered important for the research, a total of 32 students selected guaranteeing their anonymity during the research process. This selection was made in order to obtain an

adequate representation of the student population and to ensure that the results accurately reflect the participants' experiences and perceptions regarding the use of authentic materials in vocabulary acquisition.

3.3. Research Methods

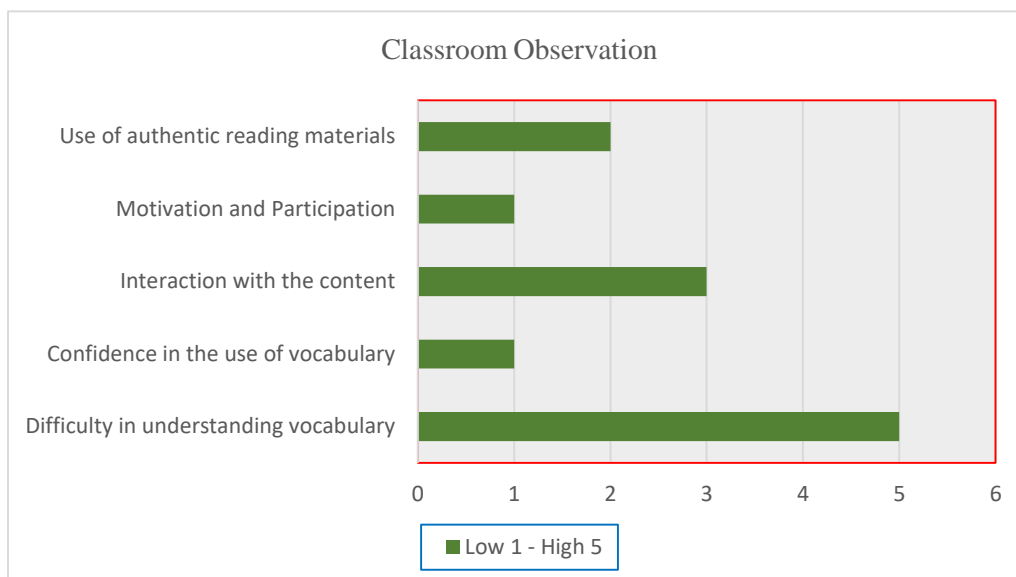
The following research was carried out in order to propose effective strategies for vocabulary acquisition and to optimize learning through the use of authentic materials in university students. An interview was conducted with three teachers from the National and Foreign Language Pedagogy course, who have taught in the first semester, to get their views on the different strategies they have used during their lessons and also their perspectives on the effectiveness of using authentic materials in vocabulary learning. In addition, a pre-test was administered to the students to assess their level of knowledge about vocabulary before observation, in this session, a Vocabulary Knowledge Scale (VKS) was used as a tool to measure students' vocabulary levels. This scale evaluates not only the recognition of words but also the ability to use them in context, making it a valuable instrument for both educators and researchers in understanding vocabulary acquisition (Bruton, 2009). Subsequently, a survey of students was used to collect data on their experience with authentic reading materials and their perception of learning. Classroom observations were also made to examine first-hand how students interacted with the authentic materials and how they were exposed to these resources during learning activities at the university. The study population consisted of 41 students, from which a sample of 32 students (men and women) who met the requirements for this research, belonging to the first semester of the course, was selected, Class A. These methods made it possible to obtain an overall view of the acquisition of vocabulary in an educational context.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Analysis of class observation

Figure No 4.

Class Observation Chart



Elaborated by Jhonatan Vargas

During classroom observation, most students faced significant difficulties in understanding and interacting with the content, especially when authentic reading materials were used because of the complexity of the vocabulary as these are written informally and also due to their idiomatic expressions, which can be overwhelming for students in the early stages of their academic training. Lack of familiarity with the content can lead to confusion and demotivation. The limited interaction between students and material content reduces opportunities to discuss and clarify doubts about the new vocabulary. This situation could lead some students to experience frustration, affecting their performance and willingness to actively participate in class activities or dialogues.

The lack of authentic reading materials in the classroom also further limits exposure to meaningful vocabulary contexts. Although there is the possibility of working in

collaboration, students do not feel confident in using vocabulary, it was also observed that the pedagogical strategies used were not sufficient to help students facilitate the integration of new vocabulary into group interactions. Therefore, it is essential to implement changes in the teaching methodology and selection of materials according to level, to facilitate the acquisition of vocabulary and thus improve the learning experience of students. Foster an environment in the classroom where students feel safe to ask questions and make mistakes. This can increase their motivation and willingness to participate.

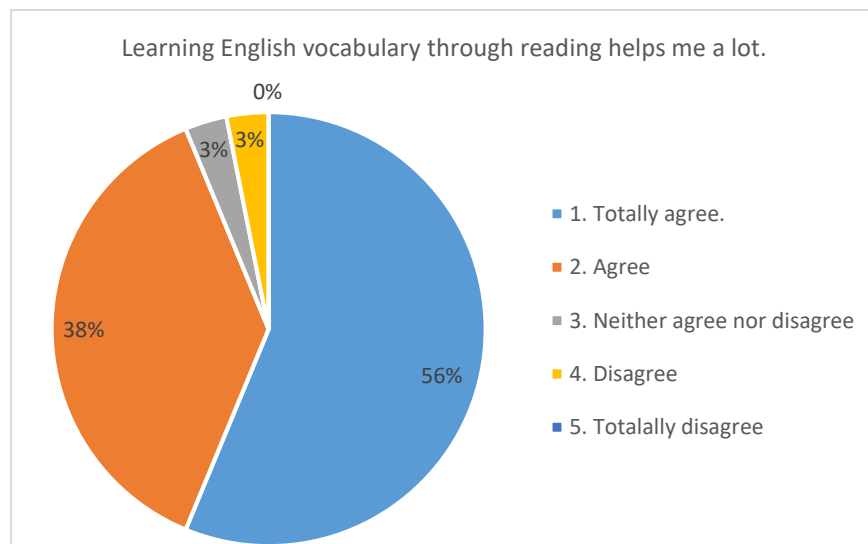
4.2. Students' Survey

Analysis of the survey to the first semester students, class A. Belonging to the Faculty of Science of Education, Pedagogy of national and foreign languages. 32 students participated in the survey, answering questions about the strategies they use to understand unfamiliar vocabulary in English, the types of authentic materials they have used, and their perception of the usefulness of such materials in learning vocabulary in a new language.

- **Learning English vocabulary through reading helps me a lot.**

Figure No 5.

Reading helps me a lot.



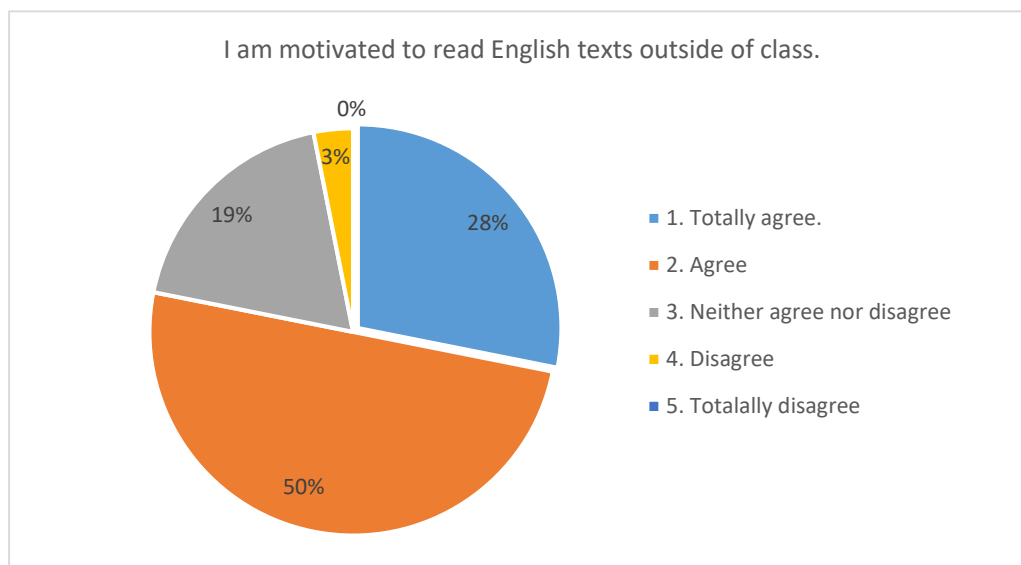
Elaborated by Jhonatan Vargas

Results: The graph shows that most of the students strongly agree and agree that learning vocabulary through reading helps them a lot, while 6% of the students do not feel confident about learning through reading. This means that the teacher must address the needs of those who feel unsafe, to ensure that all students can benefit from this learning strategy in an effective way.

- **I am motivated to read English texts outside of class**

Figure No 6.

Motivation to read



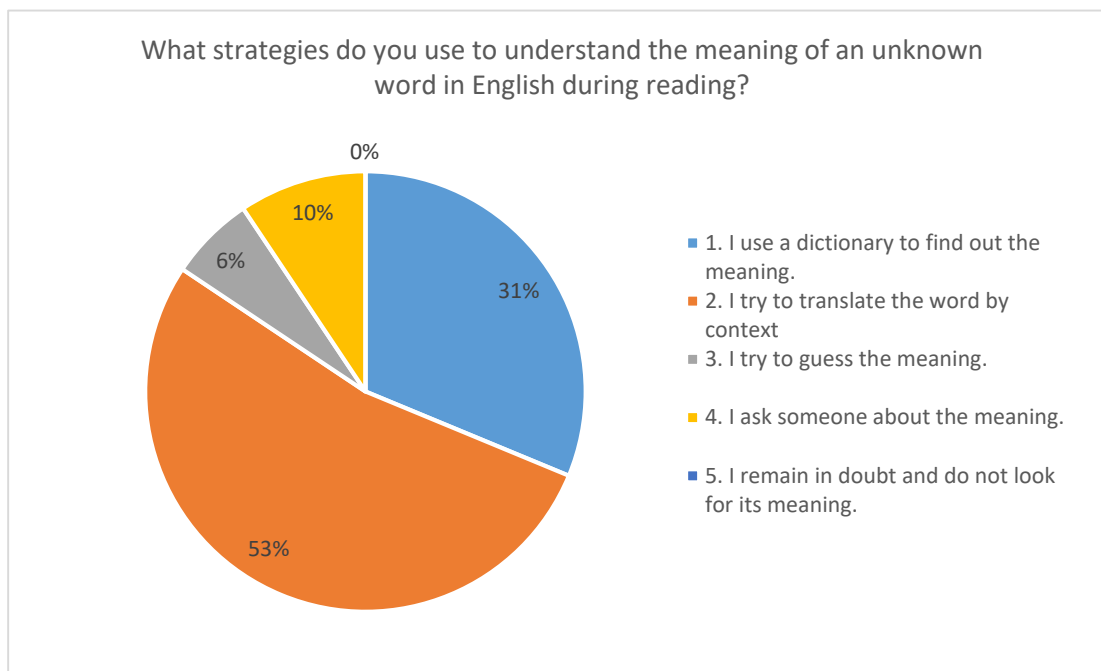
Elaborated by Jhonatan Vargas

Results: The results show that more than half of the students feel motivated to read English texts outside of class (either “Strongly Agree” or “Agree”), which is a positive sign. This suggests that a good proportion of students are willing or motivated to participate in extracurricular English reading activities. However, 19% of students are in a neutral position, indicating that there is an opportunity to improve motivation or better understand their needs or interests. The 3% of students who are “Disagree” are not a large proportion, but it is still relevant to consider that not all students feel equally motivated, representing a total of 1 student.

- **What strategies do you use to understand the meaning of an unfamiliar English word while reading?**

Figure No 7.

Strategies to understand the meaning



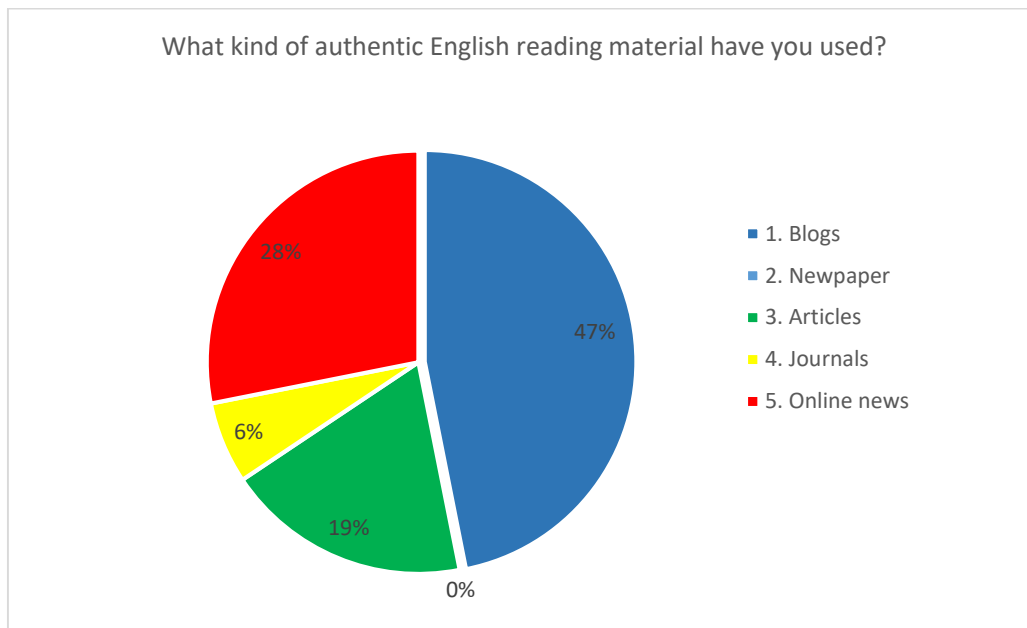
Elaborated by Jhonatan Vargas

Results: The graph shows that the most commonly used strategy is to try to translate the word by context, which is a good sign that students are developing inference and text analysis skills. While dictionary use is still important, it is not the first choice for most students, which could indicate that some students prefer not to interrupt reading with word definitions. Guessing and questioning strategies are less frequent, which could indicate a preference for more structured methods of understanding unknown words.

- **What kind of authentic English reading material have you used?**

Figure No 8.

Type of authentic English reading material



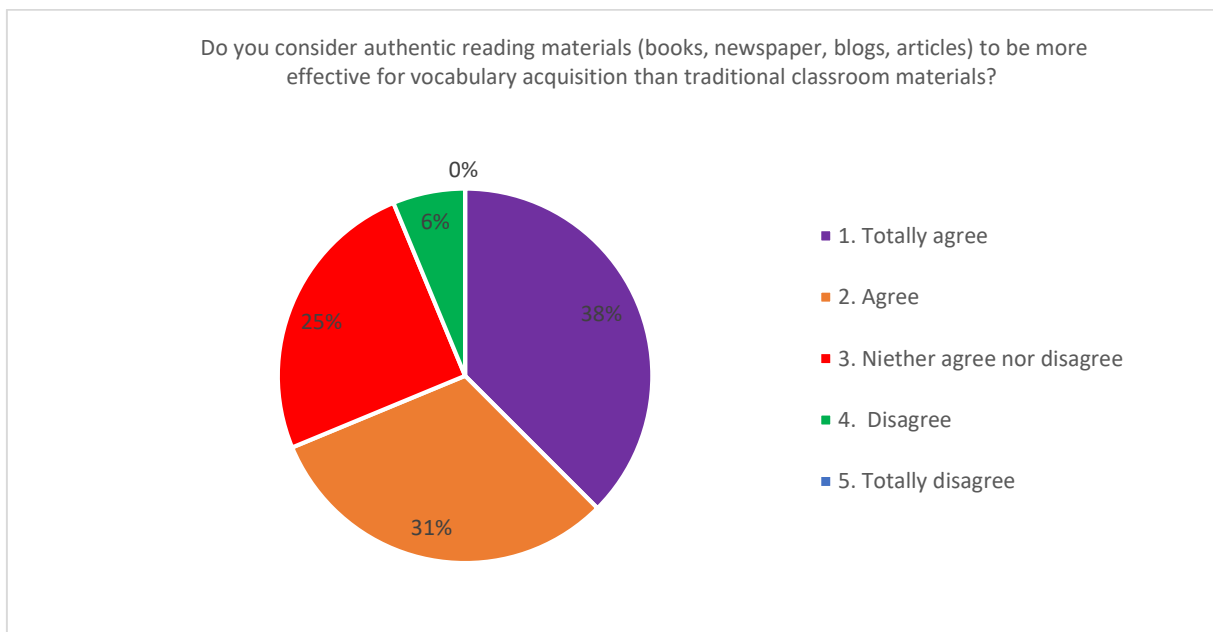
Elaborated by Jhonatan Vargas

Results: The graph shows that most students prefer blogs as authentic material as they are written in a natural way and are more accessible, which makes them attractive and easier for students, while 26% of students prefer to read online as they are more immersed in technology, magazines and articles are the least used this may be because their accessibility sometimes requires subscription or have a more specialized format, which may be less attractive to students for those students who are looking for more natural and accessible information.

- **Do you consider authentic reading materials (books, newspaper, blogs, articles) to be more effective for vocabulary acquisition than traditional classroom materials**

Figure No 9.

Most effective authentic reading material



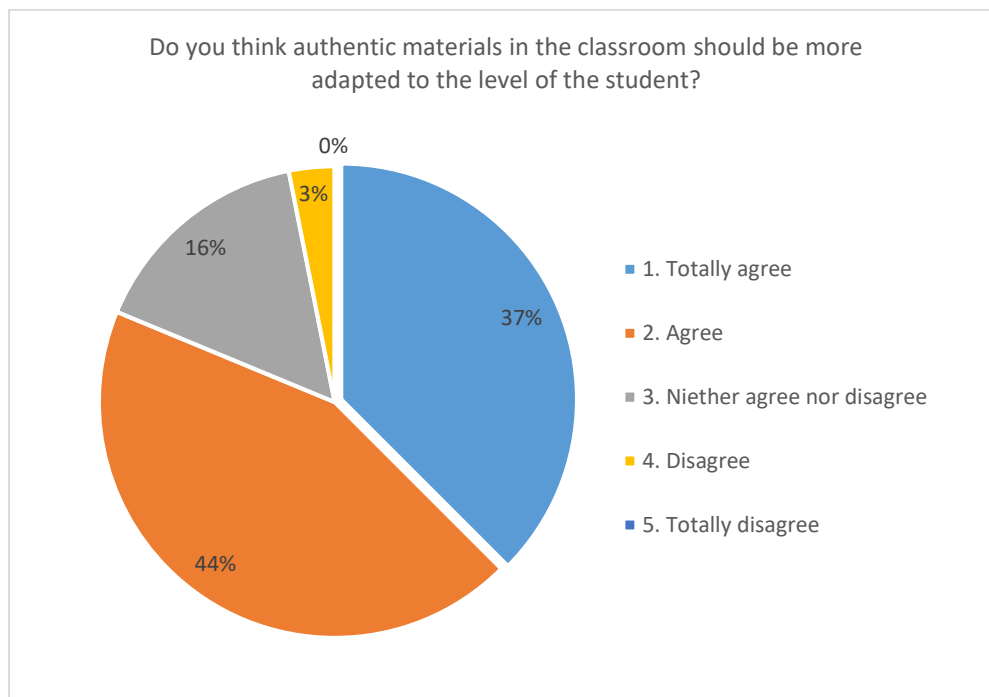
Elaborated by Jhonatan Vargas

Results: The majority of students, with 69%, strongly agree and agree that authentic materials are more effective in acquiring vocabulary, they recognize the benefits of exposure to language in real contexts, which allows them to learn vocabulary in a more natural and contextualized way. Thirty-one percent of students show disagreement or doubt as to the effectiveness of authentic versus traditional materials. This indicates that some students still value the more structured and controlled approach of traditional materials. The fact that no students expressed total disagreement with authentic materials suggests that, in general, students are open to the idea of using these resources.

- **Do you think authentic materials in the classroom should be more adapted to the level of the student?**

Figure No 10.

Adaptation to student's level



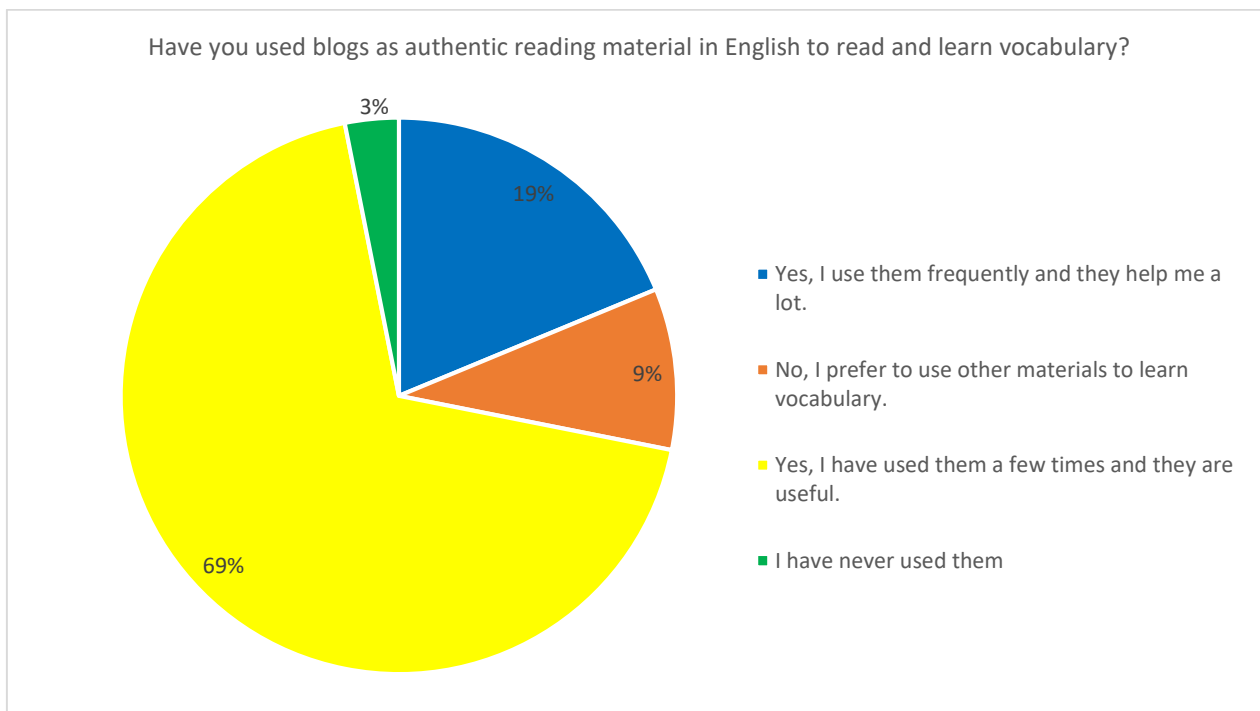
Elaborated by Jhonatan Vargas

Results: More than half of the students (81%) consider that the authentic materials could benefit from an adjustment to make them more. However, there is also a significant number of students 19% who feel that they do not need to be adapted. These students probably value exposure to more realistic materials, even if they involve more challenge. This would be beneficial for students to learn vocabulary more commonly used in everyday life. This result is relevant to research on vocabulary acquisition, as it suggests that many students may have difficulty with authentic materials without adaptations. This could influence the effectiveness of vocabulary acquisition if the materials are too complex.

- **Have you used blogs as authentic reading material in English to read and learn vocabulary?**

Figure No 11.

Use of blogs as authentic material



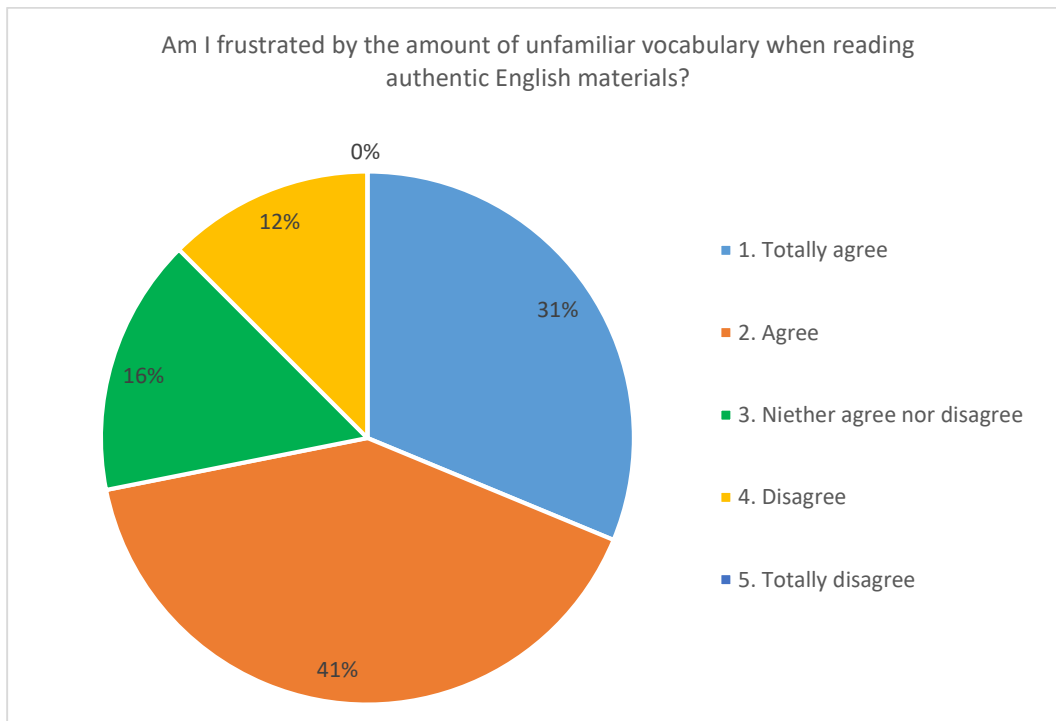
Elaborated by Jhonatan Vargas

Results: The graph shows that the majority of students have sometimes used blogs as reading material to learn vocabulary and consider them useful, 19% of students consider that, if it is helpful to learn vocabulary through blogs or prefer to use other materials to learn vocabulary, a smaller share of students have never used a blog as learning material. Although some students use less frequently and others prefer different materials. To get more out of authentic materials, teachers should integrate them more frequently in the classroom.

- **Am I frustrated by the amount of unfamiliar vocabulary when reading authentic English materials?**

Figure No 12.

Unfamiliar vocabulary



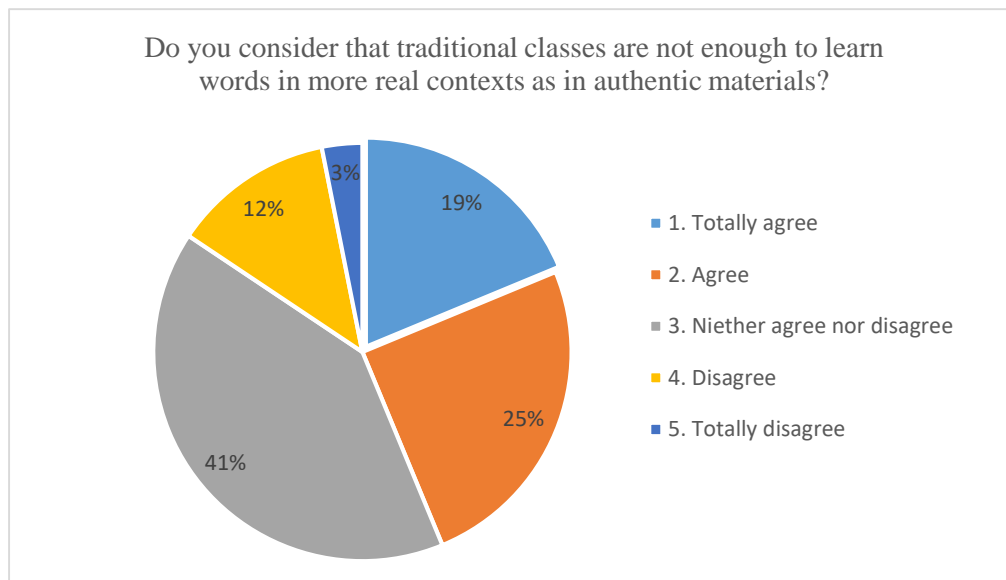
Elaborated by Jhonatan Vargas

Results: The graph shows that most students feel frustrated when they see unfamiliar vocabulary in their authentic materials, making learning frustrating and stressful, suggesting that vocabulary difficulty represents a significant obstacle in their learning process. However, some students handle this difficulty better, possibly because they have developed more effective comprehension strategies. To reduce frustration, teachers can implement specific teaching strategies and provide more accessible materials to help students cope with unfamiliar vocabulary more effectively and with greater confidence.

- **Do you consider that traditional classes are not enough to learn words in more real contexts as in authentic materials?**

Figure No 13.

Vocabulary on traditional classes.



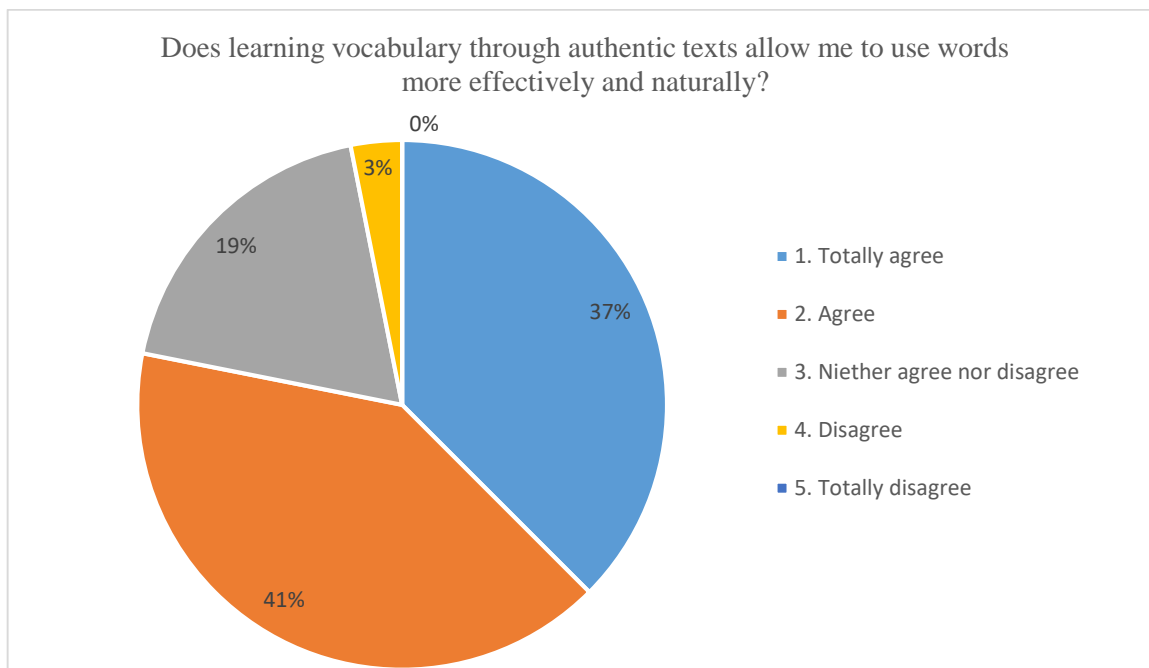
Elaborated by Jhonatan Vargas

Results: The graph shows that 19% of the students believe that traditional classes are not enough to learn vocabulary that can be used in more real-life contexts, and 25% of the students favor the statement that more than traditional materials are needed to learn good vocabulary that can be used in our daily lives, while only 12% disagree. However, 41% of the students maintain a neutral stance, suggesting that many still do not have a clear opinion on the subject, either because they have not been exposed to authentic materials and do not have a clear idea of the benefits and challenges involved.

- **Does learning vocabulary through authentic texts allow me to use words more effectively and naturally?**

Figure No 14.

Learning through Authentic materials



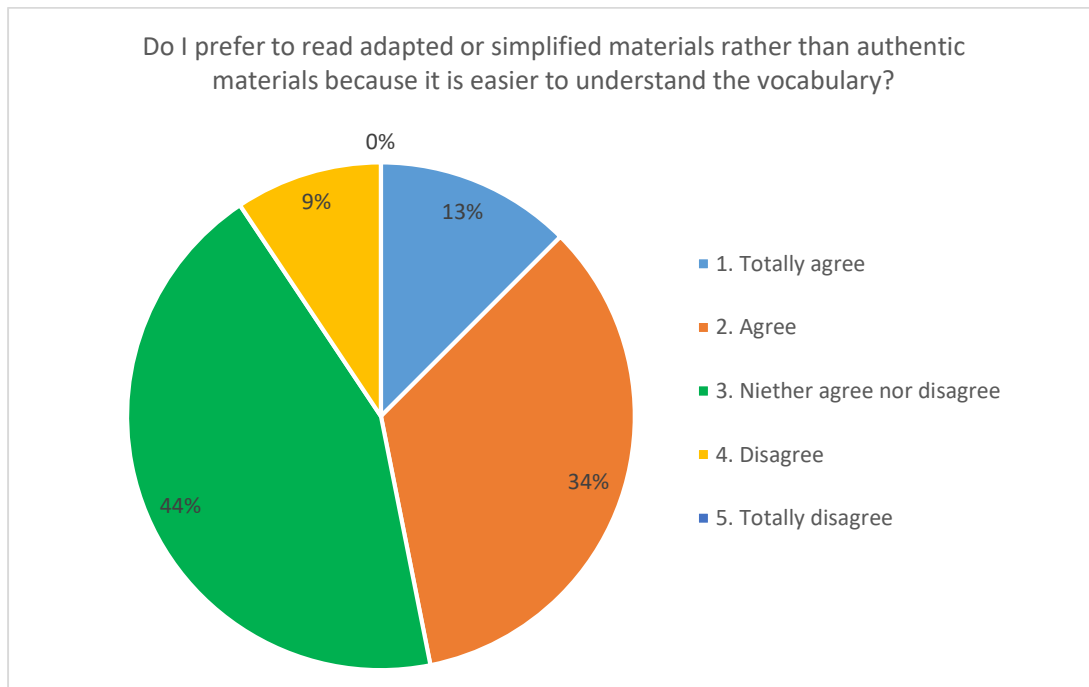
Elaborated by Jhonatan Vargas

Results: The graph shows that 78% of the students recognize the benefits of using authentic materials to learn vocabulary, which reinforces the idea that these materials can be an effective strategy to improve word acquisition in more natural contexts. In addition, the percentage in neutral and disagreement is minimal at 22% which suggests that this could be due to a lack of previous experience with authentic texts or that they have not yet noticed improvements in their language production.

- **Do I prefer to read adapted or simplified materials rather than authentic materials because it is easier to understand the vocabulary?**

Figure No 15.

Adapted materials rather than authentic materials



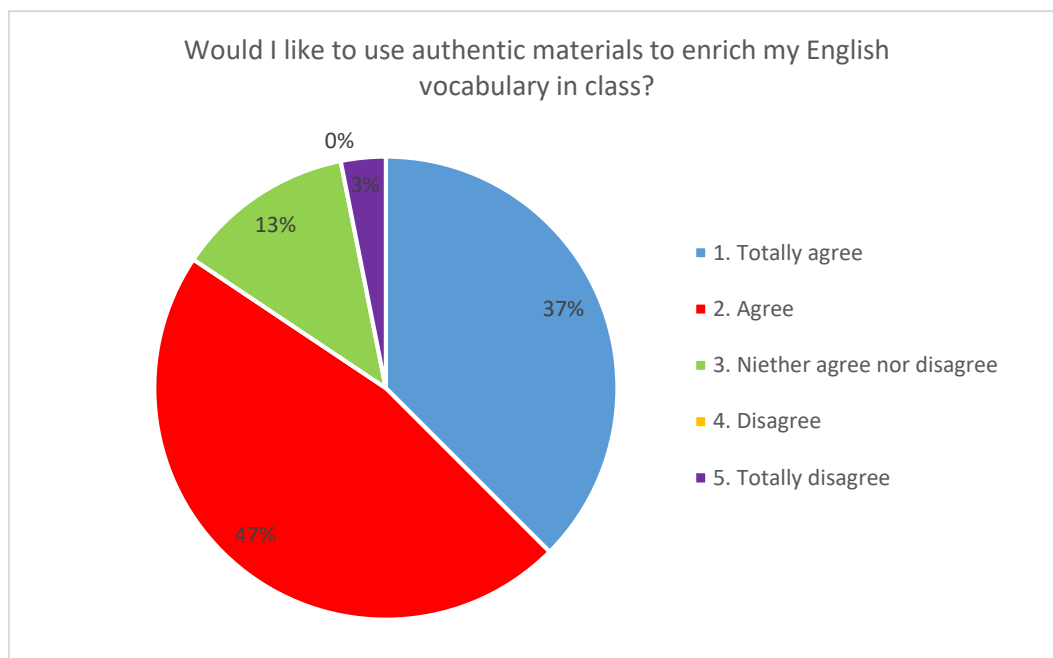
Elaborated by Jhonatan Vargas

Results: The graph shows that an important part of students 34% prefer simplified materials due to their ease of understanding. On the other hand, 44% of the students do not have a definite opinion and are in a neutral position. The low proportion of 9% of respondents do not find this simplification necessary, the general consensus suggests that the understanding of the content is fundamental, especially in educational environments, this highlights the importance of finding a balance in the teaching of vocabulary, combining authentic materials with strategies that facilitate understanding, such as the use of glossaries, scaffolding and pre-reading activities.

- **Would I like to use authentic materials to enrich my English vocabulary in class?**

Figure No 16.

Authentic materials into the classroom



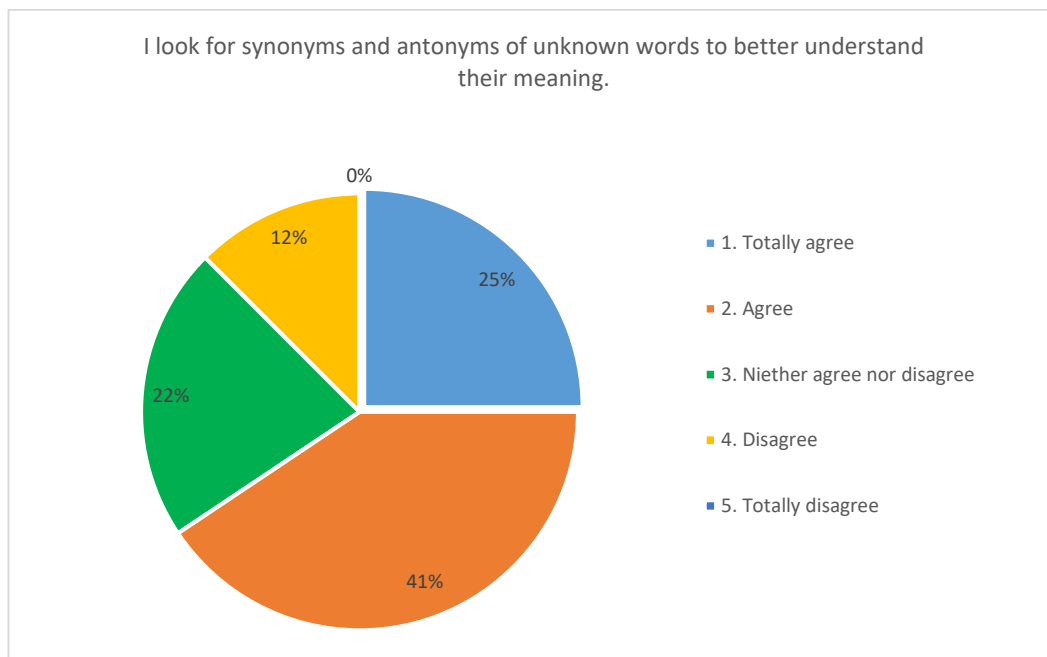
Elaborated by Jhonatan Vargas

Results: The graph shows that the majority of students (84%) are in favor of using authentic materials in class as these would enrich their vocabulary and lexicon, indicating a high level of motivation and disposition towards this pedagogical approach. On the other hand, only 16% of the students are in a neutral or disagreed position, which reflects a clear tendency towards the support of these materials.

- **I look for synonyms and antonyms of unknown words to better understand their meaning.**

Figure No 17.

I look for synonyms and antonyms



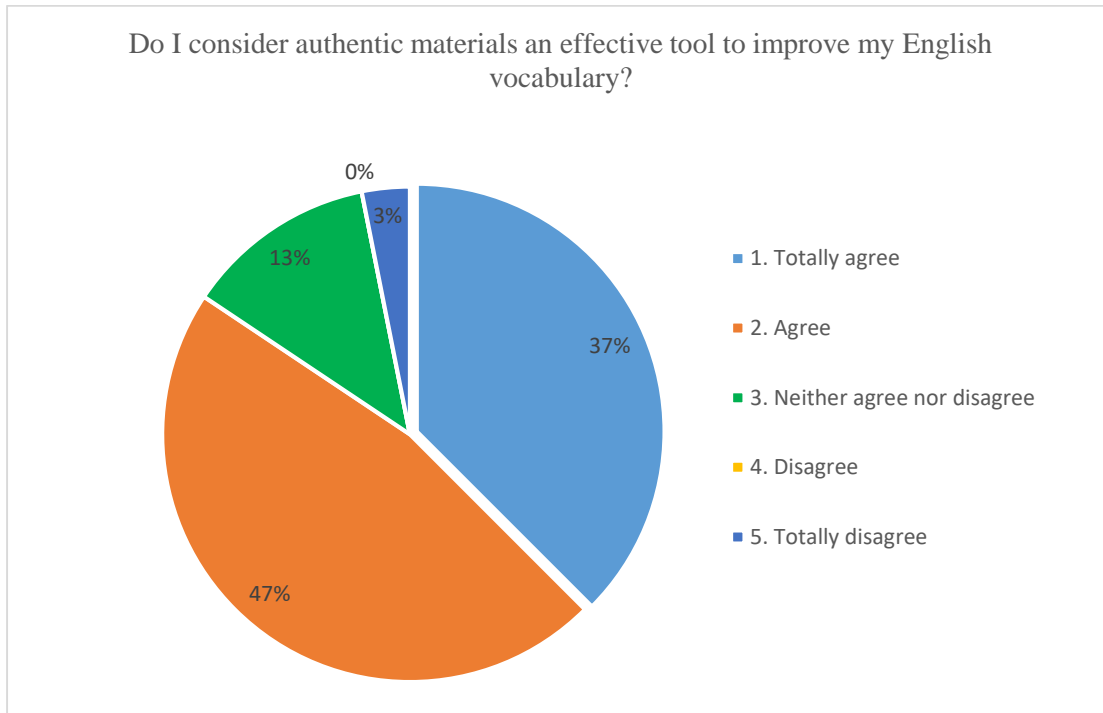
Elaborated by Jhonatan Vargas

Results: The graph shows that more than the majority of students (66%) use synonyms and antonyms in reading comprehension, which indicates a positive attitude towards vocabulary learning. However, 34% of students do not use this strategy suggesting that students opt for different strategies such as using a dictionary or basing meaning on context. Since the use of synonyms and antonyms could be an effective strategy, it is advisable to promote these techniques in the classroom, integrating them into reading activities.

- **Do I consider authentic materials an effective tool to improve my English vocabulary?**

Figure No 18.

Authentic materials as a effective tool



Elaborated by Jhonatan Vargas

Results: The graph shows that 84% of the students consider authentic materials to be an effective tool for acquiring and improving their vocabulary in the learning process, indicating appreciation and acceptance of authentic resources or materials, which supports their use in the classroom. However, 13% of students maintain a neutral stance, which may suggest a lack of experience with authentic materials or a preference for other learning methods, and only 3% of students disagree, suggesting that they have other considerations when using materials for learning. Overall, this analysis suggests that there is virtually no rejection of the use of these materials, although there may be isolated cases where students are not comfortable with this approach due to the complexity of understanding more advanced vocabulary.

- **What additional support do you need to improve your vocabulary when reading authentic materials?**

Table No 1.

Additional support to improve vocabulary

Answer	Frequency	Percentage %
Guided activities focused on the use of vocabulary in context.	10	31%
A dictionary.	6	19%
A vocabulary list before reading authentic material.	7	22%
Classes focused on reading authentic materials.	4	12%
Group activities to practice vocabulary from authentic materials.	5	16%
Total	32	100%

Elaborated by Jhonatan Vargas

Results: The results suggest that students value guided, hands-on activities that help them contextualize vocabulary, rather than simply receiving reading instruction. The importance of having a vocabulary list and dictionary as practical resources is also highlighted. While the rest of the students prefer strategies that help them understand vocabulary before reading, indicating that lexical anticipation could improve their performance. Also, group activities are not the main preference, but still represent a relevant strategy for some students.

- **What strategy do you use to remember and apply the vocabulary you learn in everyday life?**

Results: Students use a variety of strategies to learn English vocabulary. Reading is the most commonly used method, as well as writing down unfamiliar words and reviewing words by making sentences and looking up their meaning. Many also stress the importance of using vocabulary in conversation to reinforce vocabulary learning. Others use repetition, picture association, and memorization techniques, while some prefer dynamic approaches such as video games, movies, and word games.

4.3. Pre-test

Analysis of the pre-test conducted to first semester students of the Pedagogy Career in National and Foreign Languages, of the State Technical University of Quevedo, in order to identify the prior knowledge that each of the students has at the vocabulary level, The questions consist of identifying the meaning of the verb or expression given by reading a text extracted from a blog, This pre-test was carried out with the participation of 32 students, which consists of two sessions, the first session is a basic scale of recognition consisting of 4 questions, where the student must choose from four options the one that best describes his reading comprehension, while the second session consists of five questions based on the understanding by context involving the previous reading of the text.

4.3.1. First sesión

Table No 2.

Word Knowledge

	Expression or word			
Options	WENT BACK	LICKED	CHEWING	LAY DOWN
I don't know this word or expression.	9	10	12	15
I've seen this word or expression, but I don't know what it means	11	11	12	14
I think I know this word or expression and it means	8	7	5	2
I know this word or expression means, and I can use it in a sentence	4	4	3	1
TOTAL	32	32	32	32

Elaborated by Jhonatan Vargas

Analysis of the data from the first session of the Vocabulary Knowledge Scale (VKS) reveals that students only partially identify the vocabulary tested and that there is a significant gap between passive identification and active use of words in context. On average, more than

70% of the students are not able to correctly use the words in a sentence, indicating that their knowledge is mainly receptive rather than productive.

The words **“lay down”** and **“chewing”** are the most difficult words to use, probably due to their lower frequency in the learning materials and possible confusion with similar terms. On the other hand, **“went back”** is the word that is best recognized and used, suggesting greater learner exposure. These results highlight the need for didactic strategies that encourage interaction with vocabulary in authentic contexts. Activities such as dramatizations, associated images, contextualized readings, and oral production exercises can help reinforce learning.

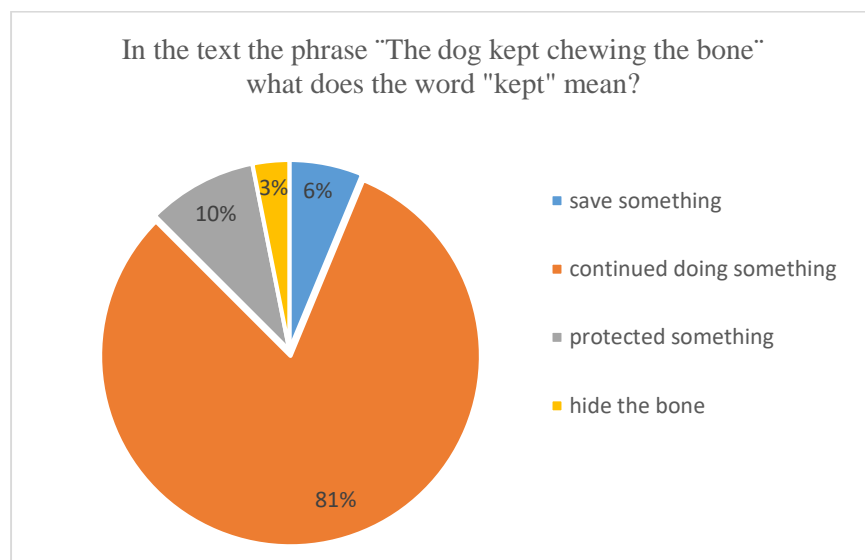
4.3.2. Second session

The second part is a contextual meaning scale, consisting of 5 questions where students had to read the text previously given and choose the answer according to the context.

- **In the text, the phrase “The dog kept chewing the bone” what does the word “kept” mean?**

Figure No 19.

Question 1, pre-test



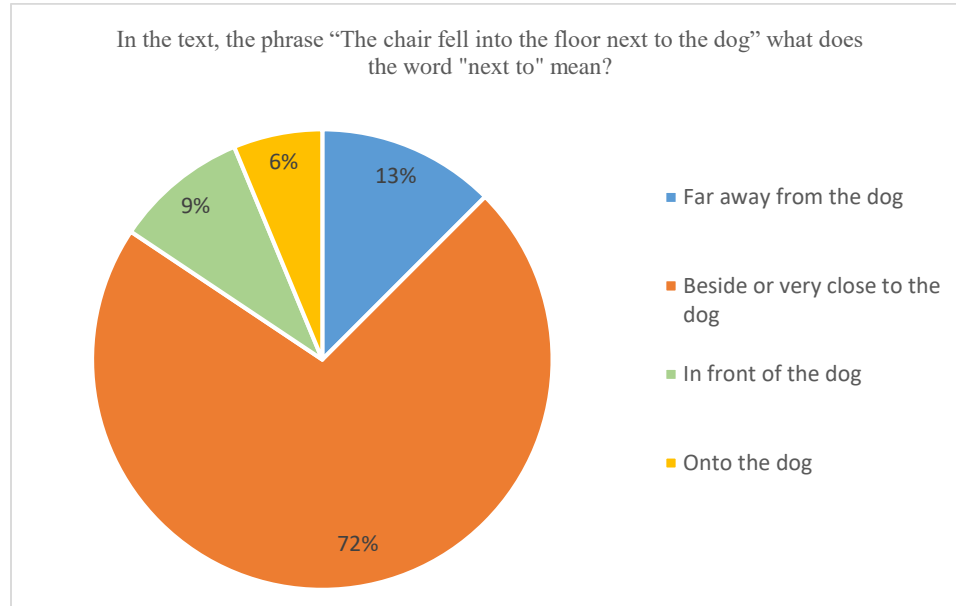
Elaborated by Jhonatan Vargas

The analysis of the question reveals that most respondents correctly understand the word “kept” in a sense of continuity, reflecting the context in which the term is used. This interpretation is essential for a correct understanding of the text, since a wrong understanding could modify the general interpretation of the action performed by the dog. The low relevance of the other responses suggests that, within the context offered, “kept” is almost universally interpreted as a continuation of an action rather than any other proposed action. A low percentage of 19% of the students have wrong answers, suggesting that they are based on the literal translation of the word and not on the context of the text itself. Therefore, it would be feasible to teach students to analyze a text by its context and not by the meanings of the individual words, since they change meaning depending on their use.

- **In the text, the phrase “The chair fell into the floor next to the dog” what does the “word next” to mean?**

Figure No 20.

Question 2, pre-test



Elaborated by Jhonatan Vargas

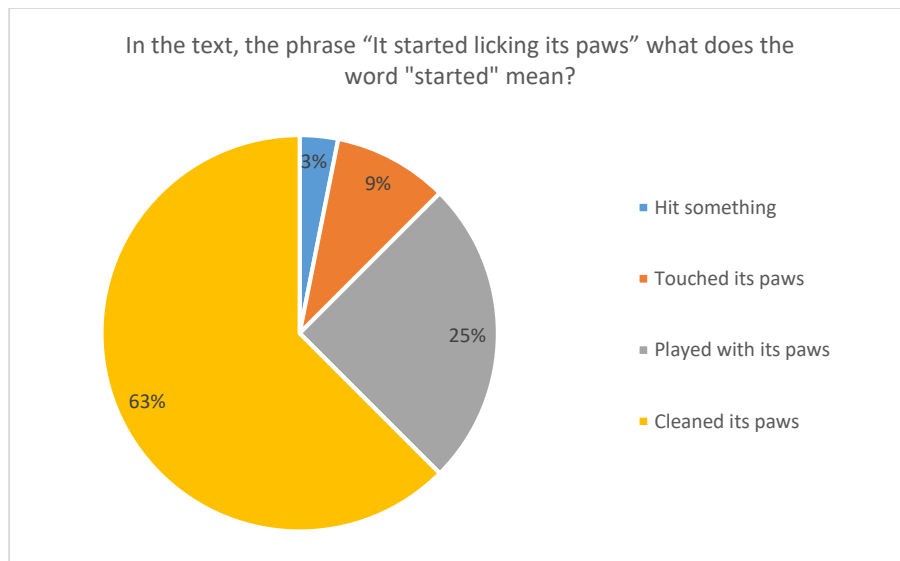
The majority of 72% correctly understood the meaning of the word in context" as "next to" or "very close to the dog", indicating a good understanding of the context. On the other hand, 19% chose options that do not reflect the most common meaning of "next".

This may be due to different interpretations of the term or a broader understanding of relative positions. The presence of erroneous answers suggests areas for improvement, especially in the context of learning English as a second language. The word "next" can be interpreted in different ways depending on the context. Confusion in some responses indicates that respondents may not be clear about the specific use of the preposition in this context.

- **In the text, the phrase “It started licking its paws” what does the word “started” mean?**

Figure No 21.

Question 3, pre-test



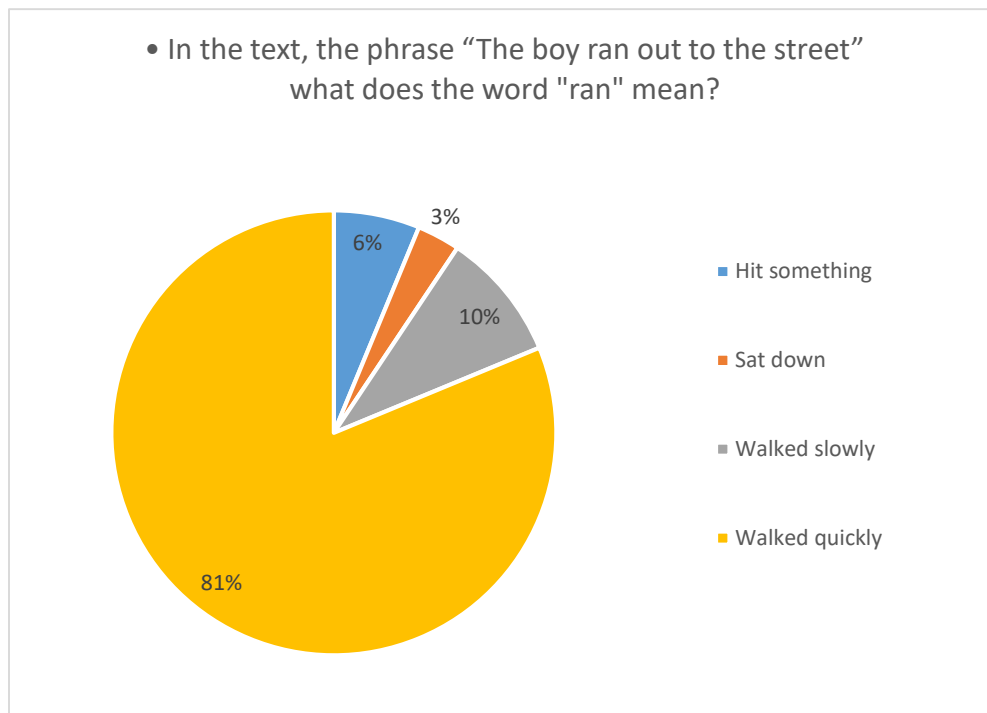
Elaborated by Jhonatan Vargas

A significant 63% correctly understood that "started" in this context means that the animal "cleaned its paws". Whereas, a lower percentage 25% thought it meant "touched their paws", on the other hand, that 9% mistakenly believed that "started" implies "hit something". The responses suggest some clarity among respondents about the context of the phrase, showing that most understand "licking" to be related to personal animal care.

- In the text, the phrase “The boy ran out to the street” what does the word “ran” mean?

Figure No 22.

Question 4, pre-test



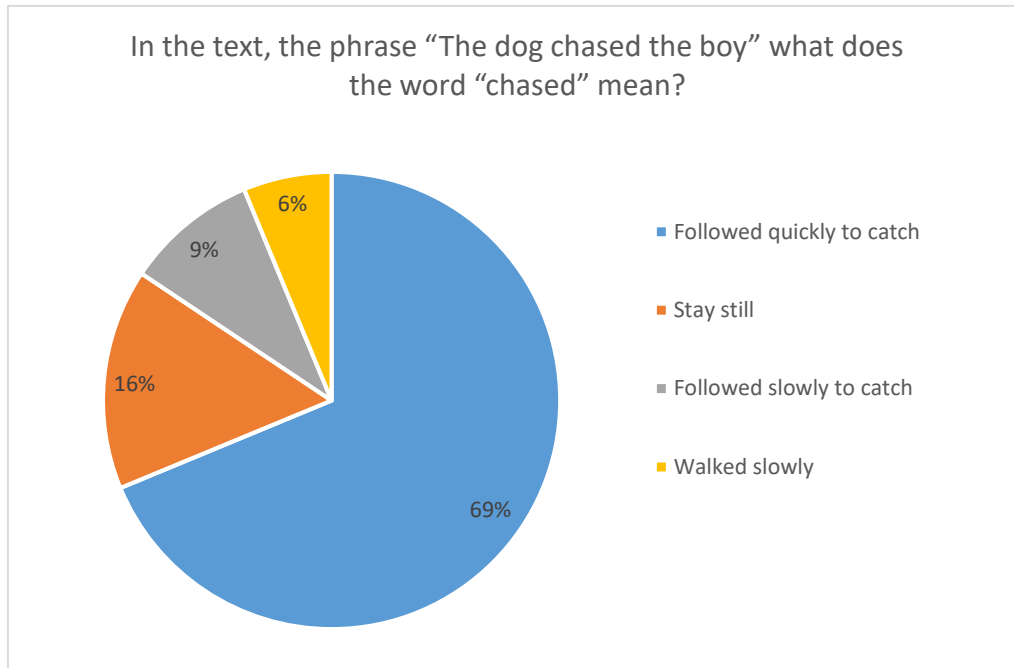
Elaborated by Jhonatan Vargas

In the results on the meaning of the word "ran" in the phrase "The boy ran out to the street", a remarkable 81% of respondents indicated that this word refers to "walked quickly", suggesting a clear understanding that "ran" involves moving at high speed and understand the context perfectly. Only 9% selected one of the other options, reflecting a strong consensus among participants on the correct interpretation of the term in the context presented.

- In the text the phrase “The dog chased the boy” what does the word “chased” mean?

Figure No 23.

Question 5, Pres-test



Elaborated by Jhonatan Vargas

The results indicate that this option was chosen by most students, indicating a correct understanding that "chased" implies moving quickly to reach someone. With a 30.3% of erroneous answers, it is evident that there is a group that could benefit from an additional review or instruction on the vocabulary and its meanings, pointing out a lack of understanding by context.

Text extracted from a blog for the pre-test, see [appendix 1](#)

4.3.3. General inferences of the pre-test

The results of the vocabulary knowledge scale (VKS) indicate that students possess a predominantly receptive vocabulary. While the majority of students can recognize and identify the meanings of words, another significant part struggles to use these words actively in sentences. This gap suggests that students may have limited opportunities to

interact with vocabulary in meaningful contexts, which makes clear the need for educational strategies that promote active use of language.

Certain words such as "lay down" and "chewing" were identified as particularly challenging for students, probably due to their lower frequency in learning materials and possible confusion with similar terms. On the contrary, the expression "went back" was more easily recognized, indicating that exposure to a certain vocabulary can improve recognition and understanding.

The second session, which focused on contextual meaning, showed that students generally performed well in understanding words within the context of a text. For example, a majority correctly interpreted the meanings of "kept," "next," "ran,". However, there were notable percentages of incorrect answers, particularly about the words "started" and "chased", suggesting that some students may still rely on literal translations rather than contextual interpretations.

The results of the pre-test indicate specific areas where students need more support, particularly in understanding and using vocabulary in context. The right interventions, such as vocabulary building exercises, contextualized reading activities and interactive use of the language, can help the student to improve his or her linguistic competence, with activities that encourage the use of varied vocabulary in a general context.

In summary, the pre-test highlights the need for a more integrated approach to vocabulary teaching that encourages active use and contextual understanding, providing opportunities for practical application, Teachers can better equip students with the skills needed for effective communication in English.

4.4. Teacher Interview

The following interview was conducted with 3 teachers of the Basic Education Faculty who have experience teaching students in their first semester, the objective is to know how authentic materials are integrated into the classes and how beneficial their use is when learning a new language.

1. In your experience as a teacher, how well-prepared do you think students are when they arrive at university in terms of English vocabulary?

According to the interview, teachers say that students' preparation in terms of English vocabulary at university varies significantly. While some students may lack adequate vocabulary, others come with sufficient knowledge to participate in their classes. They also believe that the tools and resources available for learning English seem to have a positive impact on students' preparation, although there are obstacles in the practical application of vocabulary. This suggests that while progress has been made in teaching English, it is essential to continue focusing on the development of practical skills and the application of vocabulary in real-life contexts, in the language of everyday use to ensure that students are fully prepared to face academic challenges at university in a global context.

2. What importance do you think vocabulary acquisition has in the early stages of learning a language like English?

Teachers mention that the acquisition of vocabulary in the early stages of English learning is of paramount importance, as it provides the necessary basis or guidance for effective communication. The teachers' replies underline that an adequate vocabulary is essential for the development of fluency and proficiency in the English language. In addition, the need for a balanced approach integrating vocabulary and grammar teaching is highlighted, which will enable students to communicate more effectively and develop their language skills in an integral manner. Finally, vocabulary teaching should be a priority in the classroom as it is an essential component for successful English learning.

3. What differences do you find between using traditional materials and authentic materials in vocabulary acquisition?

The answers reflect a concordance that by using authentic materials we expose students to more natural language, as they offer the opportunity to interact with a real-world vocabulary, which increases the relevance and applicability of learning, offering significant advantages over traditional materials. In addition, by incorporating strategies such as the use of real objects, images, and mimics or gestures, teachers can facilitate

understanding without relying on translation. However, in order to increase their effectiveness, it is important to select appropriate materials at the student level and complement them with interactive activities. This makes authentic materials a valuable tool in teaching by promoting more effective and dynamic learning.

4. Have you carried out specific activities for vocabulary acquisition using authentic reading materials?

Responses on specific activities for vocabulary acquisition using authentic reading materials reflect a variety of approaches and experiences. While some teachers implement participatory activities and dynamics, others focus on incidental exposure to vocabulary, that is, learning by reading naturally and asking for the meaning of an unknown word. Both strategies have their merits, but it is essential that educators consider the alignment of vocabulary with students' level and seek a balance between structured teaching and natural exposure to language. In doing so, they can maximize the effectiveness of authentic materials in vocabulary acquisition and enhance students' learning experience. Mimicry also stands out as an effective strategy, especially for verbs, as it actively involves students. However, the main challenge lies in the selection and adaptation of materials to make the presented vocabulary accessible and relevant for students.

5. In your experience, what do you consider to be the most effective authentic materials for teaching vocabulary, such as articles, blogs, newspapers, videos, etc.? Why?

According to the teachers' answers there is no specific authentic material or one that is more effective than another, everything depends on the context and the level of experience of the student. While articles and newspapers provide language in a more formal and explicit context, blogs and videos may be more suitable and accessible for a basic vocabulary. The essence of effective teaching lies in carefully selecting materials that are not only relevant and authentic, but also fit with students' needs and levels of competence. In doing so, educators can maximize the effectiveness of vocabulary teaching and improve the overall learning experience. It is necessary to find a balance between the authenticity and complexity of vocabulary according to the level of the student to avoid frustrations and demotivation on the part of the students.

6. From your point of view, what do you consider to be the benefits of using authentic materials to acquire English vocabulary, as opposed to traditional materials?

The responses highlight something in common, that authentic materials allow students to learn vocabulary that is important and can be applied to world situations in a more real context. This may infer the motivation and confidence of students in using the language to get closer to the multicultural reality of the language. By integrating authentic materials into teaching, educators can create a more dynamic and relevant learning environment, which not only improves vocabulary acquisition but also enriches the educational experience in general.

7. In your opinion, what do you consider to be the main challenges students face when using authentic materials as learning resources to acquire vocabulary?

All responses agree that a significant challenge is the lack of understanding of the information presented in the authentic materials and this can be especially problematic due to the complexity of the context or vocabulary according to the student's level. To avoid this, it is essential that teachers select and adapt the material according to the level of the students so that they are accessible and encourage the connection with previous knowledge. Proper implementation of these materials not only strengthens the vocabulary, but also has a positive impact on other language skills such as speaking, writing and reading.

8. What strategies have you used to help students acquire vocabulary through the use of authentic reading materials?

According to the interview, all strategies used by teachers to help students acquire vocabulary through authentic reading materials are diverse and effective. The combination of technology, play activities and the use of authentic items creates a dynamic and attractive learning environment. By encouraging active student participation and providing opportunities for contextualized vocabulary practice,

teachers can significantly improve vocabulary acquisition. These strategies not only facilitate learning, but also make the educational experience more meaningful and relevant to students, promoting lasting and effective learning.

9. How do you measure the effectiveness of vocabulary learning when using authentic materials in the classroom?

According to the responses, the effectiveness of vocabulary learning by using authentic classroom materials can be measured through students' ability to transfer and apply vocabulary in different contexts, as well as their use in real communication situations. Continuous observation and informal assessment are valuable tools that enable teachers to assess learning in a holistic and contextualized way. By focusing on vocabulary functionality and interaction among students, educators can gain a clearer understanding of the effectiveness of their teaching and the impact of authentic materials on vocabulary learning. This approach not only promotes more meaningful learning, but also helps students develop effective communication skills in the language they are learning.

10. What recommendations would you give to teachers for implementing the use of authentic materials more effectively in vocabulary acquisition, based on your experience as a teacher?

According to the answers, in order to implement authentic materials effectively in vocabulary teaching, teachers must ensure that they are appropriate for the students' level, adapt them to your needs, and use them in a variety of activities. In addition, integrating technological tools and dynamic methodologies can improve motivation and meaningful learning. Planning and creativity in the use of these materials are essential to maximize their impact in the classroom.

11. According to your opinion, do you think more authentic materials should be used in the classroom to help improve vocabulary learning in students?

Teachers' responses reflect a general recognition of the importance of authentic materials in vocabulary teaching, as well as a desire to make classes more dynamic and

participatory. However, significant challenges related to the additional workload this may entail for teachers are also identified. For the implementation of authentic materials to be effective, it is crucial that resources and support are provided to teachers, including training in finding and adapting these materials, as well as strategies for managing workload.

In addition, it is suggested that educational institutions consider the systematic planning of these materials from the beginning of the academic year to avoid improvisation and teacher exhaustion. This analysis suggests that while there is a clear path to modernizing educational practices, it is essential to address logistical concerns in order to maximize the positive impact of authentic materials on students' learning.

4.5. Inferences from the analysis of the research tools:

- **Difficulties in Understanding Vocabulary**

Through class observation, student surveys, pre-test results and teacher interviews, these 4 elements revealed a clear pattern, in which students face challenges when interacting with authentic reading materials in vocabulary learning. Firstly, classroom observations indicate that students struggle with the complexity of the vocabulary and idioms present in these materials, generating stress and frustration. This difficulty is also reflected in the survey, where a significant percentage of students expressed frustration at finding unfamiliar vocabulary in authentic texts, this suggests that vocabulary difficulty is a major obstacle in their learning process.

On the other hand, the pre-test results complement this claim by showing that students have a receptive vocabulary, and know the word but have difficulties using it in a context. In addition, interviews with teachers corroborate these observations as educators pointed out that many students lack the necessary preparation to interact with authentic materials effectively, which can lead to further frustration and demotivation. In conclusion, the results show that students have difficulties when using authentic materials for vocabulary acquisition, mainly due to the complexity of the texts and lack of prior preparation.

- **Importance of Context and Interaction**

Classroom observations showed that the interaction between students and authentic materials was limited, making it difficult to clarify doubts and inferences of meanings of unknown words. In addition, surveys support this observation as many expressed a desire to participate in activities that help them understand the vocabulary in an appropriate context. On the other hand, interviews with teachers also underline the importance of selecting appropriate materials and implementing interactive activities that encourage active student participation. Without proper mediation, learners may feel isolated in their learning process, emphasizing that interaction is necessary to facilitate understanding of the vocabulary.

- **Preferences and Motivation**

First, the observations indicated that their frustration with the complexity of the vocabulary is evident, suggesting that the difficulty of the material may overshadow their initial interest. While, the results of the student survey support this observation, because some students feel unmotivated or stressed by the complexity of the vocabulary already can be a significant obstacle to understanding a reading. Interviews with teachers provide additional perspective, as educators recognized that authentic materials can increase student motivation, but also pointed to the challenges that arise due to different levels of preparation of students.

In conclusion, there is a general preference for authentic materials among students, which may enhance their motivation to learn. However, the vocabulary complexity of these materials can generate frustration, which highlights the need for appropriate selection and adaptation to the student's level.

- **Learning Strategies**

Students use various strategies to understand the meaning of new words. Context inference is the most used, followed by dictionaries and word lists. However, the class observation showed that lack of interaction with the material and among students limits the development of collaborative strategies to solve questions about vocabulary. While the survey students used context inference as their main strategy for understanding unknown

words, there was a lack of structured support to develop these strategies. On the other hand, pre-test results indicated that while students were able to recognize vocabulary, they had difficulty applying it in context, suggesting the need for more active learning strategies. and finally, the interviews with teachers highlighted the importance of integrating various strategies, such as interactive activities and contextualized learning, to improve vocabulary acquisition. This suggests that while students employ several strategies to understand vocabulary, there is a need for more structured support and collaborative learning opportunities to improve their vocabulary acquisition.

- **The use of Authentic Reading Materials**

First of all, it was observed that the use of authentic reading material is limit, to incorporate authentic materials an adaptation is necessary according to the level of the student. Secondly, teachers point out that authentic materials are an effective tool for vocabulary teaching, as they allow students to become familiar with the real language. However, they also expressed concern about the complexity of the texts and the lack of preparation of students to deal with them without additional support. They also pointed out that the implementation of authentic materials in the classroom can increase their workload, as it is necessary to adapt texts and design specific activities to facilitate understanding. In the surveys, it is also felt that authentic materials can be beneficial to students but the complexity of vocabulary discourages their use.

4.6. Incorporating contextually relevant strategies into vocabulary teaching

This set of strategies has as its starting point the incorporation of strategies and activities that promote the acquisition of vocabulary in the student through the reading of blogs, by placing emphasis on the Common European Framework of Reference for Languages so as to ensure that activities are adapted according to the level of the student, in order to improve the learning experience.

This proposal not only seeks to help students in the acquisition of vocabulary but also encourages a positive attitude towards learning English. By integrating innovative

methodologies, collaboration, and language skills, offering a dynamic and adaptable approach. These activities not only support linguistic and cognitive growth but also equip students with practical tools for academic and professional use. Teachers should give clear and precise instructions using gestures and examples, ensuring understanding and guiding students at all times.

4.6.1. Activities

Weekly reading of blogs to create a new learning with words where each word will be explained by the teacher and students must form sentences.

Activity 1

Spelling Bee.

Objective: To improve vocabulary through spelling and pronunciation of keywords extracted from English blogs.

Materials:

- List of selected words from the blog.
- Whiteboard or projector (optional).
- Flashcards with words (optional).

Steps:

- Students or the teacher provide a blog to read where all the words are selected to use in the activity.
- The students together with the teacher investigate the pronunciation and meaning of each word. They can use online dictionaries or tools.
- Two teams are formed where the teacher will be the moderator will say the word and use it in a loud prayer. (Optional)
- The student should say the word, spell it correctly and make a sentence with ell at the end. (if the student spelt correctly wins a point).
- Student by student until only one winner is left.

This activity helps to pronounce and recognize how to write it correctly, also helps the retention of vocabulary through interaction and use.

Activity 2

Glossary: Create a list of unknown and new words that are found during the reading of blogs previously selected by the teacher according to academic interests or the unit to review.

Materials:

- Blog of interest, selected by the teacher.
- Physical or online dictionary.

Instructions:

- Each week the teacher brings a text taken from a blog as part of the reading where students must select unknown or new words.
- The teacher should explain the meaning through interaction, gestures or use in contexts, making the class more interactive.
- Divide students into groups, where they should find synonyms and antonyms of the selected words.
- Students will go on to explain each word, giving an example using synonyms or antonyms, and also include images.

Some benefits of this activity are that students learn to use it in contexts that they have memorized through reading.

4.6.2. Final Projects.

Final Project 1:

Vocabulary Podcast Word Talk

Main Objective: Improve pronunciation and use of vocabulary by discussing and debating new words when creating a podcast.

Description:

- Students should work in pairs
- Students should read a blog, select at least 5 words they have not understood, and record a podcast explaining their meaning. (Explain their use and context)
- Provide examples of use in sentences. One example for each student.

Recording the Podcast:

- Each couple records an episode in time that covers all the content.
- Greet and present the podcast theme.
- Make known the words to be spoken in the podcast
- Define each word by explaining its meaning in a precise and clear way.
- Explain the context in which each word is used, mentioning where it can be used.
- Give examples of their use in real sentences (each student should say at least one sentence per word).
- End with a conclusion or reflection on the importance of learning new words.

Publication of the podcast:

- Each couple will upload the video on the platform indicated by the teacher for example YouTube, Google Drive, etc.

Project Time: Depends on the type of podcast and content.

This project not only improves pronunciation but also helps to retain vocabulary, and promotes creativity by providing unique learning experiences

Final Project 2:**Creating a Blog**

The aim is to improve vocabulary acquisition through writing, collaboration, and group involvement, as well as making practical use of new words in a real context.

Description:

- Students should create a blog about any topic of interest related to the didactic unit under study.
- Each student should choose a free or accessible platform such as Google Sites, Blogger, or WordPress.
- The blog will be created from the first week of the explanation teacher. where students will choose a topic of interest (e.g., sports, travel, technology, culture, music, etc.).
- The blog should have an attractive design and a clear structure. Students can choose colors, images, and other visuals to make their blog unique.
- They should include a welcome post explaining the purpose of their blog and the topic they have chosen.

Evaluation of the project

- At the end of the term or semester, the student must submit their paper. Considering the following aspects. Quality and creativity, Interaction with their colleagues, Correct use of vocabulary.

Tips for Project Success

- Choose a topic of interest to you. This will make writing easier and more fun, which helps vocabulary retention.
- Practice the words you are learning and make sure you use them in a context that makes sense.
- Be sure to read and comment on your peers' blogs, this will also help you learn new vocabulary
- Before you post, check the spelling and grammar of your post. Make sure your ideas are clear.

Project Time:

- Duration: 8 weeks (depending on the length of the quarter or semester).

- The specific delivery dates for each blog and the comments to be made by the student will be determined by the teacher.

This project not only improves the acquisition of vocabulary, but also promotes creativity, writing, and interaction with their peers, giving students an authentic language learning experience.

4.6.3. Recommendations:

- Read and explain the words before and after each activity, making sure that everyone understood the meaning and use of the words through contextualization or gestures.
- Select the blog according to the level of the students, that is words not so simple but not too complex, to avoid being overwhelmed by the complexity of the vocabulary.
- Involve all participants in the activities so that they can progress together, ensuring continuous and collaborative learning.
- Use shared interest blogs where students are encouraged to participate, to avoid boredom and stress.
- It is important to include adaptation strategies, such as the simplification of texts, the inclusion of keyword glossaries, and the use of explanatory notes.
- Before reading, it is suggested to perform pre-reading activities to activate the previous knowledge and familiarize the student with the vocabulary.
- During reading, activities such as word identification in context, the use of images associated with vocabulary, and the practice of meaning inference through clues in the text can be employed.
- After reading, vocabulary can be reinforced through games, dramatizations, gestures or oral or written summaries.
- Integrate group activities such as debates, guided discussions and group exercises that can help reinforce vocabulary retention and reduce frustration.

- To improve the implementation of authentic classroom materials, it is advisable to provide training for teachers on selection and adaptation strategies.
- Provide digital resources and tools that facilitate the search of blogs according to the student's interests.
- It is necessary to implement formative evaluation methods that allow the monitoring of vocabulary retention with the use of these strategies.
- Measure students' progress periodically to assess vocabulary retention.
- Although authentic materials are effective, it is advisable to combine them with traditional materials that allow a more structured teaching of the vocabulary.
- Using English blogs can be used as interactive resources for students to practice vocabulary in real situations.

5. CONCLUSIONS

Research shows that the use of authentic reading materials in English has a significant impact on vocabulary acquisition among beginning college students. It was found that, although students show a preference for these materials due to their relevance and connection with real life, the complexity of the vocabulary can generate frustration and difficulties in understanding.

Classroom observations and surveys revealed that students have a predominantly receptive vocabulary, meaning they can recognize words but have difficulties using them in communicative contexts. In addition, the pre-test results showed that participants rely heavily on contextual inference and the use of dictionaries to understand new words, although they lack structured strategies to improve their retention and application.

Teachers stressed the need to carefully select authentic materials and provide support activities, such as simplified texts and the use of glossaries, to facilitate learning. They also stressed that the integration of interactive strategies, such as collaborative discussions and exercises, improves students' motivation and engagement in vocabulary learning.

Research points to the need for an innovative approach to vocabulary teaching, which not only uses authentic materials but also implements interactive and collaborative learning strategies. This not only allows students to acquire vocabulary more effectively but also helps them develop a positive attitude towards learning English, better preparing them to face academic and professional challenges in a globalized world.

The proposed solution includes strategies for using authentic reading materials to improve the acquisition of vocabulary by UTEQ students. Through the implementation of interactive activities, the use of technology, and the creation of a collaborative learning environment. By integrating weekly reading of blogs, the creation of glossaries, and final projects, it encourages active practice of vocabulary in real contexts.

6. RECOMMENDATIONS

Carry out longitudinal studies over a period of time to observe the long-term impact of vocabulary learning and retention through the use of authentic material blogs. Including a greater diversity of educational contexts and student populations to obtain more meaningful and generalizable results.

Provide continuing education programs for all teachers to focus on the selection, adaptation, and implementation of authentic materials in the classroom, including hands-on workshops and digital resources that facilitate their use. In addition, establish communication networks between teachers to share their experiences, strategies, and resources on the use of these materials, helping the practical training of the teacher and helping to improve students.

Implement formative and summative assessment methods such as the VKS test, which measures the impact of authentic materials on vocabulary acquisition to understand their effectiveness. In addition, to analyze and review key data on the experience of students with these materials, so as to adjust and improve teaching practices, ensuring that learning is optimized.

Extend research aimed at the use of all language skills such as: reading, writing, listening, and speaking by helping to acquire vocabulary not only at basic levels but also at intermediate and advanced levels, this is crucial to assess their effectiveness in vocabulary acquisition at different stages of learning. In addition, ensuring that all groups benefit from this methodology and can experience meaningful and contextualized learning.

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8. APPENDICES

Appendix No 1. Blog text

The black  cat jumped up onto the chair. It looked down at the white  dog. The dog was chewing on a bone. The cat jumped onto the dog. The dog kept chewing the bone. The cat played with the dog's tail. The dog kept chewing the bone. The cat jumped back onto the chair. It started licking its paws. The dog stood up. It looked at the cat. It licked the cat's fur. The cat licked the dog's nose. The dog went back to its bone. A boy ran through the room. He was wearing a yellow shirt. He almost ran into the chair. The cat jumped off the chair. The cat jumped onto the sofa. The chair fell onto the floor next to the dog. The dog stopped chewing the bone. The dog chased the boy. The boy ran out to the street. He threw a stick. The dog chased the stick. The dog lay down. It chewed on the stick.

Appendix No 2. Pre-test

**Leer el siguiente texto y responder las preguntas de acuerdo a las indicaciones.
Para cada palabra escoja la mejor opción que describa su entendimiento.**

ESCALA DE RECONOCIMIENTO BASICO

Went Back*

No conozco esta expresión.

Eh visto esta expresión, pero no sé que significa

Creo que conozco esta expresión y significa.....

Conozco esta expresión, significa..... Y puedo usar en una oración.....

Licked*

No conozco esta palabra

Eh visto esta palabra, pero no sé que significa

Creo que conozco esta palabra y significa.....

Conozco esta palabra, significa..... Y puedo usar en una oración.....

Chewing*

No conozco esta palabra

Eh visto esta palabra, pero no sé que significa

Creo que conozco esta palabra y significa.....

Conozco esta palabra, significa..... Y puedo usar en una oración.....

Lay down *

No conozco esta expresión

Eh visto esta expresión, pero no sé que significa

Creo que conozco esta expresión y significa.....

Conozco esta expresión, significa..... Y puedo usar en una oración.....

Opción 5

Opción 6

Leer el texto detenidamente y escoger la respuesta que crea correcta según su entendimiento.

ESCALA DE SIGNIFICADO CONTEXTUAL

En el texto la frase "The dog kept chewing the bone" what does the word **kept** mean?*

save something

continued doing something

protected something

hide the bone

En el texto la frase "The chair fell onto the floor next to the dog" what does the word **next to** mean?*

Far way from the dog.

Beside or very close to the dog.

In front of the dog.

Onto the dog.

En el texto la frase "It started licking its paws" what does the word **started** mean?*

hit something

Touched its paws

Played with its paws

Cleaned its paws

En el texto la frase "The boy ran out to the street" what does the word **ran** mean?*

hit something

sat down

walked slowly

walked quickly

En el texto la frase "The dog chased the boy" what does the word **chased** mean?*

Followed quickly to catch

Stay still

Followed slowly to catch

Walked slowly

Appendix No 3. Letter of consent

Carta de Consentimiento

Estimado Estudiante:

Usted ha sido invitado a participar en el estudio titulado “Vocabulary acquisition through authentic English reading materials on beginner young adult learners at the University”, presentado a la licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, dirigido por el Sr. Jhonatan Alexander Vargas Bonilla, estudiante de la Universidad Técnica Estatal de Quevedo. Este formulario de consentimiento explica el estudio de investigación. Por favor, léalo detenidamente. Su participación en este estudio es voluntaria.

Si usted acepta participar en este estudio se le aplicarán las siguientes mediciones: 1.Encuestas: Con el objetivo de: conocer su opinión sobre el uso de materiales auténticos para adquirir vocabulario. 2.Prueba de diagnóstico: Con el objetivo de conocer el nivel de vocabulario actual del estudiante. 3.Observación: Será observado durante actividades que involucre materiales auténticos en horarios establecidos dentro del horario académico. 4.Entrevista al finalizar para conocer su experiencia de manera individual.

Las actividades realizadas en la investigación pedagógica no tienen ningún costo para usted ni para la universidad. Si usted no desea participar en las actividades no implicará sanción alguna. Además, tiene el derecho a negarse a responder preguntas concretas, también puede optar por retirarse de este estudio en cualquier momento y la información que hemos recogido será eliminada del estudio. Cabe destacar que no existe ningún riesgo para usted por su participación. Al participar de todo el estudio el beneficio directo que recibirá usted será la posibilidad de mejorar la fluidez en el idioma inglés.

Los datos obtenidos serán de carácter confidencial, se guardará su anonimato, y serán organizados con un alias asignado para cada estudiante, la identidad de los estudiantes estará disponible sólo para el personal del proyecto y se mantendrá completamente reservada. La información recolectada no será usada para ningún otro propósito, además de los señalados anteriormente, sin su autorización previa y por escrito. Cualquier pregunta que desee hacer durante el proceso de investigación, podrá contactarse con el Sr. Jhonatan Alexander Vargas Bonilla estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica Estatal de Quevedo al correo electrónico: jvargasb2@uteq.edu.ec o con el Lcda. Alina Martinez MSc. Tutor del proyecto de titulación, al correo electrónico: amartinez@uteq.edu.ec .

Si está dispuesto a colaborar en esta investigación y ser participe por favor completar lo siguiente:

Firmo consentimiento informado ya que yo con.....
cédula de identidad #..... he leído y comprendido la información que aquí se presenta para ser parte de la recopilación de información del proyecto de investigación: “Vocabulary acquisition through authentic English reading materials on beginner young adult learners at the University”.

Jhonatan Alexander Vargas
Estudiante UTEQ

Firma del participante
C.I #.....

Appendix No 4. Teachers' Interview

This interview is aimed at teachers from the Universidad Técnica Estatal de Quevedo, primarily those teaching lower-level courses such as the first semester.

- In your experience as a teacher, How well-prepared do you think students are when they arrive at university in terms of English vocabulary?
- What importance do you think vocabulary acquisition has in the early stages of learning a language like English?
- What differences do you find between using traditional materials and authentic materials in vocabulary acquisition?
- Have you carried out specific activities for vocabulary acquisition using authentic materials?
- In your experience, What do you consider to be the most effective authentic materials for teaching vocabulary, such as articles, blogs, newspapers, videos, etc.? Why ?
- From your point of view, What do you consider to be the benefits of using authentic materials to acquire English vocabulary, as opposed to traditional materials?
- In your opinion, What do you consider to be the main challenges students face when using authentic materials as learning resources to acquire vocabulary?
- What strategies have you used to help students acquire vocabulary through the use of authentic materials?
- How do you measure the effectiveness of vocabulary learning when using authentic materials in the classroom?
- What recommendations would you give to teachers for implementing the use of authentic materials more effectively in vocabulary acquisition, based on your experience as a teacher?
- Do you think more authentic materials should be used in the classroom to help improve vocabulary learning in students?

Appendix No 5. Student Survey

VOCABULARY ACQUISITION THROUGH AUTHENTIC ENGLISH READING MATERIALS ON BEGINNER YOUNG ADULT LEARNERS AT THE UNIVERSITY

Esta encuesta es parte de un proyecto de investigación para titulación y tiene como objetivo analizar la efectividad del uso de materiales auténticos como son los vídeos, periódicos o blogs en inglés para el aprendizaje de vocabulario en los estudiantes de primer semestre de la Universidad Técnica Estatal de Quevedo.

La recolección de la información será anónima los datos recolectados será exclusivamente con fines académicos se agradece su cooperación y entera disposición para completar este cuestionario.

*** Indica que la pregunta es obligatoria**

Correo*

aarroyoa@uteq.edu.ec

Facultad Ciencias de la Educación *

Carrera Educación Básica
Carrera Pedagogía de los Idiomas Nacionales y Extranjeros
Carrera de Psicopedagogía

Paralelo*

A
B

Aprender vocabulario en inglés a través de la lectura me ayuda mucho. *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

Me siento motivado leer textos en inglés fuera de clase. *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Qué estrategias usted utiliza para comprender el significado de una palabra desconocida en inglés durante la lectura? *

Uso un diccionario para saber el significado.
Intento traducir la palabra por el contexto.

Trato de adivinar su significado.
 Pregunto a alguien por el significado.
 Me quedo con la duda y no busco su significado.

¿Qué tipo de material auténtico de lectura en inglés has usado? *

Blogs
 Periódicos
 Artículos
 Revistas
 Noticias en línea.

¿Considera que los materiales auténticos de lectura (libros, periódico, blogs, artículos) son más efectivos para adquirir vocabulario que los materiales tradicionales en clases? *

Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo, ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

¿Cree que los materiales auténticos en el aula debería adaptarse más al nivel del estudiante? *

Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo, ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

¿Ha usado blogs como material auténtico de lectura en inglés para leer y aprender vocabulario? *

Si , los uso frecuentemente y me ayudan mucho.
 No, prefiero usar otros materiales para aprender vocabulario.
 Si, los he usado algunas veces y son útiles.
 Nunca los he usado,
 Otro:

¿Me siento frustrado por la cantidad de vocabulario desconocido al leer materiales auténticos en inglés? *

Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo, ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

¿Considera usted que las clases tradicionales no son suficientes para aprender palabras en contextos más reales como en los materiales auténticos? *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Aprender vocabulario a través de textos auténticos me permiten utilizar las palabras de manera más efectiva y natural? *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Prefiero leer materiales adaptados o simplificados en lugar de materiales auténticos porque es más fácil entender el vocabulario?*

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Me gustaría que en las clases se utilicen materiales auténticos para enriquecer mi vocabulario en inglés? *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

Busco sinónimos y antónimos de las palabras desconocidas para entender mejor su significado. *

Totalmente de acuerdo
De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Considero que los materiales auténticos es una herramienta efectiva para mejorar mi vocabulario en inglés? *

Totalmente de acuerdo

De acuerdo
Ni de acuerdo, ni en desacuerdo
En desacuerdo
Totalmente en desacuerdo

¿Qué tipo de apoyo adicional necesitas para mejorar tu vocabulario al leer materiales auténticos? *

Actividades guiadas enfocadas en el uso de vocabulario en contexto.
Un diccionario.
Una lista de vocabulario antes de leer un material auténtico.
Clases enfocadas en la lectura de materiales auténticos.
Actividades grupales para practicar el vocabulario extraído de materiales auténticos.

¿Qué estrategia usa para recordar y aplicar el vocabulario que aprendes en el diario vivir? *