UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.

THEME:

"THE EMBODIED LEARNING METHOD AND THE ENGLISH LANGUAGE VOCABULARY"

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2020

TUTOR APPROVAL

SUPERVISOR APPROVAL

CERTIFY:

Lic. Mg. Dorys Maribel Cumbe Caraizaca holder of the I.D No 1803694569, in my capacity as supervisor of the Research dissertation on the topic: **"THE EMBODIED LEARNING METHOD AND THE ENGLISH LANGUAGE VOCABULARY"** investigated by Miss Evelyn Michelle Gavilanes Solís with I.D No. 1804854352, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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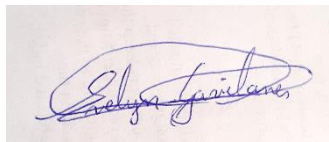..

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DECLARATION PAGE

I declare that this investigation "THE EMBODIED LEARNING METHOD AND THE ENGLISH LANGUAGE VOCABULARY" is completely made by the author and it contains all the requirements demanded to be approved.

This investigation contents are the author's responsibility.

………………………………………

Evelyn Michelle Gavilanes Solís

I.D. 180485435-2

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BOARD OF EXAMINERS APPROVAL PAGE

APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "THE EMBODIED LEARNING METHOD AND THE ENGLISH LANGUAGE VOCABULARY" which is held by Evelyn Michelle Gavilanes Solís undergraduate student from Carrera de Idiomas, academic period April – September 2020, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, October 29th, 2020

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DEDICATION

With dedication and effort, I dedicate him.

To God, who after having finished the current project has allowed me to enjoy the life and knowledge necessary to carry out this research project.

The work accomplished has been possible thanks to him.

Evelyn,

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To God Jehovah, to be my greatest source of strength and motivation.

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Evelyn,

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FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TITLE: "THE EMBODIED LEARNING METHOD AND THE ENGLISH LANGUAGE VOCABULARY"

AUTHOR: Evelyn Michelle Gavilanes Solís

TUTOR: Dorys Maribel Cumbe Coraizaca Mg

ABSTRACT

The present research has studied the usefulness of **the Embodied learning method** in the English **vocabulary learning**. Being a learning method that not only uses an **intellectual way** of teaching but also involves **the body**. The objective of this research is to contribute to the process of learning and retention of vocabulary through the use of the body and mind together with technology with the application of the Embodied learning methodology. Students can retain information for longer by using this methodology since it uses human cognition and kinesthetic to learn. Quantitative research was used in the study because it was measured using statistical methods. The research involved a group of 27 students of second semester from the Universidad Técnica de Ambato participated in the research from the program Pedagogía de los Idiomas Nacionales y Extranjeros. A pre-test, an application with the Embodied learning method, and a post-test were carried out to identify the deficiencies and results of the students. Consequently, to verify the hypothesis, the Wilcoxon rank test and the deductive T-student test were used, which resulted in the acceptance of the alternative hypothesis that shows that the Embodied learning methodology helps the development of vocabulary in **language learning**. English language in a meaningful way because it helps students retain and learn vocabulary effectively.

Keywords: The Embodied learning method, vocabulary learning, the body, the intellectual way, language learning

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

For this part of the research, five documents related to "The built-in learning method and the vocabulary of the English language" have been taken into account, although it is difficult to find accurate information on the subject, research has been carried out to establish a relationship between embodied learning methodology and vocabulary.

The reports of the documents are as follows.

Research by Kuo et al., (2014) called "**The Effects of Embodied-based TPR learning approach on students English vocabulary learning achievement, retention, and acceptance**" has as objective is that language learning with the use of the human body promotes the academic performance of the student based on theory of embodied cognition. The research involved 50 students of the fifth grade. The group with which the experiment was carried out used the Embodiment-based TPR learning approach based on the traditional method, while the control group used a traditional TPR learning approach. The results show that both the post-test and the delay test referring to English vocabulary learning performance and acceptance between the two groups did not have significant differences. On the other hand, the learning retention result indicated a significant worsening for the control group, while the learning retention of the experimental group remained the same, which means that the Embodiment-based TPR approach could provide a better learning retention than the conventional TPR approach. To conclude, the group with which the experiment was carried out showed a level of improvement in the acceptance of the proposed learning approach.

Another research is **"Preschool Children's Foreign Language Vocabulary Learning by Embodying Words Through Physical Activity and Gesturing"** investigated by Toumpaniari et al., (2015). The purpose of this study is to demonstrate that physical activity that includes gross motor activities has the ability to lead to better cognitive functioning and better academic results. In addition, the application of information through the use of subtler motor activities, such as task-relevant gestures, has a major impact on learning. In this research, we investigated whether the combination of physical activity and gestures in a four-week intervention program on foreign language vocabulary learning in preschool children could further enhance

learning. The findings indicate that learning by embodying words through task-relevant movements of action and physical activities would be viewed as the preferred form of teaching and would lead to higher learning outcomes than learning by embodying words only through task-relevant execution movements. In conclusion, the results of this study are promising for teaching methods that combine physical activities and gestures as drivers of learning in children.

Following, **"Implementing embodied learning in the classroom: effects on children's memory and language skills"** Kosmas et al., (2019). This research aims to teach methods that promote the active participation of children in the classroom. It also focuses on the built-in learning approach, which is based on the idea of a body-mind link in learning. The study also embodies in the curriculum classes where movement-based games are used. The research was carried out on a total of 52 elementary students committed to embodied learning. The results show the significant effects of children's knowledge and academic performance. This research helps the educational community implement embodied learning with technology in the classroom.

Despite all the methodological efforts that have been made over the last three decades, teaching is based on conventional principles. Macedonia, (2019)in the article "**Embodied learning: Why at School the Mind Needs the Body**" discussed that most educational methodologies follow mentalist theories, that is, theories in which the mind is separated from the body. The aim of this article is to propose embodied learning as an option in mentalist education. The methodology used in this article is based on embodied learning from a neuroscientific perspective. In addition, the researcher analyzed the brain mechanisms that develop embodied learning and described the advantages in favor of educational teaching that brings the body and mind together.

"The importance of vocabulary in language learning and how to be taught" Alqahtani, (2015). The researcher describes significant work on the impotence of vocabulary in this study. Additionally, the researcher discusses other methods that English teachers use to teach English, as well as their personal views of these subjects. Bearing in mind that mastering vocabulary is essential to learning a new foreign language. Recent work suggests that teaching vocabulary can be challenging because

teachers do not trust the best methods used to teach vocabulary, and do not know how to prioritize word learning.

In conclusion, there is precise previous research showing that the use of the embodied learning methodology and vocabulary learning. All of these investigations had excellent results in which the researchers conclude that students acquire significantly new vocabulary by using the mind and body to learn.

1.2 Theoretical Foundation

1.2.1 Embodied learning method

Embodied learning is a modern pedagogical theory of learning, which stresses the use of the body in educational practice and the interaction between student and teacher, both in and out of the classroom and in interactive environments explained Lazoudis et al., (2016). Besides, the body wasn't usually used in education. Each body presence was consistently excluded from the educational activity, the learning experience, and the students' interaction. The idea of embodied learning was unfamiliar to the educational community, such as the teachers and the students, and therefore not appropriate. It was therefore hard to comprehend that the body is not only a source of information or a mediator but also represents the relationship of the student with the world.

According to Lazoudis et al. (2016), the concepts of embodied learning offer responses to questions about how information is constructed by students, as they leave behind the traditional model of understanding knowledge and consider each student as a whole, while treating the body of all as a resource for knowledge building and as a transmitter of knowledge. Language and full-body movement were studied as an important means by which students share their thoughts and meanings while engaging with a series of interactive integrated games designed by researchers in innovative and creative approaches to teaching.

Through Embodied Learning, the circumstances it is being used affect the existing experience, and the types of activities in which the student is expected to participate. Some elements should be into consideration when creating an activity, states Lazoudis et al., (2016).

a) Cognitive involvement in the topic, cognitive processes

b) Body movements

 c) Expression of the feelings of the students.

d) Clarification of instructions

 e) Holistic design of activities

f) Cooperation of students

g) Students' abilities to apply acquired knowledge to new environments

The characteristics of embodied learning

The main key to embodied learning may be that the human body is capable of playing an important role in thinking, in the cognitive process, in the comprehension of the concepts and acting in the world, Foglia (2017). Body movements and senses can play a major role in cognition by including didactic and physical interactive activities in teaching and learning.

According to Dixon (2011), the primary characteristics of embodied learning are the following:

Table 1. *Characteristics of embodied learning*

Characteristics of embodied learning	
a.	sensorimotor activity
b.	relevance of gestures
c.	emotional involvement

Source: Dixon (M. Dixon, 2011)
Elaborated by: Gavilanes, E. (2020)

Embodied learning is a pedagogy in which mental processes are used by students who are carried out using synchronized body movements related to the material represented through emotional commitment and communication skills.

Learning vocabulary in a foreign language is more effective if we use gestures or gestures and physical activities and not only traditional learning without gestures or physical activities. If we combine words with physical activities and movements in an activity, it is more effective. Acquiring a second language vocabulary is more significant if words are used through gestures for homework and physical activities instead of just incorporating word gestures, (Toumpaniari et al., 2015).

Implementation of embodied learning in the classroom

Using technology tools in the classroom is challenging but doing so is very helpful. Teachers, by implementing technology in their incorporated learning methodologies, can have an academic and cognitive impact on the student. Something that can be used is educational games based on Kinems, (P. Kosmas, A. Ioannou, 2018). Kinems is a tool that enables the teacher to genuinely implement embedded learning in classrooms. Additionally, a combination of motor, academic, and cognitive goals with strong curriculum adaptation that helps students learn meaningfully using the built-in learning method utilizes this collection of games.

Learning focuses on making and expanding students' communication with the world, this includes emotions and interaction. Despite the fact that we can find experimental or expressive practices in many places as learning principles, physical activities are essential for incorporated experiences to exist, Susan (2011). There are some key principles for incorporating embodied learning in an educational unit, for example, teachers can focus on conducting individual interactions focused on basic subjects that introduce and expand projects that integrate physical education in all subjects and schools.

Learning a new language is a basic component to develop academically. Besides, knowing the learning styles is important for students to learn a new language. Therefore, there are a large number of methodologies that can be applied to each child's needs. I believe that the Embodied learning method is a method that would encompass some of the learning styles because in this method children can learn while moving, seeing or listening to different

information, especially vocabulary that is essential to learn a foreign language. In addition, implementing the Embodied learning method is adaptable because technology can be used since different technological resources can be used to apply this methodology. Finally, the idea of learning through doing and thorough contact with the environment, including through emotions and interaction, is closely related to embodied learning.

1.2.2 English Language Vocabulary

Vocabulary is a basic lesson in teaching and learning processes and connecting with other people, as Nunan (2006) said vocabulary is a set of words that a person knows, which helps to remember words quickly in conversation with others. According to Linse (2006), vocabulary is as known as the set of words people know. The writer concluded that vocabulary is any kind of word that is used to communicate.

One part of the language that is important to learn is vocabulary. The students can use the language for interaction by having a good vocabulary. Vocabulary is an important element of language proficiency. Richards and Willy (2002) said vocabulary offers much of the basis for how well learners are speaking, listening, reading and writing. Also, the learners will have to speak, write the correct spelling and answer any question in spoken and written form with vocabulary.

Furthermore, vocabulary skills are being used as a vital feature of foreign language learners as a second language vocabulary limited to impedes successful communication. Due to the indispensable learning vocabulary, Schmitt (2000) explains that lexical literacy is important to communication skills and second language acquisition. Then, Nation (2001) describes the complementary relationship between vocabulary awareness and vocabulary practices that allows the use of words, and conversely. Word use contributes to a better understanding of the word.

Ricards and Willy (2002) note the importance of learning vocabulary as an essential component of language skills and offers much of the basis for how well the learner speaks, listens, reads, and writes. Additionally, Arista (2010)

said vocabulary is also very important for learners because when someone wants to talk something it is a vital part of communication. Students must learn several forms of vocabulary and then form it to become a word or sentence. Or use vocabulary to sound out the words. Based on the descriptions, it can be concluded that vocabulary is very relevant for students because vocabulary is essential to where the student successfully communicate or convey his ideas or both oral and written without adequate vocabulary. Additionally, vocabulary has been one of the language elements that can make English easier for students to understand.

Moreover, Alqahtani (2005) argued that having the right vocabulary is crucial to the effective use of foreign language since, without an in-depth vocabulary, a language learner will not be able to use the frameworks and functions that we might have learned for understandable communication. Some research has shown that second-language readers depend on knowledge of vocabulary, and the lack of that information is the key and greatest challenge readers face to overcome, (Nation, 2001).

When language students have a concept that they want to express, they need a store of words to select to communicate the meaning or concept from. A number of scholars explain that vocabulary is one of the most critical elements, if not the most crucial, of learning a foreign language, and this must be reflected in foreign language curricula. Alqahtani (2005) started there was no reason to make grammatical sentences if you didn't have the vocabulary you needed to articulate what you wanted to say. Nothing can be transmitted without grammar, but a little can be transmitted without vocabulary. Maximo (2000) stated various reasons for considering vocabulary. For language mastery, a large vocabulary is essential first of all. Second-language acquirers understand this; they carry with them dictionaries, not grammar books, and they often suggest that lack of vocabulary is a major problem.

The Description of Vocabulary

The vocabulary was addressed and broken down into different forms. Some are classified into two types: active vocabulary, and passive. Gruneberg and Sykes

(1991) had made a distinction between the two forms of vocabulary. The first form of vocabulary applied to the one that was taught to the students, and required it to be used. Meanwhile, the second applied to the terms the students would know when they met, but they were not possibly able to pronounce.

Hatch and Brown (1995) explained that as receptive vocabulary and active vocabulary, suggested two forms of vocabulary. Receptive vocabulary means words that are known and understood by the learners when used in context but not produced. The sort of vocabulary that learners know when reading text they see or encounter but do not use when speaking and writing (Stuart, 2018). Effective vocabulary meanwhile is the terms that the students understand and are able to articulate accurately and use in speech and writing constructively. This consists of what is needed for responsive vocabulary combined with the ability to write or speak at the proper time. A successful vocabulary can be viewed as an active method, as students can create the words to communicate their thoughts to others, (Stuart, 2018).

Vocabulary is necessary for mastering the language for the student to understand. Mastery of vocabulary is required to express our ideas and to understand other people's sayings. Mastery of vocabulary refers to the great ability of a language to interpret words, (Susanto, A. and Fazlinda, 2016). This is an accomplishment and ownership on an individual level, (Alqahtani, 2005). Despite that, the main duty to increase information lies in the person himself. The effectiveness of expanding the mastery of vocabulary requires their inspiration and interest in a language's words. As in conclusion, vocabulary mastery is the great skill of a person to use words of a language learning based on their particular needs and motivation for interest. In the four language competencies, vocabulary mastery plays a crucial role and it must be recognized that vocabulary mastery is one of the language components required (Susanto, A. and Fazlinda, 2016).

I realized that the lexicon is part of semantics as lexicon alludes to the overall sum of substantive units in a language, not only words and phrases but also parts of words that convey meaning, such as prefixes and suffixes. The lexicon also contains a category of words that could be called vocabulary. On the other

hand, the vocabulary is some kind of term used to communicate. Vocabulary competencies are seen as a critical function of foreign language learners as a restricted second language vocabulary impedes effective communication. There are also two active and passive vocabulary classifications. Active vocabulary relies on the one taught to the students and demands that it be used. Meanwhile, the passive vocabulary referred to the words that the students would learn when they met, but they could not pronounce.

1.3 OBJECTIVES

1.3.1 General Objective

- To evaluate the embodied learning method in the development of the English language vocabulary in students of second semester from the program Pedagogía de los Idiomas Nacionales y Extranjeros.

1.3.2 Specific objectives

- To ground theoretically the Embodied learning method in the English language vocabulary in students of second semester from the program Pedagogía de los Idiomas Nacionales y Extranjeros.

- To apply the embodied learning method in the teaching of the English language vocabulary in students of second semester from the program Pedagogía de los Idiomas Nacionales y Extranjeros.

- To analyze how the embodied learning method develops the English language vocabulary in students of second semester from the program Pedagogía de los Idiomas Nacionales y Extranjeros.

CHAPTER II. METHODOLOGY

2.1 Resources

To successfully accomplish this research, some resources used were listed below. The participating students were 27 students of the second semester "A" of the program Pedagogía de Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato. The average age of the students was between 19 and 24 years old.

The Aptis test validated by the British Council organization was used to test the students. The Aptis has 6 sections that are listening, speaking, writing, reading, grammar and vocabulary. The vocabulary section was taken to evaluate the knowledge of the vocabulary of the students. The vocabulary section is divided into 5 sections with 5 statements each question. In the vocabulary section, there are some matching, filling in the gaps, and multiple-choice questions.

The Aptis test was applied by the Zoom application. To carry out the research, a pre-test was taken to measure the vocabulary knowledge of the students. Later, lesson plans were used where activities suggested by methodology were taken into account. It was applied for a month. After applying the methodology, the vocabulary test was taken again and the students improved significantly after applying the Embodied learning methodology. A computer, internet connection, and lesson plans were used to carry out the application of the Embodied Learning methodology to develop vocabulary learning in the English language.

2.2 Method

The current project was **experimental** research because the Embodied learning method was applied to test the effectiveness of English vocabulary acquisition to the students of the second semester of the Pedagogy of National and Foreign Languages program of the Universidad Técnica de Ambato. In addition, the investigation was pre - experimental because the investigation obtained the information through the evaluation of the facts, and this was aimed at modifying reality to study it in circumstances in which they are not normally found to describe and analyze what happened under different conditions,

(Rodrimed, 2011). For the research, instruments such as pre-tests or post- tests were applied to obtain numbered data and to be able to analyze them through statistical or analytical procedures which are suggested by Hernández et al., (2004), to have a pre-experimental investigation.

2.2.1 Data Collection Procedure

An experimental design was used. The research was applied to a specific group of students who were the students of the second semester of the Pedagogy of National and Foreign Languages of the Universidad Técnica de Ambato. The research was applied in one month since May 25 to June 22, 2020. Dorys Cumbe was the teacher of the classes where we applied the research. The Aptis test developed by the British Council organization was used for testing the students' vocabulary level. Following this process, the Embodied learning methodology was applied to students for a specified time (4 weeks). The methodology was applied through lesson plans. These planning focused on the development of English language vocabulary applying the Embodied Learning Method. For finishing the investigation, a post-test was applied to check if the suggested methodology had favorable results when students acquire new vocabulary using the mind and body in a meaningful way. Following this process, we were complying with the steps that Hernández et al., (2004) mentioned that must be followed during experimental research.

2.2.2 Data Analysis

Once the methodology was applied to a particular experimental group of students, the collected quantitative data was analyzed through the statistical software SPSS (Statistical Package for the Social Sciences), to obtain the normality of the data to determine what type of test use. In this project, a Wilcoxon Signed Range Test of Related Samples and the deductive statistical test T-student were used to analyze the data and confirm them within a histogram. Also, these tests were used to validate the hypothesis either as an alternative or to reject it and to accept the null hypothesis.

2.2.3 Population sample

The research was carried out at the Universidad Técnica de Ambato in the PINE program (Pedagogy of National and Foreign Languages) of the Faculty of Human Sciences. The students who were part of this research process were the students of the second semester "A" of the Universidad Técnica de Ambato. There were 27 students, 16 women and 11 men. These students have an A2 level in English as a second language. They are in the PINE program in which students are exposed to the English language constantly.

Table 2

Participants

	Number of students	**Percentage%**
Students	27	100%
TOTAL	2t	100%

Source: List of students of second semester of PINE
Elaborated by: Gavilanes, E. (2020)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, numerical data and graphical representation based on the application of the experiment are shown. To start with the study, a Pre-test was applied using a standardized model of the Aptis test, a vocabulary section, taken from the British Council organization, which required the participation of 27 students from the 2nd semester of the PINE course (Pedagogía de los Idiomas Nacionales y Extranjeros) of the Universidad Técnica de Ambato. The Embodied Learning methodology was applied for one month and focused on vocabulary learning. To apply the method in the development of vocabulary, some technological and didactic tools were used such as virtual platforms, flashcards, PowerPoint presentations, virtual crosswords, songs, etc.

Subsequently, a Post-test was carried out with the same standardized test model taken from the vocabulary section of the Aptis test validated by the British Council organization to the same students.

Verification of the hypothesis is included using the Wilcoxon rank test and the deductive statistical test T-student. The information obtained contributed to verify the hypothesis and reach the respective conclusions.

3.2 Verification of hypotheses

3.2.1 Design of the validation process

This research has pre-experimental research, pre and post-test design with non-random sampling. Therefore, hypothesis tests are applied to compare related samples. This is carried out in each question and with the final result of the evaluations applied to the object of study.

3.2.2 Statistical for the hypothesis test

The selection of the appropriate statistical test for the hypothesis test is based on the following aspects:

- **Normality:**

Because the samples are less than 50 data, the Shapiro - Wilk normality test is applied.

The calculation is done in the SPSS program, as shown below:

- Normality assumptions:

$$H_0: Serie\ de\ datos\ normal$$
$$H_1: Serie\ de\ datos\ NO\ normal$$

3.2.3 Results of pre and post-test by questions

Test values (Sig.) Less than 0.05 indicates that the data series for each question are not normal.

In turn, these test values are greater than 0.05 in the data series of the total pre-test and post-test results. That is, the total results are normal.

• **Data type:** The data is of a scalar type. Therefore, a non-parametric test is required for a comparison of the questions, and a parametric test is required for the total results.

• **Sample size:** We have worked with a small sample of a size equal to 27.

• **Adequate test:** Wilcoxon for the questions and T - Student for the total results.

Table 3: *Pre and post test results by question*

	Shapiro-Wilk		
	Statistic	Gl	Sig.
Question 1 - Pre test	,917	27	,033
Question 2 - Pre test	,849	27	,001
Question 3 - Pre test	,893	27	,009
Question 4 - Pre test	,850	27	,001
Question 5 - Pre test	,880	27	,005
Question 1 - Post test	,843	27	,001
Question 2 - Post test	,882	27	,005
Question 3 - Post test	,835	27	,001
Question 4 - Post test	,700	27	,000
Question 5 - Post test	,342	27	,000
Total - Pre test	,980	27	,873
Total - Post test	,940	27	,121

Source: Students' pre and post test results
Elaborated by: Gavilanes, E. (2020)

Figure 1: *Pre and post test results by question*

Figure 1 shows the results of the 5 questions and the final results of the pre-test and post-test based on two aspects that are pre-test and post-test. Question 1 (light blue bars), question 2 (orange bars), question 3 (plumb bars), question 4 (yellow bars), question 5 (blue bars), total pre and post-test score (green bars). In the previous test, the entire population obtained a score of 0.873, which indicates a low command of vocabulary. However, in the post-test, the students obtained a score of 0.121 that shows an improvement in the use of vocabulary in the English language. Contrasting the scores of both tests, there are notable differences in the majority of students in improving vocabulary acquisition after applying the Embodied learning method according to the level of significance.

3.2.4 Formulation of statistical hypotheses

- **Mathematical reasoning**

H0 = The median (or mean) of the pre-test evaluation is equal to the median (or mean) of the post-test evaluation.

H1 = The median (or mean) of the pre-test assessment is different from the median (or mean) of the post-test assessment.

- **Mathematical model of statistical hypotheses**

$$H_0: \widetilde{X_1} = \widetilde{X_2}$$
$$H_1: \widetilde{X_1} \neq \widetilde{X_2}$$

3.2.5 Level of significance

A significance level of 5% has been chosen ($\alpha = 0.05$).

3.2.6 Decision rule

- H0 is validated if the test value (sig. Bilateral) is greater than the significance level.

$$H_0: P_{valor} > \propto$$

- H1 is validated if the test value (sig. Bilateral) is less than or equal to the level of significance.

$$H_1: P_{valor} \leq \propto$$

3.2.7 Calculation

With the SPSS database created for the normality test, the calculation is performed as shown below:

- **Wilcoxon's results by questions**

Table 4: Results by question

Prueba de Wilcoxon					
	Question1 - Post test - Question 1 - Pre test	Question 2 - Post test - Question 2 - Pre test	Question 3 - Post test - Question 3 - Pre test	Question 4 - Post test - Question 4 - Pre test	Question 5 - Post test - Question 5 - Pre test
Z	-2,128b	-1,771b	-2,976b	-3,849b	-4,442b
Sig. asintótica (bilateral)	,033	,077	,003	,000	,000

Source: Questions' results of pre and post test
Elaborated by: Gavilanes, E. (2020)

- **T – Student's final results of pre and posttest.**

Table 5: *Final results of the pre and posttest*

		Paired differences							
				Standard error mean	95% confidence interval of the difference				Sig. (bilateral)
		Media	Standard deviation		Inferior	Superior	t	gl	
Par 1	Total - Pre test - Total - Post test	-6,59259	3,91505	,75345	-8,14134	-5,04385	-8,750	26	,000

Testing of paired samples

Source: Field search
Elaborated by: Gavilanes, E. (2020)

3.2.8 Decision

The calculation results show that the test value is less than the significance level ($\alpha = 0.05$), in all comparisons. Therefore, the null hypothesis is rejected in all cases, that is:

"The median (or mean) of the pre-test assessment is different from the median (or mean) of the post-test assessment."

3.2.9 Statistics description table

Descriptive statistics to establish the effectiveness of the implemented method are shown below:

Table 6: *Descriptive statistics*

Statistical		
Pregunta 1 - Pre test	Media	3,0370
	Mediana	3,0000
	Varianza	1,499
	Desviación estándar	1,22416
	Mínimo	,00
	Máximo	5,00
	Rango	5,00
Pregunta 2 - Pre test	Media	2,9259
	Mediana	3,0000
	Varianza	1,071
	Desviación estándar	1,03500
	Mínimo	,00
	Máximo	4,00
	Rango	4,00
Pregunta 3 - Pre test	Media	2,9259

	Mediana	3,0000
	Varianza	1,302
	Desviación estándar	1,14105
	Mínimo	1,00
	Máximo	5,00
	Rango	4,00
Pregunta 4 - Pre test	Media	3,0741
	Mediana	4,0000
	Varianza	1,533
	Desviación estándar	1,23805
	Mínimo	,00
	Máximo	5,00
	Rango	5,00

Pregunta 5 - Pre test	Media	1,4815
	Mediana	2,0000
	Varianza	,798
	Desviación estándar	,89315
	Mínimo	,00
	Máximo	3,00
	Rango	3,00
Pregunta 1 - Post test	Media	3,5926
	Mediana	4,0000
	Varianza	1,328
	Desviación estándar	1,15223
	Mínimo	2,00
	Máximo	5,00
	Rango	3,00
Pregunta 2 - Post test	Media	3,5185
	Mediana	4,0000
	Varianza	1,721
	Desviación estándar	1,31179
	Mínimo	1,00
	Máximo	5,00
	Rango	4,00
Pregunta 3 - Post test	Media	3,8519
	Mediana	4,0000
	Varianza	1,516
	Desviación estándar	1,23113
	Mínimo	1,00
	Máximo	5,00

	Rango	4,00
Pregunta 4 - Post test	Media	4,4074
	Mediana	5,0000
	Varianza	,789
	Desviación estándar	,88835
	Mínimo	2,00
	Máximo	5,00
	Rango	3,00
Pregunta 5 - Post test	Media	4,6667
	Mediana	5,0000
	Varianza	1,154
	Desviación estándar	1,07417
	Mínimo	1,00
	Máximo	5,00
	Rango	4,00

Source: Field search
Elaborated by: Gavilanes, E. (2020)

The results indicated that all the indicators (questions) increase in the post test. Therefore, there is statistical evidence to affirm that the applied The Embodied Learning Method improves the development of the vocabulary of the English language.

3.3 Discussion

Based on the findings, we accept the general alternative hypothesis that establishes that the Embodied learning method helps to develop the vocabulary of the English language in the second semester students of PINE. These results are related to the fact that Kuo et al., (2014) mentions in his research that he states that the learning retention result indicated a significant worsening for the control group, while the experimental group's retention of learning remained the same, which means that the Performance-based TPR approach could provide better retention of learning than conventional TPR approach. Furthermore, Kosmas et al., (2019) and Toumpaniari et al.,(2015) confirm that learning by incorporating words through action movements and physical activities relevant to the task would be seen as the preferred form of teaching and lead to better learning outcomes, giving significant effects on knowledge and academic performance. This is consistent with what has been found in this investigation.

Physical activities are fundamental for the incorporation of experiences to exist, as Susan, (2011) mentions and as it was proven in the application of the Embodied learning method in this research, and incorporated experience has to do with the involvement of both body and mind.

What the study agrees with is that Lazoudis et al., (2016) affirms that the Embodied learning method considers each student as a whole but in the present study the students work as a group and work as a team.

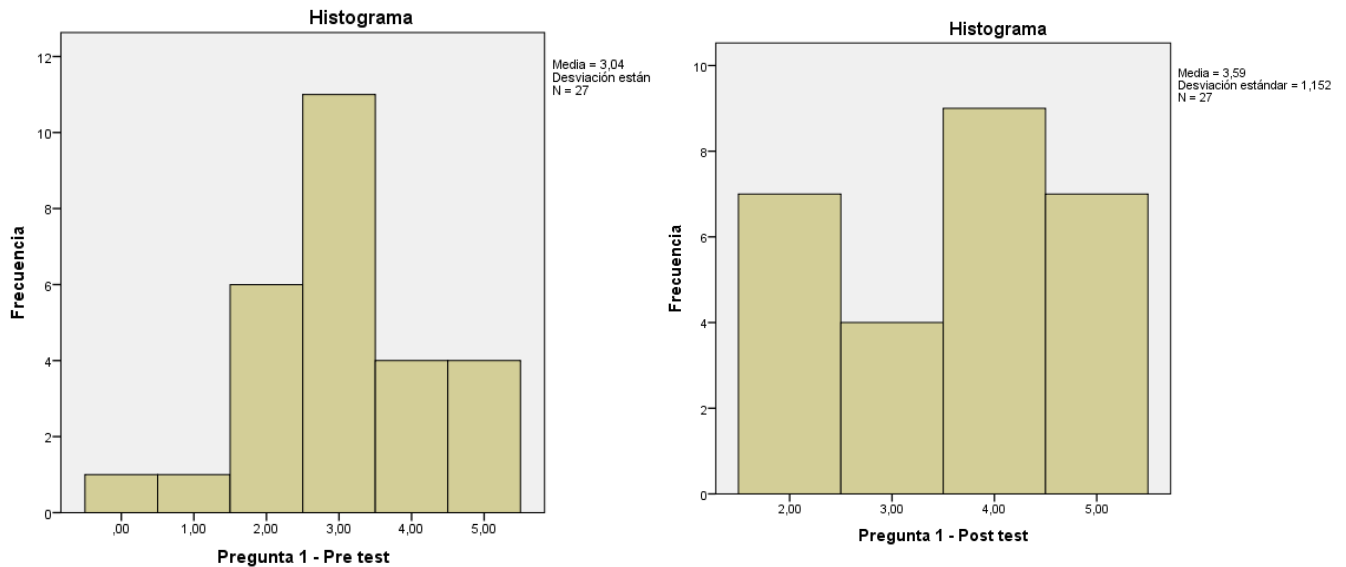### 3.2.9 Description of the statistics table by question

Table 7: *Question 1*

Question	Media- Pretest	Media- Posttest
1	3,0370	3,5926

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 2: *Question 1*

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained by the students for the investigation, in question 1 of the pretest is 3,037: while the posttest is 3.59. Students improved their score on this question.
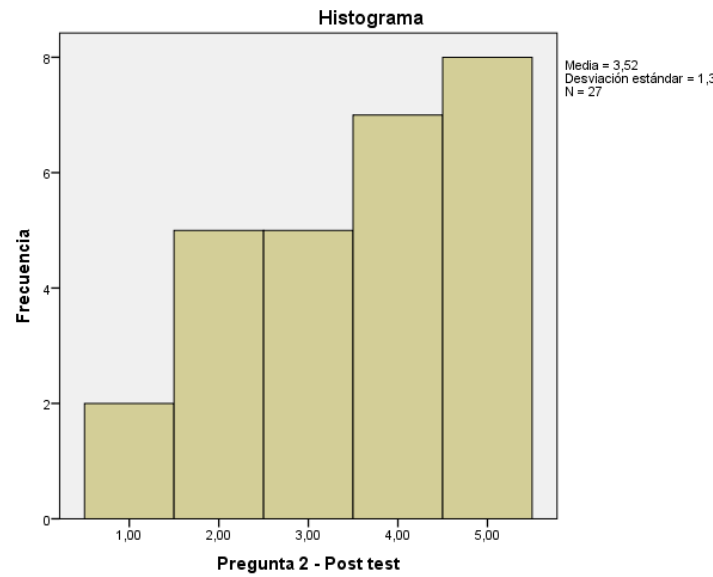
Table 8: *Question 2*

Question	Media- Pretest	Media- Posttest
2	2,9259	3,5185

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 3: *Question 2*

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained by the students for the investigation, in question 2 of the pretest is 2.92: while the posttest is 3.51. Students improved their score on this question.
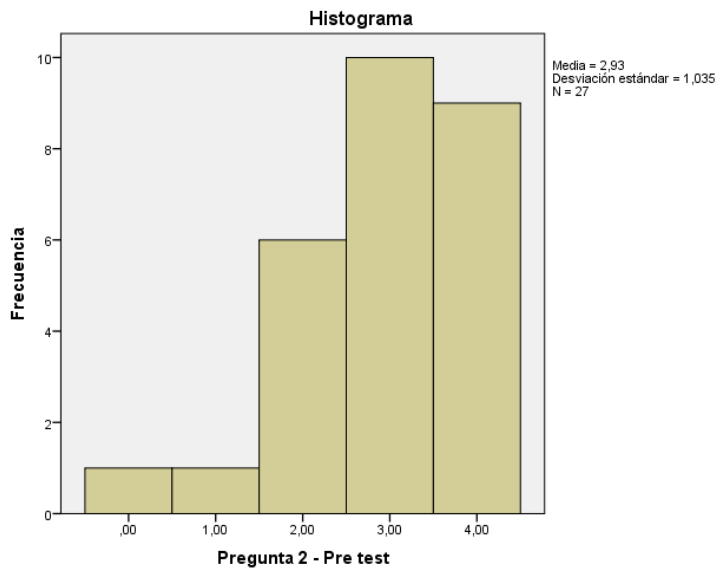
24

Table 9: *Question 3*

Question	Media- Pretest	Media- Posttest
3	2,9259	3,8519

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 4: *Question 3*

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained by the students for the investigation, in question 3 of the pretest is 2.92: while the posttest is 3.85. Students improved their score on this question.
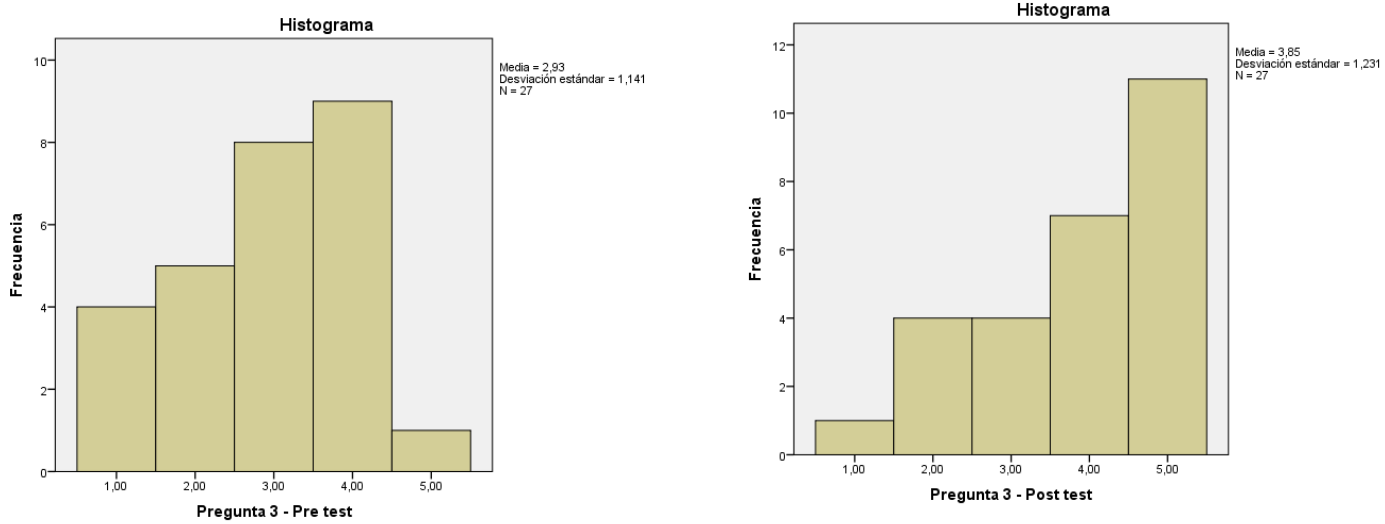
Table 10: *Question 4*

Question	Media- Pretest	Media- Posttest
4	3,0741	4,4074

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 5: *Question 4*

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained by the students for the investigation, in question 4 of the pretest is 3.07 while the posttest is 4.40. Students improved their score on this question.

Table 11: *Question 5*

Question	Media- Pretest	Media- Posttest
5	1,4815	4,6667

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 6: *Question 5*

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained by the students for the investigation, in question 5 of the pretest is 1.48, while the posttest is 4.66. Students improved their score on this question.
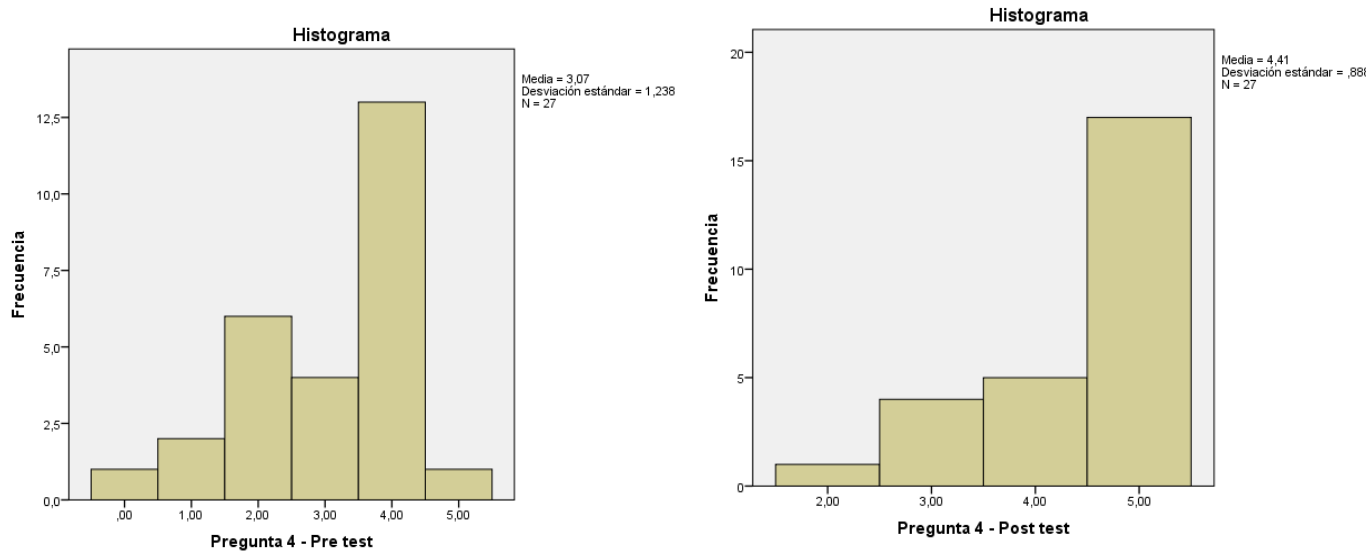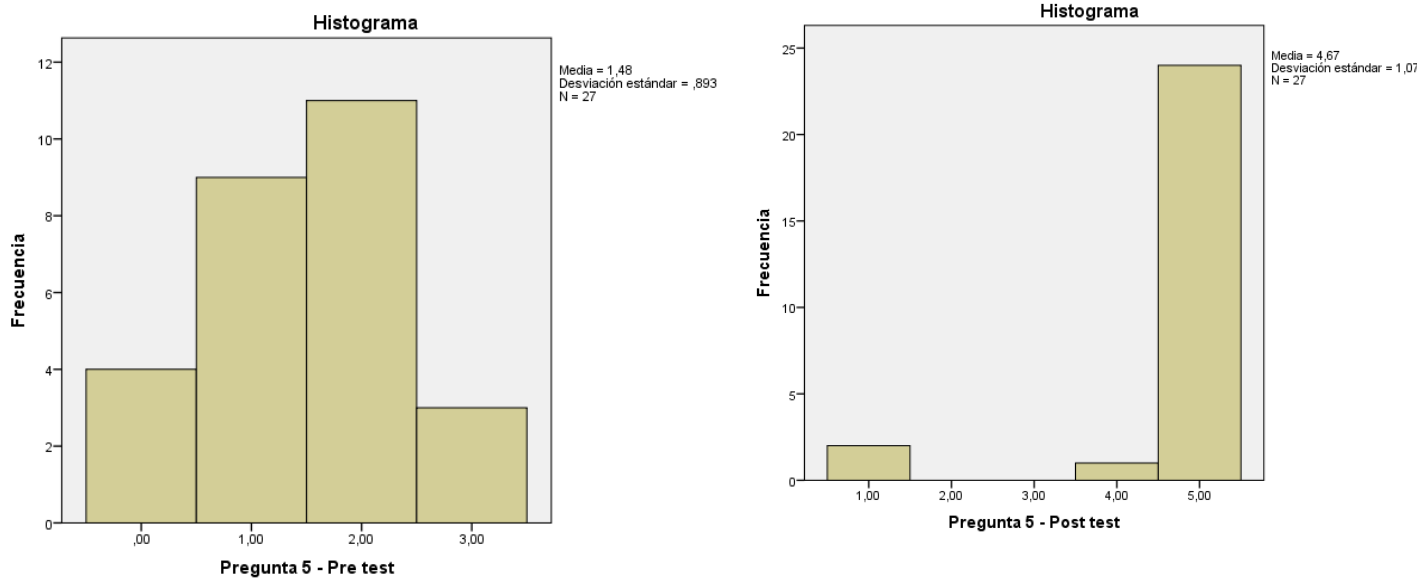
Table 12: *Total results of pre and pottest*

	Media- Pretest	**Media- Posttest**
Total	13,4444	20,0370

Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Figure 7: *Total results of pre and posttest*
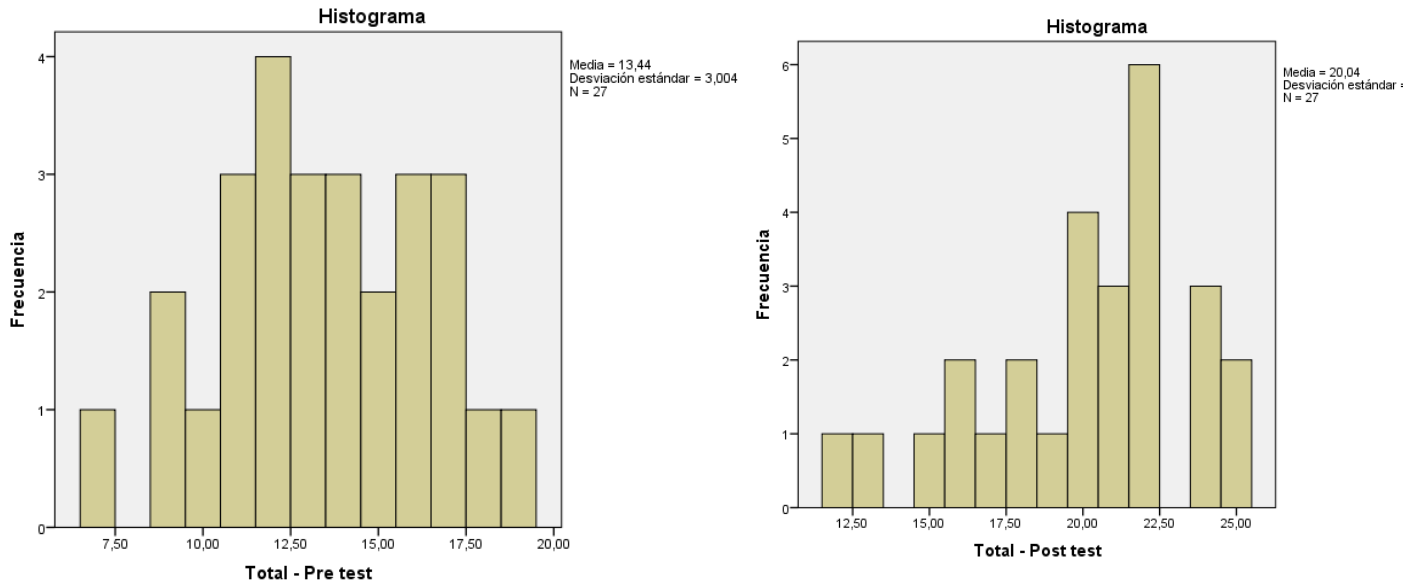
Source: Direct Investigation of SPSS
Elaborated by: Gavilanes, E. (2020)

Interpretation

The average obtained from all the research by the students for the research in the pretest is 13, 44 while the posttest is 20.03. Students improved their grade after applying the suggested methodology.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The purpose of this research was to evaluate how the Embodied learning method develops English language vocabulary in students of the 2nd semester of the PINE career. A pretest and posttest was used. There are results that show that the main objective was fully met.

- Studies have shown that the Embodied Learning method has helped to develop the vocabulary of the English language because previous research has shown that integrated learning and the human body can play a key role in the cognitive process, in thinking and understanding. concepts, which has helped students´ improve their academic performance. In the present research it has been shown that students using this learning method, their post-test scores improved.

- Most of the students showed a deficiency in the knowledge of vocabulary in the pre-test due to the use of the traditional teaching methodology, but after the application of the Embodied learning method, better results were obtained in the post-test since the applied methodology helped the students to learn and retain the vocabulary better by using the mind and body to learn. Therefore, in an individual comparative analysis based on the results of each student, it was concluded that the suggested methodology helps in the acquisition of new vocabulary in a significant way.

- The results obtained in the pre-test were analyzed and it was concluded that even though students are constantly exposed to the English language, there are problems learning and retaining new vocabulary using the conventional method and that is one of the reasons why students have trouble speaking English. However, when applying the Embodied learning methodology, which uses physical movements, mental and technological interaction, vocabulary was developed through different activities such as Kinect games, virtual platforms such as Kahoot and traditional tools such as flashcards and PowerPoint presentations. After this, the post-test was performed. By analyzing the results of this test, it was determined that students were able to develop the retention and learning of new vocabulary more significantly by obtaining better grades in the post-test.

4.2 Recommendations

- The Embodied learning method should be applied since conventional teaching methods can hinder the learning process for students to learn vocabulary. As shown in the study carried out on the proposed methodology, teachers by using innovative methodologies in their classes such as incorporated learning will achieve that students obtain a meaningful learning through the use of the mind, body and technology using technological or traditional tools.

- It is recommended to apply activities that involve the movement of the body and the mind at the same time using both technology and reality to teach vocabulary to students since this will help students to relate each word to a movement and will facilitate the retention of this word. Besides, by applying the methodology proposed in the teaching of vocabulary of the English language, students will obtain a greater knowledge of the vocabulary than they can use when speaking, reading, listening or writing.

- It is important to develop and learn vocabulary to facilitate the acquisition of a new language and one of the best ways to learn something new is by using our mind and body. Also, it has been analyzed that by using the Embodied learning methodology, students will be able to learn in a different way that will capture the attention of students and they will be motivated to learn something new, especially when learning a new language.

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Link: file:///C:/Users/Pc/Documents/DECIMO%20SEMESTRE/TESIS/APTIS-Practice-Tests-Book.pdf

●● BRITISH
●● COUNCIL **Aptis**
Forward thinking
English testing

**Aptis Practice Test
Version 1**

Vocabulary

(25 questions – 13 minutes)

You need to write all answers on your answer paper. Do not write on this question paper.

01 Write the letter (A-K) of the word that is most similar in meaning to a word on the left (1-5). Use each word once only. Write your answers (A-K) on your answer paper. You will not need five of the words (A-K). The answer to question 0 is given on your answer paper as an example (L).

0.	**create**	A	train
		B	look after
1.	choose	C	make
		D	decide
2.	close	E	take
		F	shut
3.	improve	G	propose
		H	believe
4.	care	J	develop
		K	worry
5.	practise	**L**	**make**

02 Finish each sentence (6-10) using a word from the list (A-K). Use each word once only. Write your answers (A-K) on your answer paper. You will not need five of the words (A-K).

6.	To oppose someone is to...	A	concern
		B	challenge
7.	To teach someone is to...	C	instruct
		D	appear
8.	To accept something is to...	E	worry
		F	obtain
9.	To get something is to...	G	wish
		H	compensate
10.	To pay someone is to...	J	assume
		K	approve

03 Write the letter of the word on the right (A-K) that matches the definition on the left (11-15). Use each word once only. Write your answers (A-K) on your answer paper. You will not need five of the words (A-K).

11. Wanting to know or learn something.

12. Not natural or real.

13. Not clear and difficult to understand or see.

14. Having a flat, even surface.

15. Having a lot of strong emotion.

A artificial
B brave
C crucial
D curious
E fierce
F lazy
G obscure
H peculiar
J smooth
K emotional

04 Finish each sentence (16-20) using a word from the list (A-K). Use each word once only. Write your answers (A-K) on your answer paper. You will not need five of the words (A-K).

16. He had to walk down a long dark _____ to get to his room.

17. The teacher should maintain _____ in the classroom to make the lesson effective.

18. She opened the _____ and took a coat out of it.

19. You should cut your _____ regularly otherwise your hair will get in your eyes.

20. The local _____ has an exhibit about the history of this area.

A atmosphere
B canteen
C ceiling
D corridor
E discipline
F envelope
G fringe
H hedge
J museum
K wardrobe

05 Write the letter of the word on the right (A-K) that is most often used with a word on the left (21-25). Use each word once only. Write your answers (A-K) on your answer paper. You will not need five of the words (A-K).

21. abstract

22. athletics

23. congested

24. frantic

25. housework

A clean
B club
C efforts
D food
E friends
F painting
G roads
H speed
J status
K tasks

BRITISH COUNCIL

Aptis
Forward thinking
English testing

Grammar	
0	**A**
1	B
2	A
3	C
4	C
5	A
6	A
7	B
8	A
9	C
10	A
11	A
12	B
13	A
14	A
15	C
16	B
17	A
18	C
19	A
20	B
21	B
22	B
23	C
24	A
25	A
Total	

Vocabulary	
0	**L**
1	D
2	F
3	J
4	B
5	A
6	B
7	C
8	K
9	F
10	H
11	D
12	A
13	G
14	J
15	K
16	D
17	E
18	K
19	G
20	J
21	F
22	B
23	G
24	C
25	K
Total	

Reading	
0	**A**
1	B
2	C
3	A
4	A
5	B
0	**A**
6	C
7	G
8	F
9	F
10	B
11	E
0	**K**
12	G
13	F
14	A
15	H
16	B
17	D
18	J
0	**J**
19	D
20	B
21	G
22	C
23	E
24	A
25	H
Total	

Listening	
0	**3**
1	3
2	3
3	4
4	1
5	3
6	3
7	1
8	2
9	3
10	1
11	1
12	2
13	1
14	4
15	1
16	4
17	1
18	2
19	3
20	1
21	2
22	3
23	1
24	3
25	3
Total	

UNIVERSIDAD TECNICA DE AMBATO -   LESSON PLAN #1

CLASS: Second semester "A" **Week 1**: May 25 - 30, 2020 **TEACHER'S NAME**: Evelyn Gavilanes		**TOPIC**: Practice for APTIS test, vocabulary section **TIME**: 1 hour		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology to have a satisfactory performance according to the student's age and needs and demonstrating the use of value.		**LESSON OBJECTIVES**: **GENERAL:** The students will be able to write sentences using the words learned through the application of The Embodied Learning Method. **SPECIFIC:** The students should be able to memorize new vocabulary using the Embodied Learning Method.		
METHODOLOGY USED: Embodied Learning Method.		**FOCUS ON VALUES:** responsibility and respect		
CONTENTS: Vocabulary taken from APTIS test				
BIBLIOGRAPHY: https://osconnect.es/wp-content/uploads/2018/05/APTIS-Practice-Tests-Book.pdf				
PROCEDURE				
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**MATERIALS**	**EVALUATION**
Game (10 minutes)	The teacher will show the students a list of words taken from the Aptis test. (Annex 1)	Students will choose one of the words and draw that word. Afterward, the teacher will choose 5 students and ask them to act out their word.	-A sheet of paper	The development of the students
Reading (20 minutes)	The teacher will send the students a link in which there is a reading with the topic: How to train our thoughts to be successful? (Annex 2 https://docs.google.com/forms/d/e/1FAIpQLSeKruvD_oZVhwgzqIDDYasEDzhTi9Jq_GiwOpvR3bwQKEXYrw/viewform	Students will read the reading and complete the reading activities with the topic: How to train our thoughts to be successful?	-A laptop or a cellphone	The development of the students
Explanation (10 minutes)	The teacher reviews the answers from the reading and analyzes the vocabulary obtained from this reading.	Students pay attention to the explanation	-The students	The participation of the students.
Crossword (20 minutes)	The teacher shares a link with the students in which there is a crossword puzzle. (Annex 3) https://worksheets.theteacherscorner.net/make-your-own/crossword/	Students will complete the crossword puzzle with the vocabulary obtained from reading: How to train our thoughts to be successful?	-A computer or a cellphone.	The development of the students.

Conclusion (10 minutes)	The teacher asks the students if they have any questions about the class and they create sentences using the words learned.	Students ask the teacher about their doubts about the class and write their sentences using the words learned.	-The students	The participation of the students.

SUGGESTIONS:

………

Annex 1

Vocabulary List

- Choose	- decide	- challenge	- instruct
- Shut	- close	- compensate	- teach
- Improve	- develop	- approve	- get
- Care	- look after	- pay	- accept
- Practice	- train	- obtain	- oppose

Annex 2

How to train our thoughts to be successful?

Today, being successful in life is a CHALLENGE due to the great competition that exists. But nothing is impossible as long as we manage to **develop** and train our thinking. Have you ever wondered how to train our thoughts to be successful?

Among the aspects that will help us **look after** our thoughts are the following. First, **decide** what our goals are, that is, our priorities. Second, GET a positive attitude by TEACHING our thoughts with persistent and positive ideas. Finally, **closing** our minds is not an option because it is ideal to APPROVE different ideologies and COMPENSATE them with our ideas. If we follow these steps, we will have a **trained** though.

1. **IN READING, FIND THE SYNONYMS OF THE FOLLOWING WORDS:**

a. Choose: **decide**

b. Shut: **close**

c. Improve: **develop**

d. Care: **look after**

e. Practice: **train**

2. **COMPLETE THE FOLLOWING SENTENCES USING THE WORDS THAT ARE CAPITALIZED IN THE READING.**

a. To oppose someone is to **challenge**

b. To instruct someone is to **teach**

c. To accept something is to **approve**

d. To obtain something is to **get**

e. To pay someone is to **compensate**

Link:

https://docs.google.com/forms/d/e/1FAIpQLSeKruvD_oZVhwgzqIDDYasEDzhTi9Jq_GiwOpvR3bwQKEXYrw/viewform

Annex 3

CROSSWORD

Link: https://worksheets.theteacherscorner.net/make-your-own/crossword/crossword.php

CLASS: Second semester "A" Week 2: June 8 - 12, 2020 TEACHER'S NAME: Evelyn Gavilanes		TOPIC: Practice for APTIS test, vocabulary section TIME: 1 hour		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology to have a satisfactory performance according to the student's age and needs and demonstrating the use of value.		**LESSON OBJECTIVES**: **GENERAL:** The students will be able to classify the vocabulary according to their definitions through the application of Embodied Learning Method. **SPECIFIC:** The students should be able to memorize specific vocabulary using the Embodied Learning Method.		
METHODOLOGY USED: Embodied Learning Method.		**FOCUS ON VALUES:** responsibility and respect		
CONTENTS: Vocabulary taken from APTIS test				
BIBLIOGRAPHY: https://osconnect.es/wp-content/uploads/2018/05/APTIS-Practice-Tests-Book.pdf				
PROCEDURE				
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**MATERIALS**	**EVALUATION**
Check vocabulary (10 minutes)	The teacher will show and explain to the students the movements and definitions of the 5 worsd taken from the Aptis test (exercises 11 to 15). (Annex 1)	Students will memorize the words with their movements that they can see in the word list. (Annex 1)	-Wordlist	The development of the students
Presentation (15 minutes)	The teacher will show a PowerPoint presentation where the students and she are going to memorize and practice the words with their movements.(Annex 2)	Students will memorize and practice with the teacher the words with the movements.	-Power Point presentation	The development of the students
Practice (10 minutes)	The teacher will show the students some definitions with multiple choice words and movements in a Power Point presentation.	Students will choose the correct answer for each definition using the movement of each word.	- Power Point presentation	The participation of the students.
Practice (10 minutes)	The teacher will ask the students to create some sentences with the words taken from the list. After that, the teacher will ask the students to read the questions and move their bodies when they say the word in their sentence.	Students will read their sentences and move their bodies according to the movement of the word that they are using in their sentences.	-The students	The participation of the students.

Evaluation (10 minutes)	The teacher will show some definition with multiple choice movements in a PowerPoint presentation.	Students will choose the correct answer using the correct word movement that corresponds to the definition.	- The students - Power Point presentation	The development of the students.
Conclusion (5 minutes)	The teacher will do a movement taken from the vocabulary list.	Students will tell the teacher what is the word and the definition of that word.	-The students	The participation of the students.

Annex 1

VOCABULARY LIST

CURIOUS	OBSCURE	EMOTIONAL
(touch your head)	(Raise right hand)	(Raise left hand)

ARTIFITIAL	SMOOTH
(Touch left shoulder)	(Touch right shoulder)

Annex 2

Link of the PowerPoint Presentation:
https://drive.google.com/file/d/1tFLTgY3e_DblebFEKpJ8WBAODDAa2XQW/view?usp=sharing

CLASS: Second semester "A" **Week 3**: June 15 - 19, 2020 **TEACHER'S NAME**: Evelyn Gavilanes		**TOPIC**: Practice for APTIS test, vocabulary section **TIME**: 1 hour
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology to have a satisfactory performance according to the student's age and needs and demonstrating the use of value.		**LESSON OBJECTIVES**: **GENERAL:** The students will be able to build sentences using the 5 words taken from the Aptis test (#16 – 20) through the application of the Embodied Learning Method. **SPECIFIC:** The students should be able to identify specific vocabulary using the Embodied Learning Method.
METHODOLOGY USED: Embodied Learning Method.		**FOCUS ON VALUES:** responsibility and respect
CONTENTS: Vocabulary taken from APTIS test		
BIBLIOGRAPHY: https://osconnect.es/wp-content/uploads/2018/05/APTIS-Practice-Tests-Book.pdf		

PROCEDURE				
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**MATERIALS**	**EVALUATION**
Check vocabulary (10 minutes)	The teacher will show and explain to the students the movements and definitions of the 5 words taken from the Aptis test (exercises 11 to 15). (Annex 1)	Students will memorize the words with their movements that they can see in the word list. (Annex 1)	-Word list	The development of the students
Presentation (15 minutes)	The teacher will show a PowerPoint presentation where the students are going to memorize and practice the words with their movements.(Annex 2)	Students will memorize and practice with the teacher the words with the movements.	-Power Point presentation	The development of the students
Practice (5 minutes)	The teacher will do a movement taken from the vocabulary list.	Students will tell the teacher what is the word	-The students	The participation of the students.
Practice (10 minutes)	The teacher will show the students some sentences with a fil- in gap activity and words with their movements in a PowerPoint presentation.	Students will choose the correct answer for each definition using the movement of each word.	- Power Point presentation	The participation of the students.
Evaluation (10 minutes)	The teacher will show some sentences with a fill-in gap activity to answer with the movement that corresponds to the word in a PowerPoint presentation.	Students will choose the correct answer using the correct word movement that corresponds to the sentences.	- The students	The development

			- Power Point presentation	of the students.
Conclusion (10 minutes)	The teacher will ask the students to create some sentences with the words taken from the list (annex 1). After that, the teacher will ask the students to read their sentences and move their bodies when they say the word of the list.	Students will read their sentences and move their bodies according to the movement of the word that they are using in their sentences.	-The students	The participation of the students.

Annex 1

VOCABULARY LIST

Corridor   Discipline   Wardrobe

Fringe   Museum

Annex 2

Link of the PowerPoint Presentation:
https://drive.google.com/file/d/19QEELalmvDu36WxxdUZ_30PNJqFR9RTT/view?usp=sharing

UNIVERSIDAD TECNICA DE AMBATO -   LESSON PLAN #4

CLASS: Second semester "A" Week 4: June 22 - 26, 2020 TEACHER'S NAME: Evelyn Gavilanes		TOPIC: Practice for APTIS test, vocabulary section TIME: 1 hour		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology to have a satisfactory performance according to the student's age and needs and demonstrating the use of value.		LESSON OBJECTIVES: GENERAL: The students will be able to build sentences using the 5 words taken from the Aptis test (#21 – 25) through the application of the Embodied Learning Method. SPECIFIC: The students should be able to identify specific vocabulary using the Embodied Learning Method.		
METHODOLOGY USED: Embodied Learning Method.		FOCUS ON VALUES: responsibility and respect		
CONTENTS: Vocabulary taken from APTIS test				
BIBLIOGRAPHY: https://osconnect.es/wp-content/uploads/2018/05/APTIS-Practice-Tests-Book.pdf				
PROCEDURE				
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIALS	EVALUATION
Check vocabulary (10 minutes)	The teacher will show and explain to the students the movements and definitions of the 5 words taken from the Aptis test (exercises 21 to 25). (Annex 1)	Students will memorize the words with their movements and definitions that they can see in the word list. (Annex 1)	-Word list	The development of the students
Presentation (15 minutes)	The teacher will show a PowerPoint presentation where the students are going to memorize and practice the words with their movements. (Annex 3)	Students will memorize and practice with the teacher the words with the movements.	-Power Point presentation	The development of the students
Explanation (5 minutes)	The teacher will show the students some collocations in a PowerPoint Presentation and she will practice with the students.	Students will pay attention to the teacher and complete the exercise that they will see in the PowerPoint Presentation.	- Power Point presentation	The collaboration of the students
Practice (10 minutes)	The teacher will ask the students to enter the link (annex 2) and students will practice the words taken from the list. (annex1)	Students will enter the link and play the game.	- Power Point presentation	The participation of the students.
Evaluation (10 minutes)	The teacher will show a collocation word activity where the students will answer with the movement that corresponds to the word in the PowerPoint presentation.	Students will choose the correct answer using the correct word movement that corresponds to the collocation.	- The students	The development

			- Power Point presentation	of the students.
Conclusion (10 minutes)	The teacher will ask the students to create some sentences with the words taken from the list (annex 1). After that, the teacher will ask the students to read their sentences and move their bodies when they say the word of the list.	Students will read their sentences and move their bodies according to the movement of the word that they are using in their sentences.	-The students	The participation of the students.

Vocabulary List

Paint	Club	Road
(stand up)	(sit down)	(claps)

Effort	Task
(jump)	(swim)

Annex 2

https://play.kahoot.it/v2/lobby?quizId=745cf6f3-b950-4555-be62-e18bb2cfdf3e

Annex 3

Link of PowerPoint Presentation:

https://drive.google.com/file/d/19czvWXLmPyidQmBc5ayqQw9-u8O7vhpv/view?usp=sharing