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### MAESTRÍA ACADÉMICA (MA) CON TRAYECTORIA PROFESIONAL (TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

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**TEMA:** RECREATIONAL STRATEGIES AND THE ENGLISH  
LEARNING VOCABULARY

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**Maria Luzuriaga**

## **DEDICATORY**

I dedicate this research work in a particular way to my parents and children, who give me love, advice, and unconditional support, being the central pillar in my studies and my daily walk. To move forward, meet our goals, and be great professionals, likewise, to all my teachers who gave me their wise knowledge, who guided me with professionalism and ethics in my academic training to acquire new knowledge and put it into practice.

**María Luzuriaga**

**UNIVERSIDAD TÉCNICA DE AMBATO**  
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*RECREATIONAL STRATEGIES AND THE ENGLISH LEARNING VOCABULARY*

**MODALIDAD DE TITULACIÓN:** *Proyecto de Titulación con Componentes de Investigación Aplicada y Desarrollo*

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**FECHA:** *Veinte de noviembre del dos mil veinte y dos*

**RESUMEN EJECUTIVO**

Este trabajo investigativo titulado “Recreational Strategies and the English Learning Vocabulary” en estudiantes del octavo grado de Educación General Básica de la Unidad Educativa Huambaló, tuvo como propósito fundamental el determinar la efectividad de las Estrategias Recreativas en el aprendizaje del vocabulario en inglés pues durante sus años de experiencia como docente de inglés, pudo notar que los estudiantes tienen dificultades para comunicarse en el idioma debido a que no conocen del vocabulario apropiado para ciertos contextos. Debido a esto, la investigadora decidió realizar su estudio investigativo en las Estrategias Recreacionales y de esta manera demostrar que los estudiantes pueden aprender mas vocabulario de una manera mas dinámica e interactiva, no solo para estudiantes sino también para los profesores de la institución. Para dar respuesta al objetivo general de este estudio fue necesario analizar el rol de las estrategias recreativas como motivación para el aprendizaje del idioma inglés. Así también identificó las estrategias recreativas para mejorar el vocabulario del idioma inglés las mismas que fueron aplicadas en la intervención, y finalmente estableció que estrategias los profesores usa para enseñar vocabulario en el inglés. La hipótesis planteada fue que las Estrategias Recreativas si están relacionados de manera directa y significativa con el aprendizaje de vocabulario en el idioma inglés. Para ello se ha realizado una investigación de enfoque cuantitativo, diseño quasi

experimental pues conto con dos grupos de intervención, el primero fue el octavo B como grupo de control y el octavo C como grupo experimental, el método utilizado para este estudio fue el descriptivo y con una población de 30 estudiantes de los octavos años. Luego de la prueba de hipótesis, se ha llegado a la conclusión de que las estrategias recreativas son efectivas en el aprendizaje de vocabulario. Es decir, que a mayor uso de estas estrategias existirán mayores niveles de aprendizaje en el idioma inglés.

**DESCRIPTORES:** *VOCABULARIO, IDIOMA INGLÉS, ESTRATEGIAS RECREACIONALES, APRENDIZAJE, EFICACIA, RELACIÓN SIGNIFICATIVA, RELACIÓN DIRECTA, ENFOQUE CUALITATIVO, DISEÑO QUASIEXPERIMENTAL, HIPÓTESIS.*

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**(TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRAJERA**  
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**THEME:**

*RECREATIONAL STRATEGIES AND THE ENGLISH LEARNING VOCABULARY*

**RESEARCH MODALITY:** *Graduación Project with Applied Research and Development Components*

**AUTHOR:** *Graduate María Viviana Luzuriaga Ochoa*

**DIRECTED BY:** *Graduate Miryan del Consuelo Salazar Tobar Master*

**DATE:** *November twenty,two thousand and twenty-two*

**ABSTRACT**

This research study entitled "Recreational Strategies and the English Learning Vocabulary" in eighth-grade students of General Basic Education of the Huambaló Educational Unit had as its main purpose to determine the effectiveness of Recreational Strategies in learning English vocabulary because during her years of experience as an English teacher, she noticed that students have difficulty communicating in the language. After all, they do not know the appropriate vocabulary for specific contexts. Because of this, the researcher decided to conduct her research study on Recreational Strategies and, in this way, demonstrate that students can learn more vocabulary more dynamically and interactively, not only for students but also for teachers of the institution. In order to answer the general objective of this study, it was necessary to analyze the role of recreational strategies as a motivation for learning English. It also identified the recreational strategies to improve English vocabulary that was applied in the intervention and finally established which strategies teachers use to teach English vocabulary. The hypothesis was that recreational strategies are directly and significantly related to English vocabulary learning. For this purpose, a quantitative approach research, quasi-experimental design was carried out with two intervention groups, the first one was the eighth grade B as the control group and the

eighth grade C as the experimental group, the method used for this study was descriptive and with a population of 30 students of the eighth grade. After hypothesis testing, it was concluded that recreational strategies are effective in vocabulary learning. That is, the greater the use of these strategies, the higher the levels of English language learning.

**KEYWORDS:** *VOCABULARY, ENGLISH LANGUAGE, RECREATIONAL STRATEGIES, LEARNING, EFFICACY, MEANINGFUL RELATIONSHIP, DIRECT RELATIONSHIP, QUALITATIVE APPROACH, QUASIEXPERIMENTAL DESIGN, HYPOTHESIS*

## CAPÍTULO I

### THE PROBLEM OF INVESTIGATION

#### 1.1. Introduction

According to scholar Crystal ( 2003 ) in his book *English as a global language*, “English is considered a global language since it is used internationally not only by many native speakers but also by a large number of people who learn English as a second or foreign language” (p.125). It points out that a quarter of the world's population, approximately 1.5 billion people, can speak English fluently; they possess satisfactory linguistic competence. In addition, powerful countries such as the United States and Great Britain have English as their official language. In a globalized world where powerful countries dominate the commercial and cultural market, it has become vital to learn this language and be able to use it in everyday circumstances. Therein lies the importance of learning English as a second or foreign language. To continue developing this topic, it should be mentioned that this language has positioned itself as a widely used language since it covers not only scientific and technological fields but also those corresponding to education. This language is present worldwide and is considered a handy tool for communication.

According to the Universia Foundation (2017), “more than 80% of job advertisements for mid-ranking and managerial positions have a fundamental requirement that the candidate speaks a second language” (p.67). In most cases, it corresponds to English. It also indicates that a person who knows English is 44% more likely to get a better job than someone who does not have this skill. Therefore, mastering a second language is a more effective way to gain a competitive advantage over others in this globalized world.

The English language in Ecuador has not been a fact that has been relevant, so much so that in the past there were very few teachers teaching this important subject. The students had to pass it in the same way as the others but with the great difference that the English subject represented an obligation in which the students reported discomfort



and complaints because they considered it a waste of time and an unimportant factor for everyday life, this led to the fact that there is no interest on the part of the students in learning English, specifically English vocabulary which is fundamental worldwide because people cannot understand others or express their own ideas without sufficient knowledge of vocabulary.

Wilkins (1972) wrote that "while without grammar one can express very little, without vocabulary nothing can be conveyed" (p.97). Even without grammar, with a few valid words and expressions, one can communicate in different languages. As students develop greater fluency and expression in English, it is essential to acquire productive vocabulary to further develop their communication skills. Students often instinctively recognize the importance of English vocabulary in learning English. As Schmitt (2010) pointed out, "learners carry dictionaries and not grammar books with them to communicate" (p.56). Learning English vocabulary helps learners understand and communicate with others. While we could not say that learning vocabulary will lead to proper communication, learning it is vital to mastering and becoming fluent in English.

English language learning in Tungurahua has been reflected in traditionalist teaching, schools and colleges have been immersed in an educational scheme implemented several years ago, especially institutions located in rural areas of the province. However, the new learning trends allow the development of students' creativity and, together with the teacher, to create long-term knowledge to motivate meaningful learning of the English language, the traditionalist models have only allowed creating in children a learning process full of nervousness, fear, and insecurity, most of the time forming fearful students with a marked rejection of learning English, preventing them from adequately developing the skills required for learning English, especially vocabulary. Currently, in the province of Tungurahua, English language learning has been taking shape in the classrooms of almost all institutions applying new strategies, which means that academically significant progress is being made and ensuring that students master all English vocabulary.

In Huambalo Educational Unit, it has been seen that learning the English language has become paramount. The students of the said establishment can understand the

language when they read and write it. However, these students have difficulties producing the language, which is why they need to increase their vocabulary to communicate verbally. According to research by Monga (2018), vocabulary learning when learning a foreign language is essential to create bases in which students can communicate effectively. Therefore, the need to apply recreational activities where the main focus is the teaching of vocabulary in the English language. That is why the researcher has focused her study on Recreational Strategies to help students learn vocabulary in the English Language.

This research work consists of the following chapters:

**CHAPTER I:** Topic, Problem Statement, Justification, Objectives: General and Specific.

**CHAPTER II:** This chapter, Research Background, is focused on the analysis of the most relevant scientific studies that helped the researcher have a clear idea about the problematic situation presented in this study.

**CHAPTER III:** In this chapter, the researcher focused on Methodology Equipment and materials, Type of research, Hypothesis test - scientific question - idea to defend, Population or sample, Data collection, Data processing and statistical analysis, Response variables or results achieved,

**CHAPTER IV:** This chapter explains the results and discussion of this study.

**CHAPTER V:** Conclusions and Recommendations.

**CHAPTER VI:** Background of the Proposal, Justification, Objectives: General and Specific, Feasibility Analysis, Scientific Foundation, Proposal Development.

## **1.2. Justificación.**

Recreational Strategies in English learning vocabulary are the set of activities, techniques, and means that are planned according to the learners' needs, the objectives they pursue, and the nature of the areas and courses, all this to make the learning process more effective. In this sense, the current topic effectively offers alternative solutions to the problem of the insufficient development of English vocabulary.

Recreational Strategies are of great importance because English vocabulary learning is carried out attractively through this research, making students feel motivated when learning this target language.

The development of this topic will be based on strategies where the students and the teacher create a pleasant rapport that will facilitate meaningful learning. In addition, the theme mentioned earlier will have a significant impact on the development of the oral skills of the students in the eighth-grade students at Unidad Educativa "Huambaló" since it is applied as a didactic strategy to minimize the lack of knowledge in English vocabulary that currently exists in the country.

The beneficiaries of this research are students, teachers, institutional authorities, and parents; students will be able to increase their vocabulary in the English language in a more interactive way, taking into account that vocabulary, as well as the English four skills, is an essential part of the communicative process. Teachers will observe the results of using the recreational strategies to implement them in their work projects and have classes in which their students are able to learn new vocabulary. The educational authorities, by having students with an excellent academic level, will obtain more institutional prestige, and the demand for students will increase. Finally, parents will notice that their children are acquiring quality education with excellent foundations, which will be very useful in the educational process of their children.

### **1.3. Objectives**

#### **1.3.1. General**

To determine the effectiveness of the Recreational Strategies in the English Learning vocabulary in students "Huambalo.

#### **1.3.2. Specific**

- To analyze the role of recreational strategies as a motivation for learning English vocabulary
- To identify the recreational strategies that enhance English vocabulary learning

- To establish which strategies teachers use to teach English vocabulary to eighth-grade

## **CHAPTER II**

### **RESEARCH BACKGROUND**

#### **2.1. State of the art**

This research project is conducted due to the motivation of the students to learn and know a foreign language (English); this factor allows the researcher to investigate the effectiveness of applying Recreational Strategies in the English class since they are part of a didactic strategy that helps students to learn new words in a fun way. In this way, the student will have significant learning; it helps the teacher so that his classes are not monotonous but interactive. Therefore, after reviewing and researching the repositories of national and foreign universities, we have found projects that have similarities with the topic to be investigated. 10 investigations are focusing on the first variable (Recreational Strategies) and the other 10 on the second variable (English Learning Vocabulary).

##### **2.1.1. Recreational Strategies**

A study conducted by Vega (2020), entitled "The influence of recreational strategies in the learning of English vocabulary of students in the fifth and sixth years of basic education of the mixed public school" (p.55). Jaime Andrade Fabara" in the city of Latacunga, The author's main objective was "To analyze the influence of recreational strategies in the learning of English vocabulary in students of the fifth and sixth years of basic education at the Escuela Fiscal Mixta "Jaime Andrade Fabara" in the city of Latacunga, province of Cotopaxi." This research has a critical-propositive approach, the methodology is quantitative, and 107 surveys were applied. This research contributes to the present process since it exposes the situation where the teacher takes as the only basis for teaching-learning the text of the institution. Thus, it is unlikely to strengthen the vocabulary and other language structures successfully because it does not have the diversity of contexts in which students can appreciate and use the vocabulary.

According to the research conducted by Andrade and Ante (2019), "The recreational strategies in the teaching-learning process in children of the first years of Basic

Education” (p.20) It could be detected that there is a deficit of strategies that promote the development of learning in students. For this reason, the authors established a general objective to determine the level of application of recreational strategies in the process. Thus developing the specific objectives which were to define the ludic strategies that contribute to the integral formation of children in the teaching-learning process, to determine the level of knowledge and application of ludic strategies by the teachers in charge of the first years of primary education and to elaborate an interactive proposal that contributes to the improvement of the integral formation of the students of the first years of primary education. Thanks to this, teachers were able to highlight the conclusion that children are distracted and bored in the classroom, so the authors developed a didactic guide of pedagogical games, where teachers can find a variety of activities that will motivate the student in the teaching-learning process, i.e., have fun learning in such a way that the author recommended to the directors of the educational institutions that contributed to this research, to manage courses for their teachers on the management of ludic strategies as a contribution to the formation of students and to put them into practice in order to optimize the teaching-learning process through games.

Allsop and Jessel (2019) elaborated the article "Teachers' Experience and Reflections on Game-Based Learning in the Primary Classroom as a Recreational strategy to learn vocabulary: Views from England and Italy” (p.29) which aims to review teachers' perceptions of the use of computer games in primary schools in Italy and England. Their most relevant findings indicate that teachers are interested in digital games, and most see them as an essential educational tool. The authors theorize that there are difficulties finding games of relevance according to the curriculum taught, as mentioned by Italian teachers. They further state that teachers' view of teaching with games is influenced by not having a clear framework of game-based learning within the curriculum to guide them in the classroom, lack of subject knowledge, and not knowing how to adopt new pedagogical approaches, which also prevents teachers from using games in teaching. They also note that neither the Italian nor the English

curriculum mentions game-based learning or its pedagogy and that there is no teacher training focused on game-based learning either.

Aguirre and Palacios (2020) conducted a study entitled "The study of recreational learning strategies in the development of English oral expression in the third years of high school" (p.18) Unfortunately, the educational system is based on memorization, making use of repetition, so the authors of the research were able to identify the lack of motivation so that students have not been able to develop oral expression in English in an effective way. The general objective of this research was to determine the effectiveness of recreational learning strategies in the development of oral expression in the English language, together with the specific objectives. The authors of this research concluded their work by pointing out that English language teaching is not developed effectively, which causes the students' learning results to be suboptimal. This results in low student participation due to the lack of interactive classes, thus blocking the development of oral skills. For this reason, the authors recommend in their thesis work that the teachers in charge of teaching the subject create an environment of motivation, confidence, reasoning, and understanding to obtain an English language teaching based on dynamics and recreation.

In the same vein, Morales (2021) developed an investigation on: "Methodological Strategies for the Development of Oral Skills (Speaking) of the English Language" (p-13). Sometimes teachers guide the educational process based on traditional methodologies since the teacher does not always use the English language in its entirety during their classes, preventing students from being exposed to the mentioned language and minimizing the development of oral skills. The teaching of this language often focuses only on the grammatical aspect, thus achieving short-term memorization and demotivation of students creating a misconception of English language learning. Students require correct methodological strategies to achieve optimal development of oral skills. These methodological strategies should be active, such as songs, role plays, and group work, allowing students to learn interactively.

Díaz (2021) carried out a study on recreational activities aimed at teachers to be used in recreation at the "Carlos Rodríguez Ortiz" elementary school in the Guanare

Municipality of Portuguesa State (p.13). The study's general objective was to propose the application of recreational strategies to the teachers of the mentioned school. In order to achieve this objective, a descriptive field methodology was used, oriented to the generation of a feasible project, working with a population and a sample of 6 teachers. The results of the research concluded that by applying recreational strategies, students reinforce their knowledge interactively and dynamically.

Quevedo (2020) in his proposal *Guía de juegos motrices, estrategias metodológicas para desarrollar habilidades kinestésicas y coordinativas en niños de primer grado*. The objective of this research was to strengthen the knowledge of teachers concerning kinesthesia. The study was framed in the feasible project modality supported by descriptive field research. The data were obtained by applying three instruments: A questionnaire addressed to teachers working in the different schools of the School District. A questionnaire was addressed to teachers about the proposal and validation of the Guide and the validation of the instruments through experts. All of this allowed a diagnosis of the knowledge of kinesthetic and coordination skills, concluding that the application of these strategies contributes to students' cognitive development.

Sánchez (2019) conducted research entitled "*Recreational Strategies as a Didactic Tool for Teaching Vocabulary in English in the Sixth Grade of Basic Education*," The purpose of this study was to apply recreational strategies as a didactic tool to teach while playing, focused on improving academic performance in sixth-grade students. The study was carried out in the Basic School Barrio Independencia II, Barinas Municipality of Barinas State. The methodology selected to carry out the study is according to the type of experimental field research and design with post-tests and control group. The bibliographic consultation was of vital importance and the author's experience in the development of this research.

Alviño's end-of-degree work "*Ludic applications to support language teaching*" (2019) aimed to design and develop installable games on teachers' and students' computers to support English teaching effectively. Their work was to develop crossword puzzles, word search puzzles, and naval battles, which were tested in a public elementary school in the country's interior. The authors conclude that the students "installed the application without problems, generated crossword puzzles and word searches to play both individually and in teams, and solved them successfully



with just a little help from the teacher in charge. This means that the level of English used in the games could be considered appropriate for the application's users.

This study was conducted by Mora and Rodriguez (2020), which is entitled "*La lúdica como estrategia en el aprendizaje de los niños de preescolar del gimnasio Los arrayanes de la ciudad de Ibagué*", The project mentions the true meaning of education proposing that learning is not only of information but also of experiences. Therefore, the teacher must develop strategies to understand the child diversity that promotes groupings of children responding to a playful conception valuing the socio-cognitive conflict and the interactions as generators of learning. This project strengthens the criterion that early childhood is considered a fundamental stage for the development of individuals since it is the stage of most significant growth and learning in the biological, affective, and cognitive aspects. Therefore, any environmental incidence contributes significantly to achieving the proper balance. In this period of life, the mental or intellectual capacity is noble and manageable enough to be formed.

### **2.1.2. English Learning vocabulary**

In the first instance, the authors present the contributions of the researchers' John Rodríguez, Paola Cristancho, and May Pedraza, former students of the Universidad Libre, who formulated a degree work entitled "*Vocabulary acquisition through the application of English workshops to students of 2nd grade of elementary school of the technical institution Domingo Faustino Sarmiento Sarmiento* " in 2021. Here the researchers seek that the children acquire a more excellent vocabulary through didactic workshops, referring to the culture of the United States; that is to say, they take advantage of cultural aspects to carry out their classes and the activities to be presented in order to get their students interested in English, in addition to acquiring vocabulary. They also use children's stories or video stories and songs for children, instruments that facilitate the implementation of the applications. The results of these applications were satisfactory since the students obtained a basic knowledge of the foreign language (English) and specific aspects of the culture of the United States, such as important dates and history.

The work entitled "*Educational software as a strategy for learning vocabulary in English A1 level,*" carried out in 2020, conducted by teachers in training at the Universidad Libre Yuri Paola Mateus Ortiz and Aura Victoria Ortiz Nova, provides

relevant elements on the use of ICT (New Information and Communication Technologies). This project "*is focused on the search for strategies that allow A1 level students to learn new vocabulary, taking into account the context in which they find themselves and their socio-cultural level*". The researchers designed an educational software called "KIDSWEAR" to help the student to acquire new vocabulary and, at the same time, make the child interested in learning English. The results were optimal since they can denote that students perform autonomous work where they investigate and develop their learning in a fun way and generate greater interest in the knowledge of a foreign language (English).

On the other hand, Constanza Urrego Carreño, a former student of the Pontificia Universidad Javeriana de Colombia, raises the children's story as a didactic tool for learning vocabulary in English in her degree work entitled carried out in 2018: "*The use of the children's story for learning vocabulary*." This researcher proposes short stories, fables, and fantastic small stories so that the student, through reading competence, learns the basic vocabulary to transmit or communicate their ideas about what is understood in the texts. This graduate work was developed with students of basic English level of the modern language degree at the Pontificia Universidad Javeriana. The result of the project was outstanding because the young people learned and managed to acquire new vocabulary and learned and assimilated new words when they used the readings.

At the international level, the work entitled: "*Lexical learning of a foreign language (English) through a methodology based on the acquisition of content*." by Luisa González and María Sánchez of the University of Salamanca, Spain, in 2021, proposes to reflect on lexical learning in a foreign language (English) and to analyze how all these aspects can be integrated through the application of the content-based methodology, to increase the lexical repertoire of students in a natural, meaningful and lasting way.

In the same way, the Spanish researcher Miguel García López in his degree work "*English vocabulary learning strategies used by high school students*" conducted in 2021, reveals various ways for vocabulary acquisition based on the strategies of Levin and Pressley; he divides them into four groups which are: repetition, sensory, semantic and mnemonic with the aim that students of higher level, make greater use of

contextualization and at a lower level, use of decontextualized memorization strategies. This researcher conducted four vocabulary learning tests to obtain data on the strategies used by students when learning new words. Each test consisted of learning ten words and attaching a photocopy with a picture that explicitly depicted the meaning of each word. For data collection, he asked the students to learn the vocabulary in the way that was easiest for them. During the memorization process, they were to report on the strategies employed. As a final result, they obtained that the most used strategies were written repetition, with 50% of the occasions, translation in 20% of the occasions, and association with 14% of the occasions. For him, the percentages seem optimal to try to apply new strategies to increase memorization efficiency.

On the other hand, Mexican researcher Deon Victoria Heffington in her thesis conducted in 2019: "*Degree of vocabulary retention through the use of superficial and deep learning strategies*" mentions different taxonomies from different authors such as Naiman et al., Rubin, O'Malley, and Chamot and finally, Oxford-based on the Keyword Method. This research aims to measure English vocabulary retention in the short and medium-term. Students of the Bachelor's Degree in the English Language at the University of Quintana Roo were asked to learn 21 low-frequency words. The sample consisted of two groups: Group 1, the deep vocabulary, and Group 2, the external vocabulary. Retention in the short and medium-term was measured. As a result of these tests, the researcher found that the Keyword Method facilitated the retention of English vocabulary in the short and medium-term with satisfactory results.

Virginia Hinojosa (2019), in her essay entitled "*Graded Readings: Their importance as a didactic resource for learning vocabulary in the English language,*" the author set a primary objective to make known the graded readings as a didactic resource in secondary and high schools by future teachers or even teachers already established. This research has a critical approach; the methodology is qualitative, and no surveys were applied. Therefore, graded readings are also promoted and used in other countries so that, in addition to encouraging reading in the foreign language, they are frequently used as a didactic source. Consequently, if in European countries such as Spain, the use of such readings is feasible, it is pertinent that the same action is carried out in our country since new alternatives are required to develop national education.

In the following research work, conducted by Salguero and Gisbert (2021), entitled "*Use of didactic strategies for the teaching of vocabulary in the English language,*" the authors set as a primary objective to expose some experiences in the use of didactic strategies in English classes, starting with the selection criteria, the choice of different activities inside and outside the classroom for the student to develop different linguistic skills and some suggestions for exploitation. This research has a critical approach; the methodology is qualitative, and no surveys were applied. Its use is open to the imagination of both teachers and students. In this way, it contributes to the development of this research work because the didactic strategies serve as pedagogical support to the teacher in the planning and implementation of activities inside and outside the classroom that allows the student to exploit their resources and skills in learning the new language. This is reflected in the quality of the tasks and exercises that will be very useful when demonstrating academic progress.

In the research work conducted by Balladares (2019), the thesis entitled "*The use of Realia or authentic material and its influence on the acquisition of English language vocabulary of students in the ninth grades of general basic education parallel A and B of the Francisco Flor-Gustavo Egüez Educational Unit of the Canton Ambato, Province of Tungurahua*" the author set as her primary objective "To determine the influence of authentic material (Realia) in the process of English language vocabulary acquisition in the students of the ninth grades of general basic education parallel A and B of the Francisco Flor-Gustavo Egüez Educational Unit of the city of Ambato, province of Tungurahua." This research has a critical-propositive approach, the methodology is quali-quantitative, and 55 surveys were applied. This research makes it possible to analyze the importance of teaching materials other than those required by the educational institution. In order to improve the teaching-learning process of the English language in the classroom, it is necessary to resort to more options of work tools such as graded readers since students will take advantage of the benefits such as the development of vocabulary. The use of realia is an excellent element of vocabulary teaching-learning since students and teachers perform activities to increase an accurate lexicon and with greater emphasis on its daily use.

In the research work of Analuisa (2020), entitled "*The use of the newspaper in the development of the vocabulary of children of the fourth and fifth year of basic*

*education of the Totoras Educational Unit of the city of Ambato," the author set as a primary objective*" To identify the importance of the use of the newspaper of children of the fourth and fifth year of basic education." This research has a critical-propositive approach, the methodology is qualitative-quantitative, and 94 surveys were applied. The research mentioned above carried out on the use of newspapers serves as a support for the present research since it is possible to assure that reading is a good resource for vocabulary acquisition, not only for the academic field but also for the cultural contribution that it provides to students, unquestionably developing the comprehension of the text that is being read.

### **2.1.3. Language Teaching**

When learning a language that is not our mother tongue, it is common to speak indistinctly about "second language" or "foreign language"; however, it is worth distinguishing between these two terms with an example. In the case of English, The researcher talks about English as a Second Language (ESL) when the environment in which the student lives is English speaking, for example, people who learn English living in the United States or Canada. In our case, we speak of English as a Foreign Language (English as a Foreign Language EFL) because in the environment in which our students live, "Spanish" is the first language or mother tongue.

It is important to emphasize that they will use the two terms interchangeably for our research. There are about 6528 living languages globally, which means that there is excellent linguistic and cultural diversity in the world. In addition, they know that a significant percentage of the world's population speaks more than one language, i.e., is bilingual or multilingual. Brown and Ogilvie (2006: 1) state that one in three individuals use two languages daily; for Crystal (1997: 17), approximately two-thirds of children worldwide grow up in a bilingual environment, which leads them to become bilingual or multilingual as adults; Baker (2011: 66) also states that between half and two-thirds of the world's population is bilingual or multilingual. In most countries, in the European context, all students must study two foreign languages for at least one year during compulsory education (Eurydice, 2019). According to the Key Figures in Language Teaching in Schools in Europe 2019 report that 60.8% of pupils

enrolled in compulsory secondary education in Europe studied two or more foreign languages.

This initiative is the result of the impetus of the Lisbon European Council (2020), in which the European Union set itself the strategic objective of becoming the "most competitive and dynamic knowledge economy in the world" (MECD, 2020). Therefore, in today's global world, fluent communication in a second language and even more so in several languages opens to human beings a vast horizon of possibilities for a better quality of life. English is undoubtedly the most widely taught language in the world. In the European Union EU, English is a compulsory language in 14 countries or regions starting at the primary school stage. In 2019, 73% of students enrolled in primary school in the EU were learning English. In compulsory secondary education, the percentage exceeded 90%, and in pre-professional and intermediate vocational training, it reached 74.9% (Eurydice Spain-REDIE, 2020).

In this idea, Otto (2018) warns that English is an excellent international language in the era of globalization, a "lingua franca" that is increasingly used in almost all areas of knowledge and human development. Eighty percent of all information on the world's computers is in English, and 60% of the articles in scientific journals are in English. The advantages of having the ability to understand, speak and write the English language are innumerable, among which are: increasing international cooperation between countries and universities through scholarships, access to research and development projects, international events, business development, the rise of tourism, access to information found in this language such as articles, magazines, books, videos, courses, among others. Its possession can no longer be treated as a luxury but as an obvious necessity. Moreover, it is even said that those who do not master this language would be at a clear disadvantage.

Today, speaking English is an essential part of the integral formation of a person inserted in a world whose borders are continually crossed. The current academic and personal formation requires that an individual can relate to other societies in order to have access to the development of knowledge and the debate of ideas; in this way, he/she will be able to confront his/her positions and define his/her insertion in the

world. Ecuadorian society has advanced in the understanding that speaking English allows us to be connected with the world and that it is a way to make our culture known and defend our identity. It is the task of the English teacher to communicate this to his or her students so that in the difference of cultures, the advantages of one's own culture over the external one are enhanced and appreciated. In addition, it is essential that, as teachers, we motivate students by letting them know the usefulness of learning English for their future education or employment since the students' perception of the usefulness of a language is a motivating factor for learning (Eurydice Spain-REDIE, 2021).

#### **2.1.4 Approaches and methods for teaching vocabulary**

Vojtková and Kredátusová, (2018) define *vocabulary acquisition strategies* as the specific actions of students to facilitate learning and make it faster, more efficient and enjoyable, more autonomous, and more adaptable to different contexts. Within teaching a language or other content related to other subjects, the primary basis is to have a specific methodology that can facilitate the teaching-learning process in the classroom. Education, in general, depends relatively on its connection with teaching methodologies. It is essential to study their characteristics and fluid interaction with teachers and students. In order to know in more depth the methodologies used for the teaching-learning of vocabulary, it is essential to understand what each of them consists of. This section will describe four methodologies used for teaching vocabulary in English as a foreign language in the classroom. These methodologies are Key Words, Contextual, Semantic Processes, and Word Association.

In the study "Techniques in teaching vocabulary," Allen presents different methods and techniques for learning English vocabulary. One of the most relevant actors in vocabulary learning is that lexical problems are the ones that frequently interfere with communication; the author mentions, "Through research the scholars are finding that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words"(p.38). When students do not have at least a basic vocabulary knowledge, they cannot maintain a conversational strategy with another person since the conversation breaks down, and the addressee can't

understand what the other person wants to make known. For this reason, learning vocabulary is essential for communication with other people and using basic grammatical structures to begin to be fluent in a foreign language (English). In this case, primary school students are the ones who need to start expressing themselves with short sentences so that they can start thinking in English and correct their pronunciation with the help of the teacher.

According to what is proposed by the authors, the student should not only learn fundamental aspects of the foreign language (English) but, through the creation of situations of daily life, should be allowed to use part of the lexicon more frequently to establish their meaning as they produce it, as this helps to generate communication in students and turn to improve their oral and written production. Moreover, the development of activities helps the child develop communicative competencies that allow him or her to function more quickly in the future and not only to use them in the classroom. Therefore, vocabulary teaching should not simply focus on the forms of words but on how the child can use them in a given context to interact with other people to express their tastes or needs, that is, to develop their communicative skills and competencies.

#### **2.1.5. Two theories relevant to the vocabulary acquisition process**

Jeanne McCarten creates and relates two theories for vocabulary acquisition: a lesson from the Corpus and lesson for the classroom. In her research, she tries to express the main aspects of vocabulary teaching and how to help students acquire vocabulary. In addition, she raises what needs or what aspects students should know in the classroom when learning a foreign language (English), such as the meaning of words, differences and similarities with the mother tongue, and grammatical aspects. MacCarten (2017) defines two types of vocabulary that the teacher must be aware of and clear at the time of teaching. The first: is active or productive vocabulary, which is understood as "which vocabulary we want students to be able to use when they speak and write" (p.68) And the second one is passive or receptive vocabulary which is defined as "which vocabulary we want them to be able to recognize and understand but not necessarily produce" In this case, we will work more on developing productive vocabulary since we are looking for the child not only to understand the meaning of words but also to produce coherent sentences, whether oral or written. First of all, she



identifies that between 2000 and 5000 frequently used words should be given priority at the time of instruction. To which she integrates with the Corpus, which she defines as:

A corpus is basically a collection of texts which is stored in a computer. The texts can be written or spoken language. Written texts like newspapers and magazines can be entered into the computer from a scanner, a CD, or the Internet. Spoken texts, like conversations, are recorded and then the recordings are transcribed; that is, they are written down word for word so that the texts of these conversations can be fed into the computer database. It is then possible to analyze the language in the corpus with corpus software tools to see how people really speak or write (p.36)

In other words, it is the set of data that serves as the basis for conducting research, which seeks to know the different meanings that words can have in conversations, magazines, or academic books, among others. In addition, it is possible to inquire about:

- **Frequency:** Which words and expressions are most frequent and which are rare.
- **Differences in speaking and writing:** Which vocabulary is more often spoken and which is more often written.
- **Contexts of use:** The situations in which people use certain vocabulary.
- **Collocation:** Which words are often used together?
- **Grammatical patterns:** How words and grammar combine to form patterns.
- **Strategic use of vocabulary:** Which words and expressions are used to organize and manage discourses? (p.37)

In general, what is sought is that thanks to these factors, the teacher facilitates the learning of a foreign language (English) to the student through strategies such as practicing or creating situations in natural contexts in order to become familiar with the language. Also, create materials that allow them to learn aspects of the foreign language (English) both inside and outside the classroom.

### **2.1.6. Language proficiency**

Lafford (1995) highlights how education abroad learners can develop a larger range of strategies, which helps them to deal with difficulties that arise in real-time interaction. (p.45). Different linguistic schools have reflected on the need to lay the foundations for the best social development of the communicative function of language. Also, scholars in writing instruction have referred to the urgency of seeking to guide the development of communicative competencies. The reflection, first, focuses on the approaches expressed in this regard by functionalist, pragmatic, sociolinguistic, psycholinguistic, and discourse analysis tendencies. It then presents the approaches of some scholars on the subject

### **2.1.7 Different trends or school perspectives.**

**Functionalist tendency.** Represented by André Martinet and Roman Jakobson, it dates from the middle of the 20th century. Martinet established communication as a primary language function; he considered expression and aesthetics as secondary functions. Jakobson, in his study of factors and functions of language, stated that six factors are involved in a communication: 1) sender; 2) receiver; 3) code that should be common to the sender and receiver; 4) a physical and psychological contact or channel that allows establishing and maintaining the exchange; 5) message; 6) Context or referent, which is the subject or matter of the message; from this perspective, it is essential to take into account that, in communication, it is necessary to consider the situation of each of these six components.

- **Pragmatic tendency.** Specifies the characteristics of communication as an action. Austin (1962) defines language by what it allows to do by "saying," which is always equivalent to "doing." He proposed the concept of the Speech Act, which would become the speech act; this was conceived as composed of 1) the act of illocution, which manifests the intention of the message; 2) the act of locution or putting the word in common; 3) the act of perlocution, which defines the effect caused by the message. Consequently, the interlocutors must appreciate the illocutive, elocutionary, and perlocutionary acts and their impact on the communication processes.

**Sociolinguistic trend.** Its emergence is attributed to studies based on the hypothesis of linguistic determinism formulated by Sapir and Wohrf (1940), which states that the most fundamental categories of thought are the notions of time, space, subject, and object and that they vary according to the apprehension of the world and of the language that structures thought. Currently, American sociolinguistics, particularly the so-called Palo Alto school, with its representatives Bateson, E. Hall, P. Watzlawick, and others, expresses the importance of communication in social interaction but also conceives it as a system of multiple channels in which the actor (social being) participates at all times, not only through words but also making other forms of communication possible. The actor as a social being and member of a culture is an integral part of communication: he/she interprets and expresses verbal and non-verbal messages. "To interpret means to re-organize, re-order according to his representation of the world, himself, and the other. To express is to construct or reconstruct meaning according to codes and rituals imposed by the language and culture in which one speaks."

**Psycholinguistic trend.** Initiated by Noam Chomsky (1965), who proposes to understand that the faculty of language, proper to human beings and which implies their potential for communication, is expressed through the mastery of languages, which implies communicative competence, which is the knowledge that the ideal listener-speaker has of his mother tongue, knowledge of which is only approached through communicative performance. Hymes (1971) questions the restrictive notion of competence outlined in Chomsky's transformational generative theory and presents his concept of communicative competence based on a model he called Speaking, which proposes new elements involved in the interaction, such as the framing of communication (time and place), participants (sender, addressee and all those involved in the communicative act), purposes (goals of the message), tonality (defined by the mood and content of the message itself), instruments of communication (code, disposition, personal presentation), norms (modes and mechanisms of language); genres, types of discourse (story, letter, dialogue, narrative, song, poetry).

The perspective of discourse analysis brings together a wealth of research from other fields of the human sciences, which disdain the idea of reducing language to the arbitrary nature of its units and rules, and instead focus on apprehending it in terms of social and psychological, and historical relations. In order to detail the characteristics of texts (such as connectors, and verb tenses, among others), a current arose in France that was mainly devoted to the study of written discourse, which gave rise to textual architecture, which in turn defines four types of discourse: 1) enunciative; 2) narrative; 3) descriptive; 4) argumentative; 5) discursive; 6) descriptive; and 7) argumentative.

### **2.2.1. Recreational Strategies**

This study is channeled within the teaching and learning processes. It is then necessary to reference theoretical assumptions that frame the conceptualization of recreational strategies. To this end, the researcher begins by retaking a definition of didactics as a macro concept that encompasses recreational strategies. In this regard, Davini (2008) states that didactics is the field of knowledge in which various criteria and methodological designs are formulated in teaching to achieve various educational intentions concretely and practically. There, "the bridges are built between educational purposes and the development of appropriate methodological structures, whose theoretical, pedagogical and practical logic can be analyzed in itself, serving as a basis for educational action in different contexts and with particular subjects." (Davini, 2018, p. 55-56).

Considering the different contexts referred to by Davini, the researcher can add the caveat made by Mansilla and Beltrán (2013) when they mention that the characteristic of didactic contexts is to make knowledge relations evolve to give rise to the intended learning. "That character of systematic intervention in the teaching-learning processes is defining of the didactic (...)" (Mansilla & Beltrán, 2013, p. 28) The intervention pointed out by the authors, is explained through the words of Chevallard (2000) when explaining the definition of didactic transposition

The transformation of a specific knowledge content into a didactic version of that knowledge object can more appropriately be called 'didactic transposition

stricto sensu.' But the scientific study of the process of didactic transposition (which is a fundamental dimension of the didactics of mathematics) involves taking into account didactic transposition sensu lato, represented by the schema → object of knowledge → object to be taught → object of teaching in which the first link marks the passage from the implicit to the explicit, from practice to theory, from the preconstructed to the constructed (Chevallard, 2000, p. 46)

It is understood that with this, the transformation that occurs in didactic transposition is a series of successive adaptations that originates in the wise knowledge (Chevallard, 2000), continues through a knowledge that is aspired to teach, and finally gives rise to the knowledge that is taught.

Davini (2008) explains that didactics generates knowledge related to teaching practices, which are expressed in projects, designs, and methodological sequences. It does not only aim to explain or understand what happens when teaching or learning; it is oriented to action and building relevant teaching experiences. Didactics provides teachers with fundamental certainties to develop criteria and teaching designs. (Davini, 2008).

Greenlee (2017). states that "Recreational is the field of knowledge in which various criteria and methodological designs are formulated in teaching to achieve various educational intentions concretely and practically" (p.55). He also refers to a didactic strategy as "a conscious and intentional planning" (p. 575). Therefore, it involves the selection and subsequent retrieval of knowledge needed to achieve a certain objective. Didactic strategies are used to transform the contents into a concept.

Content can be transformed into a meaningful concept. Martinez (2020) warns that the strategies selected by the teacher are not a compilation of tasks or instruments elaborated as the result of particular knowledge. Teaching strategies are "a complex theoretical-practical reconstruction that takes place for students to learn. This means, on the part of teachers, a reconstruction of the relationships between contents from the problem of learning." (Martinez, 2020, p. 65)

Considering the above, recreational strategies are understood as a dimension of the development of individuals, being an essential part of the human being" (Wei, 2021, p. 121). It is everything related to playing, leisure, entertainment, or fun that individuals perform to release tensions escape from routine and worries through different activities such as mental and physical exercises, among others, to achieve pleasure, fun, and entertainment.

This type of strategy allows the psycho-social development, the conformation of the personality, evidence values to be oriented to the acquisition of knowledge through different recreational activities, where learners can interact freely. Ernesto Yturralde Tagle (2008) points out that in the recreational concept, its fields of application are extensive. Recreation is also related to play and the surrounding environment. Play is related only to children, separating it from adult activities, which is false, since it is present in every stage of human beings, from cultural, social, cognitive, etc.

Recreational activities can be immersed even in adulthood if they are applied in a correct way and under the appropriate learning methodology. Therefore, its application helps the development of the individual, where it allows him/her to build motivation within planned parameters and with a quality professional project.

### **2.2.2. Characteristics of Recreational Strategies**

Recreational strategies are characterized as activities that students can develop in different subjects and aspects. In this research, they were applied in English to increase the vocabulary of the students of the "Huambaló" Educational Unit. The recreation field achieves that the students' learning is promoted in an interactive and meaningful way. Recreational activities contribute to the formation of inter-group relationships by creating a pleasant atmosphere in which the student feels interested in the subject and, above all, is encouraged to produce the English language naturally.

### **2.2.3. Types of recreational Strategies**

According to F. Ureñas (1992), M. Hernández and L. Gallardo (1994), J. Torres (1997), C. Lezama (2000) and A. Pérez (2017) it can be said that recreational strategies can be classified by their orientation into motor, cultural and social.

**a) Motor**

According to Zimyeba (2018), motor activities easily lend themselves to very varied situations close to playing, which considerably increases students' active participation. For this reason, Le Boulch (1981) argues that motor skills in education should be an operational experience of confrontation with the environment, being games, music and dance, and outdoor activities, as an educational aids, that allows student to exercise a function of individual or group adjustment.

**b) Game:** It appears in the teaching discourse as a method in early childhood education promoting the state of reverie needed for the development of creativity. Teaching through play is a strategy that motivates creative learning and meaningful learning. In addition, numerous beneficial aspects of integrating play into the classroom can be highlighted. Campos et al. (2018) express that children learn in a pleasant and fun way, express themselves, and communicate. In addition, they produce, explore and compare their previous learning with the external reality, which implies active participation in the subject. According to Morales (2020), play as a didactic strategy has multiple benefits. It favors sociability develops the creative, critical, and communicative capacity of the individual. It stimulates action, reflection, and expression.

- **Music and dance:** In the intellectual realm, music and dance can be used to learn new vocabulary in a foreign language. In physical exercise, the mind usually directs movement; in dance, the movement stimulates the activity of the mind. Learning a language through music and dance has to be based on the knowledge of the restorative power that movement exerts on mental activities (Laban, 1978, p. 34). Mc Carthy (1996) defends a global and transversal concept in which dance and music allow the approach and learning of the multiple elements that constitute it and viceversa.
- **Outdoor activities:** It is a way to have fun in a group since students can develop interpersonal relationships teamwork acquire knowledge of the environment

through exploration and discovery García (2021). For example: "Collecting points," which consists of working with children outside the classroom. The teacher should divide the class into two groups and provide them with a box, a shoebox. Once this is done, the teacher should describe the objects to be searched for in the playground or where the activity takes place. For example, a flower, a stone, a leaf, etc. Each object has its respective score. If the objects are found, the students must place them in the box describing them. If the description is correct, half the score of the object found will be added. The team that obtains the highest score will be the winner, having, as a result, the use of vocabulary and its correct pronunciation for the enrichment of oral communication.

## **b) Cultural**

In every learning environment, there is an overriding culture that influences all other environment components. In most learning environments, culture is taken for granted or maybe beyond the awareness of learners and even teachers. Therefore, professors, instructors, and teachers should pay special attention to cultural factors to make conscious decisions about implementing the different components of a learning environment (Torres, 2018). Within the cultural area, the following can be highlighted:

- **Theater:** The theater is an artistic genre that can be developed almost anywhere. It simply needs a space, an actor or actress, and the will to perform it. According to Lagos and Palacios (2010), it "enriches the individual and at the same time leads him/her to identify with collective and social values" (p.20); the actor or actress is then a transformer of reality. The theater, having such social characteristics and being able to develop in almost any context, can be taken to various environments and developed to achieve various purposes, including educational ones, more specifically the learning of a foreign language bringing many benefits, in this regard, Perez (2004) states that throughout history the theater has been used for the study of language and culture. However, the author considers that a differentiation should be made between the terms theater and dramatization, the former having as its objective the development of the aesthetic capacity of an individual. At the same



time, the latter seeks to provide the ability to resolve conflicts through the direct experience of real situations that are staged.

In this regard, Perez (2004) considers that although various theatrical techniques from teachers such as Stanislavsky are indeed used in the classroom, what matters is the process through which students, working together, achieve a final product. It seeks then the development of social, intellectual, and emotional character in the students since, as the author mentioned above points out, dramatization makes possible the formulation of ideas and feelings in the students through the use of elements such as voice and body, thus developing the communicative capacity of the participants, which is supported by teamwork. According to the author, dramatization provides the opportunity for students to analyze their feelings and opinions, to be able to reconstruct their frame of reference, and thus expand their knowledge. However, undoubtedly the most crucial factor that dramatization brings to education is the communicative function; the participants of the theatrical creation processes are able to communicate different messages verbally and nonverbally.

**Images:** Learning through images is a strategy that facilitates the student's comprehension and understanding when acquiring and processing new information, i.e., the image encourages students' participation in class. It helps them establish relationships in the written lessons they are learning in the classroom. Therefore, it is necessary to make relevance in the concordance between the content and the image, for this, the affirmation of the author Renobell (cited in Hernández and Olmos, 2011) was used: "the image stimulates reflection, induces participation, favors the establishment of associations and directs the meaning of the text it accompanies" (p. 195).

This same author stated that reading images is communicative competence, a critical analysis component of reality, and an incentive for learning, development, and creativity (p. 195). Additionally, Renobell (cited in Hernández and Olmos, 2011) stated: "image reading is a communicative competence, a component of critical

analysis of reality and an incentive for learning, development, and creativity" (p. 196). That is to say that with the image, it is possible to make readings communicatively as a guide of analysis and impulse in the students' learning in the classes, where the teacher uses didactic materials that allow to generate and defend thoughts with critical capacity.

With all this, the image creates an association with the topics learned in class as readings, where the purpose is to generate a link of words transformed into images. For this, the authors Gargallo and Ferreras; (2000) stated the following: "the technique of images is practically similar to that of association," to which they also added: "the objective, therefore, is to transform concepts or words into images" (p. 356). This gives us to understand that, when creating ideas or producing writings, the image is an essential help for students because it allows them to associate ideas and what they want to do in images. Therefore, when students learn vocabulary through images, they convert the concepts and meanings of the vocabulary learned in their classes, which allows them to have the ability to complete specific objectives in language classes.

### **c) Social**

Language and culture are related, and one motivates or transmits the other and vice versa; it is necessary to study the place where both interact, which is undoubtedly the social context. Ghalami (2012) states that social context influences attitude and motivation. Both aspects are strictly necessary when it comes to learning another language. Context, as stated by Gholamo (2012), provides learning opportunities that elevate learners' achievement. Learners learn and acquire a language through social interaction; however, as stated by Gholami, the significance of social context is mainly ignored in countries where English as a foreign language is learned because its own social context is absent. The author further states that learners of a foreign language acquire it through social interaction. However, for some people, the relevance of social context is largely ignored and dismissed in most countries where English as a foreign language is taught. Therefore, the result of learning is not satisfactory.

Also, Gholami (2012) states that language learning takes place in a social context, which, according to her, shapes this learning in two ways. As stated by the author, the

context will influence the learner's motivation. In addition, there are two possible learning opportunities, formal and informal, which are also influenced by the context.

Another relevant aspect that must be considered when trying to understand the relevance of the social context in language learning is attitude. Most of the time, the attitude that a learner possesses towards a target language or a target culture will determine how he or she develops his or her language skills. In fact, according to Gholami (2012), learners' attitudes toward the target language, its speakers, and the learning context play a significant role in the success or failure of language learning. Gardner (1985), as mentioned in Gholami (2012), considers that there are two types of attitudes: the attitude toward the people who speak the target language and the attitude toward the practical use that the learner assumes can be learned. According to him, attitudes do not directly affect learning, but they do lead to motivation, which significantly influences learning.

Sometimes, due to different attitudes, a person may decide to study a language or not. For example, if the person has a positive attitude towards English or the culture in which it is spoken, this person may be motivated to learn it. On the contrary, if there is a negative attitude towards the language or towards the culture or countries in which the language is spoken, motivation will decrease. This idea is supported by Gholami (2012) in considering that the social context leads to attitudes that appear in learners in the form of motivation that is connected to other personal characteristics.

In addition, Masumoto (2012) points out that based on Schumann's (1986) acculturation model, it is possible to say that social factors between learners and the target culture play a significant role in determining the level of foreign language learning. Within the social context, the following activities are taken into account:

- **Group techniques:** It can define *group techniques* as a set of means and procedures that, when applied in a group situation, serve to achieve a double objective: productivity and group gratification. In other words, the use of group techniques serves to facilitate and stimulate the action of the group as a group of people (to achieve gratification) and for the group to achieve the objectives and goals it has

set itself in the most effective way possible (to achieve group productivity). They are used in diverse situations to develop a more significant activity of the same ones with a minor effort and more excellent economy. Group techniques are used to communicate and to organize better human relations.

### **2.3.1. Vocabulary acquisition**

Besides being a fundamental part of grammar, the teaching of vocabulary is also an essential element for the interpretation of texts and production. Knowing a variety of words makes it possible to have support to enable an explanation of something that is not known. However, it is not only to know it but also to use it to communicate with another person and thus understand the message transmitted. Similarly, as mentioned by Giovannini et al. (2018), "vocabulary is a vital section within the teaching of a language. Language structures do not exist apart from the meanings they convey: they always appear in certain words" (p. 28); that is to say that for the teaching of a foreign language (English), lexical learning is fundamental.

### **2.3.2. Relevant aspects in the vocabulary acquisition process**

The most important aspect of vocabulary learning is that students know how to use it within a context by selecting valid words either as a group or individually. To do this, students need to follow a series of steps for vocabulary learning, taking into account the contribution of some authors mentioned below. Some researchers have established that one of the most relevant aspects of learning a foreign language (English) is to have a minimum knowledge of the language, such as vocabulary, in order to be able to construct simple sentences. Such is the case of Paul Nation, who highlights the importance of vocabulary acquisition for learning a foreign language (English). Nation (2021) states, "The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time" (p. 29).

That is to say that the main problem of vocabulary teaching is that only a minimal part of what is needed to know about a word is taught at a specific moment since the process

of acquiring a new vocabulary generates other words that do not have a frequent use are forgotten. On the contrary, independent learning in listening and reading exercises is more fruitful. Moreover, these exercises help the child understand the meaning of the words, their meaning, and their meaning, as well as their meaning. He calls this the "Learning Burden," a table where the teacher analyzes the importance of the words to be taught. To this categorization, he adds how the child can acquire vocabulary through comparison with his or her native language in terms of meaning. Nation<sup>31</sup> also emphasizes teaching the form of words such as:

**Spoken form:** Refers to the pronunciation or production of the word. It focuses on the points of articulation for the pronunciation of the word.

**Written form:** The way the word is written according to how the student hears it, i.e., the phonetic transcription of a word and how it should be pronounced.

**Word parts:** It is represented in terms of the form of the word and the grammatical functions in terms of its use.

This method considers every significant aspect of word knowledge. Its purpose is to find the aspects that may have difficulties learning new vocabulary and how it can be acquired more naturally. She also mentions specific exercises that can be useful for acquiring vocabulary in each aspect. For example, she mentions crossword puzzles to learn the meaning of the words to be worked on. Association exercises to understand the use of the vocabulary and recognize the parts of the word, such as its syllables or categories, to understand its form.

Along the same lines, he explains that one of the most appropriate methods for teaching vocabulary is the Direct Teaching Approach. Students can quickly learn words they use more frequently by focusing their attention on these than words that have no relevance in their teaching. However, the author only seeks that the child learns new lexis but does not give more relevance to its use. He only focuses his research on the child knowing the parts of speech or similarities with the mother tongue, but not on how the student can form simple sentences to generate communication.

### 2.3.3. Learning Vocabulary Strategies

Schmitt shows us different ways to acquire vocabulary and the possible problems that arise in learning a foreign language (English). He proposes eight strategies, among which are:

- **How many words and which words to teach.** The average number of words students need to know is 98% in a spoken discourse to understand it well. Nation (2017) states, "Research shows that learners need to know approximately 98 percent of the words in written or spoken discourse to understand it well. Reaching this percentage of coverage in written texts takes about 8,000- 9,000 word families. The spoken mode requires slightly fewer word families, about 5,000-7,000".<sup>41</sup> Students should know approximately 8000 to 9000 words in written texts and in spoken, familiar words between 5000 to 7000 words. Regarding the words to be taught, the teacher should list familiar words that are used most often but have a frequency in written and spoken English.
- **The importance of learning the spelling and pronunciation of a word.** One of the essential elements of this point is that the students know the meaning of the words and that the teacher, before teaching the words in English, teaches them in the native language since there are some words with suffixes that can create confusion among students because they have some similarity. In the same way, Schmitt (2021) mentions, "Words with similar forms, for example, are particularly confusing for students, especially words that are alike except for the suffixes (comprehensive/comprehensible) or the vowels (adopt/ adapt) "(p.42). Students must learn these word meanings in both languages so that they do not misinterpret or become confused about the meaning of the words they are acquiring in the foreign language (English).
- **Taking advantage of the first language.** Students believe that translating a foreign language (English) helps them develop the four skills of writing, listening, speaking, and reading. Schmitt (2021) says: "Furthermore, since we know that learning word forms can be problematic, using the L1 to facilitate the form-meaning linkage (by providing easy access to meaning) may allow more cognitive

resources to be focused on learning the form "(p.43). This means that one of the best ways to facilitate vocabulary learning is for the teacher to use the native language and make an association between the two native and foreign languages to facilitate the meaning of the words. This can be very useful since children can better retain the words and give an appropriate definition of the words even when using pictures.

- **Vocabulary engagement.** It consists of the student looking for information about the word to understand a fragment or any text that the teacher gives him/her. One of the strategies that can be used is that the students read a tiny fragment and look for unknown words in it, but that the text is in accordance with the tastes of each one, whether animated, suspense, fiction, or cartoons, among others, which help them to focus and pay more attention to the text they are reading and to know the words they would like to know in their native language.
- **Compound vocabulary.** With this, they will begin to express ideas or establish social relationships: "Maximizing the exposure learners have to English will ensure they will meet the most frequent phrasal items and have a chance to learn them incidentally from context" (p. 44). In this way, children will learn vocabulary by socializing and interacting with their classmates, as they can be introduced to various communicative situations that will give them more confidence among themselves to speak confidently in a foreign language (English).
- **Learning vocabulary in a particular context and relating it to the student's daily life improves the quality of knowledge and memorization;** in this regard, Schmitt (2021) states, "This is important for at least two reasons: meeting a word in different contexts enhances what is known about it, which improves the quality of knowledge, and additional exposure helps consolidate it in memory" (p.45). ) When meeting a word, students must distinguish in which context it is since, on many occasions, it is the same word but not the same meaning, which tends to confuse them. Ideally, children should learn to cope in real situations in different contexts and give an appropriate meaning to each situation.

- **Explicit teaching**, in which she mentions different activities for teaching vocabulary by making lists of old words with new ones to assimilate them together, and association activities for students to relate new words with images. Another fundamental part of teaching vocabulary explicitly is teaching students to highlight the main ideas of a text and, from there, select a series of words to extract other words related to it.
  
- **Incidental learning from exposure**. The most important thing is that students already learn to express themselves fluently and get the maximum level of communication. "The key to an incidental learning approach is to ensure learners get maximum exposure to the language."<sup>46</sup> In addition, if children are in a quiet environment, it helps to motivate them to read, so they acquire verbal skills and strategies. However, it is also crucial that children feel in an environment of confidence to be able to give their expressions and speak as mentioned above with confidence.

To conclude, these activity-based strategies are of great help for vocabulary learning; teachers can use these tools to have communicative competence and, at the same time, develop the four essential skills needed to develop in a foreign language (English) fully. Likewise, reading is an excellent strategy for vocabulary acquisition, not only vocabulary acquisition but also for learning structural forms, spelling, and pronunciation.

The importance of the role of vocabulary in language learning is emphasized from the Lexical Approach by Lewis (1993) cited in Richards (2014), giving as a reference the following statement: "The Lexical Approach is a way of analyzing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures" (p.108). The lexical approach analyzes and teaches language based on the idea that it is made up of lexical units rather than grammatical structures.

According to the lexical approach, in teaching a foreign language, the essential thing is to reach fluent and natural communication through lexical segments that are manifested by native speakers of the language, thus developing the communicative approach.



Vocabulary is one of the essential foundations for studying a second language. When a person's objective is to learn and communicate ideas and thoughts in a new language, it is imperative to have an extensive lexical repertoire, especially if the purpose is to interact with native speakers of the other language. Likewise, without a large and adequate vocabulary, it will be complicated to apply the grammatical processes learned a priori.

English language learners employ vocabulary learning strategies for their development, some examples are mentioned below presented that have been in continuous use by the student population and disseminated by teachers Ainciburu (2008):

### **Conventional**

They are used with mechanical exercises without contextualization and were in great demand in the 80s and 90s.

- Matching words with illustrations.
- Matching words with definitions.
- Linking a list of words with their synonyms and antonyms.
- Group vocabulary into semantic or associative fields.
- Classify words according to their connotations.
- Organize words alphabetically.
- Identify words according to their respective accents.
- Differentiate words with spelling difficulties.

### **Playful**

Although like the previous ones, they are not very contextualized, they have a positive factor: participation in games and workgroups.

- Crossword puzzles and word searches
- Relating words with simulated actions.
- Create advertising phrases

- Word games
- Quick answers
- Riddles
- Chained words

### **Contextualized**

As its name indicates, they present the vocabulary in contexts to be better learned and grasped coherently.

- Reading and comprehension of a text.
- The press (newspapers)

### **Realia**

Allows learners to appreciate vocabulary in its physical form and significantly enriches learning.

- Photographs and posters
- People
- Objects

### **Constellations**

Vocabulary is explored and extracted cooperatively, inductively, and dynamically as there are connections and linkages between words, which aids learning.

- Constellation
- Lexical game
- Linguistic commentary

### **Dramatization**

It allows the student to develop vocabulary and the communicative linguistic skills required for this action and verbal and non-verbal language.

- Role-play

#### **2.3.4. English Learning Vocabulary**

The role of vocabulary in a second language is of great importance, so it is always incorporated in English learning. Teachers usually hear that it is difficult for the student to consolidate the vocabulary learned and apply it since he learns a particular concept but later forgets it. This is why it is necessary to implement new strategies for teaching vocabulary, especially strategies used with children. Children must develop the ability to retain terms in the short and long term to use them in the future. In this case, we will discuss games as one such strategy for generating meaningful vocabulary learning in young learners.

According to research focused on vocabulary taught through games, conducted by Munday (2018), it is supported from different theories and authors that "memory is fundamental in vocabulary learning and the benefits of review and repetition have been demonstrated in studies of vocabulary learning" (p.81). According to Rubin, vocabulary learning is "the process by which information is obtained, stored, retrieved, and used" (p. 63). The word "use" can mean "interactive communication" and "practicing vocabulary." Thus, the teacher must provide the initial encoding of new words and then "subsequent retrieved experiences." Similarly, research suggests that if learners see or use a word differently from how they knew it, better learning is achieved due to the four stages applied in vocabulary instruction: presentation, practice, production, and review.

The impossibility of language teachers to teach vocabulary is an undeniable reality; their role is restricted, in fact, to explaining terminology and motivating students through various strategies and games. Terminological learning, through repetitive or mnemonic techniques, is a matter for the hard-working and imaginative student who, through his own resources, must fix in his mind the teacher's explanations. Thus, the interactive classroom will continue to encourage and develop such creativity (Vivanco, 2011, p.5)

There is no extensive development of lexical competence, either inside or outside the classroom. When we speak of lexical competence, we refer to "knowledge of the vocabulary of a language and the ability to use it, it is composed of lexical items and

grammatical items." (Ministerio de Educación Cultura y Deporte, 2002. p.108) Like all other competencies, it needs time and resources to develop it properly. This competence implies knowledge about fixed formulas, idioms, structures, and semantic regimes. It cannot be assumed that all learners have sufficient knowledge to understand the complexity of a word. However, if there is a development in each aspect, it is possible to organize better the work carried out to develop this competence.

According to Thornbury (2017), "teachers have not fully recognized the enormous communicative advantage in developing a large vocabulary" (p.13). If this were the case, curricula would emphasize the development of lexical competence, but what has been done so far is to overemphasize grammatical competence to the point of displacing other competencies. Therefore, developing effective strategies that lead to vocabulary acquisition is the task that must be started. Additionally, it is necessary to keep in mind that the process of understanding and using a word properly involves knowledge about the written and spoken form of the word, its grammatical behavior, meaning, usage, and the different connotations of the word.

Very few learners have a large corpus of words. One of the most significant differences between a native speaker and a learner is the number of words they master and use in everyday life. Thornbury states that an educated native speaker can have a corpus of 20,000-word families because there are words with the same root and different affixes. All of these words will fall into the same family as they are learned. Nevertheless, after years of instruction, many adult learners generally do not exceed 5,000-word families. Generally, an average learner does not exceed 2,000 words in daily use of the General English Word Service List developed by Michael Philip West. In addition to this, the learner's depth of understanding of that vocabulary can be discussed. A word may be vaguely recognized or understood in all its lexical and semantic nuances. Not having a large vocabulary corpus affects not only comprehension but production. (Thornbury, 2002, p.22)

### **2.3.5. Types of Vocabulary**

Vocabulary is the cornerstone of language learning. Educational research indicates that vocabulary is related to all other English language skills; that is why two types of vocabulary are listed below:

### **Receptive vocabulary**

The receptive vocabulary, also called passive vocabulary for Müller (1973), is the terms that the individual knows and understands as an interlocutor but does not use as a speaker. This means that the individual understands elementary words and recognizes them easily and that they can be identified just by hearing them or seeing them written down. With this type of vocabulary, the student may be able to understand with little or no help from the teacher but will not be able to use the words in an autonomous context, which is why the teacher must introduce appropriate teaching methods.

### **Productive Vocabulary**

Productive vocabulary, also called active vocabulary, is defined by López (1984) as words that are understood on their own and used in oral or written expression. Garcia (1952) also agrees, describing it as the set of words that an individual uses in conversation or spontaneous writing. That is to say that the productive vocabulary is the words that we understand easily and that we can use in any manifestation of family, cultural and social life. This type of vocabulary allows the student to have the ability to pronounce or write the word correctly and can be used in different contexts through its synonyms and antonyms to apply it in a sentence to be formulated.

For Laufer and Bogaards (2004), in their book *Language Testing*, they state that "Productive knowledge is like the ability to recover meaning" (pp. 202). The two types of vocabulary are important because receptive vocabulary establishes elements activated by external stimuli. In contrast, productive vocabulary is activated by other words without other external stimuli.

Several authors have worked on vocabulary learning strategies and have developed different taxonomies that can guide teachers in their work. Four of these taxonomies are summarized below.

O'Malley proposed a taxonomic strategy divided into three parts: meta-cognitive strategies, cognitive strategies, and socio-affective strategies (O'Malley, 1998 in Kadubiec, 2009). The first ones refer to knowing about learning through planning, monitoring, and evaluating learning. The second one has to do with manipulating learning material such as translation, repetition, keywords, recombination, deduction, contextualization, transfer, note-taking, among the most important ones. The last ones have to do with the social activity of mediation, such as cooperation and clarification of information through questions.

Stern proposed five strategies: management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies, and affective strategies (Stern, 1992 cited by Kadubiec, 2009). Management strategies have to do with the learner's intention to direct his or her learning. Cognitive strategies have to do with the operations necessary to analyze, synthesize or transform learning materials such as monitoring, memorization, and inductive inference, to name a few. Communicative strategies refer to the techniques used by learners to sustain a conversation; among these are paraphrasing, gestures, explanation, or repetition. Interpersonal strategies refer to learners' monitoring of their development and performance with native speakers. Affective strategies refer to the resources used by the learner to solve the emotional difficulties that arise when learning a language.

Oxford proposed systems, not taxonomies, as the first term implies clear and hierarchical relationships (Oxford, 1990 cited by Kadubiec, 2009). The author divided strategies into two classes: direct and indirect strategies and these were further subdivided into three groups: memory, cognitive, compensation as direct strategies, and meta-cognitive, affective, and social as indirect strategies. Memory strategies comprise: creating mental connections, applying images and sounds, making revisions, employing actions. Cognitive strategies refer to practicing, receiving, and sending messages, analyzing and reasoning, creating structures for input and output.

Compensation strategies are linked to guessing meanings intelligently and overcoming limitations in oral and written production. Meta-cognitive strategies refer to the learner's ability to focus on his learning, organize and plan, and evaluate his knowledge. Affective strategies aim to lower anxiety, encourage oneself, and control emotions. On the other hand, social strategies are based on asking questions, cooperating with others, and being empathetic.

Schmitt categorized vocabulary learning strategies into two different groups: discovery strategies and consolidation strategies (Schmitt, 1997 cited by Kadubiec, 2009). There are the determination strategies and the social strategies within the discovery strategies, which are those used to discover the denotation of new words. The former refers to the analysis of speech, affixes, roots, or cognates, word lists, bilingual and monolingual dictionaries, and the use of context to recognize words. The latter is about interacting with the teacher and other learners to ask for translations, paraphrasing, synonyms of a new word, or including this word in a sentence.

Within the consolidation strategies, with which words are practiced and studied, are social strategies, which refer to interacting with native speakers, using flashcards designed by students or vocabulary lists. Another group is memory strategies such as using a pictorial representation of the meaning of words, connecting the word with a personal experience, relating words to their synonyms or antonyms, using semantic maps, using gradation scales, using the peg method (hook method), or loci method (spatial organization method), grouping words, using words in different sentences, spelling words, studying the sound of words, paraphrasing, using physical actions, and using semantic grids. There are also cognitive and meta-cognitive strategies. The former is employed when there is verbal repetition, word lists, flashcards, note-taking, listening to word recordings, labeling of objects, and vocabulary notebooks. The latter are worked on through personal vocabulary tests, skipping or passing words, and practicing with spaced words.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Location**

The "Huambaló" Educational Unit is located in the Huambaló parish in San Pedro de Pelileo canton, a rural area of the Pelileo canton. The vast majority of the children residing in the area attend this school. In the past, the requirements of this school were not adequately met, neither in its infrastructure nor in the educational part, since there were few teachers teaching classes. Currently, due to the demand of students, the institution has a better infrastructure and teachers who are gradually being trained to provide quality education at the level of institutions located in urban areas. Although teachers have been innovating and trying to apply new strategies and methodologies, students have not made significant progress in English, specifically in learning new vocabulary. Therefore, the researcher saw the need to apply recreational strategies in the students of the eighth year of General Basic Education to increase the level of vocabulary in the English language facilitating better interaction and communication in the different contexts that the student is in.

#### **3.2 Equipment and materials**

In this research, various materials were used to fulfill the proposed object, such as laptop, desktop materials, internet, memories, elements that facilitated the application of the instruments in the collection of information.

##### **Technological**

- Computer
- Mobile
- Internet
- Software

##### **Human resources**

- Author availability/ Student



### 3.3 Type of research

The scope is quasi-experimental, applied to an experimental and control group in two moments, one before and one after the intervention, to evaluate the development of English vocabulary through the use of recreational Strategies. For this research work, a project was designed with the following characteristics:

**Documentary or bibliographic research:** according to Arias (2016), "it is a process based on the search, retrieval, analysis, critique and interpretation of secondary data" (p.27). In the present study, information from books, digital magazines, scientific articles was analyzed to update knowledge regarding the application of Recreational Strategies and vocabulary development in the English language.

**Field research:** this research is considered field research, "conducted in the same geographical place where the facts are developed" (Cabezas, Naranjo, & Santamaría, 2018, p. 74). The work was carried out where the phenomenon under study occurs, as it is the eighth grade of middle school, in the Huambaló Educational Unit.

**Quasi-experimental research:** The purpose of this research is the immediate application of the knowledge obtained (Muñoz, 2016, p. 85). The starting point was the diagnostic inquiry; then, the intervention was made by applying the proposal to the population under study (experimental group) to know its effectiveness.

### 3.4 Hypothesis testing

The Recreational Strategies contribute to the strengthening of the vocabulary in the English language in the students of the eighth year of Basic Education of the Educational Unit "Huambaló."

#### 3.4.1. Statement of the Hypothesis

**Ho:** Recreational strategies do not contribute to the strengthening of English vocabulary in eighth-grade students of the "Huambaló" Educational Unit.

**Hi:** The recreational strategies do contribute to the strengthening of English vocabulary in eighth-grade students of the "Huambaló" Educational Unit.

### 3.4.2. Selection of the level of significance.

The level  $\alpha = 0.05$  was used.

### 3.5 Population and Sample

The present investigation population comprises 30 middle school students of the Huambaló Educational Unit enrolled in the academic period. Since it is a small population and easy to handle and execute, we worked with the entire population without determining a sample. For the research work, parallel B with 15 students was designated as the control group and parallel C with 15 students as the experimental group; thus, reliable results were obtained with non-probabilistic sampling.

*Tabla 1. Population*

Group	Participants		total
	Eight B	Eight C	
Control	15		15
Experimental	0	15	15
<b>Total</b>			<b>30</b>

Note: The table shows the distribution of the population under study in the research.

Author: Luzuriaga (2022)

### 3.6 Data Collection

#### Research Techniques

The researcher gave the pre-test to both the experimental and control groups. Recreational strategies were used with the experimental group to teach vocabulary to students from eighth year "B. On the other hand, the control group, eighth year "C" was treated by conventional strategies. After the application of Recreational Strategies a post-test was conducted to both groups, the experimental and control groups, to find out students' vocabulary understanding.

## **Research Instrument**

The researcher applied a pre-test and post-test in this research project. B test was used as the instrument of the study to know the students' achievement in vocabulary. This test was taken from the Cambridge exams (KET). The pre-test was applied to analyze the students' achievement in English vocabulary while the post-test was done to measure the improvement in students' vocabulary after the intervention. The test contains 30 questions focused on vocabulary and language which were divided into three categories: nouns, adjectives, and verbs. This Cambridge test (KET) was applied to check students' vocabulary knowledge.

### **3.7 Procedure of Data collection**

In order to determine the effectiveness of recreational strategies in learning English vocabulary, the researcher began by applying a pre-test of knowledge consisting of 30 multiple-choice questions (ten nouns, ten adjectives, and ten verbs). It is essential to mention that the standardized Cambridge KET (Knowledge English Test) was used for the initial assessment. This evaluation was administered to 30 students in the 8th year of General Basic Education at the Huambaló Educational Unit. Fifteen students belonged to the 8th A, the control group of this research, and the other fifteen belonged to the 8th B, which was the Experimental group. After applying the pre-test, the researcher proceeded to the intervention with the experimental group. One strategy was applied for three days each week, for a total of four monthly strategies. Each strategy focused on nouns, adjectives, and verbs. At the end of this treatment, the post-test was applied to the control and experimental groups. Finally, the researcher compared the results obtained in the pre-test and post-test, thus demonstrating the effectiveness of the recreational strategies in learning vocabulary in the English language.

## CHAPTER IV

### RESULTS AND DISCUSSION

To complete this research, it was necessary to review the results obtained in the pre-test and post-test applications to verify the variables' correlation. Also, the data obtained in the two tests were tabulated manually, which required further review. The data obtained in both the pre-test and post-test of the control and experimental groups are presented below.

*Tabla 2. Pre-test results from the Control Group*

<i>Students</i>	<i>Pre-test results</i>			
	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Mean score</i>
<i>Student 1</i>	4	1	2	<b>7</b>
<i>Student 2</i>	1	0	2	<b>3</b>
<i>Student 3</i>	0	0	4	<b>4</b>
<i>Student 4</i>	2	0	1	<b>3</b>
<i>Student 5</i>	3	2	5	<b>10</b>
<i>Student 6</i>	6	4	2	<b>12</b>
<i>Student 7</i>	1	3	0	<b>4</b>
<i>Student 8</i>	0	2	3	<b>5</b>
<i>Student 9</i>	0	1	3	<b>4</b>
<i>Student 10</i>	2	4	1	<b>7</b>
<i>Student 11</i>	4	1	0	<b>5</b>
<i>Student 12</i>	3	2	2	<b>7</b>
<i>Student 13</i>	3	0	1	<b>4</b>
<i>Student 14</i>	1	0	1	<b>2</b>
<i>Student 15</i>	1	2	0	<b>3</b>
<b>Total Score</b>	<b>31</b>	<b>22</b>	<b>27</b>	<b>80</b>
<b>Mean Score</b>	<b>2,06</b>	<b>1,46</b>	<b>1,8</b>	<b>5,33</b>

Author: Luzuriaga, M., (2022)

This table shows that the media obtained from the control group in the pre-test is 5,33 out of 10,00. Each student was evaluated for over 30 points; however, only two students obtained a high score. Student 5 obtained 10 out of 30 and student 6 obtained 12 out of 30. Based on these results, the researcher concluded that the majority of students have problems with the English Language because of the lack of vocabulary.

**Tabla 3. Pos-test results from the Control Group**

<i>Students</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Post-test</i>
				<i>results</i>
				<i>Mean score</i>
<i>Student 1</i>	6	3	1	<b>10</b>
<i>Student 2</i>	2	2	3	<b>7</b>
<i>Student 3</i>	1	2	1	<b>4</b>
<i>Student 4</i>	2	1	1	<b>4</b>
<i>Student 5</i>	1	2	2	<b>5</b>
<i>Student 6</i>	1	3	1	<b>5</b>
<i>Student 7</i>	2	1	3	<b>6</b>
<i>Student 8</i>	3	4	1	<b>8</b>
<i>Student 9</i>	2	2	7	<b>11</b>
<i>Student 10</i>	1	3	1	<b>5</b>
<i>Student 11</i>	2	2	2	<b>6</b>
<i>Student 12</i>	1	1	2	<b>4</b>
<i>Student 13</i>	3	1	3	<b>7</b>
<i>Student 14</i>	2	3	5	<b>10</b>
<i>Student 15</i>	4	1	2	<b>7</b>
<b>Total Score</b>	<b>33</b>	<b>31</b>	<b>35</b>	<b>99</b>
<b>Mean Score</b>	<b>2,20</b>	<b>2,07</b>	<b>2,33</b>	<b>6,60</b>

Author: Luzuriaga, M., (2022)

The results obtained from the control group in the post-test shows a media score of 6,60 which means that students were able to obtain good scores just by applying a traditional method. However, the table clearly shows that students 1, 9, and 10 obtained the highest scores being them 10 and 11 out of 30.

**Tabla 4. Pre-test results from the Experimental Group**

<i>Students</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Pre-test</i>
				<i>results</i>
				<i>Mean score</i>
<i>Student 1</i>	2	3	3	<b>8</b>
<i>Student 2</i>	0	3	1	<b>4</b>
<i>Student 3</i>	0	1	5	<b>6</b>
<i>Student 4</i>	1	0	3	<b>4</b>
<i>Student 5</i>	2	3	6	<b>11</b>
<i>Student 6</i>	2	1	3	<b>6</b>
<i>Student 7</i>	3	1	3	<b>7</b>
<i>Student 8</i>	1	0	0	<b>1</b>
<i>Student 9</i>	1	4	5	<b>10</b>
<i>Student 10</i>	0	2	1	<b>3</b>
<i>Student 11</i>	0	3	2	<b>5</b>
<i>Student 12</i>	5	1	1	<b>7</b>

<i>Student 13</i>	4	1	2	7
<i>Student 14</i>	2	0	0	2
<i>Student 15</i>	1	1	3	5
<b>Total Score</b>	<b>24</b>	<b>24</b>	<b>38</b>	<b>86</b>
<b>Mean Score</b>	<b>1,6</b>	<b>1,6</b>	<b>2,53</b>	<b>5,73</b>

Author: Luzuriaga, M., (2022)

The media obtained from the experimental group in the pre-test is 5,73. It clearly can be noticed that only two students obtained the highest score in the preliminary test. However, neither of the two students achieved the desired grade since their scores ranged from 10 to 11 out of 30 points.

**Tabla 5. Post-test results from the Experimental Group**

<i>Students</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Pre-test results</i>
				<i>Mean score</i>
<i>Student 1</i>	2	4	6	<b>12</b>
<i>Student 2</i>	2	1	4	<b>7</b>
<i>Student 3</i>	4	2	5	<b>11</b>
<i>Student 4</i>	3	4	3	<b>10</b>
<i>Student 5</i>	4	1	3	<b>8</b>
<i>Student 6</i>	1	2	2	<b>5</b>
<i>Student 7</i>	1	1	4	<b>6</b>
<i>Student 8</i>	4	6	8	<b>18</b>
<i>Student 9</i>	5	1	4	<b>10</b>
<i>Student 10</i>	2	5	4	<b>11</b>
<i>Student 11</i>	1	4	3	<b>8</b>
<i>Student 12</i>	3	1	1	<b>5</b>
<i>Student 13</i>	1	2	1	<b>4</b>
<i>Student 14</i>	2	1	3	<b>6</b>
<i>Student 15</i>	3	2	3	<b>8</b>
<b>Total Score</b>	<b>38</b>	<b>37</b>	<b>54</b>	<b>129</b>
<b>Mean Score</b>	<b>2,53</b>	<b>2,47</b>	<b>3,60</b>	<b>8,60</b>

Author: Luzuriaga, M., (2022)

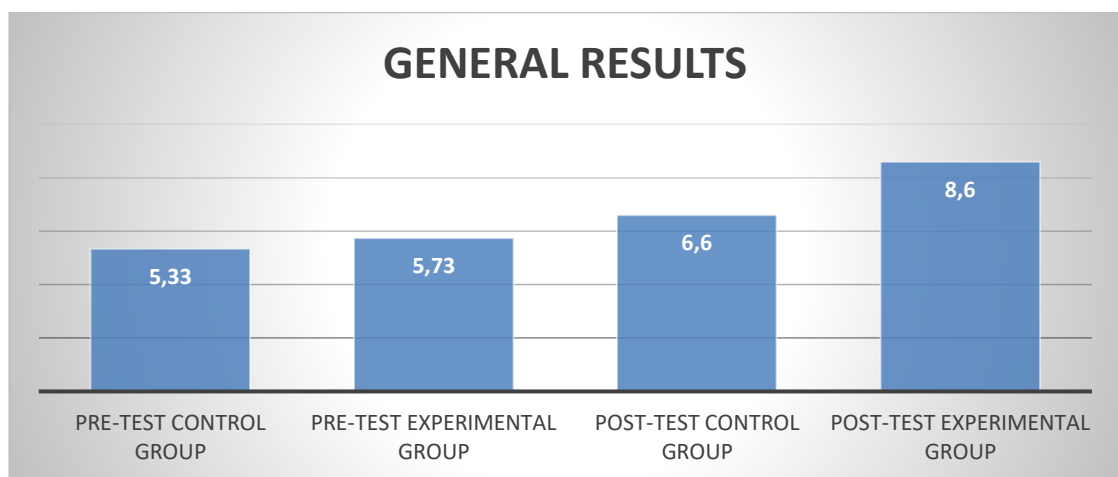
This table shows the results obtained from the experimental group in the post-test, after the treatment. The mean score was 8,60 which represents a great achievement. Six students from this group obtained 10,11,12 and 18 out of 30 being these grades the highest scores in this research study.

**Tabla 6. General Results**

GENERAL RESULTS FROM THE PRE-TEST AND POST-TEST	
Pre-test control group	5,33
Pre-test experimental group	5,73
Post-test control group	6,6
Post-test experimental group	8,6

Author: Luzuriaga, M., (2022)

**Figure 1. General Results**



Author: Luzuriaga, M., (2022)

This bar graph clearly makes a comparison of the results obtained in the pre-test and post-test from the control and experimental group. The pre-test results in both groups rank below 6 out of 30. These results do not differ much in these two groups. After the application of the pre-test, the researcher started with the intervention; which means that the recreational strategies had to be applied in the experimental group. For one month, these strategies were part of the English class to make students increase their vocabulary effectively. For the control group, the traditional strategy was applied. After the intervention, the researcher applied the post-test to both groups, the experimental and control groups. This bar graph also shows the results obtained in the post-test. These results differ a lot in both groups. The control group obtained a mean score of 6,6 out of 10 and the experimental group obtained an 8,6 out of 10. These

general results demonstrate the effectiveness of applying Recreational Strategies to teach English vocabulary to students.

#### 4.1 Hypothesis testing

**H<sub>0</sub>:** Recreational strategies do not contribute to the strengthening of English vocabulary in eighth-grade students of the "Huambaló" Educational Unit.

**H<sub>1</sub>:** The recreational strategies do contribute to the strengthening of English vocabulary in eighth-grade students of the "Huambaló" Educational Unit.

Statistical test observed:

H<sub>0</sub>:  $\mu_1 = \mu_2$

H<sub>1</sub>:  $\mu_1 \neq \mu_2$

Where:

1 = media experimental group in the pre-test.

2 = media experimental group in the post-test.

The calculation formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{S_p^2 \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$
$$S_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  = average in the first measurement (pre-test).

$\bar{x}_2$  = average in the first measurement (post-test).



$S_p$  = combined variance of the samples.

$n_1$  = data number of the first measurement ( 15 data).

$n_2$  = data number of the first measurement (15 data).

Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable  $t$  is a Student  $t$ -test with  $(n_1 + n_2 - 2)$  degrees of freedom.

### **Decision Making**

If the 'p' value or level of bilateral significance is smaller than or equal to a (0,05), the null hypothesis ( $H_0$ ) is going to be rejected and the alternative hypothesis ( $H_1$ ) is going to be accepted.

### **Level of significance**

To verify the hypothesis, the following level of significance is used:  $\alpha = 0.05$

### **Degrees of freedom**

$$v = n - 1$$

It means that:

$n$  = average of first and second measurement (15 data).

$v$  = degrees of freedom

$$v = 15 - 1 = 14$$

### ***Figure 2. Hypothesis Testing***

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.814	.370	3.864	71	.000	12.264	3.174	5.936	18.593
	Equal variances not assumed			3.854	67.990	.000	12.264	3.182	5.915	18.614

Author: Luzuriaga, M. (2022)

This figure clearly represents the result obtained from the statistical hypothesis. The value of  $t_{count}$  was 3.864. While the Degree of Freedom was 71 and sig. tailed (p) value was 0.000. According to these results the investigator mentions that  $H_o$  was rejected, and  $H_I$  was accepted. Consequently, the recreational strategies do contribute to the strengthening of English vocabulary in eighth-grade students of the "Huambaló" Educational Unit.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

- It is concluded that the most developed activities in the English class are directed to the development of the four communicative skills by applying conventional and repetitive strategies rather than in the acquisition of vocabulary; which causes boredom and demotivation in students when interacting in the classroom.
- After the analysis of the recreational strategies, it is concluded that they contribute to learning English vocabulary by developing the skills of imagination, creativity, innovation, originality, use of language, and meaningful learning. Applying these strategies has allowed the student to learn from the dynamism and participation among peers in a meaningful way, forming a holistic entity through expression with an innovative, critical and didactic approach.
- It is concluded that recreational strategies are poorly used in English classes where teaching vocabulary in the English language is not considered at all. Teachers give repetitive classes in which the learner plays the role of listener, and thus the opportunity to reach competent students in oral and written expression.

## 5.2 Recommendations

- The implementation of recreational strategies by teachers is recommended since, in order to increase the English vocabulary in students, frequent work is needed with activities that encourage the active participation of students, from the generation of interest and based on an active cognition; in addition, the activities that allow the communicative development of the students of the Huambaló Educational Unit should be promoted.
- It is recommended that teachers apply recreational strategies to improve the level of vocabulary in eighth-grade students. The game and other strategies are actions that create a taste for learning the language in different contexts, so they will achieve fluent and competent communication capable of expressing themselves in any social or academic activities.
- It is necessary to consolidate skills within the process of teaching vocabulary in the English language; in the first instance, recreational strategies should be applied repeatedly by teachers, which allow students to have greater clarity in learning vocabulary and, at the same time, to promote interaction among students, so that vocabulary learning is effective in any communicative context.

## CHAPTER VI

### PROPOSAL

**TOPIC:** Elaboration of a Recreational Strategy Guide based on Games to enhance English Vocabulary

#### 6.1 Informative data

<b>Name of the institution:</b>	Unidad Educativa “Huambaló”
<b>Location:</b>	Pelileo city
<b>Beneficiaries:</b>	Students from 8 <sup>th</sup> year of Basic Education
<b>Estimated time for the execution:</b>	One month
<b>Beginning:</b>	May 9th, 2022
<b>Ending:</b>	June 10th, 2022
<b>Person in charge:</b>	Researcher
<b>Cost:</b>	\$130

#### 6.2 Background of the proposal

The following proposal is framed in learning English vocabulary mediated by the application of recreational strategies. The proposal intends that students learn in a more meaningful way a functional vocabulary that will allow them to be competent in the basic level of English as a foreign language.

### **6.3 Justification**

The application of this recreational strategy guide promotes and creates in students the habit of learning new vocabulary, thus developing self-confidence in real situations, which also contributes to the communicative process. This guide aims to facilitate learning vocabulary in the English language. Through it, students will discover new valuable vocabulary for comprehending written texts. This proposal is of interest because it provides new activities and games not used before in the institution that help students learn vocabularies such as nouns, adjectives, and verbs. Likewise, this proposal has novel and dynamic activities that motivate students to use the English language and learn new vocabulary.

The application of this interactive guide is of great support for both students and teachers since they have access to recreational activities, which will create the habit of learning new vocabulary and will allow them to relate to the real world and solve everyday problems presented in daily life. The impact of this proposal is to increase the vocabulary of the students, which involves a call to the students to be active participants through the expression of ideas, opinions, and the participation and interaction of each strategy. Through this proposal, another problem that exists in the educational system is solved, which is the scarce vocabulary in the English language

### **6.4 Objectives**

#### **6.4.1 General**

To elaborate a Recreational Strategy Guide based on Games to enhance English Vocabulary.

#### **6.4.2 Specific objectives**

- To choose the activities that will be part of the Recreational Strategy Guide.
- To explain how each game will be used to enhance the English Vocabulary
- To socialize the proposal to the teachers of the English area as well as to the authorities of the Huambaló Educational Unit.

## **6.5 Feasibility analysis**

This proposal is feasible to implement because it has the institution's support that involves teachers as the principal authorities of the institution who form the educational system of the Huambaló Educational Unit. In addition, the Huambaló Educational Unit does not have extra material, such as a guide with recreational strategies based on games to improve the level of vocabulary in the English language. This material is of utmost importance since the recreational strategies have a variety of games designed to improve vocabulary, which makes it easier for students to learn while having fun.

With good criteria, in the outlined section of this study, it was also necessary to analyze the environment where this project would be carried out, taking into consideration aspects such as the benefit it will bring to the environment, the development of the proposal; as well as the expenses involved in its application. The primary resources (physical material and human resources) are available within the institution; therefore, the implementation of this proposal is economically feasible since the researcher will assume all the expenses for this study to obtain favorable results and thus demonstrate the effectiveness of the use of recreational strategies in vocabulary learning.

## **6.6 Theoretical foundation**

According to F. Ureñas (1992), M. Hernández and L. Gallardo (1994), J. Torres (1997), C. Lezama (2000) and A. Pérez (2017) it can be said that recreational strategies can be classified by their orientation into motor, cultural and social.

### **6.6.1 Types of recreational Strategies**

#### **Motor**

According to Zimyeba (2018), motor activities easily lend themselves to very varied situations close to playing, which considerably increases students' active participation. For this reason, Le Boulch (1981) argues that motor skills in education should be an operational experience of confrontation with the environment, being games, music and dance, and outdoor activities, as an

educational aids, that allows student to exercise a function of individual or group adjustment.

- **Game:** It appears in the teaching discourse as a method in early childhood education promoting the state of reverie needed for the development of creativity. Teaching through play is a strategy that motivates creative learning and meaningful learning. In addition, numerous beneficial aspects of integrating play into the classroom can be highlighted. Campos et al. (2018) express that children learn in a pleasant and fun way, express themselves, and communicate. In addition, they produce, explore and compare their previous learning with the external reality, which implies active participation in the subject. According to Morales (2020), play as a didactic strategy has multiple benefits. It favors sociability develops the creative, critical, and communicative capacity of the individual. It stimulates action, reflection, and expression.
- **Music and dance:** In the intellectual realm, music and dance can be used to learn new vocabulary in a foreign language. In physical exercise, the mind usually directs movement; in dance, the movement stimulates the activity of the mind. Learning a language through music and dance has to be based on the knowledge of the restorative power that movement exerts on mental activities (Laban, 1978, p. 34). Mc Carthy (1996) defends a global and transversal concept in which dance and music allow the approach and learning of the multiple elements that constitute it and viceversa.
- **Outdoor activities:** It is a way to have fun in a group since students can develop interpersonal relationships teamwork acquire knowledge of the environment through exploration and discovery García (2021). For example: "Collecting points," which consists of working with children outside the classroom. The teacher should divide the class into two groups and provide them with a box, a shoebox. Once this is done, the teacher should describe the objects to be searched for in the playground or where the activity takes place. For example, a flower, a stone, a leaf, etc. Each object has its respective score. If the objects are found, the students must place them in the box describing them. If the description is correct, half the score of the object found will be added. The team



that obtains the highest score will be the winner, having, as a result, the use of vocabulary and its correct pronunciation for the enrichment of oral communication.

### **Cultural**

In every learning environment, there is an overriding culture that influences all other environment components. In most learning environments, culture is taken for granted or maybe beyond the awareness of learners and even teachers. Therefore, professors, instructors, and teachers should pay special attention to cultural factors to make conscious decisions about implementing the different components of a learning environment (Torres, 2018). Within the cultural area, the following can be highlighted:

- **Theater:** The theater is an artistic genre that can be developed almost anywhere. It simply needs a space, an actor or actress, and the will to perform it. According to Lagos and Palacios (2010), it "enriches the individual and at the same time leads him/her to identify with collective and social values" (p.20); the actor or actress is then a transformer of reality. The theater, having such social characteristics and being able to develop in almost any context, can be taken to various environments and developed to achieve various purposes, including educational ones, more specifically the learning of a foreign language bringing many benefits, in this regard, Perez (2004) states that throughout history the theater has been used for the study of language and culture. However, the author considers that a differentiation should be made between the terms theater and dramatization, the former having as its objective the development of the aesthetic capacity of an individual. At the same time, the latter seeks to provide the ability to resolve conflicts through the direct experience of real situations that are staged.
  
- In this regard, Perez (2004) considers that although various theatrical techniques from teachers such as Stanislavsky are indeed used in the classroom, what matters is the process through which students, working together, achieve a final product. It seeks then the development of social, intellectual, and emotional character in the students since, as the author

mentioned above points out, dramatization makes possible the formulation of ideas and feelings in the students through the use of elements such as voice and body, thus developing the communicative capacity of the participants, which is supported by teamwork. According to the author, dramatization provides the opportunity for students to analyze their feelings and opinions, to be able to reconstruct their frame of reference, and thus expand their knowledge. However, undoubtedly the most crucial factor that dramatization brings to education is the communicative function; the participants of the theatrical creation processes are able to communicate different messages verbally and nonverbally.

**Images:** Learning through images is a strategy that facilitates the student's comprehension and understanding when acquiring and processing new information, i.e., the image encourages students' participation in class. It helps them establish relationships in the written lessons they are learning in the classroom. Therefore, it is necessary to make relevance in the concordance between the content and the image, for this, the affirmation of the author Renobell (cited in Hernández and Olmos, 2011) was used: "the image stimulates reflection, induces participation, favors the establishment of associations and directs the meaning of the text it accompanies" (p. 195).

This same author stated that reading images is communicative competence, a critical analysis component of reality, and an incentive for learning, development, and creativity (p. 195). Additionally, Renobell (cited in Hernández and Olmos, 2011) stated: "image reading is a communicative competence, a component of critical analysis of reality and an incentive for learning, development, and creativity" (p. 196). That is to say that with the image, it is possible to make readings communicatively as a guide of analysis and impulse in the students' learning in the classes, where the teacher uses didactic materials that allow to generate and defend thoughts with critical capacity.

With all this, the image creates an association with the topics learned in class as readings, where the purpose is to generate a link of words transformed into images.

For this, the authors Gargallo and Ferreras; (2000) stated the following: "the technique of images is practically similar to that of association," to which they also added: "the objective, therefore, is to transform concepts or words into images" (p. 356). This gives us to understand that, when creating ideas or producing writings, the image is an essential help for students because it allows them to associate ideas and what they want to do in images. Therefore, when students learn vocabulary through images, they convert the concepts and meanings of the vocabulary learned in their classes, which allows them to have the ability to complete specific objectives in language classes.

### **Social**

Language and culture are related, and one motivates or transmits the other and vice versa; it is necessary to study the place where both interact, which is undoubtedly the social context. Ghalami (2012) states that social context influences attitude and motivation. Both aspects are strictly necessary when it comes to learning another language. Context, as stated by Gholamo (2012), provides learning opportunities that elevate learners' achievement. Learners learn and acquire a language through social interaction; however, as stated by Gholami, the significance of social context is mainly ignored in countries where English as a foreign language is learned because its own social context is absent. The author further states that learners of a foreign language acquire it through social interaction. However, for some people, the relevance of social context is largely ignored and dismissed in most countries where English as a foreign language is taught. Therefore, the result of learning is not satisfactory.

Also, Gholami (2012) states that language learning takes place in a social context, which, according to her, shapes this learning in two ways. As stated by the author, the context will influence the learner's motivation. In addition, there are two possible learning opportunities, formal and informal, which are also influenced by the context.

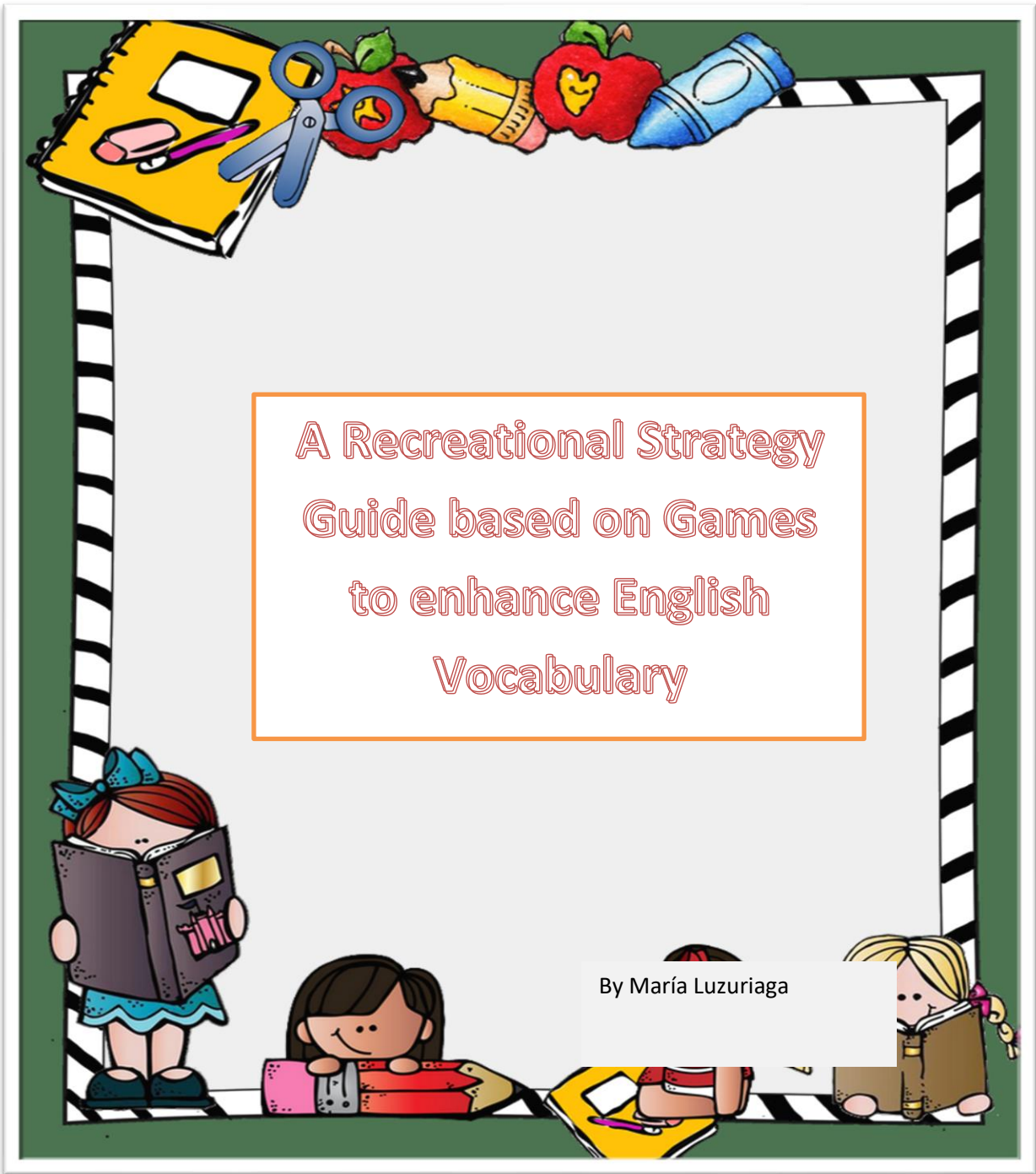
Another relevant aspect that must be considered when trying to understand the relevance of the social context in language learning is attitude. Most of the time, the attitude that a learner possesses towards a target language or a target culture will determine how he or she develops his or her language skills. In fact, according to

Gholami (2012), learners' attitudes toward the target language, its speakers, and the learning context play a significant role in the success or failure of language learning. Gardner (1985), as mentioned in Gholami (2012), considers that there are two types of attitudes: the attitude toward the people who speak the target language and the attitude toward the practical use that the learner assumes can be learned. According to him, attitudes do not directly affect learning, but they do lead to motivation, which significantly influences learning.

Sometimes, due to different attitudes, a person may decide to study a language or not. For example, if the person has a positive attitude towards English or the culture in which it is spoken, this person may be motivated to learn it. On the contrary, if there is a negative attitude towards the language or towards the culture or countries in which the language is spoken, motivation will decrease. This idea is supported by Gholami (2012) in considering that the social context leads to attitudes that appear in learners in the form of motivation that is connected to other personal characteristics.

In addition, Masumoto (2012) points out that based on Schumann's (1986) acculturation model, it is possible to say that social factors between learners and the target culture play a significant role in determining the level of foreign language learning. Within the social context, the following activities are taken into account:

- **Group techniques:** It can define *group techniques* as a set of means and procedures that, when applied in a group situation, serve to achieve a double objective: productivity and group gratification. In other words, the use of group techniques serves to facilitate and stimulate the action of the group as a group of people (to achieve gratification) and for the group to achieve the objectives and goals it has set itself in the most effective way possible (to achieve group productivity). They are used in diverse situations to develop a more significant activity of the same ones with a minor effort and more excellent economy. Group techniques are used to communicate and to organize better human relations.



A Recreational Strategy  
Guide based on Games  
to enhance English  
Vocabulary

By María Luzuriaga

## INTRODUCTION



This proposal has the compilation of recreational strategies based on games to acquire vocabulary in the English language. This methodological guide is directed to the English teachers of the "Huambaló" Educational Unit. Many teachers leave the game's background in the classroom, devoting more to developing the cognitive part of the child, without knowing that the game depends on the good integral development of the child, both motor, emotional, and social. Thus arises the need to generate educational events with favorable atmospheres of communication, an effective climate of trust in the teaching-learning processes, and a commitment of teachers to exert a positive influence full of affection in the minds and hearts of the students through the application of this proposal.

By Maria Luzuriaga

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## Strategy 1: Cultural Strategy

*(Memory Game)*



**Memory Game** is going to be applied in three days. Different vocabulary will be learned in those three days; for example: Class 1, students will learn NOUNS. Class 2, students will learn VERBS. Class 3, students will learn ADJECTIVES. After those three days, students will elaborate on their learning outcome by demonstrating the vocabulary learned.

VOCABULARY STRATEGY:	Cultural Strategy (Memory Game)
AIM:	To develop vocabulary related to shopping in context.
MATERIALS NEEDED:	Picture and word cards, Online Dictionary

### **How to use it: Instructions**

The teacher shows a picture and word cards about nouns, verbs, and adjectives; then randomly sticks them on the board to develop the memory game. The class is divided into three groups, in which the participants have to find the image and its written pair. The group members that found the pair must create a sentence with the verb and say it aloud for the point to be valid; otherwise, they lose the point and give their turn to the next group.



**Learning outcome**

Students will elaborate a concept map taking into account the words learned and practiced in the Memory game.

**Description**

In this game, students will have the opportunity to enrich their vocabulary by discovering the images (objects, animals, or actions) and matching them with the corresponding words (the name of the images). Additionally, students improve their attention and retention skills by recording the position of the cards they discover. Pronunciation is also practiced, taking into account coherence when creating sentences and transmitting them to the class orally.

**Assessment**

Students match the images with the correct word then they read them aloud to check pronunciation.

*Strategy 2: Social Strategy*  
*(Charades)*



Source: <https://www.gamesver.com/what-is-charades-how-to-play-it-all-you-need-to-know/>

**Charades** are going to be applied in three days. Different vocabulary will be learned in those three days; for example: Class 1, students will learn NOUNS. Class 2, students will learn VERBS. Class 3, students will learn ADJECTIVES. After those three days, students will elaborate on their learning outcome by demonstrating the vocabulary learned.

VOCABULARY STRATEGY:	Social Strategy (Charades)
AIM:	To develop vocabulary related to sports.
MATERIALS NEEDED:	Boxes with word cards

**How to use it: Instructions**

The teacher makes groups of three students. Each group chooses one participant, who will have to guess the word. The teacher gives each team a box with word cards about sports (each word will have its definition). The chosen student takes out a card without seeing and sticks it on his forehead; the other two team members mime and act out the sight word so that the student who has the word on his forehead guesses it and says it aloud. Repeat the activity, getting all team members to participate in the game.

**Learning outcome**

Students will describe a soccer match by mimicking the words learned in charades.

**Description**

This strategy will allow the student to improve his corporal expression by using gestures, movements, and mimics. It also improves observation skills since the student will have to relate these non-verbal messages with a verbal meaning, a word. In addition, this game enriches the vocabulary as the student mentally translates the word's meaning and acts it out.

**Assessment**

Students guess the words by watching the mimics their classmates make.

### Strategy 3: Motor Strategy

(Crossword)



Source: <https://www.vectorstock.com/royalty-free-vector/crossword-puzzle-game-with-fruits-educational-vector-32321980>

The crossword game is going to be applied in three days. Different vocabulary will be learned in those three days; for example: Class 1, students will learn NOUNS. Class 2, students will learn VERBS. Class 3, students will learn ADJECTIVES. After those three days, students will elaborate on their learning outcome by demonstrating the vocabulary learned.

VOCABULARY STRATEGY:	Motor Strategy (Crossword)
AIM:	To develop vocabulary related to animals.
MATERIALS NEEDED:	Pictures with word cards

#### How to use it: Instructions

The class is divided into three groups; each group is given a blank crossword puzzle and a box containing primers with clues to complete it. One of the participants takes a card from the box and reads aloud the clue; his partner next to him listens and writes the answer in the crossword; the student who wrote the answer takes the next card and reads the clue and the next partner writes the answer, and so on until the crossword is completed. The group that finishes first with the correct answers is the winner.

**Learning outcome**

Students will create an animal photo album with the words learned in this strategy.

**Description**

Through this game, students practice their pronunciation by reading aloud the clues in the primers and becoming familiar with the new vocabulary. At the same time, they strengthen their listening skills by interpreting the statements to discover the answers and improving grammar since students have to write the answers with the correct letters so that the other words fit. It should be noted that the teacher can use any crossword puzzle and adapt it according to the topics he/she wants to reinforce in class and the skills he/she wants the students to achieve.

**Assessment**

Students complete the guess the words by watching the mimics their classmates make.

*Strategy 4: Social Strategy*  
*(Oca's game)*



Source: <https://www.puzzles-to-print.com/crossword-puzzles-for-kids/fast-food-crossword.shtml>

**The crossword game** is going to be applied in three days. Different vocabulary will be learned in those three days; for example: Class 1, students will learn NOUNS. Class 2, students will learn VERBS. Class 3, students will learn ADJECTIVES. After those three days, students will elaborate on their learning outcome by demonstrating the vocabulary learned.

VOCABULARY STRATEGY:	Social Strategy (Oca's game)
AIM:	To develop vocabulary related to jobs
MATERIALS NEEDED:	Picture and cardboards, Online Dictionary, Scissors, and glue

**How to use it: Instructions**

The teacher divides the class into groups of 3 to 4 students who will be in charge of cutting out ten squares of equal size, where they will have to paste the image of 6 different occupations or trades. On some of the pictures, the words: start, miss your turn, go to 3 spaces, finish, etc., will be placed. Each group will be creative in their final decoration.

Each group will have a card representing them in the game, which will be placed in the first square (start); each student throws the die, and the one who gets the highest number will start the game until the player who has the lowest number. When it is their turn, they will move in the square the number that comes out on the die; the student will have to make a sentence taking into account the image of this; if done correctly, you can move the card to the corresponding square, if not answered correctly, you can not move. The goal is to reach the finish square, which is the final goal.

### **Learning outcome**

Students will elaborate on a job glossary where they will have to include pictures and their sentences using the vocabulary learned.

### **Description**

This activity will reinforce each student's vocabulary because they will have to make sentences using the words learned effectively.

### **Assessment**

Students elaborate and complete the Oca's game with the vocabulary suggested by the teacher.

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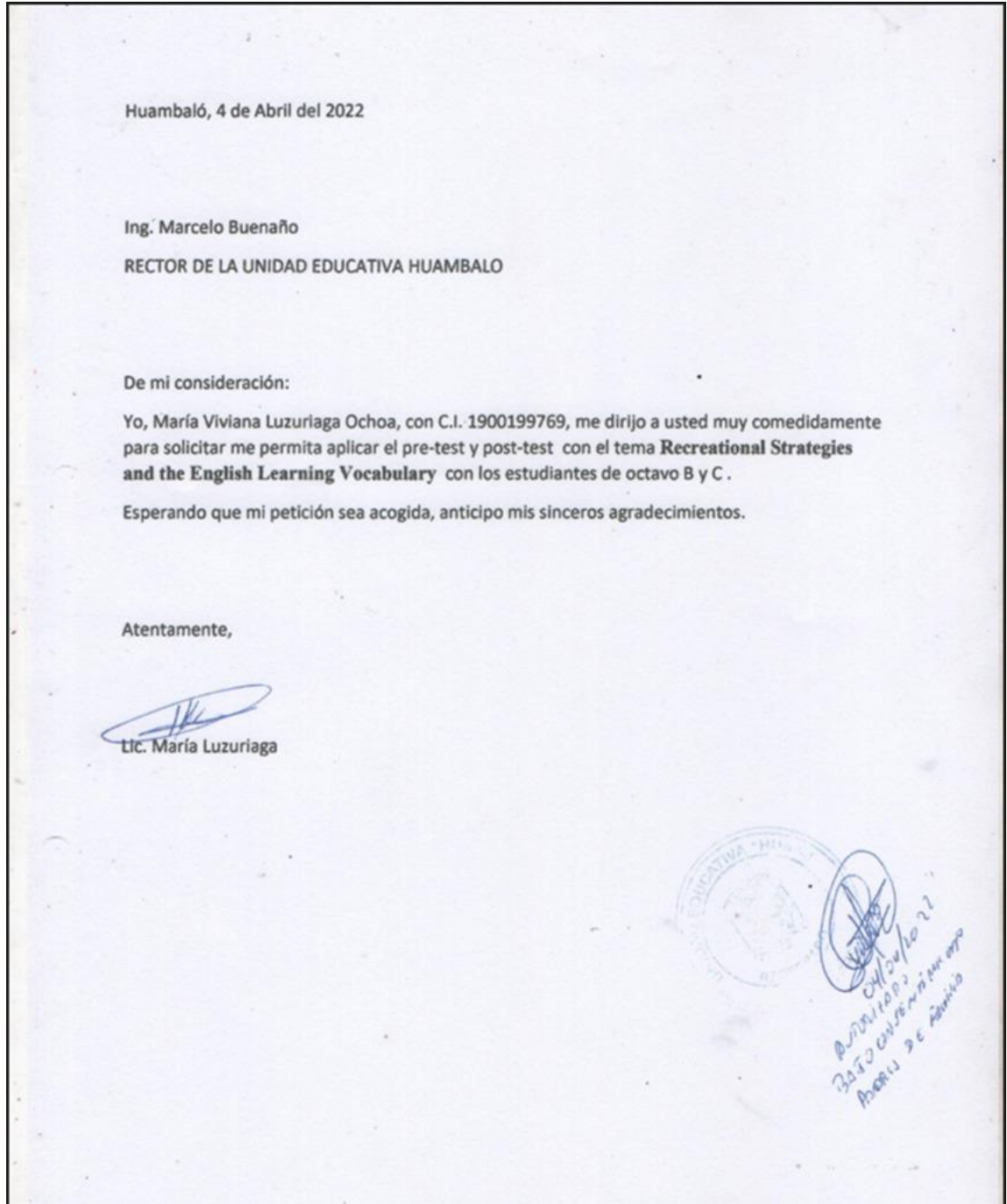
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## Annexes

### Annex 1: Oficio de autorización aplicación



**Annex 2: PHOTOS**

**MEMORY GAME**



## SHARADES GAME





## ACROSSWORD



## O'CAS GAME

