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Rhyming Strategies and Vocabulary Learning.

Author: Paca Toainga Darwin Fabricio

Tutor: Cumbe Coraizaca Dorys Maribel

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I, Lcda. Dorys Maribel Cumbe Coraizaca Mg., holder of the I.D No. 1803694569, in my capacity as supervisor of the Research dissertation on the topic: "Rhyming Strategies and Vocabulary Learning." investigated by Mr. Darwin Fabricio Paca Toainga with I.D No. 1850625482, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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C.C. 1803694569

DECLARATION PAGE

I declare this undergraduate dissertation entitled " Rhyming Strategies and Vocabulary Learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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Darwin Fabricio Paca Toainga
I.D 1850625482

AUTHOR

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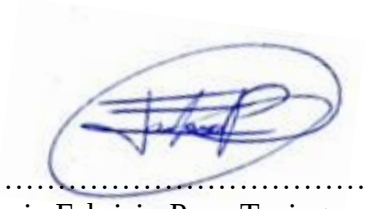

…….

Darwin Fabricio Paca Toainga
I.D 1850625482

AUTHOR

DEDICATION

TO:

God for giving me strength and wisdom daily and for being a fundamental part of my life.

My parents Gladys and Claudio, for giving me unconditional support, their advice and encouraging me to move forward knowing that everything is possible. To my sister, for always being there for me in good times and bad, encouraging me. Without her support, none of this would have been possible.

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UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: Rhyming Strategies and Vocabulary Learning

AUTHOR: Darwin Fabricio Paca Toainga

TUTOR: Lic. Mg. Dorys Maribel Cumbe Coraizaca

ABSTRACT

This study was designed to investigate the effectiveness of rhyming strategies to enhance vocabulary learning among 7th graders at La Granja Elementary School. The objective was to identify the rhyming strategies that enhance the development of vocabulary learning. In addition, 18 students were part of this study with an age between 11 and 12 years old. A pre-experimental design was applied with pre- and post-tests based on the Cambridge Young Learners English: A1 Movers Standardized to assess three criteria: word meaning, word recognition, and contextual use. A series of nine interventions incorporating rhyming songs, repetitive rhymes, and interactive activities were conducted over five weeks. Results revealed significant improvement in vocabulary application within contexts, while gains in word recognition were minimal and word meaning showed no change. Statistical validation using the Wilcoxon signed-rank test confirmed the positive impact of rhyming strategies on vocabulary development. The results underscore the importance of engaging and interactive methods, such as rhymes and songs, in fostering language learning. However, additional strategies are recommended to address the challenges of word recognition and meaning retention. This research highlights the potential of integrating rhyming strategies into language curricula to promote dynamic and enjoyable learning experiences.

Keywords: Vocabulary learning, Rhyming strategies, Language development, Elementary education, Interactive teaching methods.

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RESUMEN

Este estudio se diseñó para investigar la eficacia de las estrategias de rima para mejorar el aprendizaje de vocabulario entre los alumnos de 7º curso de la Escuela Primaria La Granja. El objetivo fue identificar las estrategias de rima que potencian el desarrollo del aprendizaje de vocabulario. Además, 18 estudiantes formaron parte de este estudio con una edad entre 11 y 12 años. Se aplicó un diseño pre-experimental con pre- y post-tests basados en el Cambridge Young Learners English: A1 Movers Standardized para evaluar tres criterios: significado de palabras, reconocimiento de palabras y uso contextual. Durante cinco semanas se llevó a cabo una serie de nueve intervenciones que incorporaban canciones rimadas, rimas repetitivas y actividades interactivas. Los resultados revelaron una mejora significativa en la aplicación del vocabulario dentro de contextos, mientras que las ganancias en el reconocimiento de palabras fueron mínimas y el significado de las palabras no mostró ningún cambio. La validación estadística mediante la prueba de rango con signo de Wilcoxon confirmó el impacto positivo de las estrategias de rima en el desarrollo del vocabulario. Los resultados subrayan la importancia de los métodos atractivos e interactivos, como las rimas y las canciones, para fomentar el aprendizaje de idiomas. Sin embargo, se recomiendan estrategias adicionales para abordar los retos del reconocimiento de palabras y la retención del significado. Esta investigación pone de relieve el potencial de integrar estrategias de rima en los planes de estudio de idiomas para promover experiencias de aprendizaje dinámicas y amenas.

Palabras clave: Aprendizaje de vocabulario, Estrategias de rima, Desarrollo del lenguaje, Educación primaria, Métodos interactivos de enseñanza

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

The role of rhymes in enhancing vocabulary learning has been widely acknowledged in educational research. This theoretical background explored the impact of rhyming strategies on vocabulary learning, focusing on the use of rhymes as effective tools in English language teaching. Numerous studies have demonstrated that rhymes improve memorization, retention, language skills, and motivation in learners, while also promoting spoken English. The recurring theme across these studies is the transformative potential of rhyming strategies, particularly for young learners in order to create an interactive language-learning environment.

Rajan and Saadat (2024) aimed to determine the impact of nursery rhymes on improving vocabulary skills among kindergarten students. The objective was to assess how nursery rhymes improve English vocabulary for young learners. The research involved five English teachers and sixty students (aged 4.5 to 6) from Indian School Bousher, Oman. This article used experimental research with control and experimental groups. The results taken from pre-tests, and post-tests showed significant vocabulary improvement in the experimental group. The study concluded that nursery rhymes enhance memorization, retention, comprehension, and motivation in learning vocabulary.

The research carried out by Victoria (2020) helped to promote spoken English among Nigerian primary school pupils through the use of rhymes and songs. The objective was to prove that songs and rhymes offer an effective approach to strengthening English speaking skills. A team of three experienced English teachers skilled in phonology worked with sixty primary school students over six weeks. They gave the students reading and speaking exercises that included rhymes and songs. A quasi-experimental design with a pretest and post-test was carried out, including two

experimental groups and one control group. The research found that rhymes and songs were more effective than traditional methods for improving spoken English among children. The article concluded that using rhymes and songs effectively improves spoken English, promotes participation, and reduces gender differences in achievement.

De Mello et al. (2022) emphasized the efficacy of nursery rhymes in motivating preschoolers and improving language skills, promoting interactive learning in early education. The objective was to explore kindergarten teachers' views on using nursery rhyme lyrics and animations to improve vocabulary, spelling, and grammar in preschoolers. The study implemented descriptive research using a survey design. Forty-eight teachers participated and completed a Google form questionnaire. The results revealed that teachers generally agreed on the effectiveness of nursery rhymes in teaching English, as they significantly enhanced children's vocabulary and grammar skills. Moreover, they found nursery rhymes useful to motivate children and promote interactive learning. The study concluded that nursery rhymes are a valuable tool in early English language education and it has to be used frequently.

Kilag et al. (2023) aimed to integrate poetry as a pedagogical tool in English language teaching. The objective was to investigate the benefits of incorporating poetry into English Language Teaching (ELT). This study applied a descriptive study where the authors reviewed and analyzed effective strategies for integrating poetry into English Language Teaching, focusing on the population of language learners involved in the process. Findings indicated that poetry absolutely influences vocabulary acquisition, reading comprehension, and language proficiency. Finally, the study concluded that poetry promotes a positive learning environment and critical thinking, making it a powerful tool for innovative and inclusive language education.

Muguwe et al. (2022) contributed to establishing what motivates teachers to use rhymes in teaching English as a second language. The objective was to explore the teachers 'point of view when using rhymes in teaching English as a second language. The study carried out a descriptive survey in which fifty primary teachers in Zimbabwe were

involved. They were part of interviews and answered some questionnaires in order to gather and analyze information. The results demonstrated that primary teachers tend to teach language structures rather than let learners use action rhymes in class. The authors concluded that rhymes should be implemented into the curriculum to have a good and effective English language learning experience.

Teksan and Yilmaz-Alkan (2020) demonstrated that incorporating nursery rhymes into the curriculum can enhance reading fluency and accuracy. The objective was to evaluate the impact of Turkish nursery rhymes on improving reading fluency among fourth-grade students. A group of 44 scholars from a public school located in Trabzon. It was experimental research where two groups were used to carry out the research, a control, and an experiment with twenty-two students respectively. Activities such as voice recordings, reading rates, accuracy, and prosodic features that contain nursery rhymes were administered to the experimental group for 15 weeks. The results showed that the reading skills of the students in the experimental group improved. The study concludes with suggestions related to incorporating nursery rhymes into education to develop reading skills.

The study led by Shikano Long and Mustafa (2020) helped to evaluate the effectiveness of teaching vocabulary through music. The objective of this study was to assess early childhood teachers' perspectives on the effectiveness of using music to teach vocabulary. The study included thirty early childhood teachers from Sarawak, and a quantitative approach was employed through an online survey. The instrument focused on gathering data about teachers' views on teaching vocabulary through music. The results revealed that teachers believe vocabulary instruction in English should be enjoyable and engaging for young learners. The authors came to the conclusion that teachers require professional training to effectively incorporate nursery rhymes and songs into early childhood vocabulary lessons.

Read et al. (2022) evidenced that reading aloud can help scholars to learn new vocabulary. The objective was to test how book features and parents' word-highlighting strategies affect 3- to 4-year-olds' vocabulary retention. The population involved thirty

parent-child pairs who read either a rhymed or unrhymed story about imaginary monsters over five days. Parents read aloud and recorded their sessions. On the other hand, children were tested on recalling the monster names. The findings indicated that children's attempts to guess the monster names before hearing them were the strongest predictor of vocabulary retention. The study concluded by suggesting the implementation of interactive elements during read-aloud for vocabulary development.

The study developed by Damayanti et al. (2023) evaluated the effectiveness of nursery rhymes in teaching vocabulary to elementary students based on dual-coding theory. Dual coding theory suggests the combination of verbal and non-verbal stimuli to have a better representation of certain things. The study involved 64 third-year students at MI Ushuluddin Singkawang divided into two groups, control and experimental group. The experimental group performed a pre-test and a post-test at the end. On the other hand, the control group performed a pre-test only at the beginning of the process. The study analyzed vocabulary retention using pre- and post-tests with 30 short answer questions. It was found that nursery rhymes significantly improved the vocabulary of the students, as repetition and practice engaged their experiences, emotions, and thoughts. It concluded that nursery rhyming improves word learning by helping to remember and reinforce word shape, meaning, and usage.

Christina and Pujiarto (2023) proved that nursery rhymes are an effective technique for enhancing both English vocabulary and children's confidence. The objective of this study was to investigate the advantages of nursery rhymes for vocabulary and confidence in preschoolers at Tutor Time Kindergarten. The study carried out experimental research where 30 children aged 4-5 years old participated, with a control and treatment group. Five English nursery rhymes were used to teach vocabulary to the experimental group. The results showed that nursery rhymes significantly increased children's vocabulary and confidence in speaking English publicly. Children in the experimental group demonstrated better understanding and use of new vocabulary. The study concluded that nursery rhymes are an effective tool for enhancing both language skills and confidence, providing valuable insights for interactive learning in early childhood education.

To sum up, the integration of rhyming strategies into English language teaching proved to be a valuable method for enhancing vocabulary learning among students. This final report reviewed several studies of the use of rhymes in education from different authors. These strategies not only supported the learning of new vocabulary but also promoted confidence and motivation, making learning enjoyable and inclusive. As educators continue to implement rhyming strategies, the evidence suggests that these methods can significantly improve vocabulary retention and overall language development in young learners.

Theoretical Foundation of the Variables

1.1.1 Independent variable

Cognitivism

To begin with, Piaget (1971) defined cognitivism as the mental processes involved in learning, focusing on how individuals acquire, store, and retrieve knowledge. He was one of the pioneers of cognitivism and proposed that learners actively construct their understanding of the world through experiences. Moreover, he introduced the concepts of schemas, which are cognitive frameworks that help individuals process and organize information better. Bruner (1966) added that cognitivism focuses on the importance of discovery learning, where learners engage actively with the material, enabling them to understand it deeply. Thus, this theory explains how learners organize vocabulary and concepts in meaningful ways to aid in long-term retention.

Anderson (1983) claimed that the human brain functions by storing and retrieving information from different memory systems, including declarative and procedural memory. Therefore, it had direct implications for language learning, as students not only need to understand language rules but also to retrieve and apply them in various contexts. In addition, Anderson highlighted those cognitive structures in learning and the use of new vocabulary allow learners to recall and utilize words efficiently.

Additionally, cognitivism has changed educational practices, influencing curriculum design to support deeper information processing. Hence, this stimulated

students to connect new words with existing knowledge, which helped them to learn the language in meaningful ways (Ausubel, 1963). Furthermore, this author demonstrated that the organization and structuring of information in the learner's mind allows cognitivism to make language acquisition more efficient, supporting students' ability to recognize, understand, and use new words.

Memory

Memory is one of the key parts of language learning, particularly in how learners encode, store, transfer, and retrieve vocabulary information. Atkinson and Shiffrin (1968) introduced the multi-store model of memory, which divides memory into sensory, short-term, and long-term components. The first step in language acquisition is to store words in short-term memory, which requires learners to repeat and make sense of words to commit them to long-term memory. This transition from short-term to long-term memory is essential for achieving fluency and retaining language over time.

Thornbury (2002) argued that words people have already learned may be susceptible to forgetting, making memory a critical factor in vocabulary retention. Memory operates through three primary systems: short-term memory, long-term memory, and working memory. Short-term memory holds information for a brief period, such as remembering where a person lives. Nonetheless, working memory is used to keep information accessible while performing tasks that require reasoning, comprehension, and analysis. Furthermore, as time passes, the capacity to remember information tends to decrease. Unlike the two systems, what long-term memory collects is durable over time, however, it is not possible to remember everything after a long pace because pupils can have a lesson with a lot of vocabulary items; some of them will stay there and others will disappear.

Baddeley (2000) described another dimension to our understanding of how memory functions in language learning. Baddeley proposed that working memory has several components, including the phonological circuit, which is particularly relevant for language acquisition. The phonological circuit stores verbal information and sounds,

letting learners temporarily hold new words and manipulate them while engaging in activities like reading, speaking, or listening. Moreover, he argued that rhymes, by engaging auditory memory, provide repeated exposure to word sounds, which reinforces memorization Additionally, this author helped to explain how learners process and rehearse new vocabulary, ultimately storing it in long-term memory.

On the other hand, the encoding principle provided an important contribution in the context of vocabulary learning. Encoding refers to the conditions under which information is learned and affects how well it is recalled (Tulving, 1983). For instance, if learners encounter new vocabulary in a meaningful and relevant context, they are more likely to retrieve the words later. This concept is based on the importance of teaching vocabulary in authentic contexts, where learners can associate words with real-life situations and experiences.

Memory Strategies

Memory strategies are considered essential mental tools for learning new information, especially vocabulary in second language acquisition (Oxford, 1990). Furthermore, memory strategies encompassed creating mental links, using images or sounds, and reviewing information methodically. The author suggested the integration of engaging activities to present new vocabulary so that learners are better prepared to recall and apply language in different contexts. Additionally, specific memory strategies have helped English language learners acquire more vocabulary since they line up with how the brain processes and retains information.

There are several types of memory strategies commonly used in educational contexts. Oxford (1990) categorized these into four main types: creating mental linkages, applying images and sounds, reviewing and practicing, and employing action. Creating mental linkages associates new vocabulary with previously known concepts or words. Applying images and sounds allows learners to visualize words or associate them with a familiar sound pattern, making the word easier to remember. Reviewing and practicing the new information learned and with constant rehearsal and repetition, guarantee that the

information moves from short-term to long-term memory. Employing action includes physical activities linked to words, such as writing or acting out their meanings, further embedding them in memory. Each type of memory strategy addresses a different aspect of how learners process and store information (Gagné, 1985).

Creating Mental Linkages

An effective memory strategy is the creation of mental associations, where the learner can associate new vocabulary with familiar concepts. This practice is based on cognitive theory, which suggests that humans remember information better when it is meaningfully linked to existing knowledge (Ausubel, 1963). In language learning, this could mean linking a new word with a known synonym or an image that reflects its meaning. Levin and Pressley (1983) proposed that the success of this strategy is based on the development of a deep cognitive process. As a result, learners can categorize words into semantics such as word meaning and recognition by helping them to create networks of meaning with daily topics that facilitate word recall during communication.

Using Visual and Auditory Imagery

Another essential type of memory strategy is the use of imagery, both visual and auditory, to support vocabulary retention. Baddeley (2000) stated how imagery can improve the phonological loop by storing verbal information in the brain's auditory system. Learners can create mental images of words, associate them with familiar sounds, or use mental "pictures" to recall definitions. For instance, a learner might picture an apple when learning the word "fruit." This strategy leverages the brain's ability to store and retrieve bright images because both verbal and non-verbal systems work together in memory recall (Paivio, 1971).

Spaced Repetition and Review

The strategy of spaced repetition means reviewing new words after more and more time, which helps to remember better for a long time. Ebbinghaus (1885) conducted early research on memory and learning where he demonstrated the forgetting curve, which

showed how memory decays over time. Spaced repetition counteracts this decay by reinforcing information before it is forgotten. A few years later, Carey (2014) supported this idea by adding that learners who regularly review vocabulary over spaced intervals retain the information in their long-term memory, rather than cramming or reviewing it once. She suggested using flashcards, digital apps, or structured review sessions over a while. This strategy has proven effective in language learning, where consistent exposure and practice are key to mastering vocabulary (Schmitt, 2000).

Mnemonics and Memory Aids

Mnemonics are memory aids that create associations between new words and familiar concepts, often through rhymes, acronyms, or visual symbols. Levin and Pressley (1983) pioneered the use of mnemonics in educational psychology, showing that such devices help learners remember difficult or abstract concepts. In language learning, mnemonics serve as powerful tools for vocabulary retention, especially for learners who struggle with memorizing words by repeating them over and over. Furthermore, Pressley (1987) pointed out that mnemonics make information retrieval faster and more effective by associating new words with mental 'hooks'. For example, a mnemonic device could be associating the word "beach" with the phrase "Beautiful Evenings and Calm Horizons" to remember its meaning.

Action-Based Memory Strategies

The implementation of physical actions in the language learning process is another memory strategy that improves vocabulary retention. According to Oxford (1990), engaging with words through actions like writing, acting out, or even using gestures permits learners to form kinesthetic connections with the material. This methodology, often called "Total Physical Response" is especially useful for younger learners or those with different learning styles (Asher, 1969). Consequently, learners may create multi-sensory links to the vocabulary, making it easier to recall and apply in real-life communication scenarios.

Rhyming strategies

Among memory strategies, the use of rhymes serves as an auditory mnemonic tool that reinforces vocabulary learning. Rhymes take advantage of the natural rhythm and auditory patterns of language, making it easier for learners to store and retrieve vocabulary. This technique is supported by cognitive psychology research, which shows that rhythmic patterns enhance memory retention by making information more predictable and thus easier to retrieve (Goswami, 1990). Rhymes are especially effective in early childhood education, where learners develop their phonological awareness and build foundational vocabulary skills. Additionally, rhymes help students remember words by creating phonetic connections, which improves both pronunciation and word retention when learning a second language (Oxford, 1990).

History of Rhyming in Education

The use of rhymes in education has a long history, dating back to ancient oral traditions, where knowledge was passed down through poems, chants, and songs. In these early systems of education, rhyming served both as a mnemonic device and as entertainment, ensuring that cultural and linguistic knowledge was retained across generations (Cummins,1986). In modern times, rhyming strategies have become more formalized in educational contexts, especially with the rise of early childhood education theories. Montessori (1912) focused on sensory learning and demonstrated that children could effectively internalize new words and concepts through rhyming songs and chants. The value of rhymes in vocabulary development and language fluency has since been widely recognized, especially when aiding students in mastering difficult words.

Types of Rhyming Strategies

There are several types of rhyming strategies used in education, each serving different purposes depending on the age group and proficiency level of learners. Garcia and Rubio (2015) provided a comprehensive framework for incorporating rhymes and songs into pedagogy, each tailored to enhance specific cognitive or linguistic skills in children:

***Rhymes and songs about character sketches and scenes/incidents*:** They provide rhythm and non-verbal communication, promoting both language fluency and emotional expression. For example, "*Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall"*.

Rhyme riddles and alphabet songs: It helps to introduce the phonetic aspects of English, especially for young learners to develop their pronunciation skills. For example, "I have a face but no eyes, hands but no arms. What am I?".

Rhymes and songs about color and number: It stimulates sensory-motor skills and cognitive development, making learning both tactile and auditory. For instance, "Red, yellow, blue, and green, these are the colors we have seen!".

Rhymes and songs about time, days, months, and weather*:* reinforce concentration and memory through familiar and structured topics. As an example, "One, two, buckle my shoe, Three, four, knock at the door".

***Rhymes and songs about holidays*:** They connect language learning to cultural experiences, which can expand vocabulary related to traditions and celebrations. For instance, "Jingle bells, jingle bells, jingle all the way".

Educators can successfully implement various rhyming strategies in the classroom to enhance language learning and vocabulary acquisition. Garcia and Rubio (2015) suggested integrating songs into lessons, as these provide repetitive exposure to new vocabulary, for a better comprehension of words and meanings. For instance, using repetitive rhymes such as reciting or singing nursery rhymes. Additionally, incorporating rhyming games that focus on finding rhyming words promotes active participation, making learning fun and interactive. Likewise, Roth (2014) noted the value of storytelling with rhymes and how it captivates students' attention and develops understanding, while the rhythmic flow makes narratives more memorable.

Inspiring students to create their own rhymes or poems helps solidify their knowledge of vocabulary as well as creativity in language use. Similarly, employing visual aids, such as pictures or flashcards alongside rhymes, develops a deeper comprehension by associating words with images, and strengthening memory connections (Iroegbu & Ifedayo, 2020). Fisher and Frey (2014) also suggested teaching

students about common rhyming patterns (e.g., AABB, ABAB) to help them recognize and predict word sounds, facilitating vocabulary learning. Lastly, integrating music and role-playing activities further enriches the learning experience, as songs enhance pronunciation and listening skills while role-playing creates a dynamic and enjoyable learning environment. Together, these strategies facilitate a supportive and engaging atmosphere that promotes effective language development.

Benefits of Integrating Rhymes in Education

The advantages of using rhymes in language learning can be divided into two areas: linguistic and affective benefits. From a linguistic perspective, rhymes contribute to the development of the four primary language skills listening, speaking, reading, and writing (McClintock, 2004). They enhance vocabulary acquisition, introduce new topics, and improve pronunciation. Moreover, rhymes help students understand language functions and make them more comfortable with the foreign language by allowing them to draw comparisons with their native language (Garcia & Rubio, 2015).

On the other hand, affective factors focus on the emotional and motivational benefits of using rhymes in a foreign language classroom. Rhymes benefit teachers by building confidence and rapport with their pupils, creating a more positive learning atmosphere inside the classroom (Ryan & Deci, 2000). Moreover, they facilitate learners' collaboration and stimulate interest in learning a second language. Since young learners are often driven by the desire to have fun, rhymes should be incorporated into lessons making learning more enjoyable and engaging, which eventually leads to better language retention and a stronger interest in the topic (Cameron, 2001).

Rhyming strategies have been shown to significantly motivate learners, particularly because of their attractive and pleasant nature. Sometimes, learning vocabulary can be challenging and even monotonous for some students. Nevertheless, integrating rhymes into the learning process introduces a playful element, which helps to lower affective filters and encourages more active participation. Thus, learners are able to engage with language in a fun and rhythmic way and develop a more positive attitude

toward learning (Deci & Ryan, 1985). In addition, rhymes promote group activities, such as singing or reciting poetry, which creates a collaborative learning environment where students can learn from each other.

The Importance of Rhymes in Vocabulary Learning

Language development implies several aspects of a child's growth, as it enhances their communication skills and enables them to express and comprehend emotions (Saputra et al., 2020). Therefore, the teaching methods employed by educators should aim to be innovative. The use of rhymes in vocabulary learning aims to facilitate the connection between sound, meaning, and usage. According to Goswami (1990), rhyming patterns create stronger neural connections in the brain, leading to better retention of words. Rhymes are often performed with actions and movements. This helps them with coordination. For younger learners, rhymes improve phonemic awareness, which is decisive for early literacy development. On the other hand, for older students and second-language learners, rhyming aids in the development of pronunciation, rhythm, and fluency (Lindfors et al., 2019).

Kuhl (2004) claimed that applying rhyming strategies in the classroom can take various forms, depending on the age group and learning objectives. For children, rhymes and simple rhyming poems are effective tools to introduce new vocabulary. For example, songs like “Twinkle, Twinkle, Little Star” or “The Itsy-Bitsy Spider” help children learn new words by associating them with repetitive sound patterns. For advanced learners, a high level of rhymes such as those found in poetry or song lyrics is used to practice pronunciation and internalize word meanings. Teachers play an important role; they should encourage students to create their own rhymes. According to Thornbury (2002), involving learners in rhyme creation enhances cognitive engagement and deepens their understanding of word relationships.

Using Rhymes in the Classroom

The cognitive engagement involved in singing and rhyming plays a significant role in children's development. As they listen to and articulate the sounds and words, children are not only required to understand their meanings but also to produce them with

proper pronunciation. This process aims to develop their concentration and focus on key cognitive skills that will serve them well in their academic pursuits. Moreover, nursery rhymes function as effective memory exercises; the repetition involved helps strengthen memory skills that can be applied to various learning areas, including the memorization of facts and sequences. Additionally, through narratives like "Jack and Jill" and "Hickory Dickory Dock," children learn about the logical order of events and concepts such as cause and effect, thereby fostering their sequencing abilities, which are crucial for cognitive development (Birken & Coon, 2008).

Furthermore, the use of rhymes enjoyably introduces basic mathematical concepts, facilitating early numerical appreciation. For instance, "One, Two, Buckle My Shoe" incorporates counting and spatial relationships, which contribute to the child's mathematical understanding. According to Kenney (2005), the humor present in nursery rhymes captivates children while also introducing them to a range of emotions portrayed by the characters, promoting emotional literacy and empathy. Additionally, nursery rhymes serve as a connection to historical contexts, as seen in "Ring a Ring of Roses," which references the great plague in England in 1655. This multifaceted engagement with nursery rhymes significantly supports cognitive, mathematical, and emotional development in early childhood.

Rhyming Strategy and Its Relationship to Vocabulary Learning

Rhyming strategies are closely related to vocabulary learning, as they serve as an auditory tool to help learners connect sounds with word meanings. According to Crystal (2008), the rhyming words and repetitive patterns in these verses help children learn the fundamental building blocks of language. Rhymes are a systematic and structured method for acquiring new vocabulary skills and correct pronunciation. When young learners recite rhymes, they develop an ear for sounds, syllables, and words. Many nursery rhymes feature advanced vocabulary that may not be part of a child's everyday conversations (Kuhl, 2004).

1.1.2 Dependent variable

English language

The English language, originally spoken by a small group of people in early medieval England, has grown into one of the most widely spoken languages in the world. According to Crystal (2003), English has become the global language of communication, science, technology, and diplomacy, used by over 1.5 billion speakers worldwide. In the same way, Kachru (1986) emphasized that English has developed into a "lingua franca," facilitating communication across diverse cultures and regions, largely due to its historical spread through colonization and its modern role in global business and media.

Several scholars have corroborated the global importance of the English language. Quirk (1962) noted how English had become an international medium of communication across science, commerce, and diplomacy. Crystal (1997), in his work English as a Global Language, echoed this view, confirming that English has become the primary language for global interaction due to historical influences such as British colonialism and the dominance of the United States. Additionally, Kachru (1986) argued that English has transcended its native origins and now serves as a key tool for communication and power in post-colonial societies, contributing to its status as a world language.

English is not only a tool for communication but also a medium for accessing knowledge in diverse fields such as science, technology, and the arts. Kachru (1985) pointed out that the English language is decisive for academic success, especially in higher education, where many institutions use English as the medium of instruction. According to Quirk (1992), proficiency in English opens doors to educational resources, research publications, and professional opportunities. This underscores the importance of English language education in a globalized world, where the ability to communicate in English can enhance career prospects and facilitate cross-cultural interactions.

English Language Learning

Learning English is more important than ever as globalization continues. This implies developing communicative competence in a variety of contexts as well as mastering vocabulary and grammar. On top of that, many factors, including the methods

used by teachers, the individual needs of learners, and the social environment in which language acquisition takes place, influence English language learning.

Kim-Rich and Curwood (2022) established that English language learning is defined as the process through which individuals develop their proficiency in English over the years, whether as a first or second language in the four language skills. There are some key concepts from different authors to take into account to understand better learning the English language. For instance, Nunan (1989) concentrated on the value of task-based language teaching where learners have the opportunity to authentic communication through meaningful real-world tasks. As a result, this author asserted that such a learner-centered approach enhanced fluency and built confidence. Similarly, Richards (2001), analyzed various teaching methodologies that educators need to adapt in their strategies to the specific contexts and cover the learners' needs, thereby improving language learning.

On the other hand, the comprehensible input hypothesis explained by Stephen Krashen further underscored the exposure to comprehensible input. He argued that language acquisition becomes most effective if students are exposed to languages that are slightly above their current level. (Krashen, 1982). In addition, Krashen proposed the concept of the affective filter which emphasizes the influence of emotions on language learning. High levels of anxiety or lack of motivation can create a "filter" that inhibits language acquisition. Therefore, teachers can help reduce anxiety by supporting a culture of collaboration and encouragement, allowing students to take risks and make mistakes in their language practice.

Another vital element in English language learning is the integration of skills such as listening, speaking, reading, and writing. Hymes (1972) suggested that communicative competence encompasses not just grammatical proficiency but also the ability to use language appropriately in various contexts. To add to this, Cummins (1981), distinguished between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS states that language skills are needed for everyday communication, while CALP includes the academic language necessary for success in school settings. Thus, he drew attention to that targeted support for both types of language proficiency is essential for equitable access to education. Activities that

promote interaction, such as group discussions and collaborative projects, can enhance learners' ability to use English effectively in real-life situations.

Apart from this, the use of technology in English language learning has transformed traditional teaching methods. With the rise of online learning platforms, learners now have access to a wealth of resources that supply different learning styles and preferences. In this context, Computer-assisted language learning (CALL) is associated with the technological field and mainly with language teaching and learning (Levi, 1997). Hence, when individuals use computers, their language skills tend to improve. Language learners can find many tools such as language apps and interactive websites, allowing them to practice at their own pace and receive immediate feedback (Beatty, 2003). This flexibility and accessibility have made English language learning more engaging and personalized as well as catering to individual needs.

Lexis

According to Spratt et al. (2011), the term lexis is well-defined as words, phrases, idioms, and expressions that we use in communication, each carrying its unique meaning. They stated that vocabulary, like grammar, needs to be taught in context, that is, in a situation that makes sense to students. It is important to master this concept in order to create effective language learning because vocabulary serves as the foundation for both comprehension and production in any language.

Furthermore, teaching and learning lexis have become increasingly important in English Language Teaching (ELT) over the past 30 years. Historically, this aspect of language was often overlooked by researchers and curriculum developers, who underestimated its significance. However, a shift occurred when researchers began to recognize the role lexis plays in language acquisition and instruction (Carter and McCarthy, 1988). A limited vocabulary can frustrate learners, preventing them from expressing themselves clearly in speaking and writing. Folse (2004) pointed out that while one might manage without perfect grammar, a lack of vocabulary severely restricts communication. To address this challenge, systematic instruction aimed at enhancing

lexical competence is necessary and a robust vocabulary facilitates skills in listening, speaking, reading, and writing (Nation, 1994).

Lexical features

The characteristics and properties of the words and phrases of a language are called lexical features. One example of the application of this term is: that the word "car" directly refers to a vehicle with four wheels used for transport. Likewise, figurative meanings that invite imaginative interpretations that go beyond literal definitions can take us in unexpected directions; phrases like "the road of life". Knowing in what context individuals should use it is also important; the word "sharp" might mean something entirely different depending on how it's used. The sentence, "He has a sharp mind," suggests intelligence rather than something physically pointed out. This rich interplay of meanings deepens our understanding of language.

Moreover, lexical features involve various forms, including affixation, which modifies base words by adding prefixes or suffixes to create new meanings. For example, when people add "-ness" to "happy," it becomes "happiness," and "friendlier" derives from "friendly." Moreover, lexis considers collocation words that frequently go together, like "make a decision" as well as fixed expressions and idioms. These phrases are often learned as whole units, such as "kick the bucket," meaning to die; altering them would change or obscure their meaning. Taking into account these concepts, teachers should improve the way they teach a language and give learners the key to carry out effective communication (Spratt et al., 2011).

In addition, lexical relationships include synonyms and antonyms, which are words that share thematic connections as well as word families formed through affixation. In real life, there are regional variations in English that further influence lexis, with the same concepts expressed differently across dialects; for example, "lift" in British English corresponds to "elevator" in American English. Therefore, being aware of these variations helps teachers and learners to illustrate how cultural and contextual factors shape our use of language. Sometimes, lexis is viewed as a complex terminology as it affects how

people use individual words and understand their connections within the broader linguistic landscape (Burnley, 1992).

Vocabulary learning

Vocabulary is viewed as the key element for effective communication and serves as the primary tool in the process of learning and teaching a foreign language. Many linguists argue that the absence of vocabulary would hinder the understanding of intended messages, underlining its critical importance in any language. In the past, the acquisition of vocabulary has been assumed to occur spontaneously, but clearly, learners need support, including a range of techniques and strategies, to facilitate this process.

To begin with, it needs to consider how vocabulary is defined. There are several ways of defining vocabulary, as follows. For instance, Merriam-Webster (2015) defined vocabulary as "The words that make up a language; all of the words known and used by a person: words that are related to a specific topic." Likewise, Cambridge (2016) defined it as "words which certain people know or use, or which exist in some language or field'. Lastly, Macmillan (2009-2016) suggested it as "All the words that a person knows; all the words in a particular language."

Vocabulary focuses on the development of the four main skills: listening, reading, writing, and speaking, it conveys a message in a comprehensible way. Taki and Jafari (2017) found that the use of visual supports by educators improves the understanding of concepts and becomes more effective as it lets learners share information successfully. It allows them to retain information in their long-term memory. Other techniques contribute to learning a lot of vocabulary in a short period of time, such as the use of experimental aids. Students are interested in and motivated to learn new things.

In contrast, in grammar and vocabulary learning, everyone can communicate using words, but with grammar, almost any message is conveyed. Usually, teachers tend to introduce vocabulary to their students through traditional methods and approaches: The

grammar-translation method or the silent way method, for instance. Sadly, students did not keep the words for longer, only words that were easy to store and those that were translated.

Several types of words play different roles in a narrative work. They are categorized into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners (Thornbury, 2002). He also mentioned that vocabulary is learned through labeling words, which means drawing words onto definitions and knowing their form and meaning. Foreign language learners know a first language; therefore, they know the vocabulary, the conceptual system to convert words, and a compound network that associates one word with others.

It is common to notice that native speakers pick up more than five thousand words in the first years of their lives. However, once they begin school, this number jumps to approximately twenty thousand words as they learn and remember new terms. Unlike foreign languages, learners generally acquire only five thousand words over numerous years of study. Thornbury (2002) explained that this difference in vocabulary acquisition is submissive and influenced more by the learners' abilities than by the conditions under which they are exposed to the language. As a consequence, the quality of learning in a second language differs from that of first-language learners. Therefore, foreign language students might take nineteen to twenty years of language exposure to accumulate a vocabulary equivalent to that who learn a language naturally.

The sources of word knowledge are diverse, ranging from everyday interactions to formal education. As students explore new subjects, they inevitably encounter unfamiliar terms. This is particularly true for school children, who are frequently exposed to novel vocabulary through news reports, television programs, and academic texts. Many words may not be fully grasped upon first exposure, often requiring repeated encounters. Furthermore, the cumulative experiences of childhood, including structured learning environments like schools, provide ample chances to acquire new vocabulary. For

instance, learning to read significantly expands exposure to unfamiliar words, thereby enhancing vocabulary development (Jenkins & Dixon, 1983).

Apart from that, these authors also explained that in broader contexts like education and media, word meanings are primarily acquired through four primary methods. The first involves direct instruction, such as when a dictionary or teacher provides a definition (e.g., "a metaphor is a figure of speech that compares two unlike things"). Secondly, vocabulary can be learned through observation, as when an object (e.g., a telescope) or an event (e.g., a protest) is accompanied by its name. However, learning from labeled examples can be challenging, as it may be unclear which specific attributes are associated with the term, especially if only a single instance is presented.

Additionally, there is a third approach to vocabulary acquisition that contains the surrounding verbal context, whether spoken or written. This method is similar to learning from labeled examples, as both require multiple instances to eliminate alternative interpretations. Nevertheless, they differ in their explicit intent to convey a specific meaning, resembling direct instruction. While this distinction might seem minor, it significantly impacts vocabulary acquisition. With labeled examples, individuals are directly informed of the learning expectation and the sufficiency of the provided information.

In contrast, when encountering a new word in context, readers or listeners may not perceive the situation as a vocabulary-building opportunity. They might consciously or unconsciously disregard the word, focusing instead on the overall message, or they may temporarily dwell on the word but abandon their efforts due to uncertainty about the available contextual clues. As Freebody and Anderson (1981) discovered, fifth graders frequently shifted their attention away from passage segments containing challenging vocabulary.

Finally, Jenkins and Dixon described a fourth method of acquiring new vocabulary that includes a morphological analysis, which examines the structure of

words. For instance, after learning the meaning of "predict," individuals might infer the meanings of "prediction," "predictable," "unpredictable," and even the various verb forms. However, beyond the demands of vocabulary assessments, listeners and readers rarely engage in completely isolated morphological analysis. Typically, the surrounding verbal context provides clues that help individuals identify the shared meaning elements between unfamiliar words and familiar ones. Therefore, a combination of morphological analysis and sentence context can lead to more effective vocabulary learning than either approach alone.

Vocabulary learning barriers

Vocabulary learning has some drawbacks that can complicate the learning process.

- **Pronunciation Issues**: Students often struggle with pronunciation, especially when they encounter unfamiliar sounds, and tend to forget the words.
- **Spelling Challenges**: The presence of voiceless sounds in many English words can complicate spelling, causing students to remember incorrect forms and fossilize them.
- **Word Length and Complexity**: Learners tend to prefer shorter words, finding it difficult to remember longer or polysyllabic ones.
- **Grammar Confusion**: Learners face difficulties when trying to find equivalents between their native language and the target language, as grammatical structures can differ significantly.
- **Ambiguity of Meaning**: Some words, such as see, watch, and look can have similar meanings, which may confuse students and make them harder to learn.
- **Variability in Usage**: Certain words have multiple meanings depending on the context, such as the versatile verb "get." Additionally, phrasal verbs can be problematic as their meanings may not be the same whether learners translate word by word.
- **Sound Recognition**: When students encounter unfamiliar phonetic sounds, they may have trouble recognizing and retaining vocabulary.
- **Orthographic Variability**: English words often have irregular spellings, making it challenging for learners to memorize the correct forms.

Vocabulary is required to be presented, introduced, associated, and explained in context while tasks are developed, instead of being taught isolated (Spratt et al., 2011). The role of the teacher as a motivator, a guide, a monitor, etc., represents a great opportunity for learners to keep learning the language. However, it does not mean that they will follow teachers' advice, they will take those ideas depending on their individual needs and interests.

Assessing Vocabulary Knowledge

According to Spratt et al., (2001), "assessment means judging learners' performance by collecting information". Assessing vocabulary knowledge includes a variety of methods teachers could use to do so such as vocabulary meaning, vocabulary recognition, and contextual use. Vocabulary meaning discusses understanding a word's definition and its distinctions (Schmitt, 2000). Vocabulary recognition involves the ability to identify and understand words across different contexts, such as reading and listening (Nation, 2001). These components can be assessed and carried out in a variety of ways, including standardized tests, quizzes, and contextual exercises so that teachers can measure how well students are able to apply vocabulary in a meaningful way. (Schmitt & McCarthy, 1997). Contextual use is particularly important, as it reflects a learner's ability to use vocabulary appropriately within specific scenarios, enhancing communication skills (Coxhead, 2000). Effective assessment can also include practical applications, such as writing tasks and speaking exercises, to observe how vocabulary is employed in real-life contexts.

1.1 Objectives

1.1.1 General Objective

To determine the effectiveness of the Rhyming strategy and vocabulary learning of 7th-grade students at La Granja Elementary School.

1.2.2 Specific Objectives

- To identify the rhyming strategies that enhance the development of vocabulary learning.

- To evaluate students' progress in vocabulary through three criteria: word meaning, word recognition, and contextual use.

- To analyze the results obtained from the pre-test and the post-test to assess the impact of rhyming strategies in vocabulary learning.

1. 2.3 Fulfillment of objectives

For the proper identification of rhyming strategies, detailed in-depth research was first carried out and supported by the theoretical framework. Then, for the planning of the interventions, different strategies including repetitive rhymes, contextualized songs, and interactive activities were chosen to enhance the development of vocabulary learning. For example, an activity called 'the scavenger hunt' with the central theme 'camping' was carried out in which the students were given rhyming riddles to figure out the riddle and find the object. This activity involved movement, interaction, and a daily life context. Another example was rhyming songs to learn verbs in the present and past tense. Through rhythm and repetition, the students were able to learn the verbs and develop better pronunciation.

It was essential to apply a pre and post-test based on the reading section of the Cambridge Young Learners English: A1 Movers Standardized test to evaluate students' progress in vocabulary learning. These tests used three criteria to measure the students'

initial performance and progress after implementing the rhyming strategies: word meaning, word recognition, and contextual use.

The comparative analysis of the pre-test and post-test results provided evidence of the positive impact of rhyming strategies on vocabulary learning. Statistical methods such as the Wilcoxon signed-rank test validated the hypothesis that rhyming strategies significantly influenced vocabulary learning. While all criteria showed improvement, the greatest progress was observed in students' ability to use vocabulary in context.

CHAPTER II

METHODOLOGY

This chapter presents a comprehensive overview of key materials, methods, and techniques used to collect data. Furthermore, it describes the tools and processes involved in the interventions, including the sources referenced for the research.

2.1 Materials

This final report took into consideration a variety of resources, including economic, material, and human resources. The economic resources consisted of expenses for photocopies and printed worksheets. The human resources were the seventh-grade students who participated in the study. Additionally, the material resources included several physical items such as a TV, textbooks, computers, laptops, the internet, markers, academic papers, articles books related to each variable and the classroom environment.

2.2 Methods

2.2.1 Research approach

To carry out this research, it was pertinent to apply a quantitative approach to analyze in detail the features found in the two variables, Rhyming strategies and Vocabulary Learning. To complement this, pre-test and post-test data were applied to compare the results before and after the treatment. According to Babbie (2010), the quantitative approach requires a collection of data through different pop quizzes, tests, and activities that were used to obtain information. Furthermore, the quantitative approach makes use of statistical techniques and measures to determine how the independent variable affects the dependent variables. Creswell (2014) suggested that this process should begin with the definition of the problem, the collection of data, the statistical analysis, the generalization of the findings, and concluding with the drawing of inferences.

2.2.2 Modality

Bibliographical research

Bibliographical research was conducted in this study. Bibliographic or documentary research is a modality of investigation that relies on reviewing previously published materials such as journals, books, and academic papers that help to collect essential data related to the research theme (Ocaña & Fuster 2021). Likewise, these authors described the selection of information sources from books, online academic articles, theses, and journals as an important stage to support this study. In practice, this study involved selecting and analyzing validated sources that discussed the use of rhymes in teaching the English language by seeking reliable sources to support the aims of the study. The information gathered was applied directly to contextualize the research background, frame the findings of the study, and ensure a sound theoretical basis.

Field-based research

This final project applied field-based research through active participation with a population of students in their natural setting to collect data directly. Schmitz (2012) defined field research as the process of comprehending and gathering data from daily life situations through interaction in natural environments with the population. Therefore, the real world is considered the most representative characteristic of the field where the phenomenon occurs. This study was applied at La Granja Elementary School in which the students participated in different activities while the teacher graded them to collect information on their progress.

2.2.3 Type of Research/ Research Design

Experimental

In order to carry out this research, experimental research was implemented. Experimental research is defined as a methodology that seeks to comprehend the relationship between two or even more variables throughout the observation of one group

or more who experienced different circumstances. Thus, the independent variable is usually regulated to find out its effect on the dependent variable over a specific period of time (Bendiscioli et al., 2023). This final project was experimental because an independent variable was used: Rhyming Strategies and a dependent variable: Vocabulary learning to deduce whether this correlation caused an effect on participants during seven interventions. Moreover, this research deals with quantitative data and its statistical analysis makes it precise.

Pre experimental

In the current study, a pre-experimental design was used to determine the effectiveness of the Rhyming strategy in vocabulary learning. The researcher applied a pre and post-test using the reading section of the Cambridge Young Learners English: A1 Movers to assess the vocabulary level of seventh-grade students.

For this purpose, a total of nine interventions were carried out in the class. The first intervention corresponded to the pretest. In the next seven interventions, students worked on different activities in which rhyming strategies were put into practice. After the interventions, students took a post-test to evaluate any improvements in their vocabulary learning. Tabuena (2021) mentioned that pre-experimental studies encompass interventions only with a single experimental group and without a control group, where treatment is provided and then the group's level is measured for observation. Furthermore, pre-experimental studies provide a clear idea about possible effects on the dependent variable by using an instrument such as a pre-test and post-test administered both at the beginning and end of the treatment.

2.2.4 Techniques and tools

To accomplish the main objective of this research, pre-tests, and post-tests taken from the reading section of the Cambridge Young Learners English: A1 Movers Standardized test were considered as instruments to get numerical data on students' vocabulary learning. This instrument consisted of three parts. In the first part, students had to look at the images and choose the correct words to complete descriptions. In the second part, students had to complete a text with words from the box, based on the context

of the story, and then choose an appropriate title for the text. In the last part, students had to choose the correct words and write them on the lines. It should be noted that the first two criteria were evaluated on 2.5 points while the last criterion was evaluated on 5 points. The sum of the three averages gives 10 points.

For data collection, pre-and post-test evaluations were carried out. The results of both assessments were collected in separate tables to differentiate any progress. In addition, the results obtained were analyzed to emphasize the difference in the pre-and post-treatment tests. The data collected were analyzed using a statistical tool called SPSS (Statistical Package for Social Science) to test the null and alternative hypotheses using a normality test and the non-parametric Wilcoxon method.

2.2.5 Procedure

The data collection process lasted five weeks. This was done in 9 interventions of 45 minutes each. Within these interventions, there were a total of 7 lessons focused on the use of rhyming strategies for the improvement of vocabulary learning. Furthermore, in this procedure, the class was taken as the whole experimental group.

Pre-test: In the first session, the researcher introduced himself briefly and introduced his topic. After that, he explained students were going to take a pre-test and described the general instructions of the test and what the students had to do in each section.

Session 1: The teacher started by asking students about the current season and presented them with a wordwall activity related to weather conditions. If there is a lack of electricity, a charade game was prepared by the teacher just in case. Then, he used rhyming cards to describe different weather conditions and asked students to identify them. After that, he played recordings of weather sounds, asking if they heard thunder. Finally, he gave them a short quiz to test what they had learned.

Session 2: The teacher began the class by asking the students about their experience with camping and what camping items they considered necessary. Then, he showed them a video about his campsite. After that, he presented flash cards with rhymes

describing camping items, for example: “When it's dark and you can't see, this will help you see the trees”. Afterward, he divided the students into groups to match rhymes and descriptions with the cards. The groups then reorganized words into rhyming sentences and read them aloud. Finally, the lesson concluded with a multiple-choice quiz and asked students which rhymes they remember.

Session 3: The teacher started the lesson by playing nature sounds and asked the students to imagine a camping trip. Then, he explained what is a rhyme, giving examples such as “tent” and “rent”. The students matched cards of camping items with the corresponding rhymes. After that, they did a scavenger hunt using rhyming clues to find pictures of camping equipment. Finally, they wrote sentences about two items on the camping list and shared them with a partner to end the lesson.

Session 4: The teacher asked the students to take out their English books to read a story about camping. He read the story aloud, stressing vocabulary related to camping and past tense verbs. Then, students underlined the past tense verbs, infinitives, and camping vocabulary with different colors. Afterward, they answered comprehension questions and listened to audio about a camping trip in order to underline rhyming words and create past tense sentences with the vocabulary learned.

Session 5: The class started by asking students to look at pictures of camping items in their English books. Afterward, they matched the pictures to words and listened to short descriptions in order to guess and repeat vocabulary. Then, in pairs, they answered questions about what is needed for camping and did sentence completion, word order, and sentence formation exercises.

Session 6: The class began with the word “camping” written on the board and students had to brainstorm ideas and write them on the board. Then, students received a short piece of paper with two chants that included infinitive verbs which they had to identify and recite as a whole class. Afterward, students to complete some book activities related to go camping and infinitive verbs. Finally, they got in pairs and discussed a question.

Session 7: The class started by underlining with different color past verbs in a short crossword puzzle. Then, students received a short piece of paper with two chants that included past verbs which they had to recite, identified past verbs, and explained their

use. After that, students complete book activities related to go camping past verbs. Finally, students created two sentences using the past simple and the camping vocabulary they learned.

Post-test: In the last session, the researcher explained students were going to take a post-test and described the general instructions of the test and what the students had to do in each section.

2.2.6 Population

A total of 18 participants were involved in this study, of which 9 students are male and 9 are female. The ages of the students ranged from 11 to 12 years old. These students are enrolled in the seventh grade at La Granja Elementary School. The participants participated in interventions based on the use of rhyming strategies to improve their vocabulary learning.

Table 1: *Population*

Gender	Sample	Percentage
Male	9	50%
Female	9	50%
Total	18	100%

2.2.7 Hypothesis

Null hypothesis

H0: The use of rhyming strategies does not improve Vocabulary learning in students at La Granja Elementary School.

Alternative hypothesis

H1: The use of rhyming strategies improves Vocabulary learning in students at La Granja Elementary School.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter shows the analysis and discussion of the data collected after the application of the pre-test and post-test. These data were extracted from the reading section of the Cambridge Young Learners English: A1 Movers test. These two tests were administered to 18 students from La Granja Elementary School which assessed three criteria Word meaning, Word recognition, and Contextual Use on an A1 level performance rubric. The rubric had a total score of 20 points, distributed in 2.5 points for the first 2 parts of the test and 5 points for the third part. In addition, the results helped to test whether the use of rhymes has a positive impact on vocabulary learning. Finally, the statistical program IBM Statistical Package for the Social Sciences was used to apply a normality test, and then a decision was made whether to apply a parametric test method, such as the t-test, or a non-parametric test method, such as Wilcoxon. These methods were used to accept or reject the null hypothesis or the alternative hypothesis.

3.1.1 Pre-test Results

Table 2: *Students reading pre-test results*

Criteria	**Word Meaning**	**Word Recognition**	**Contextual Use**	**Total, Pre-Test Score**
Average	2,0	1,0	1,3	4,3

Analysis and interpretation

Table 2 summarizes the average of the results of the evaluation before applying the rhyming strategy. The first criterion refers to the Word Meaning with the highest average of 2,00. Then, contextual use obtained an intermediate average of 1.3. Finally, word recognition had the lowest average with 1.0. The first two criteria were evaluated out of 2.5 and the last one out of 5 points. Furthermore, the general average of the class was 4,3 out of 10 points averaged.

The results in Table 2 show that students lack vocabulary skills. This is most evident in word recognition as they noted difficulties in identifying and remembering words. In addition, the mean for contextual use was intermediate suggesting that learners do not apply vocabulary correctly in meaningful contexts. Although the mean for word meaning was the highest, it was not sufficient according to the expected level. This suggests that students have a partial understanding of word definitions but lack comprehensive knowledge. Furthermore, the overall class mean revealed that the learners did not have the level of vocabulary mastery required for this evaluation.

As a result, the pretest found that the learners' knowledge of vocabulary was not acceptable, reflecting a low level of competence in the three criteria, word recognition, word meaning, and contextual use.

3.1.2 Post-tests results

Table 3: *Students reading post-test results*

Criteria	Word Meaning	Word Recognition	Contextual Use	Total, Post-Test Score
Average	2,0	1,1	2,3	5,4

Analysis and interpretation

Table 3 shows the average scores after using the rhyming strategies and indicates a subtle increase in test scores. Word Meaning scored an average of 2.0 out of 2.5, pointing out a basic understanding of the meaning of the vocabulary. However, Word Recognition had the lowest mean score of 1.1 out of 2.5, demonstrating significant difficulty in recalling and recognizing words. Contextual use improved, with a mean score of 2.3 out of 5, suggesting that learners can use vocabulary appropriately in different contexts, although they still have some difficulty in doing so consistently. Overall, the average post-test score was 5.4 out of 10 and proved that even though some progress has been made, the student's vocabulary skills need further development, especially in the area of word recognition.

Post-test results indicated a slight improvement in students' performance in vocabulary after implementing rhyming strategies. Based on the data collected, the ability to understand the meaning of words was promising, suggesting that students were beginning to acquire a basic understanding of vocabulary. However, their difficulty in word recognition revealed a deeper problem in word retrieval and identification, which may be due to insufficient practice or problems related to memory. Although there was progress in the use of vocabulary in specific contexts, the lack of consistency in application suggested that learners are still developing the ability to adapt their vocabulary knowledge to different situations. These results pointed to the potential of rhyming strategies to improve vocabulary learning but also underlined the need for a more complete approach. A combination of strategies could aim at memory retention and contextual use. Moreover, active recall could promote deeper learning in which students learn more vocabulary and know how to use it in everyday life situations.

3.1.3 Comparative results

Table 4: *Difference between reading pre-test and post-test*

Criteria	Pre-Test	Post-Test	Difference
Word meaning	2,0	2,0	0,0
Word recognition	1,0	1,1	0,1
Contextual use	1,3	2,3	1,0
Total	4,3	5,4	1,1

Analysis and interpretation

Table 4 presented a modest improvement in learners' vocabulary performance following the use of rhyming strategies, but the effects varied according to the criteria. While contextual use showed significant progress with an increase of 1.0 points, word recognition only improved by 0.1 points, showing that students still have difficulties in identifying and remembering words. In contrast, word meaning remained unchanged at 2.0 points, suggesting that the strategy had little or no effect on improving students' understanding of word definitions. Despite the overall improvement of 1.1 points in the total score, the results highlighted a disparity in the effectiveness of the intervention for different aspects of vocabulary learning.

Although the rhyming strategies contributed to improvements in contextual vocabulary use, the lack of improvement in word meaning and the minimal improvement in word recognition suggest limitations in the approach. On the one hand, progress in contextual use indicates that learners are beginning to apply vocabulary in a meaningful way. On the other hand, the lack of progress in word meaning and the slight increase in word recognition highlights the need for additional methods to address these areas. Thus, while the overall improvement suggests potential, a more balanced mix of strategies is needed to ensure consistent progress in all vocabulary skills.

3.2 Hypothesis verification

Hypothesis statement

Alternative hypothesis (H1)

The use of rhyming strategies improves Vocabulary learning in students at La Granja Primary School.

Null hypothesis (H0)

The use of rhyming strategies does not improve Vocabulary learning in students at La Granja Primary School.

3.2.1 Test of normality

Table 5: *Test of normality based on Shapiro-Wilk*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pre-Test Results	,244	18	,006	,862	18	,013
Post-Test Results	,147	18	,200*	,931	18	,203
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Analysis and interpretation

Table 5 shows the normality test of the pre-test and post-test results. First, the results of the Shapiro-Wilk normality test were used, as the sample size was less than 30. Then, the probability values obtained were analyzed. The probability value of the pre-test was 0.013, which is less than 0.05. As evidenced by the result, the null hypothesis was rejected, since the data did not follow a normal distribution. On the other hand, the probability value of the post-test was 0.203, which is higher than 0.05. This result supports the null hypothesis, which shows that the data followed a normal distribution. Therefore, a non-parametric method such as the Wilcoxon signed-rank test would be appropriate to analyze the data.

Based on the table, there is clearly a difference in the distribution of the data between the pre-test and post-test. The results of the pre-test showed that the data did not conform to a normal distribution implying that there was variability or inconsistency in the initial performance of the participants. In contrast, the post-test results showed that the data followed a normal distribution, reflecting greater stability and uniformity in performance after the intervention. This change suggests that the strategy applied to the students had a stabilizing effect, promoting more consistent results across participants.

3.2.2 Wilcoxon analysis method

Table 6: *Wilcoxon Signed Ranks Test*

		N	Mean Rank	Sum of Ranks
Post-Test Results - Pre-Test Results	**Negative Ranks**	4[a]	4,00	16,00
	Positive Ranks	12[b]	10,00	120,00
	Ties	2[c]		
	Total	18		
a. Post-Test Results < Pre-Test Results				
b. Post-Test Results > Pre-Test Results				
c. Post Test Results = Pre-Test Results				

Analysis and interpretation

Table 5 outlines a contrast between pre-and post-test results using the Wilcoxon signed-rank test. The data were distributed according to the frequency of improvement, decrease, or stability of scores. According to the data, 12 students showed an

improvement in their performance with a mean rating of 10, while 4 students had a decrease in their performance with a mean rating of 4. Finally, 2students showed no change in their scores. Summing the scores indicates a greater trend of improvement in the post-test results compared to the pre-test results.

The results revealed an improvement in participants' performance after the treatment. The majority of the participants showed an increase in their scores, suggesting that the rhyming strategies applied effectively improved vocabulary. However, fewer participants showed a decrease, which could be attributed to individual factors or external influences. On the other hand, the presence of identical scores suggests consistency in the performance of a few individuals. In general, the results indicate that the intervention positively impacted most of the group.

Table 7: Test Statistics[a]

	Post-Test Results - Pre-Test Results
Z	-2,699[b]
Asymp. Sig. (2-tailed)	,007
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Analysis and interpretation

Table 7 summarizes the results of the Wilcoxon signed-rank test conducted to validate the research hypothesis. The test statistic was calculated to be -2.699, with an associated asymptotic significance value of 0.007 lower than 0.05. Therefore, this value pointed out that the alternative hypothesis was accepted and the null hypothesis was rejected. As a result, the use of rhyming strategies had a positive effect on vocabulary learning.

DISCUSSION

To begin with, this study identified rhyming strategies such as storytelling, chanting, rhyming clues, and rhymes and songs in different contexts that enhanced vocabulary learning. Among these strategies, the ones that stood out the most were the use of rhymes and songs and rhyming riddles. Garcia and Rubio (2015) pointed out the effectiveness of rhymes and songs on several topics such as characters, colors, numbers, and holidays, which connect language learning to real-life situations. Likewise, Roth (2014) suggested the integration of riddles, alphabet rhymes, and storytelling to captivate students' attention and promote language skills through engaging narratives. This was consistent with what was done in the interventions since rhymes songs and rhyming riddles were used in contexts like going camping. Thus, students were more active in participating, interacting, using the vocabulary learned, and with good pronunciation, impacting positively on the students during 2 interventions.

Secondly, students' progress in vocabulary was assessed using three criteria: word meaning, word recognition, and contextual use. The results of this research showed a moderate progress of 1.1 points in vocabulary after the implementation of rhyming strategies. The greatest progress was in contextual use, with an increase of 1.0 points, while word recognition improved by only 0.1 points and word meaning showed no change, remaining at 2.0 points. In contrast, Damayanti et al. (2023) reported greater advances in word recognition with a score of 2.344. This implies that although rhyming strategies have potential, their effectiveness may vary depending on the context and how they are implemented.

Finally, the results obtained in the pre-test and post-test were analyzed to evaluate the impact of rhyming strategies on vocabulary learning. The results exposed that 12 students improved their scores with a mean of 10, 4 students presented a decrease with a mean of 4, and 2 maintained their scores stable, reflecting an overall positive impact of the implemented strategies. According to Rajan and Saadat (2024), a similar trend was evidenced as students' performance improved by 75% after the intervention, with an

average increase in scores of 3.5 points in the post-test. Both studies underscore the effectiveness of rhyming strategies in increasing vocabulary.

To sum up, the current study sought to determine the effectiveness of rhyming strategies in vocabulary learning by addressing challenges in word meaning, recognition, and contextual use. The integration of repetitive rhymes, rhyming songs, and interactive activities exhibited some improvement, especially in the contextual application of vocabulary, consistent with previous research findings. The post-test results validated its positive impact by rejecting the null hypothesis. Furthermore, this study proves the importance of incorporating rhymes into the classrooms to create a dynamic learning environment. Taking advantage of these strategies, educators can promote meaningful vocabulary development and, at the same time, motivate students to actively participate in their learning process in a world where memorization and retention of information have slowly disappeared.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

After the corresponding analyses and interpretations in the research work entitled "Rhyming Strategies and Vocabulary Learning", several conclusions and recommendations were obtained to guide the future application and improve the results.

4.1 Conclusions

The identification of rhyming strategies was very important for this study as they provided the basis for engaging and meaningful vocabulary teaching. In that sense, contextualized activities, rhyming songs, repetitive rhymes, and storytelling best helped students to promote vocabulary learning. During the interventions, these methods not only engaged students' attention but also related language learning to real-life experiences. Therefore, it was confirmed that the use of creative and interactive rhyming strategies improve memory retention and makes learning enjoyable, which supports their importance in vocabulary teaching.

In order to assess students' progress in vocabulary, three criteria were taken into account: word meaning, word recognition, and contextual use, based on the reading section of the Cambridge Young Learners English: A1 Movers Standardized test. Based on the results, it became evident that the most significant improvement was in contextual use, minor advances were made in word recognition, and word meaning showed limited progress as the results remained the same in both the pre-test and the post-test. Thus, it was concluded that rhyming strategies were effective in certain aspects of vocabulary, although additional approaches may be needed to address some challenges. Finally, these results validate significant progress in vocabulary development, its success may differ according to the context and the way in which it is carried out.

The vital part of the research project was the analysis of the pre-and post-test results. This analysis provided strong evidence of the positive impact of rhyming

strategies on vocabulary learning. Furthermore, statistical validation using the normality test and the Wilcoxon signed-rank test reinforced the usefulness of these interventions. Hence, the null hypothesis was rejected in favor of the alternative hypothesis. Students demonstrated measurable progress, mainly in their ability to understand and apply vocabulary in different contexts.

4.2 Recommendations

Teachers should integrate a variety of rhyming strategies into their lessons to maximize pupil engagement and vocabulary development. Usually, in classes, only a select group of students participates and consequently, not everyone participates and not everyone learns. For this reason, rhyming songs and chants can be used to reinforce phonics, and pronunciation and motivate the whole class to participate, while stories and riddles can develop comprehension and creativity. In addition, adapting rhymes to real-life situations or everyday contexts makes lessons more relatable and effective. Schools should also provide access to rhyming resources, such as books, audio recordings, and multimedia tools, to support these activities as it helps to be more creative, use critical thinking, and the brain work actively.

To overcome deficits in word recognition and meaning, educators should incorporate additional visual or kinesthetic aids into rhyming activities. Flashcards, word searches, mime, and digital tools can help learners visualize and reinforce the connection between words and their meanings. In addition, teachers can also implement more structured exercises, such as matching games, crosswords, and role-plays, to support word recognition and application. In this way, constant opportunities for pupils to practice vocabulary in a variety of contexts can be provided to ensure a balanced development of all criteria.

Rhyming strategies should be formally included in the school curriculum for English language learning. Students tend to become bored or even hate the English language because of traditional grammar-focused teaching. For that reason, the inclusion of rhyming should be supported by professional development programs for teachers, training them with the necessary skills to apply rhyming strategies successfully.

Workshops and training sessions can introduce teachers to a range of rhyming techniques, emphasizing how to adapt them to different proficiency levels and learning objectives. Moreover, to note noticeable and measurable progress in students, ongoing assessment and feedback mechanisms should be established to monitor the effectiveness of rhyming strategies and refine their application as needed.

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ANNEXES

Annex 1: Urkund plagiarism



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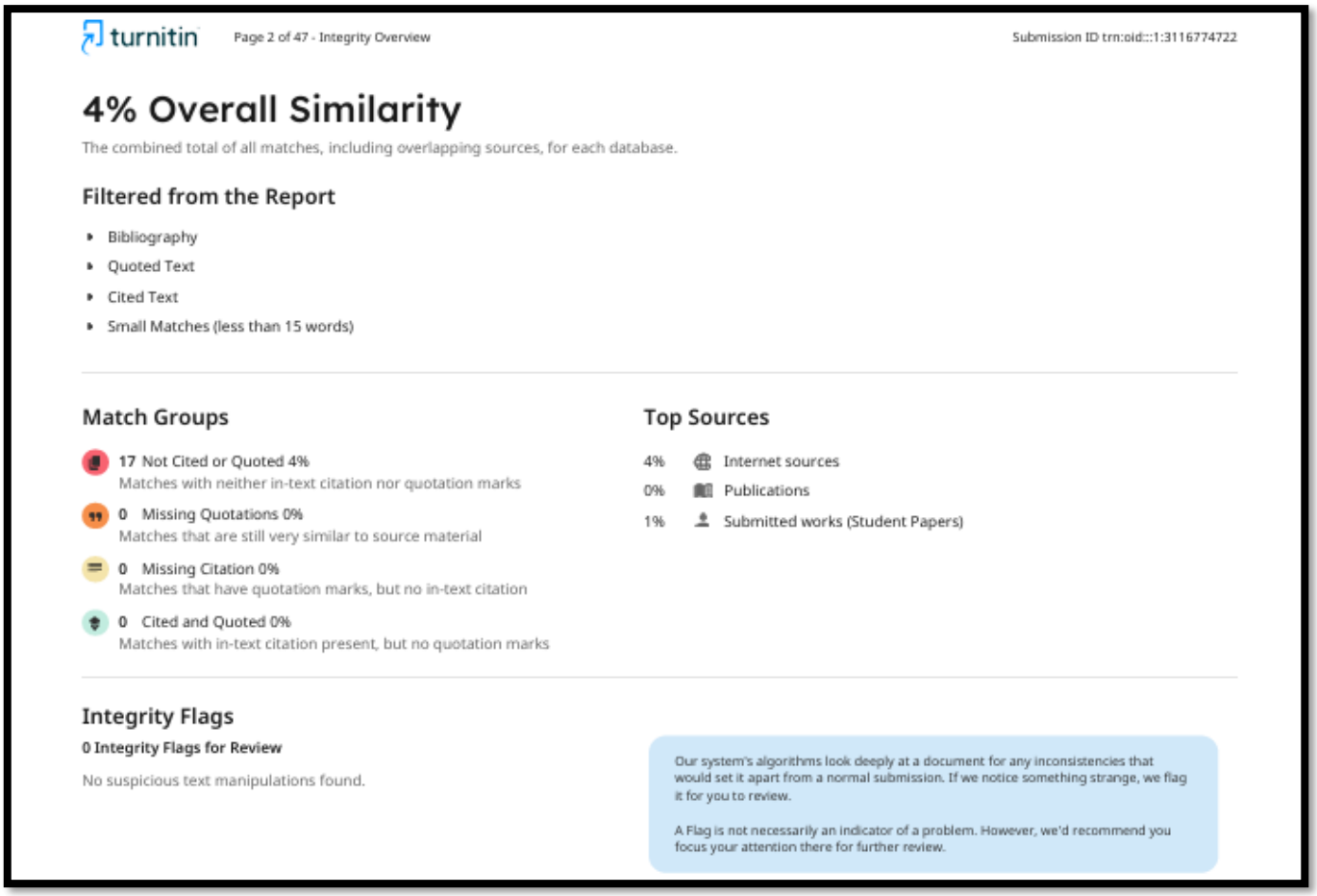

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Annex 2: Pre and Post-Test instructions, answer sheet, and answer key

UNIDAD EDUCATIVA "LA GRANJA CEBLAG"

CAMBRIDGE YOUNG LEARNERS ENGLISH: A1 MOVERS

PRE-TEST

Name: _____ **Date:** _____

Difficulty: A1 level **Time:** 35 minutes

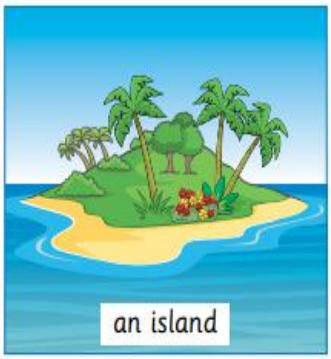
Instructions:

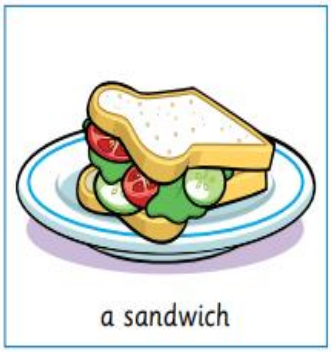
- Write your name on the test sheet and the answer sheet
- Read the instructions for each part of the paper carefully
- Answer all the questions
- Write your answers on the answer sheet
- Use a blue pen
- You have 30 minutes to complete the test
- At the end of the test, hand in both this question paper and your answer sheet.

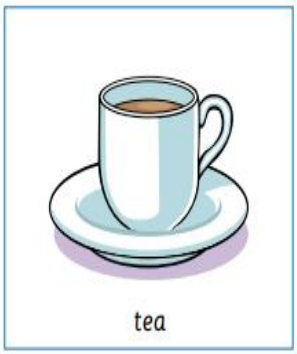
READING: Part 1

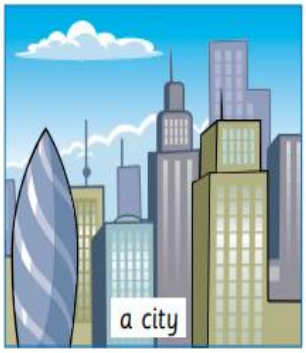
– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

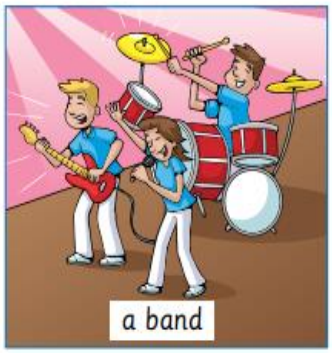


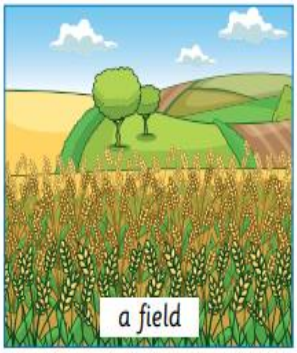














Example

The people in this sometimes sing or play guitars. **a band**

Questions

1. This person helps people who aren't well in hospital. _____
2. Some people put milk or lemon in this drink. _____
3. There are lots of cars, buses, and people in this busy place. _____
4. You can put cheese or meat between bread to make this. _____
5. This is part of a farm where you often see vegetable plants. _____

Part 2

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school **Library** . Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal

but talk about your different (2) ..... first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) .....! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!' Jane smiled and added, 'What about elephants? They have incredible (6) ……and can carry heavy loads.' 'True! And dolphins are (7)……..,' Paul replied. 'They can communicate with each other through sounds!' Jane continued, 'And don't forget about eagles! They have (8)……eyesight to spot prey from high in the sky.' Paul nodded, 'That's impressive! Plus, cheetahs are the (9)……..animals on land. We should include them too!'

Example



library



website



frightened



hopping



address



surprised



cleverest



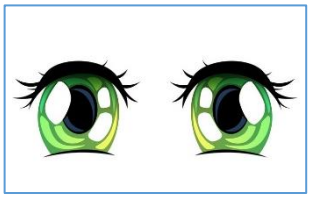
bounce



ideas









Big ears Friendly Bright eyes Fastest

(10) Now choose the best name for the story.

Tick one box.

Paul's favourite bear ☐

Jane's new teacher ☐

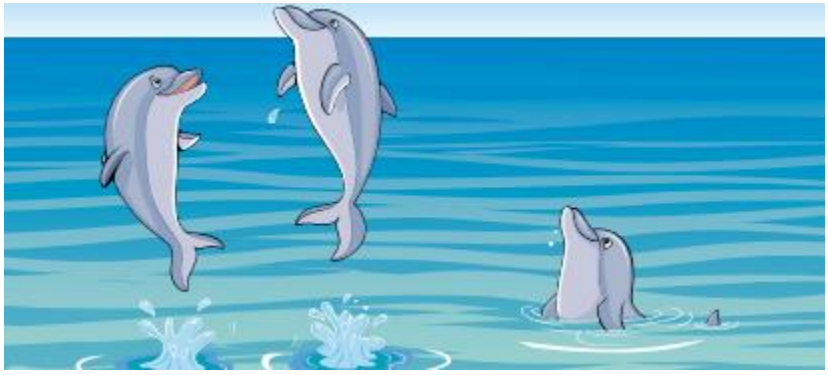
A lesson about animals ☐

Part 3

– 5 questions –

Read the text. Choose the right words and write them on the lines.

Dolphins



Example Dolphins are part ***of*** ..... the whale family. They are smaller

1. ..... most whales and they have small teeth. Dolphins are

2. very clever animals. They learn things very ..... and a dolphin can make noises to 'talk' to another dolphin. Dolphins live with their families. They like to play in the water and to jump

3. ..... of the water and back in again. A lot of people

4. ..... sail boats say that dolphins like to be near people.

5. They come very near to boats and sometimes they .....

Example	in	of	by
1.	then	that	than
2.	quick	quickly	quickest
3.	out	from	up
4.	which	what	who
5.	swam	swim	swimming

UNIDAD EDUCATIVA "LA GRANJA CEBLAG"

CAMBRIDGE YOUNG LEARNERS ENGLISH: A1 MOVERS

PRE-TEST

Name: _____ **Time:** 30 minutes

ANSWER SHEET

PART 1

1.	
2.	
3.	
4.	
5.	

PART 2

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PART 3

1.	
2.	
3.	
4.	
5.	

ANSWER KEY

PART 1	KEY
1	a nurse
2	Tea
3	a city
4	a sandwich
5	a field

PART 2	KEY
1	website
2	Ideas
3	Frightened
4	Hopping
5	Cleverest
6	big ears
7	friendly
8	bright eyes
9	quickest
10	A lesson about animals

PART 3	KEY
1	than
2	quickly
3	out
4	who
5	swim

Annex 3: Lesson Plans

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 1

CLASS: Seventh grade "G" **DATE:** October 10th, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** Seasons and Weather **TIME:** 45 minutes
GENERAL COMPETENCE: Students will develop the ability to recognize and use vocabulary related to weather and seasons, enhancing their language skills and memory retention through the use of rhyming strategies.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to recognize different types of weather and seasons. **SPECIFIC:** -To match weather vocabulary with its corresponding image using rhyme-based clues. -To use the simple past to answer yes/no questions about the weather. -To differentiate between types of weather based on auditory cues
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Vocabulary related to seasons and weather: spring, summer, fall, winter, storm, thunder, lightning, flood, monsoon, drought.	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (10 min)	-The teacher starts by asking, "What season are we in now?" and shows a picture of the current season. -The teacher asks students to name other seasons and weather conditions they know. -Then, the teacher introduces students to a wordwall activity related to weather conditions to students and explains how it works. https://wordwall.net/es/resource/54672628/ingl%c3%a9s/whats-the-weather-like **Note:** If there's no electricity, the teacher will play charades with his students. The teacher asks one student to pass to the front, then he gives the student one weather condition and the student has to do mimics and the rest of the class has to guess what weather condition is.	Brainstorming Asking key questions Interactive group discussion	Websites Internet Students' participation
Acquire New Knowledge (15 min)	-The teacher sticks flashcards of different weather conditions (storm, flood, thunder, etc.) on the board. -Each card has a short rhyme describing the weather condition. **For example:** • "When you see a flash of light, thunder will soon follow tight" (Lightning and Thunder).	Rhyming strategy	-Flashcards -Rhyming descriptions related to

	• "In a drought, there is no rain, the dry earth feels the pain." -The teacher reads each rhyme aloud and asks students to point to the correct flashcard.	Word meaning Word recognition Sound association	weather conditions -Student participation.
Application (10 min)	• **Listening & Responding Activity:** The teacher plays a recording of different weather sounds (thunder, rain, wind) and asks students to guess which weather is being played. https://www.youtube.com/watch?v=K-dPZcuUhek https://www.youtube.com/watch?v=OI9_wYCifkk https://www.youtube.com/watch?v=noQTk4mOmIQ After each sound, the teacher asks, "Was there thunder?" and students respond, "Yes, there was.	Word recognition Interactive listening	-Audio of weather sounds
Assessment (5 min)	-The teacher asks students to take out a blue pen and gives students a small quiz of five multiple-choice questions. -Finally, The teacher wraps up by asking students which items they now remember better thanks to using rhymes.	Word recognition Word meaning	Blue pen Classroom

ANNEX 1

STAGE: Activate Prior knowledge

Wordwall activity

https://wordwall.net/es/resource/54672628/ingl%c3%a9s/whats-the-weather-like



STAGE: Acquire New Knowledge- Flashcards



Matching Game:

- **Winter**
- “snow is cold and white, it covers the ground all day and night!"

- **Summer**
- The sun shines bright, keeping the sky full of light!"

- **Spring:**
- "In spring, the flowers bloom so high, under the bright and sunny sky!"

- **Fall (Autumn):**
- "In fall, the leaves fall to the ground, swirling colors all around!"

- **Monsoon:**
- "When monsoon rains pour all day, you might need to run and stay away!"

- **Drought:**

- "In a drought, the sun’s too strong, without rain for far too long."

- **Flood:**
- "When water rises high and wide, in a flood there's nowhere to hide."

- **Storm:**
- "When the storm is fierce and loud, lightning strikes and shakes the crowd!"

- **Thunder and Lightning:**
- "First a flash, then a boom, thunder and lightning fill the room!"

STAGE: Application

https://www.youtube.com/watch?v=K-dPZcuUhek

https://www.youtube.com/watch?v=OI9_wYCifkk

https://www.youtube.com/watch?v=noQTk4mOmIQ



STAGE: Assessment

Seasons and Weather Quiz

Name:……..
Date:…….

Instructions: Choose the correct answer for each question.

Which season comes after summer?

a) Spring

b) Fall

c) Winter

When it's very cold and there's snow, what season is it?

a) Spring

b) Summer

c) Winter

What kind of weather do you usually have in the summer?

a) Cold and snowy

b) Hot and sunny

c) Rainy and windy

Which season has colorful leaves falling from the trees?

a) Spring

b) Summer

c) Fall

What kind of weather do you usually have in the spring?

a) Hot and sunny

b) Cold and snowy

c) Warm and rainy

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 2

CLASS: Seventh grade "L" **DATE:** October 17th, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** What do you need for camping **TIME:** 45 minutes
GENERAL COMPETENCE: Students will develop the ability to recognize and use specific vocabulary related to camping, improving their memory retention and language skills through the application of rhyming strategies."	**LESSON OBJECTIVES:** **GENERAL:** • Students will be able to recognize descriptions of camping vocabulary **SPECIFIC:** • To name important elements for camping. • To describe what each item is used for during camping. • To create simple rhymes related to camping items.
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Vocabulary related to camping	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (10 min)	-The teacher starts the class by asking students if they've ever been camping or heard of it. -The teacher asks students "What items do they think they would need for camping?" and lists their ideas on the board. - After that, the teacher tells students that he was at a camp 3 months ago and shows them some photos about his camp. -The teacher asks the last question "Why do you think these items are important for camping?" (e.g., to stay warm, cook food, or stay safe).	Brainstorming Asking key questions Interactive group discussion	Video Students' participation
Acquire New Knowledge (15 min)	- The teacher sticks on the board one by one some flashcards about camping items (e.g., tent, sleeping bag, flashlight, backpack, etc.). -Then, the teacher asks students to look at the flashcards and repeat exactly what the teacher said. -After the teacher places all the camping flashcards on the board, the teacher divides the class into groups of five people. -The teacher hands out small matching cards to each group of students. -These cards will either have a description of the item or a rhyme related to its use. **For example**:	Imagery Rhyming strategy Word meaning	Flashcards Students' participation small matching cards

	• Rhyme: *"When it's dark and you can't see, this will help you see the trees"* **(Answer: Flashlight)** • Description: *"You sleep inside it when you're out in the woods"* **(Answer: Sleeping bag)** -The teacher asks each group to analyze their descriptions or rhymes. Then, each group chooses a leader to walk around the class and match their cards to the correct flashcards on the board. -Once they match, they read out loud their card (either the rhyme or the description) and point to the flashcard they've matched it with. The teacher asks if other students agree or want to try a different match. The teacher clarifies any doubts students have related to the descriptions.		
Application (10 min)	-The teacher asks the students to stay in the same groups. - The teacher gives each group small sheets of paper with some rhyming words that they have to put in order to form sentences. -The teacher explains to students they have to stand up and read aloud the sentences. Besides, the group that reorders the sentences the fastest and well done will be the winner.	Word recognition Sentence creation using rhymes Elaboration	sheets of paper Pencil, eraser, pens.
Assessment (5 min)	-The teacher takes out a blue pen and gives students a small quiz of five multiple-choice questions. -Finally, The teacher wraps up by asking students which items they now remember better thanks to using rhymes.	Word meaning	Blue pen Classroom

ANNEX 1

STAGE: Activate Prior knowledge



STAGE: Acquire New Knowledge- Flashcards

Group activity: Matching cards



TEAM 1: Rhymes

- "When it rains and you want to stay dry, Put this up under the sky."
- When it's dark and you want to see, this will light the way for me."

Descriptions

- ″You sleep in it when you camp to stay safe and dry."
- "You sleep inside it when it's cold, and it keeps you warm."

TEAM 2: Rhymes

- "To stay warm when it's cold and you sag, you zip yourself in a cozy…"
- "I carry food and clothes on my back, With this handy camping…"

Descriptions

- "You use this to see when it's dark outside."
- "You carry this on your back to keep your food and things."

TEAM 3: Rhymes

- "When you're thirsty and need a drink, this keeps your water cool, I think!"
- "If you don't know where to go, look at this, and it will show."

Descriptions:

- "You drink water from this when you are thirsty."
- "This shows you where to go when you are lost."

TEAM 4: descriptions

- "This shows you where to go when you are lost."
- "You put this on your skin to protect from the sun."
- "This helps you know where you are and which way to go."

ANSWER

Rhymes:

For a **tent**: *"When it rains and you want to stay dry,Put this up under the sky."*

For a **flashlight**: *"When it's dark and you want to see,This will light the way for me."*

For a **sleeping bag**: *"To stay warm when it's cold and you sag,You zip yourself in a cozy…"*

For a **backpack**: *"I carry food and clothes on my back, With this handy camping…"*

For a **water Bottle**: *"When you're thirsty and need a drink, This keeps your water cool, I think!"*

For a **Map:** *"If you don't know where to go, Look at this, and it will show."*

DESCRIPTIONS

Tent: *"You sleep in it when you camp to stay safe and dry."*

Sleeping bag: *"You sleep inside it when it's cold, and it keeps you warm."*

Flashlight:*"You use this to see when it's dark outside."*

Backpack:*"You carry this on your back to keep your food and things."*

Water bottle: *"You drink water from this when you are thirsty."*

Map: *"This shows you where to go when you are lost."*

Sunscreen:*"You put this on your skin to protect from the sun."*

Compass *:"This helps you know where you are and which way to go."*

STAGE: Application- Unscramble activity

WORKSHEET ACTIVITY

Names:_____

- **Tent**

Scrambled Words: *"pitch / need / my / no / tent / rent / for / I"*

Correct Order: _____

- **Bag**

Scrambled Words: *"the / pack / lose / bag / don't / tag / the"*

Correct Order: _____

- **Flashlight**

Scrambled Words: *"glow / will / help / flashlight's / know / the / you"*

Correct Order: _____

- **Blanket**

Scrambled Words: *"wrap / the / warm / you / get / in / blanket / as"*

Correct Order: _____

- **Bowl**

Scrambled Words: *"keeps / the / eat / from / you / bowl / whole / it"*

Correct Order: _____

CORRECT ANSWERS

- t**ent**
  - **Scrambled Words**: *"pitch / need / my / no / tent / rent / for / I"*
  - **Correct Order**: *"I pitch my tent, no need for rent!"*
- **Bag**
  - **Scrambled Words**: *"the / pack / lose / bag / don't / tag / the"*
  - **Correct Order**: *"Pack the bag, don't lose the tag!"*
- **Flashlight**
  - **Scrambled Words**: *"glow / will / help / flashlight's / know / the / you"*
  - **Correct Order**: *"The flashlight's glow will help you know!"*
- **Blanket**
  - **Scrambled Words**: *"wrap / the / warm / you / get / in / blanket / as"*
  - **Correct Order**: *"Wrap in the blanket, warm as you get!"*
- **Bowl**
  - **Scrambled Words**: *"keeps / the / eat / from / you / bowl / whole / it"*
  - **Correct Order**: *"Eat from the bowl, it keeps you whole!"*

STAGE: Assessment

Camping Vocabulary Quiz

Name:……..
Date:…….

Instructions: Choose the correct answer for each question.

1. **What do we use to sleep in when camping?**
   a) Backpack
   b) Tent
   c) Flashlight

2. **Which item helps us see in the dark?**
   a) Water bottle
   b) Flashlight
   c) Blanket

3. **What do you carry your clothes and gear in?**
   a) Bowl
   b) Bag
   c) Map

4. **What keeps us warm when sitting outside?**
   a) Tent
   b) Blanket
   c) Backpack

5. **What item do we use to navigate while hiking?**

   a) Water bottle
   b) Map
   c) Flashlight

Answer Key:

1. b) Tent
2. b) Flashlight
3. b) Bag
4. b) Blanket
5. b) Map

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 3

CLASS: Seventh grade "L" **DATE:** October 18th, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** what do you need for a Camping Trip **TIME:** 45 minutes
GENERAL COMPETENCE: Students will develop the ability to use camping-related vocabulary and relevant grammatical structures while improving their listening and speaking skills through interactive activities and group discussions on planning a camping trip.	**LESSON OBJECTIVES:** **GENERAL:** • Students will be able to create sentences using vocabulary camping trips and related grammar structures. **SPECIFIC:** • To name important elements for camping. • To describe what each item is used for during camping. • To create simple rhymes related to camping items.
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Responsibility, resourcefulness, and teamwork.
CONTENT: Vocabulary related to camping, Past simple, questions.	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (5 min)	**"Imagine You're There"** -The teacher starts the class by playing nature sounds (birds, wind, etc.). The teacher asks the students to close their eyes and imagine that they are going on a camping trip. The teacher says: -Imagine you are there, you're outside. It's **getting dark**, and you have your tent. What do you have with you? The teacher asks students to share the items they imagined bringing for camping.	Brainstorming Prediction Engagement	Natural sounds Students' participation
Acquire New Knowledge (10min)	-The teacher explains that many words in English rhyme. And end with the same sound, like "cat" and "hat." -The teacher gives examples like "tent" and "rent" or "cup" and "pup" to demonstrate rhyming pairs. -The teacher provides each student with a worksheet with two sets of cards: • **Set A:** Each card has the name of a camping item (e.g., **tent, sleeping bag, flashlight, map**).	Categorization Rhyming strategy Memory association	Worksheet with a set of rhyming words Students' participation Blue pen, pencil

	• **Set B:** Each card has a word that rhymes with the camping item from Set A but is **not** a camping item (e.g., **tent** matches with **rent**, **map** with **lap**, **cup** with **pup**, etc.). -The teacher distributes the worksheet to students and asks them to **match each camping item with its rhyming word** from Set B. As they match the cards, they must say the word pairs aloud (e.g., **tent** and **rent**) to reinforce the rhyming sound. -After all pairs are matched, the teacher reviews as a class, having students explain why the words rhyme. -Once the matching is complete, the teacher asks students to discuss what the camping item is used for and its importance during a camping trip. 1. **Tent and Rent:** "We use a tent for shelter. It keeps us warm and safe when we camp." 2. **Map and Lap:** "We use a map to find our way when hiking or exploring." 3. **Cup and Pup:** "We use a cup to drink water when camping."	Word recognition Contextual Understanding	
Application (20min)	-The teacher explains that the class is going on a scavenger hunt to find items that could represent things they would need for camping like a tent, sleeping bag, flashlight, etc. -The teacher divides the class into two groups. Then, the teacher gives students a list of objects to find, but instead of giving the names of the objects directly, the list contains sentences with rhymes. These rhymes are clues that help them figure out which objects to search for. -The teacher specifies that the objects are in pictures, which the students must find and then paste next to the clue they received. -The teacher sets a time limit of 10 minutes for students to find and collect **pictures** that represent the camping gear on their list and then paste them next to the matching rhyme.	Problem-Solving with Rhymes Kinesthetic learning Collaborative Learning Visual Association	sheets of paper with the list of words scissors Gum

Assessment (5 min)	-The teacher writes on the board a **camping checklist** with a few items listed (e.g., **tent, water bottle, flashlight, sleeping bag, backpack, plate**). -The students choose **two items** from the checklist and write **one sentence** for each item explaining their use. • Example: "I will bring a **tent** to sleep in at night. -The teacher asks students to **share** their sentences with a partner.	Word meaning Peer learning	Blue pen Classroom

ANNEX 1

STAGE: Activate Prior knowledge

- **Link Natural sounds:**
  https://www.youtube.com/watch?v=gfP2E2VOWTo

STAGE: Acquire New Knowledge

MATCHING ACTIVITY

Name: _____

Date: _____

1. Match each camping item with its rhyming word. Write the letter next to the item.

Set A:

A. Tent
B. Sleeping bag
C. Flashlight
D. Map
E. Cup
F. Knife
G. Backpack
H. Blanket
I. Bowl
J. Plate

Set B:

- Pup: _____
- Sack: _____
- Night: _____
- Racket: _____
- Tag: _____
- Gate: _____
- Rent: _____
- Life: _____
- Lap: _____
- Goal: _____

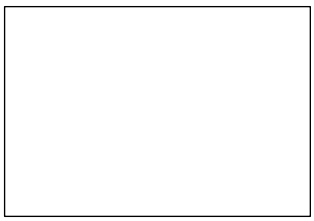
STAGE: Application

SCAVENGER HUNT LIST

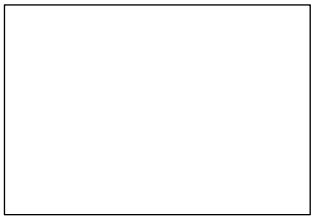
TEAM 1:

- **LIST**

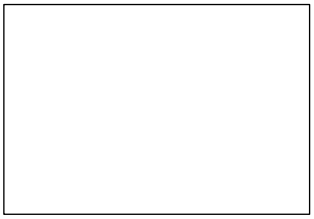
-"For all my things, big and small,
I carry it when I hike or walk!"



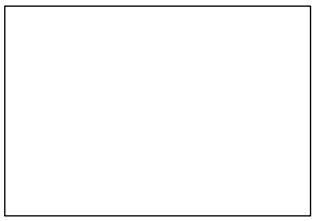
-"When it's cold and I need heat,
I wrap it around from head to feet!"



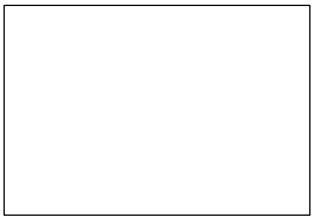
-"For soup or cereal, I know,
I use a bowl to eat it slow!"



-"For juice, water, or some tea,
I hold it up carefully!"



-"It's dark and what do we see?
I need a light to shine for me!"

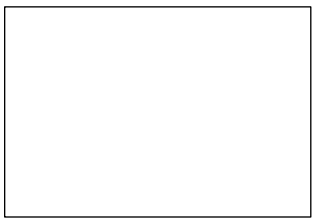


SCAVENGER HUNT LIST

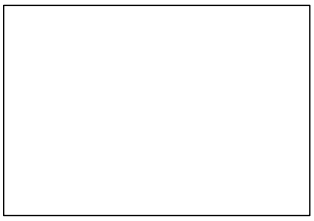
TEAM 2:

- **LIST**

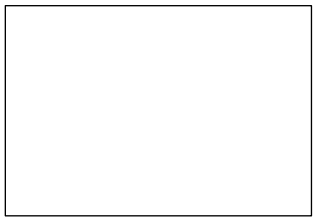
"I use it to cut things big or small,
For food or wood, it helps with all!"



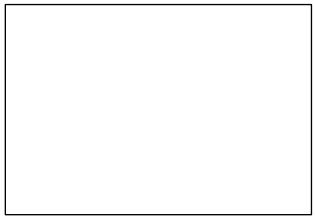
"It shows me where to go and see,
A guide to help, just right for me!"



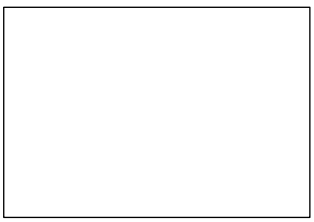
"I put my food on something flat,
So I can eat, just like that!"



"When I sleep, I like the stars,
I need my house without the cars!"



"I'm thirsty and need a drink,
A container with water, what do you think?"



SCAVENGER HUNT LIST ANSWER

TEAM 1

Backpack:

"For all my things, big and small,

I carry it when I hike or walk!"



Blanket:

"When it's cold and I need heat,

I wrap it around from head to feet!"



Bowl:

"For soup or cereal, I know,

I use a bowl to eat it slow!"



Cup:

"For juice, water, or some tea,

I hold it up carefully!"



Flashlight:

"It's dark and what do we see?

I need a light to shine for me!"



TEAM 2

Knife:

"I use it to cut things big or small,
For food or wood, it helps with all



Map:

"It shows me where to go and see,
A guide to help, just right for me!"



Plate:

"I put my food on something flat,
So I can eat, just like that!



Tent:

"When I sleep, I like the stars,
I need my house without the cars!"



Water bottle:

"I'm thirsty and need a drink,
A container with water — what do you think?"



UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 4

CLASS: Seventh grade "L" **DATE:** October 22nd, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** Camping Memories **TIME:** 45 minutes
GENERAL COMPETENCE: Students will be able to use vocabulary related to camping, practice using the past simple tense, and recognize rhyming words.	**LESSON OBJECTIVES:** **GENERAL:** • Students will be able to create sentences using the past simple tense and camping-related vocabulary. **SPECIFIC:** • To use past simple verbs (e.g., sleep, make, forget). • To identify and use basic camping vocabulary (e.g., tent, blanket, fire). • To identify rhyming words related to camping vocabulary.
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Teamwork, Problem-solving, and Creativity
CONTENT: • Vocabulary: Tent, blanket, fire, rain, wet, sleep, forget • Grammar Focus: Past simple tense (e.g., "We wanted to sleep outside.")	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (5 min)	-The teacher begins the class by asking students: "What do you need for camping?" -The teacher writes their responses on the board. -Then, the teacher shows students a picture and then asks them the following questions: • What do you see? • What are they doing?	Visual learning, Group interaction Engagement	Camping scene picture Whiteboard markers Students' participation
Acquire New Knowledge (10min)	-The teacher asks students to take out their English book to read a Camping Story. -The teacher reads the story aloud twice to the class and emphasizes the key camping-related vocabulary (e.g., tent, blanket, rain) and the past simple verbs used in the story (e.g., wanted, forgot, made). Then, the teacher asks students to underline the verbs in the past with yellow color, the infinitive verbs with blue color, and the camping vocabulary with green color -After reading, the teacher asks comprehension questions like: • What did they forget to bring? • What happened when it rained?	Listening Reading Comprehension, Grammar Practice Word recognition	Reading story, Board, Markers

	-The teacher writes the answers on the board.		
Application (20min)	-The teacher tells students they will listen to and read about a family's camping trip that uses rhyming words. -To do that, the teacher asks students to work in pairs and provides them with a short worksheet that includes the reading text and a short activity. -The teacher plays an audio three times about camping as students follow along in their copies. The first-time students only have to listen to the audio. The second time they have to listen to and follow the text. The last time they have to understand the reading text. https://soundcloud.com/fabricio-paca/camping-audio?si=0ffdcc9095ea4770864e0b1403920531&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing -Then, the teacher asks students to underline the rhyming words in the reading and complete the activity below the reading text.	Problem-Solving with Rhymes Collaborative Learning Rhyming strategy Contextual use Word recognition	Recording audio Worksheet Pencil Eraser
Assessment (5 min)	The teacher asks the students to create two sentences using the past simple and the camping vocabulary they learned. The teacher asks some students to read their sentences with the class.	Contextual use	Blue pen Classroom

ANNEX 1

STAGE: Activate Prior knowledge

Camping scenario



STAGE: Acquire New Knowledge

Reading text

I had a strange weekend. I went camping with my family because we wanted to sleep outside, but my dad forgot to take the tent! We tried to make a tent with a blanket, but it wasn't very good. We were cold. We needed to make a fire, but we didn't have any firewood. Then it started to rain, and our sleeping bags got wet. We had to come home. We still want to sleep outside someday.

STAGE: Application

Audio file

https://soundcloud.com/fabricio-paca/camping-audio?si=0ffdcc9095ea4770864e0b1403920531&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

WORKSHEET

Name:…… **Date**:……

1. **Listen and read. Then, underline the rhyming words.**

We went on a trip, We packed real quick.

Then, We wanted to hike, And ride our bike.

However, We made a plan to sleep in the van.

But it was too hot, So we found a new spot.

After that, We found a tree, Where we could be free.

But it started to rain,So we had to explain:

"We'll try it again, Next weekend in the rain!"

2. **Choose the correct verb from the box and complete the sentences.**

want/sleep try/make start/rain need/find forget/pack have/go

Example: They **wanted** to buy pizza because they f**orgot** their food.

a. They _____ a plan to hike because they _____their tent.

b. They had to stop because it _____.

c. They _____ a new spot because it was too hot.

d. The kids were happy because they _____ by a tree.

e. They _____ home because of the rain.

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 5

CLASS: Seventh grade "L" **DATE:** October 25, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** Camping Memories **TIME:** 45 minutes
GENERAL COMPETENCE: Students will be able to use vocabulary related to camping, practice forming sentences in the past simple tense, and engage in conversational exercises using learned vocabulary.	**LESSON OBJECTIVES:** **GENERAL:** • Students will be to form sentences using the past simple tense and camping-related vocabulary **SPECIFIC:** • To identify key camping items and use them in simple sentences • To use past simple verbs (e.g., go, make, need) • To practice asking and answering questions about camping needs
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Teamwork, Problem-solving, Creativity
CONTENT: • Vocabulary: Tent, blanket, fire, rain, wet, sleep, forget • Grammar Focus: Past simple tense (e.g., " We needed to make a fire..")	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (5 min)	-The teacher asks students to take out their English books and go to page number 16. -The teacher asks students to look at the images of camping items (e.g., tent, sleeping bag, backpack) and asks students to match the words with the corresponding images. -The teacher checks the answers with the class.	Visual learning, Group interaction	English book Whiteboard markers Students' participation
Acquire New Knowledge (10min)	-The teacher asks students to listen to short descriptions of camping items (e.g., "You stay in this when you're camping. A tent!"). -After hearing the description, students guess the word and repeat it. -The teacher asks students to answer questions in pairs about what they need for camping. - **Example:** "What do you need when you go camping?"	Listening Word recognition	Audio descriptions of camping items

	- **Sample Answer:** "I need a sleeping bag.		
Application (20min)	- The teacher asks students to complete the activities Activity 1: Read and Complete Sentences with the words in parenthesis. Activity 2: Word Order Exercise. Students put words in the correct order to form sentences. .	Sentence completion Grammar practice Sentence construction Contextual use Word recognition	English book Pencil Eraser
Assessment (10min)	The teacher asks students to form sentences with the information about them using the words in the box.	Contextual use Critical thinking	English book Pencil Classroom

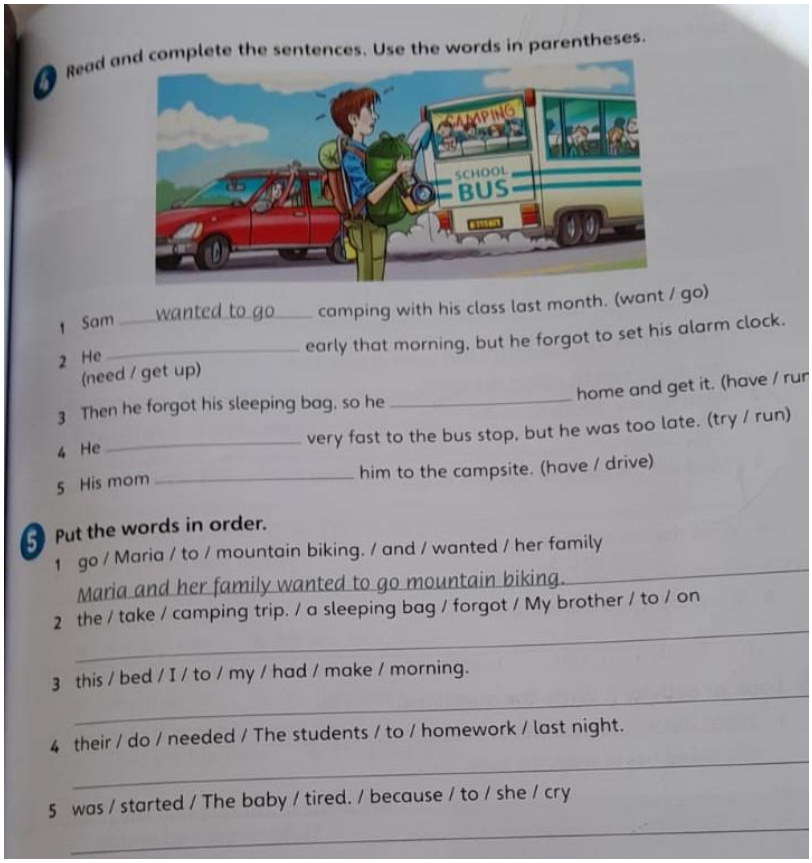
ANNEX 1

STAGE: Activate Prior knowledge

Camping scenario



STAGE: Application



4 Read and complete the sentences. Use the words in parentheses.

1 Sam wanted to go camping with his class last month. (want / go)

2 He _____ early that morning, but he forgot to set his alarm clock. (need / get up)

3 Then he forgot his sleeping bag, so he _____ home and get it. (have / run

4 He _____ very fast to the bus stop, but he was too late. (try / run)

5 His mom _____ him to the campsite. (have / drive)

5 Put the words in order.

1 go / Maria / to / mountain biking. / and / wanted / her family

Maria and her family wanted to go mountain biking.

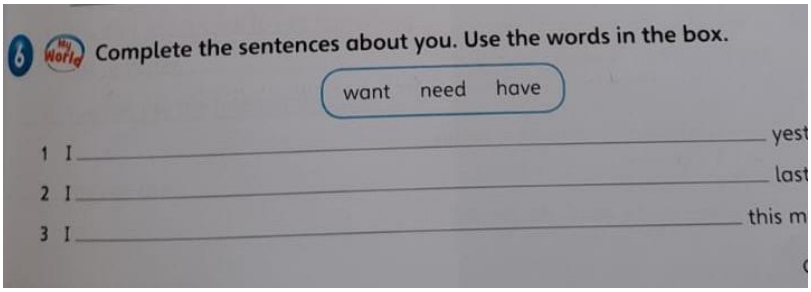
2 the / take / camping trip. / a sleeping bag / forgot / My brother / to / on

3 this / bed / I / to / my / had / make / morning.

4 their / do / needed / The students / to / homework / last night.

5 was / started / The baby / tired. / because / to / she / cry

STAGE: Assessment



6 My World Complete the sentences about you. Use the words in the box.

want need have

1 I _____ yest

2 I _____ last

3 I _____ this m

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 6

CLASS: Seventh grade "L" **DATE:** November 07th, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** Do you like camping? **TIME:** 45 minutes
GENERAL COMPETENCE: To communicate personal preferences and opinions about camping by using appropriate vocabulary and infinitive verbs, enhancing both comprehension and expression in English	**LESSON OBJECTIVES:** **GENERAL:** • Students will be able to discuss personal opinions about camping and practice using infinitive verbs in sentences related to camping and daily activities. **SPECIFIC:** • To engage students in identifying and using infinitive verbs through chants and camping-related vocabulary. • To develop students' listening and speaking skills by discussing camping plans and completing comprehension tasks. • To support students in recognizing verbs and camping items
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Teamwork, Problem-solving, and Creativity
CONTENT: • Grammar Focus: Infinitive verbs	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (5 min)	The teacher starts by writing on the board the word "Camping" in the center. The teacher asks students to think of words, objects, or actions they associate with camping. For example, they might say "tent," "fire," "sleeping bag," "hiking," or "stars." As they share, the teacher writes their ideas around the word "Camping" like a mind map The teacher encourages students to use verbs in the infinitive form where possible (e.g., "to hike," "to sleep," "to cook").	Visual learning, Group interaction Engagement	Whiteboard markers Students' participation
Acquire New Knowledge (10min)	The teacher introduces the two chants with the infinitive verbs. The teacher provides a short piece of paper with two chants. Then, the teacher recites with the class, encouraging students to follow along and identify words starting with "to," explaining these are infinitive verbs.	Collaborative Learning Rhyming strategy	A piece of paper with the chants,

	Chant 1: "To jump, to run, to play in the sun, To eat, to sleep, to have some fun! To hike, to dance, to sing a song, Infinitive verbs help us all day long!" **Chant 2:** "To walk, to talk, to make a cake, To swim, to laugh, to jump in the lake. To read, to write, to count to ten, We use these verbs again and again!"	Contextual use Word recognition	
Application (20min)	- The teacher asks students to complete some book activities from the student book that are related to go camping and infinitive verbs.	Problem-Solving Collaborative Learning Contextual use Word recognition	Worksheet Pencil Eraser
Assessment (6 min)	They teacher asks students to get in pairs and discuss the following question: Do you like camping? Why? Or why not?	Contextual use Word recognition	Students' participation

ANNEX 1

STAGE: Acquire New Knowledge

Chant 1:

"To jump, to run, to play in the sun,

To eat, to sleep, to have some fun!

To hike, to dance, to sing a song,

Infinitive verbs help us all day long!"

Chant 2:

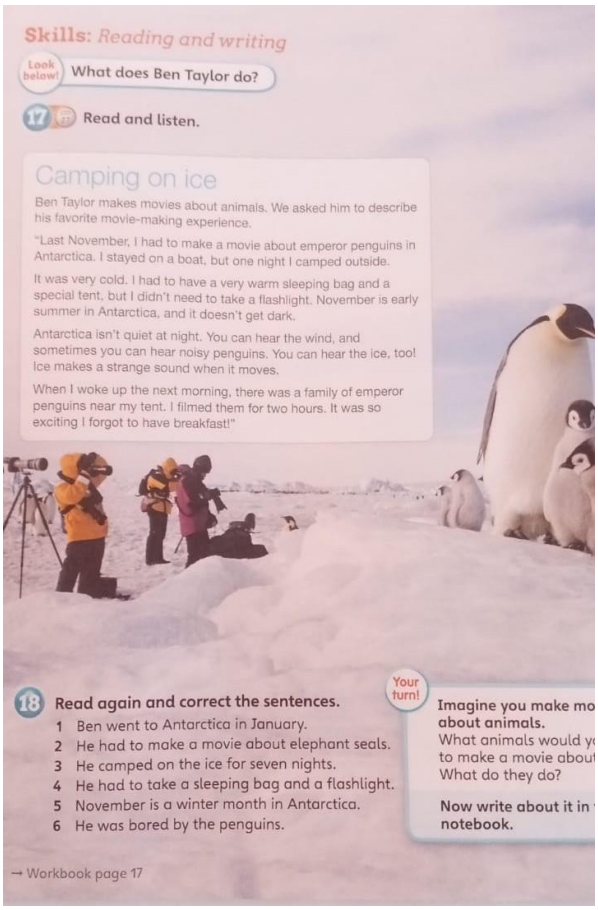
"To walk, to talk, to make a cake,

To swim, to laugh, to jump in the lake.

To read, to write, to count to ten,

We use these verbs again and again!"

STAGE: Application



Skills: *Reading and writing*

Look below! What does Ben Taylor do?

17 Read and listen.

Camping on ice

Ben Taylor makes movies about animals. We asked him to describe his favorite movie-making experience.

"Last November, I had to make a movie about emperor penguins in Antarctica. I stayed on a boat, but one night I camped outside.

It was very cold. I had to have a very warm sleeping bag and a special tent, but I didn't need to take a flashlight. November is early summer in Antarctica, and it doesn't get dark.

Antarctica isn't quiet at night. You can hear the wind, and sometimes you can hear noisy penguins. You can hear the ice, too! Ice makes a strange sound when it moves.

When I woke up the next morning, there was a family of emperor penguins near my tent. I filmed them for two hours. It was so exciting I forgot to have breakfast!"

18 **Read again and correct the sentences.**

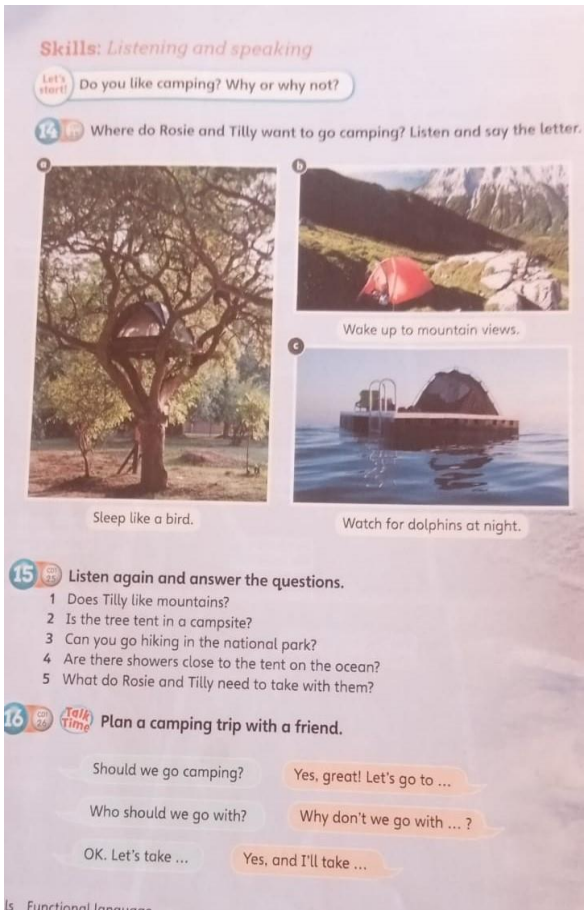
1 Ben went to Antarctica in January.
2 He had to make a movie about elephant seals.
3 He camped on the ice for seven nights.
4 He had to take a sleeping bag and a flashlight.
5 November is a winter month in Antarctica.
6 He was bored by the penguins.

Your turn!

Imagine you make mo about animals.
What animals would y to make a movie abou What do they do?

Now write about it in notebook.

→ Workbook page 17



Skills: *Listening and speaking*

Let's start! Do you like camping? Why or why not?

14 Where do Rosie and Tilly want to go camping? Listen and say the letter.

a

Sleep like a bird.

b

Wake up to mountain views.

c

Watch for dolphins at night.

15 **Listen again and answer the questions.**

1 Does Tilly like mountains?
2 Is the tree tent in a campsite?
3 Can you go hiking in the national park?
4 Are there showers close to the tent on the ocean?
5 What do Rosie and Tilly need to take with them?

16 Talk Time **Plan a camping trip with a friend.**

Should we go camping? Yes, great! Let's go to ...

Who should we go with? Why don't we go with ... ?

OK. Let's take ... Yes, and I'll take ...

UNIDAD EDUCATIVA LA GRANJA CEBLAG - INTERVENTION N° 7

CLASS: Seventh grade "L" **DATE:** November 08th, 2024 **TEACHER'S NAME:** Fabricio Paca	**TOPIC:** What did they do? **TIME:** 40 minutes
GENERAL COMPETENCE: Students will be able to use vocabulary related to camping, practice using the past simple tense, and recognize rhyming words.	**LESSON OBJECTIVES:** **GENERAL:** • Students will be able to create sentences using the past simple tense and camping-related vocabulary. **SPECIFIC:** • To use past simple verbs (e.g., sleep, make, forget). • To identify and use basic camping vocabulary (e.g., tent, blanket, fire). • To identify rhyming words related to camping vocabulary.
METHODOLOGY USED: 4-A (Activate prior knowledge, Acquire new knowledge, Application, Assessment.)	**FOCUS ON VALUES:** Teamwork, Problem-solving, and Creativity
CONTENT: • Vocabulary: Tent, blanket, fire, rain, wet, sleep, forget • Grammar Focus: Past simple tense (e.g., "We wanted to sleep outside.")	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Activate Prior knowledge (5 min)	-The teacher begins the class by giving a short crossword puzzle in which students have to find verbs in the past. -The teacher asks students to underline each word with different colors.	Visual learning, Engagement Word recognition	Worksheet Students' participation
Acquire New Knowledge (10min)	-The teacher introduces two chants with past verbs (The verbs were taken from the previous chants). The teacher provides a short piece of paper with two chants. Then, the teacher recites with the class, encouraging students to follow along and identify the verbs in the past tense. The teacher explains that these verbs describe actions that have already happened, helping students understand how the past tense is used to talk and helping them with the pronunciation of the past verbs. **Chant 1:** "We jumped, we ran, we played in the sun, We ate, we slept, we had some fun! We laughed, we danced, we sang a song, Past tense verbs help us get along!"	Collaborative Learning Rhyming strategy Contextual use Word recognition	A piece of paper with the chants,

	Chant 2: "We walked, we talked, we baked a cake, We swam, we laughed, we jumped in the lake. We read, we wrote, we counted to ten, Using these verbs again and again!"		
Application (20min)	- The teacher asks students to complete some book activities from the student book that are related to go camping, infinitive, and past verbs.	Problem-Solving Collaborative Learning Contextual use Word recognition	Pencil Eraser
Assessment (7 min)	The teacher asks the students to create two sentences using the past simple and the camping vocabulary they learned. The teacher asks some students to read their sentences with the class.	Contextual use	Blue pen Classroom

ANNEX 1

STAGE: Activate Prior knowledge

Crossword Puzzle

N	O	Ú	L	A	U	G	H	E	D	X	V	S	W	A	M
O	F	Ñ	A	C	E	Ó	P	D	D	U	I	M	K	Q	Ñ
B	F	V	A	T	E	U	I	G	I	R	Ü	É	U	Í	P
H	E	V	F	Z	T	B	J	Y	Z	K	O	A	D	N	W
B	Y	Ó	T	C	O	Ñ	G	Y	Z	H	M	Á	D	Ñ	A
J	D	T	É	T	R	S	F	D	I	U	F	Ü	E	G	Í
Ñ	Ñ	H	B	Ú	W	R	R	J	P	X	Ú	L	K	N	H
D	N	É	K	Y	H	S	A	Á	Ú	B	C	O	L	Z	Í
E	L	Í	O	Ú	M	C	O	U	N	T	E	D	A	B	O
K	É	Á	É	V	E	L	V	Y	B	Ñ	X	O	T	Í	Z
A	D	G	W	S	Á	K	Q	Ü	Q	C	Ú	L	R	O	Ü
B	M	W	S	Q	W	Ü	É	E	T	É	L	G	R	P	Ü
W	A	L	K	E	D	Y	Á	X	A	W	X	R	E	A	D
J	Ü	T	Q	Í	L	Á	X	V	E	S	Í	B	G	É	K
D	F	Z	N	Ñ	R	D	E	P	M	U	J	I	Ó	U	Q
Á	S	F	Í	I	Ñ	L	N	A	J	Ú	Z	Á	W	D	Z

Past Verbs

- Walked
- Talked
- Baked
- Swam
- Laughed
- Jumped
- Read
- Wrote
- Counted

STAGE: Acquire New Knowledge

Chant 1:

"We jumped, we ran, we played in the sun,

We ate, we slept, we had some fun!

We laughed, we danced, we sang a song,

Past tense verbs help us get along!"

Chant 2:

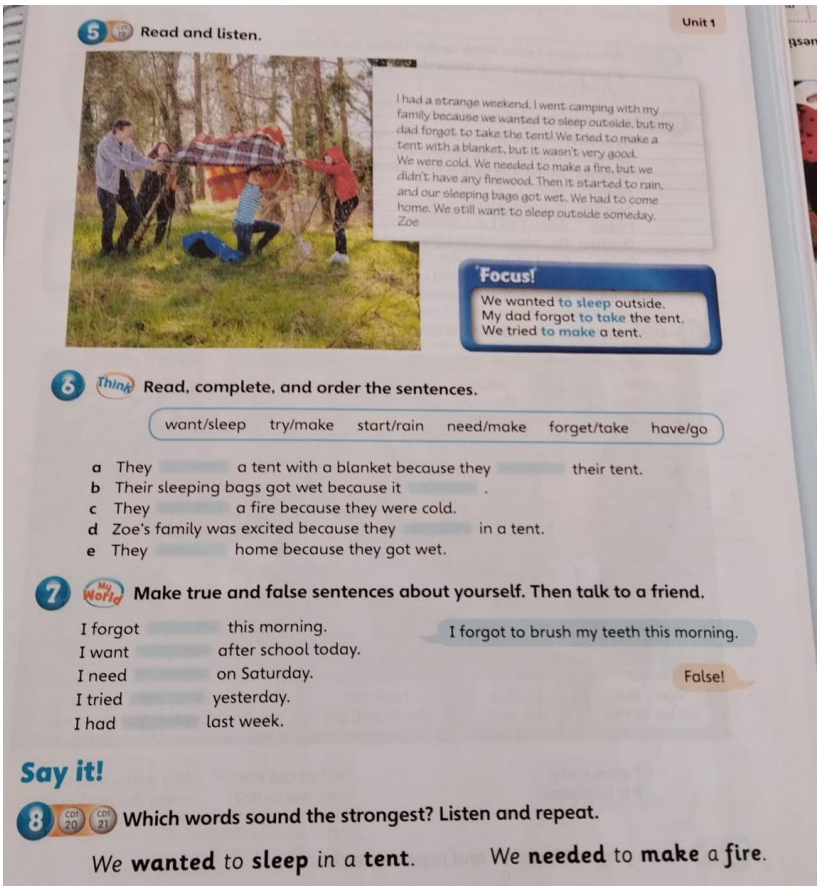
"We walked, we talked, we baked a cake,

We swam, we laughed, we jumped in the lake.

We read, we wrote, we counted to ten,

Using these verbs again and again!"

STAGE: Applicatio



Unit 1

5 Read and listen.

I had a strange weekend. I went camping with my family because we wanted to sleep outside, but my dad forgot to take the tent! We tried to make a tent with a blanket, but it wasn't very good. We were cold. We needed to make a fire, but we didn't have any firewood. Then it started to rain, and our sleeping bags got wet. We had to come home. We still want to sleep outside someday.
Zoe

Focus!
We wanted to sleep outside.
My dad forgot to take the tent.
We tried to make a tent.

6 Think Read, complete, and order the sentences.

want/sleep try/make start/rain need/make forget/take have/go

a They _____ a tent with a blanket because they _____ their tent.
b Their sleeping bags got wet because it _____.
c They _____ a fire because they were cold.
d Zoe's family was excited because they _____ in a tent.
e They _____ home because they got wet.

7 My World Make true and false sentences about yourself. Then talk to a friend.

I forgot _____ this morning.
I want _____ after school today.
I need _____ on Saturday.
I tried _____ yesterday.
I had _____ last week.

I forgot to brush my teeth this morning.
False!

Say it!

8 CD 20 CD 21 Which words sound the strongest? Listen and repeat.

We **wanted** to **sleep** in a **tent**. We **needed** to **make** a **fire**.

Annex 4: Carta de Compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, agosto 12 de 2024

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Andrés Sebastián Illingworth , en mi calidad Director de la Unidad Educativa "La Granja CEBLAG", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Rhyming strategies and Vocabulary Learning" propuesto por el estudiante Paca Toainga Darwin Fabricio, portador de la Cédula de Ciudadanía, 1850625482 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

ANDRES ILLINGWORTH FOURNEY
DIRECTOR
AREA EDUCATIVA
CEBLAG

Andrés Sebastián Illingworth