UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

2019

A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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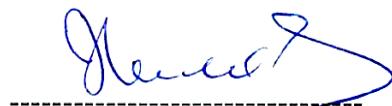
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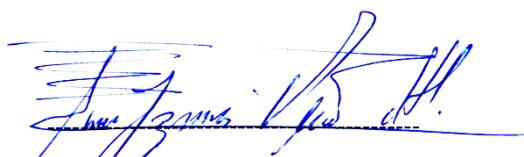
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ACKNOWLEDGEMENT

For me, my master's studies became a wonderful journey and this thesis is the culmination of it, which with encouragement, hardship, and perseverance has reached its final phase.

First, I am profoundly grateful to God for giving me the wisdom and his blessings to complete my research study satisfactorily. In addition, I would like to thank my parents for inspiring, driving, supporting, and teaching me to fight for my ideals. To my three loves, my husband, my daughter and my son for their comprehension and support during these years. Moreover, I want to thank my siblings for the caring and wonderful moments together.

At this moment of accomplishment, I would like to express my honest gratitude to my advisor Magister Ana Jazmina Vera de la Torre for her reasonable words of advice, motivation and aspiring guidance, which were so significant for the development of this work.

My sincere thanks also goes to Mr. Washington Mancero Director of the Language Center from Escuela Superior Politécnica de Chimborazo, for giving me the opportunity to develop my research work with level one Espoch students as well as my colleague Marthita who guided me during my research.

DEDICATION

This thesis is dedicated to:

I would like to dedicate my research work to my children Darlyn and Julio who are my greatest gift from God and my constant blessing. To my loving husband Julio for his love and support. Definitely, you are my best inspiration and I love you with all my heart and my soul.

UNIVERSIDAD TÉCNICA DE AMBATO

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TEMA:

"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY"

AUTORA: Doctora Angela Cecibel Moreno Novillo

DIRECTORA: Licenciada Ana Jazmina Vera de la Torre, Magíster

FECHA: Marzo, 2019

RESUMEN EJECUTIVO

El proyecto de investigación "LOS CRUCIGRAMAS Y LA ADQUISICIÓN DE VOCABULARIO EN LOS ESTUDIANTES UNIVERSITARIOS" hace referencia a observar cómo el uso de los crucigramas puede optimizar el desarrollo de vocabulario de los estudiantes de primer nivel del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo. La población consistió en 60 estudiantes con nivel A1. Se llevó a cabo un estudio quasi-experimental de campo debido a que la implementación se desarrolló a través de 2 grupos: el experimental y el de control. La investigación tuvo un enfoque cualitativo-cuantitativo que permitió analizar el problema, establecer la relación entre variables, generalizar y normalizar los resultados recolectados de la muestra y los grupos estudiados. Los instrumentos utilizados para esta investigación fueron una prueba previa y una prueba posterior que se aplicaron para medir la efectividad de la implementación de crucigramas para mejorar la adquisición del vocabulario del idioma Inglés. Para verificar la hipótesis de esta investigación, se utilizó la Prueba T. Los resultados obtenidos muestran que la aplicación de los crucigramas promueve la adquisición del vocabulario del Idioma inglés. Se concluye que los estudiantes tuvieron una mejora notable en la adquisición de vocabulario después de la implementación de los crucigramas.

Descriptores: Vocabulario, aprendizaje del idioma Inglés, comunicación, adquisición del vocabulario, crucigramas.

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"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY"

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DATE: March, 2109

EXECUTIVE SUMMARY

The research project entitled "CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY" observes how the use of crossword puzzles can optimize the vocabulary development of the first level students of the Language Center at Escuela Superior Politécnica de Chimborazo. The population consisted of 60 students with A1 level. A field quasi-experimental research study was performed, due to two groups were involved in the implementation: experimental and control group. The research had a qualitative-quantitative approach, which leaded to analyze the problem, establish the relation between variables, generalize and normalize the results gathered from the sample as well as the studied groups. The instruments used for this research were a pre-test and a post-test to measure the effectiveness of the implementation of crossword puzzles in the acquisition of the English language vocabulary. For hypothesis acceptance, the T-test was applied. The results obtained demonstrated that the application of the crossword puzzles promotes the acquisition of English vocabulary. It was concluded that the students had a remarkable improvement in the acquisition of vocabulary after the implementation of the crossword puzzles.

INTRODUCTION

This research work entitled **"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY"** has as principal objective to demonstrate how the crossword puzzles help students to improve vocabulary. Nation and Meara (2010) argue that vocabulary is one of the most important components in learning a foreign language. Therefore, this research provides important information related to vocabulary acquisition, its importance and its dimensions as well as the importance of crossword puzzles in the learning process.

Traditionally, vocabulary instruction has focused on having students look up for word meaning and memorize it. One of the teachers' principles must be to look for new methods to reach the expected outcomes, such as foster independent learners and motivate high order thinking skills development. For that reason, this paper presents relevant information about how crossword puzzles help students improve vocabulary.

Moreover, this research points out three important dimensions: spelling, pronunciation, and word meaning. Hadfield (2004) states that crossword puzzle is an effective teaching tool for definitions, spelling, and pronunciation. Through crossword puzzle students acquire and adequate number of words and know how to use them accurately in context.

Hence, the present study gives a different perspective for vocabulary acquisition, since it uses a dynamic tool. In addition, the study considers level one students and proposes a workbook, which is a compilation of all the activities planned and used by the researcher. The intervention takes part in the experimental group and the results are analyzed and compared with the control group. In sum, the development of this research could be the basis for future studies.

This research is divided into six chapters:

CHAPTER I, presents, the contextualization of the problem, the critical analysis, prognosis, problem formulation, research questions, delimitation of the research object, justification, general and specific objectives which are the basis for the study.

CHAPTER II, displays the research background by considering previous studies regarding vocabulary acquisition and the use of crossword puzzles, the philosophical foundation, pedagogical foundation, legal foundation, detailed definitions related to the key categories, alternative and null hypotheses.

CHAPTER III, describes the study methodology, design, purpose, level and type of research; it also describes the population and sample, dependent and independent variables charts, method of data collection and its analysis.

CHAPTER IV, presents the data collected from the applied instruments, pre-test and post-test, through bar graphics together to their correspondent analysis and interpretation. In addition, the hypothesis analysis and the statistic T-Test application are shown in this chapter.

CHAPTER V, deals with the conclusions and recommendations in accordance to the study planned objectives.

CHAPTER VI, presents the proposal. In this last chapter, the researcher attaches the lesson plans and activities, which were used during the intervention.

Finally, in the annexes, all the additional papers such as letters and legal documents are attached.

CHAPTER I
PROBLEM STATEMENT

1.1   THEME OF THE PROBLEM

Crossword puzzles and the acquisition of university students' vocabulary.

1.2   PROBLEM STATEMENT

1.2.1   Contextualization of the problem

Learning a foreign language is a complex task. According to the English Proficiency Test applied by EF (English First) organization in 2017, Ecuador is in the 47th place from a group of 72 countries, this means that the ability level of Ecuadorian students is low (Villafuerte, 2018). The main reason why students struggle with learning vocabulary is the lack of interest or importance given to this ability. About 80 years ago, Ogden (1937) argued that 850 words could allow students to express millions of ideas.

Laufer (1989) suggests that for reading comprehension, a learner must know around 95% of the lexical items in a text for a successful infer the meaning of the rest of the words. Nation (2006) argues that most well conducted studies estimate the vocabulary size of an educated English native speaker as 17,000–20,000 word families, but EFL learners do not necessarily need to know so much vocabulary. For different genres, 98% coverage consists of 6,000-9,000 word families.

The researcher Douglas (2015) from the Leeds University in the United Kigdom wrote an article where she mentions that the number of words an English student must know according to the level (elementary) is 2000.

In the Ecuadorian context, there is not a test to count the number of words a student knows and uses on a regular basis; moreover, students are not given a vocabulary test to know if they are actually using the words they know in reading comprehension activities.

The data mentioned above just confirms that the problem is evident. Another aspect for vocabulary learning failure is the limited or not effective techniques teachers apply to teach vocabulary. As stated by MacWhinney (2018) in his research entitled "Vocabulary acquisition and short-term memory" for years, vocabulary was learnt through repetition and due to the lack of practice; the words were only storage in the students' short-term memory. One of the traditional methods was Grammar Translation, students got used to translate every single word in a passage or article in order to understand it, and they did not develop the ability to infer or understand words in context. The learner was rarely assigned tasks, which are indispensable for word meanings (MacWhinney, 2018).

There are some specialists' studies which support this point; for example, Kerka (2015) argues that English language learners acquire vocabulary through incidental learning which can be defined as unintentional or unplanned learning that results from other activities. The students learn new words incidentally while taking lectures on literature, grammar, linguistics, morphology, phonology and other subjects. The quantity of the words they learn in this way might not meet the students' growing needs. Besides, teaching English is restricted to teaching the basics of language, which are mainly branches of linguistics (sociolinguistics, historical linguistics, psycholinguistics), but a great responsability of practicing English and expanding vocabulary rest upon the student.

In fact, EFL students do not work on certain assumptions (theoretical and applied linguistics) that could increase their vocabulary. That is why most students cannot infer the meaning of words from context. Limited vocabulary is becoming increasingly evident among the learners of English and this situation does not match

with their needs for words. Consequently, as cited by Hasan (2016) their language skills are not good enough for using English.

Furthermore, the numbers of hours assigned for English have increased and students have a textbook. The teacher's training has become a point of discussion since all the professionals are awarded of the importance to keep learning and giving students, new possibilities to learn English in a way they feel motivated enough to use the language. In 2 years, students will have to take an international standardized test to measure their knowledge and this evaluation will be based on the Common European Framework of Reference for Languages. Students are expected to obtain a B2 level. This fact might motivate students to learn and feel engaged; however, it is important to emphasize that the techniques teachers use play an important role in the students' formation and success.

PROBLEM TREE

EFFECTS

Memorization. Students cannot use words in context

Poor reading comprehension ability

Difficulty to choose the right words in a real context

Students do not participate actively in classroom activities

PROBLEM

LOW LEVEL OF ENGLISH VOCABULARY UNDERSTANDING

CAUSES

Traditional methods for teaching vocabulary

Limited reading habits

Limited opportunities to practice vocabulary

Low level of motivation

Graph **1.1:** Problem tree
Source: Contextualization of the problem
Author: Moreno, A. (2018)

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1.2.2   Critical analysis

Vocabulary is viewed as a critical tool for students who are learning English as a Foreign Language since the full knowledge of a word: spelling, meaning, and pronunciation fosters successful communication. According to Schmitt (2000), the knowledge of a word is essential to develop communicative competences and acquire an L2. Therefore, without plenty vocabulary, people cannot communicate successfully or express their ideas. In other words, vocabulary is one of the most significant things to be taught in learning a foreign language because it will be impossible to communicate without a variety of words. However, teachers usually ask their students to translate the new words; therefore as consequence students tend to memorize words due to the traditional methods that teachers use.

In learning and education, Biemiller and Boote (2006) argue that the ability of reading is so important and it is the key step of improving the ability of language. Nowadays, many students have lack of reading habits. This means that, there is a great disadvantage for learners because they have a poor understanding of vocabulary that do not let to communicate successfully or express their ideas.

Furthermore, language learners have limited opportunities to practice vocabulary. As a result, the lack of ability to understand new words in context. Karbalaei, Amoli, and Tavakoli (2012) argue that it is a serious problem for language learners because some words have many different meanings and the best way to get through all of the meanings is to learn them in their context.

It is important to realize the crucial role vocabulary has in language acquisition because limited vocabulary makes it harder for students to develop skills. For example, students feel frustrated when they are reading a paragraph or an article and get blocked by an unknown word. Karbalaei, Amoli, and Tavakoli (2012) argue that it is a serious problem for language learners because some words

have many different meanings and the best way to get through all of the meanings is to learn them in their context.

Dörnyei and Ushioda (2013) have discussed about motivation. From their perspective motivation plays an important role in language learning. Motivated students are more enthusiastic to learn and participate. As it is obvious, one of the most difficult aspects of becoming a teacher is learning how to motivate students. A motivated teacher is vital to an effective classroom. In fact, motivation provides learners a positive and friendly environment to learn a new language. Therefore, students who are not motivated will have low participation in class. As Huitt (2001) states that without motivation learner cannot perform or learn a language.

1.2.3 Prognosis

If the problem of low level of English vocabulary understanding continues, students will not be able to have an effective and fluent communication, not only in the next levels, but also in a real scenario. Knowing that the main goal of a language is communication and it takes place through interaction, students will have limited opportunities to practice the new words they learn.

If the students are not able to choose the words with great precision and use them in a conversation there is no point of having memorizing a large amount of words. Vocabulary is a communication toolbox and teachers must focus on filling the box, but with effective vocabulary which guide students to make communication simpler. As stated by Philip K. Dick *"The basic tool for the manipulation of reality is the manipulation of words If you can control the meaning of words, you can control the people who must use the words,"* (Dick, 1995, 15) it is clear then, that if students do not reach the necessary level of understanding of a word, their capacity to empower their thinking, reasoning, and questioning will be bounded (Sedita, 2005) .

By taking as a reference some of the findings of the researcher O'Connor (1992) known for his studies about the impact of vocabulary on people's life, it is relevant to mention that professional success depends on thinking and communication skills. In consequence, if words are tools for both thought and communication, the people who master them have a much greater chance to success, not only professionally, but also in their life as a whole (Passuello, 2018).

Moreover, teachers must be aware of the vital role they play in students success or failure, education is not just a mere concept, it implies the future of a person (student); thus, if teachers do not research, evolve, and are constantly looking for improvements in the teaching-learning process; at the end of the process, the outcomes will be poor.

1.2.4   Problem formulation

To what extend do crossword puzzles contribute to university students' vocabulary acquisition improvement?

1.2.5   Research questions

- Are the traditional vocabulary teaching methods the most effective to boost words understanding?

- With the applied techniques, are students able to match words to their correct definition and use them in context in the classroom?

- Are students able to pronounce words clearly and pleasantly because of the activities the teacher implements in the classroom?

- Do the teacher's lessons lead to the students' ability to spell words correctly?

1.2.6 Delimitation of the research object

Field: Higher education

Area: EFL teaching

Subject: Crossword puzzles and vocabulary acquisition

1.2.7 Spatial Delimitation

Language Center – Escuela Superior Politécnica de Chimborazo

1.2.8 Time Delimitation

Academic period: April – August 2018

1.3 JUSTIFICATION

The purpose of this research is to investigate the effects of crossword puzzle use on students' vocabulary acquisition. This study is significant because English teachers are interested in using effective techniques, which could be applied in teaching vocabulary. In fact, crossword puzzles will be a way for students to enjoy and relax during the teaching learning process. Consequently, they will acquire a solid vocabulary knowledge in order to be able to improve their opportunities of growing academically. Moreover, crossword puzzles use is a new technique used in the teaching and acquisition of vocabulary.

The present research is motivating because it will encourage English teachers to change their traditional methods in teaching English language especially in teaching vocabulary, at the same time create a good learning atmosphere for learners, and help them in the improvement of learners' performance in English.

It is also relevant since it will be possible to enhance the vocabulary acquisition and make the students relax through the teaching learning process. Therefore, students will develop their critical thinking abilities and let them encourage independence, creativity, and active engagement. This study is

innovative because there are not any studies about this topic at Escuela Superior Politécnica de Chimborazo.

In addition, this research promotes students and teachers of Escuela Superior Politécnica de Chimborazo performance improvement because it helps learners develop the necessary skills to read and solve problems as well as activates students' interest and curiosity. Besides, it encourages interaction between students and teachers, enhances communication, cooperation, teamwork, and stimulates active participation.

Furthermore, this research has a high grade of practicability since all the necessary resources and materials are organized. Furthermore, Escuela Superior Politécnica de Chimborazo authorities support the development of this study. Due to its big educational impact, this research project pretends to solve the problem regarding the low level of English vocabulary that students face in teaching learning process.

1.4 OBJECTIVES
1.4.1 General Objective

To make use of crossword puzzles to develop the students' vocabulary acquisition.

1.4.2 Specific objectives

- Implement crossword puzzle activities to improve students' spelling and definition of words.

- Develop students' ability to infer word meaning in context.

- Apply crossword puzzles as an effective and innovative technique for students to pronounce words clearly and pleasantly.

CHAPTER II
THEORETICAL FRAMEWORK

2.1   Research background

There have been numerous studies related to vocabulary acquisition in English as a second language and as a foreign language because vocabulary is a key for students to understand others or express their own ideas. Wilkins (1972) wrote that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Furthermore, there are also different researches about the use of crossword puzzles to improve students' vocabulary management; nevertheless, five researches have been considered for this study.

Nugroho and Suprapto (2017) conducted a research entitled "The effectiveness of picture crossword puzzle game in teaching vocabulary"; the main objectives of this study were to describe the difference in students' vocabulary mastery between those by using picture crossword puzzle games and the conventional Translation method, as well as describe the effectiveness of picture crossword puzzle games in teaching vocabulary. The researcher who belongs to the Faculty of Languages and Arts in the Universitas Negeri Semarang, Indonesia applied a quasi-experimental research to seventh grade students of SMPN 2 Patebon in the academic year 2016/2017. He concluded that the picture crossword puzzle game is a very interesting technique and effective in teaching vocabulary as demonstrated in the analysis results, which showed that the grades students from the experimental group obtained were better than the control group ones. In sum, the study showed that the effectiveness of picture crossword puzzle enhanced more vocabulary acquisition than prior studies have said.

Pratiwi (2017) presented the research named "Using Contextual Crossword Puzzle to Improve the Vocabulary Mastery of Grade VIII C Students at SMP Negeri 7 Yogyakarta in the Academic Year of 2016/2017. The objective of this study

developed in Yogyakarta, Indonesia was to improve the vocabulary mastery of Grade VIII C students at SMP Negeri 7 Yogyakarta in the academic year of 2016/2017 through contextual crossword puzzle game. This was an action research study conducted in two cycles. It took two meetings in the first cycle and three meetings in the second cycle. The sample of this research were 33 students of grade VIII C of SMP Negeri 7 Yogyakarta. The steps of the research were: 1). Reconnaissance, 2). Planning, 3). Action and observation, 4). Reflection. As instruments to measure the study results, the researcher applied a pre-test and post-test which exhibited that the students' scores improved from 58.40 in the pre-test to 68.70 in the post-test. In other words, the objective was reached since the difference between evaluation instruments is 10, 3, demonstrating that students' vocabulary master had a positive improvement after implementing contextual crossword puzzle game.

Fitriyani (2016) in her project labeled "The effectiveness of crossword puzzle in learning vocabulary" sought to prove whether the use of crossword puzzle in teaching vocabulary was effective. The researcher applied the qualitative method and a quasi-experimental design. A pre-test and a post-test were given and the inferential statistic T-test was considered for the data analysis, the results showed a significant degree of improving and effectiveness when using crossword puzzles to improve vocabulary; therefore, the alternative hypothesis was accepted. Besides the experimental group, students' average was higher than the one of the control group. Then, the researcher was able to prove the use of crossword puzzle in teaching vocabulary is effective. The conclusion showed that students extended a considerable new vocabulary and it had a positive outcome on the learners.

Sukirman and Ningsih (2016) in their research design directed to the Third Semester of English Education Students at UIN Alauddin Makassar, presented the "Designing crossword puzzle to improve students' vocabulary mastery of the Third Semester in English Education Department student of Uin Alauddin Makassar" study whose main objective was to design crossword puzzles to improve students'

vocabulary mastery. The method used was Research and development to examine the appropriateness or effectiveness of the product. The data obtained was analyzed qualitatively and quantitatively. The researcher concluded that one of the most appropriate methods to improve students' vocabulary mastery is using crossword puzzles; specifically the researcher designed which is ready to be implemented in the class and could be used for other EFL teachers (Ningsih, 2016).

Finally, the research named "The effect of using crossword puzzle on vocabulary achievement of the eighth grade students at SMP Negeri 6 Bondowoso" presented by Yuliandari (2015) in Indonesia also contributed with relevant information and data which give relevance to the current study. This research objective was to know if there was a significant effect of using Crossword Puzzle on vocabulary achievement of the eighth grade students at SMPN 6 Bondowoso. This was a quasi-experimental research because the researcher wanted to know whether or not there was any effect of using crossword puzzle on vocabulary achievement on the eighth grade students at SMP N 6 Bondowoso in the 2013/2014 academic year. The result of the data analysis showed that the value of t-test was 6.16 and it was higher than 1.67. Therefore, it can be concluded that there was a significant effect of using crossword puzzle on vocabulary achievement of the eight grade students. It means that the experimental group that was taught by using crossword puzzle got better vocabulary achievement than the control group that was taught by using Lecturing method. That is to say, the use of crossword puzzles had a good impact on the proficiency development of low-level EFL students.

2.2   Philosophical foundations

The theory that guides this research is social constructivism. Social constructivism is a variation of cognitive constructivism that emphasizes the collaborative nature of learning. Vygotsky (1998) states that knowledge is generated by social interaction, learning is to not only assimilate or accommodate knowledge, but also it is a process through which learners become part of a knowledge community. The level of real progress a learner has reached is when he is able to solve problems autonomously by using his ability to relate with the surroundings. The learners accomplish a certain level of development with the teacher's help who only acts as a guide and with the collaboration of the peers, and it is only at this level where learning takes place (Society, 2016).

Constructivism has important implications for teaching (Hoover, 1996). For this foundation, some aspects were taking into account. Firstly, the one of the major goals of the English as a foreign language must be to provide an environment which gives the students the opportunity to construct; knowledge should never been consider as mechanical transmission of knowledge where the teacher transforms empty minds into full ones. In constructivism teachers are not the ones who have the total truth or the unique entity who is able to come up with new ideas; rather teachers must be to the changes guiding them into the creation of new knowledge.

Another relevant aspect of this theory is to consider students background knowledge. The group of students in a regular class is never homogenous because they come from a different environment and even culture. In our country, for example, there is a wide variety of ethnic groups and the teacher must consider all those differences before planning all the activities, in that way the purpose of guiding students through the creation of their own knowledge will be reached (Clements, 1997; Hoover, 1996). Thirdly, students must put their current understanding into practice when facing a new situation in order to create new knowledge, and then teachers must engage students in learning by bringing their

current understanding to the first place (Hoover, 1996). Teachers can contribute to the construction of learning by providing students with topics or problem solving situations, which are interesting for students and not only the ones the education system requires. Finally, teachers have to organize activities, which foster class or group interaction because in that way students can learn from each other (Thiel-Burgess, 2012).

During this research, some strategies for classroom applications of constructivism were used. For example, students worked together and answered one another's questions. Another strategy was designating one student as the "expert" on a subject and having them teach the class. Finally, allowing students to work in groups or pairs and search for controversial topics, which they must then present to the class. These strategies helped to improve their knowledge, face their learning difficulties together, and create their knowledge by interacting.

2.3   Pedagogical foundation

For this foundation, Freire's theory of critical pedagogy has been considered since the study has a lot to do with the basis of critical thinking. The role of students is not simply to be a vessel to be filled with knowledge, words, phrases, or rules, but to be active constructor of the learning. Furthermore, in a critical based class teachers and students create a respectful environment through the dialogue. Rather than seeing the teaching of literacy as a technical transfer of skills (Reflect, 2009) and completely agree with Freire's theory, students must be active participants in their knowledge building.

Critical pedagogy is a teaching approach and one of its main goals is to help students to question and challenge by defending their beliefs. This is to say that, it is a theory and eight practice of helping students achieve critical consciousness. The educator relates knowledge of grammar and vocabulary in order to give focus

attention on social problems as well as how to act to solve these problems. Learners are active thinkers in the classroom and in the society in critical pedagogy.

The goal is to prepare citizens for participation in a democratic society. It is not always easy to distinguish critical pedagogy, active learning, and learner-centered approaches. Each of them is established through students' engagement and suggested involvement via strategies, such as collaborative, cooperative learning and problem-based learning. When teaching English as a Foreign Language, the teacher must consider that learners come from different backgrounds of gender, social classes, and the endeavors within micro-relations of power always exist (Riasati 2012).

Furthermore, this type of learning helps people to create new knowledge and reach a reflective state where they discover their own reality. It creates new challenges that instigates students to self-construct the world, in which they have a real and direct participation in the activities in which they are involved.

2.4   Legal foundation

This research project is supported by some articles of the Reglamento de Régimen Académico of Consejo de Educación Superior which states:

Artículo 9.- literal c.- Maestría.- Forma profesionales e investigadores con competencias de alto nivel en el estudio de un objeto complejo y multidimensional, y de las correspondientes metodologías, lenguajes, procesos y procedimientos de una disciplina o profesión, así como en el conocimiento de métodos mullí, inter o trans disciplinares. Las maestrías pueden ser profesionales o de investigación (…)

Artículo 22.- La tesis es el único trabajo de titulación de la maestría de investigación, la cual deberá desarrollar investigación básica o aplicada de carácter comprensivo o explicativo, pudiendo usar métodos multi, inter o trans

disciplinarios. Deberá demostrar algún nivel de aporte teórico-metodológico en el respectivo campo del conocimiento. En este nivel formativo, los trabajos de titulación de los estudiantes serán siempre evaluados individualmente. El trabajo de titulación debe ser sometido a defensa pública, la cual sólo podrá ser realizada cuando el estudiante haya aprobado la totalidad de las asignaturas, cursos o sus equivalentes establecidos en el programa (…)

Artículo 25.- Trabajo de titulación en los programas de maestría de investigación.- Las horas asignadas al trabajo de titulación serán del 30% del número total de horas del programa. La tesis, desarrollada en torno a una hipótesis o problemas de investigación y su contrastación, es el único tipo de trabajo de titulación para esta clase de programa(…)

Articulo 31.- Aprendizaje de una lengua extranjera.- Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera. Sin embargo las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico, tecnológico superior o sus equivalentes y tercer nivel o grado (…)

KEY CATEGORIES

GRAPHIC No. 2

Non traditional method

Active Learning

Educational games

Crossoword puzzles

Language

Linguistics

Lexis

Vocabulary acquisition

INDEPENDENT VARIABLE		DEPENDENT VARIABLE
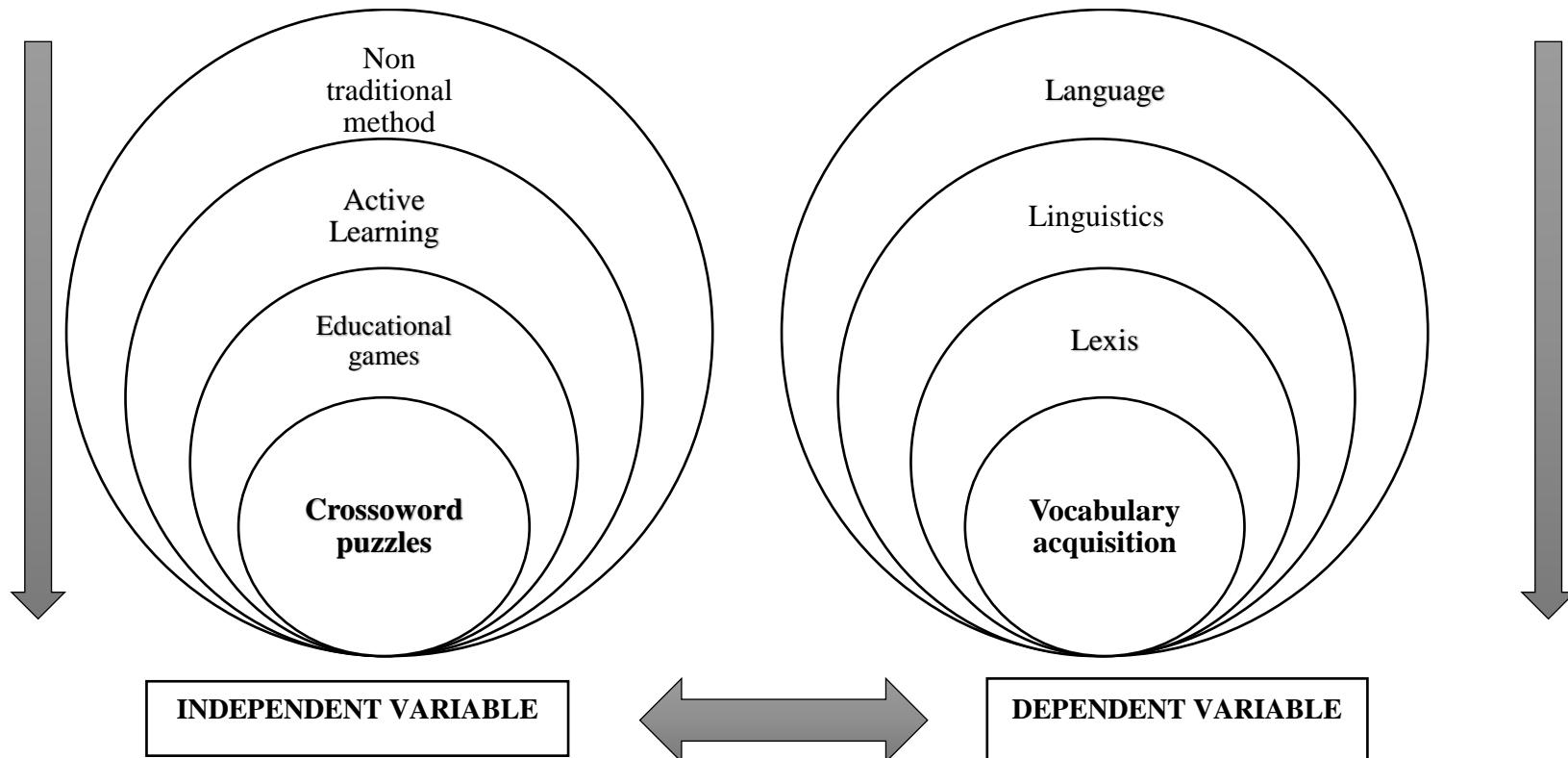
Graph 1.2: Key categories
Source: Contextualization of the problem
Author: Moreno, A. (2018)

2.5   Independent variable theoretical support

2.5.1 Nontraditional teaching method

Teaching

Brown (1988) mentions that the term `teaching' includes course design, course management, the methods of face-to-face teaching, the provision of other learning opportunities, assessment and feedback to students. Therefore, teaching is an intended activity and an interactive process involving teachers, students and tasks. Undoubtedly, this definition of teaching implies that there is more to estimating effective teaching than evaluating methods of face-to-face teaching. In short, teaching is the interaction between teachers, students and tasks.

Teaching and learning

Thus, Brown (2001) mentions that teaching only provides students the opportunity to learn. Hence, before considering the nature of teaching, it is essential to consider the nature of learning. On the one hand, the content of learning may be facts, procedures, skills, ideas and values. On the other hand, the broad goals of learning may be improved in knowledge and skills, deepening of understanding, the development of problem solving and changes in perception, attitudes, values and behavior. Additionally, in the model given are incorporated the content and goals of learning.
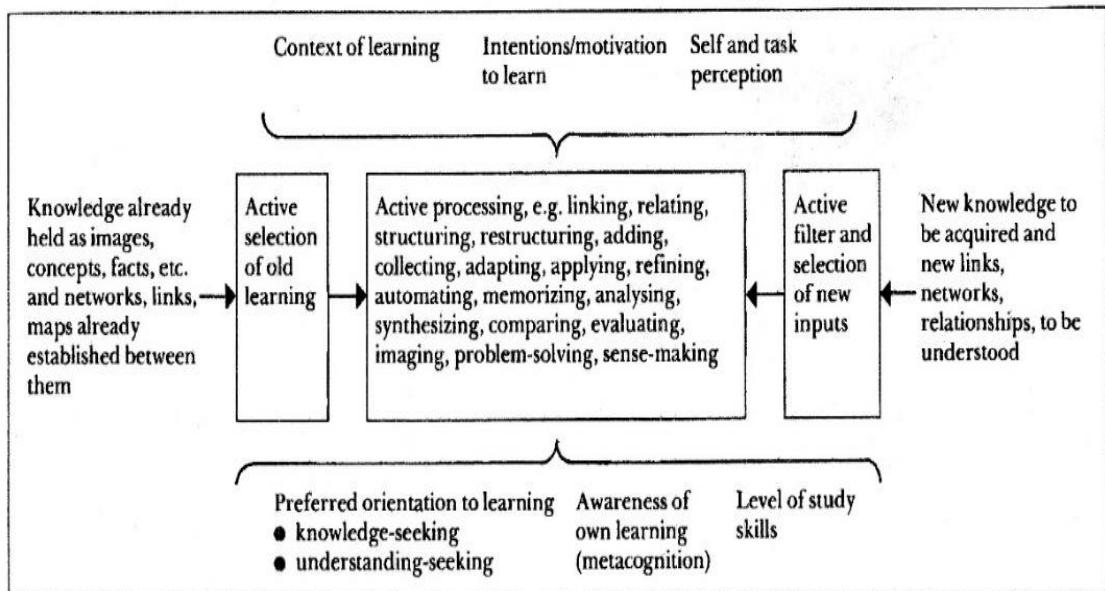
Graph 2.3: A model of student learning. Adapted from "Teaching by Principles," by Brown, Cohen, & O'Day 1991: 50-51 (as cited in Brown, 2001)

This model stresses cognitive learning for the development of thinking, as well as the parameters of learning, which is regarded as a central task of higher education. Besides, not all learning is dependent on teaching; however, all teaching, regardless of quality, is predicated upon learning.

Method definitions

Webster's Third New International Dictionary (1993) often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules. Thus, Richards and Schmidt (2002) in their Dictionary of Language Teaching and Applied Linguistics claim that different methods of language teaching result from different views of:

 a. the nature of language
b. the nature of second language learning
c. goals and objectives in teaching

d. the type of syllabus to use

e. the role of teachers, learners, instructional materials

f. the activities, techniques and procedures to use'

Teaching methods

Nunan (2003) states that a language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning.

Traditional teaching methods

Jim Scrivener (2005) states that traditional language teaching is based on a traditional approach to the target language. Thus, the language is considered as a body of grammatical rules and a huge number of words that are combined according to the rules. Moreover, Richards and Rodgers (1986) add that the *Grammar-Translation Method* focuses on grammatical structures and isolated items of vocabulary. That is to say, the teacher uses lots of time in class, explaining things in order to transmit knowledge. Therefore, this method was focused on reading and writing skills since the communicative aspect was not considered important.

Moreover, the traditional teaching methods are commonly teacher-directed and follow the same steps of activities and demonstrations. Language teachers have used different methods in teaching process within a framework where the term innovation is fundamental. In fact, many educators ignore the significance of being innovative in their practice, which means to be proactive, creative and dynamic.

Due to this, Udovic, Morris, Dickman, Postlethwait and Wetherwax (2002) states that non-traditional teaching methods improve the quality of teaching and learning in higher education. Thus, the researchers mentioned above mentions that

there are non-traditional strategies such as active, cooperative, collaborative and problem-based learning, which can be applied in the classroom in order to become more self-motivated and develop oral and written communication skills. Thus, Anderson (2000) claims that nontraditional teaching methods help students acquire enhanced problem-solving skills, develop self-directed learning skills, develop the ability to find and use appropriate resources, develop critical thinking skills, as well as achieve greater psychological health and higher self-esteem.

Non-traditional teaching methods

Non-traditional teaching methods acquire a crucial role for the achievement of ideal results in the process of education. Stahl and Kapinus (2001) argues that non-traditional method engages the learner and provides diverse and frequent exposure to words and their meanings is more beneficial in students' abilities to learn vocabulary. Such instruction provides several opportunities for students to use words in their expressive and written language, and relates other concepts to words to make connections. Non-traditional instruction includes games, songs, learning centers, crosswords and interactive bulletin boards, in which the students have multiple exposures to. Through non-traditional teaching methods, learners have the capacity to get more vocabulary and a better retention of the words as well.

In short, Richards (2008) states that traditional teaching methods do not allow that learners develop their critical thinking due to some reasons such as a teacher as a leader, learning from textbooks, learning through recitation, explanation and examination as well as focuses on academic achievement. On the other hand, Scrivener (2005) argues that modern teaching methods help students encourage and involve in the process of learning because teacher acts as a mediator, learning by doing, learning through experimentation and cultivate the whole student; intellect, social and emotional.

Biggs (2003) holds that the newest non-traditional methods in modern teaching are task-based approach, project-based approach, lexical approach and game-based learning. These new methods in teaching process put learners' needs and interests at the centre of the learning programme and involve and support learners in the learning process.

2.5.2 Task-Based Approach

Wei (2004) argues that TBA is based on the constructivist theory of learning and communicative language teaching methodology. In fact, the task-based approach is a method to teach a second foreign language that seeks to engage learners in interactional authentic language use by having them perform a series of tasks. It aims to both enable learners (1) to acquire to linguistics knowledge and (2) to enhance their existing knowledge.

According to Richards and Rodgers (2001) claim that task-based approach offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. In addition, TBA seeks to develop students' interlanguage through providing a task and then using language to solve it. On the other hand, the TBA theory of language is focused on language. It is a primary means of making meaning, diverse models of language inform task based instructions, lexical units are central in language use and language learning and conversation is the central focus of language and the keystone of language acquisition.

The structural framework for TBA instructions Larsen-Freeman (2001)

PRE-TASK	Introduction to the topic and task	TASK CYCLE	Task Planning Report	POST-TASK	Analysis Practice
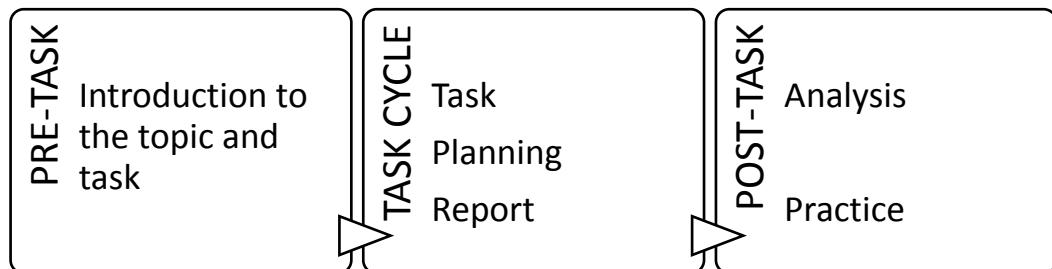
Graph 2.4: The structural framework for TBA. Larsen-Freeman (2001)
Author: Moreno, A. (2019)

The advantages of Task-Based Approach

Willis (2009) states that this approach has some clear advantages such as:

- TBA is useful for moving the focus on learning process from the teacher to the students.

- It gives the student a different way to understand language as a tool instead of as a specific goal.

- It can bring teaching from abstract knowledge to real world application.

- A task is helpful in meeting the immediate needs of the learners and provides a framework for creating interesting classes and able to address to the students' needs.

2.5.3 Project-Based Learning

Project-based Learning (PBL) is a method of teaching that is designed to actively engaged students in learning process. Furthermore, students acquire a deeper knowledge through active exploration of real-world challenges and problems. According to Markham (2011), students work on a project over an extended period that engages them in solving a real-world problem or answering a complex question. Therefore, PBL focuses on the student, not the curriculum. As a result, PBL is a key strategy for creating independent thinkers and learners. They

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demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

The seven steps of PBL

This PBL model was designed by Nizwardi in order to provide opportunities for students to improve their ability and to understand the implementation of the competence that is being studied.
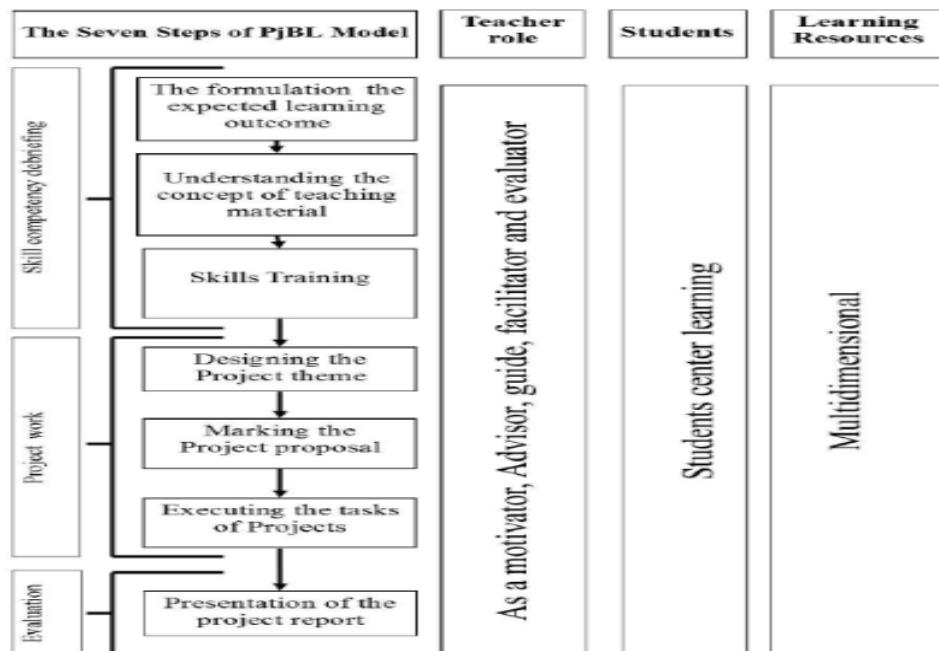
Graph 2.5: The Seven Steps of PBL model by Nizwardi Jalinus (2016)

This model consists of three main stages such as 1) skill competences debriefing, 2) project work and 3) evaluation. The first stage enables students to have an understanding about the expected outcome capabilities, have a high motivation, have an understanding the concept of teaching material and have the skills of essential learning content conducted. The second stage is focused on student assignment as a project work from real-word issues and processing of work stages realistic to a real workplace and relevant to learning outcome. The last stage

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aims to expose the achievement of the learning process and students competences, so that it becomes a matter for assessment and evaluation.

The effectiveness of PBL in vocabulary.

Decarrico (2001) states that extensive reading and listening of authentic texts during the project can help the student acquire target vocabulary incidentally. On the other hand, Nation (2007) argues that there are four stands of a well-balanced language course. These stands are (1) meaning focused input (learning that occurs through reading and listening), (2) meaning focused output (learning that occurs through writing and speaking), (3) language-focused learning (pronunciation, spelling, grammar and meaning), (4) and fluency development. Indeed, acquiring vocabulary through contextualized material might be the way that aids effective memory retention and vocabulary acquisition (Greenwood and Flannigan, 2007). Furthermore, PBL gives the opportunity to work in a cooperative learning environment, on the other hand, can help the students to learn and practice a new and different way of learning that ultimately enhances their vocabulary achievement.

The advantages of PBL

As Shafaei (2011) states that there are some advantages of PBL.

- PBL encourages higher order critical thinking and memorization. Learning is relevant to the real world.
- Increases motivation in order to succeed at learning English.
- Gives additional opportunities for students to work collaboratively and practice communication and social skills.
- Learning is student-centered. The teacher acts as a facilitator.
- Students learn how to learn.

2.5.4 Lexical Approach

The lexical approach appeared in 1993. It was developed by Michael Lewis and it is focus on the development of meaningful chunks (lexical chunks or collocations) to fulfill different functions or purposes. Lewis (1993), stated that vocabulary should be the most important aspects in teaching English. Therefore, lexical syllabus is based on vocabulary and lexical units. In addition, the lexical approach to language teaching gives importance to teaching the most common words in the language and their patterns in language use.

Taxonomy of lexical items:

Words (e.g., book, pen)	**Polywords** (e.g., by the way, upside down)	**Collocations**, or word partnerships (e.g., community service, absolutely convinced)

Institutionalized Utterances (e.g., I'll get it; We'll see; That'll do; If I were you ...; Would you like a cup of coffee?)	**Sentence frames and heads** (e.g., That is not as ...as you think; The fact/suggestion/problem/danger was ...) and even text frames (e.g., In this paper we explore ...; Firstly ...; Secondly ...; Finally ...)

Graph 2.6: Taxonomy of lexical items by Lewis (1997)
Author: Moreno, A. (2019)

Willis and Willis (2006) believes that this method focuses not only on words in isolation but also on the using together of lexical words. Hence, lexis is the most important element and organising principle in syllabus design, because words are the main carriers of meaning, which is essential for effective communication.

The advantages of lexical syllabus

- Learners can benefit from the acquisition of new words or content in their daily life.
- It gives support the process of noticing of the lexical item, which is a primary step when dealing with new vocabulary
- All of the teaching materials are selected from authentic use.
- It focuses on learner needs.

2.5.5 Game-Based Learning

According to Kim (2015) game-based learning (GBL) can be effectively used to enhance both learning and teaching. However, game-based learning needs games that are well designed and have well applied learning tasks. In fact, a well-designed educational game integrates the learning objectives of the educational system with the fun and motivate self-learning and problem-solving skills to a great extent. As a result, game-based learning plays a significant role in teaching by making students to cooperate, communicate, interact and work in teams.

Features of Game-Based Learning

- Defined learning outcomes, meaningful learning experiences.
- Provide context and real world value of skill and content.
- Encourage deeper learning, integration of knowledge base and skill sets.
- Seamless accountability, feedback, intrinsic and extrinsic motivators.
- Combine audio, graphics and movement into an interactive and immersive environment.

Games

On the other hand, Michael and Chen (2006) state that through games teachers have the power to teach, train and educate. This means that, games help teachers to develop a better teaching-learning process. For this reason, they presented at different stages of the class at the appropriate moment to create a confident atmosphere while learning without thinking about learning. Therefore, teachers should select wisely when and what kind of games students are going to perform by analyzing different factors such as the aim of the game, the students' level of English, and students' ages.

Moreover, Professor Chen (2005) holds that there are several benefits of using games in learning classrooms, which can be summed up in nine main points.

1. Games provide students practice in the various skills.

2. Games promote a communicative competence.

3. Games encourage students to interact and communicate.

4. Games increase learning motivation.

5. Games reduce learning anxiety.

6. Games help students to feel comfortable and more confident.

7. Games encourage creativity and spontaneous usage of the language.

8. Games construct a cooperative learning environment.

9. Games foster participatory attitudes of the students.

Game categories

Sigurgeirsson (1995) divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.

Word games

The most essential part of any language is the vocabulary. Although, it is a very difficult task to comprehend the meaning of the words and to use them in day-to-day life, however word games can help the learners overcome this difficulty. Biggs (2003) states that word games are considered for this specific purpose. These games are focused on words and help the students develop their vocabulary. In addition, these word games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman.

All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is "what is its meaning?" and in this way the vocabulary improves and most of the times learners do not even have to consult the dictionary.

Pannese and Carlesi (2007) hold that word games for learners have become a part of their mental growth. Within word games the crossword puzzles are considered as the most important because there are some benefits by using crossword puzzled such as help learners increase the IQ level, learn more and more words, improves vocabulary of the individual, provide exercise to the brain, increase the thinking power as well as enhance quick response activities.

2.6   Educational games

Fuscard (2001) states that "educational games have a special role in building students' self-confidence and "they can reduce the gap between quicker and slower leaners". Besides, he showed through this model that it can be molded to suit a variety of learning settings and environments, as indicate the figure.
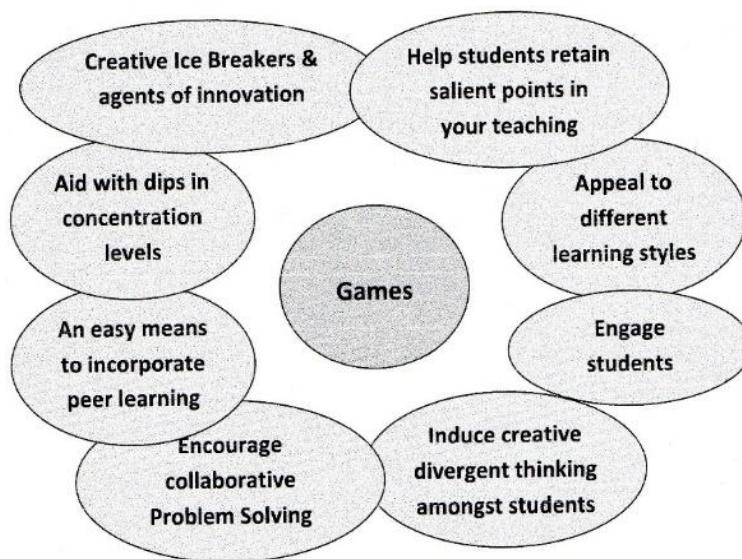
Graph 2.7: An Introduction to Games based learning.
Adapted from: "Fuszard's innovative teaching strategies in nursing" (2001).

Games for learning vocabulary

Alemi (2010) claims that word games had a "positive effect on vocabulary development" among the students in her study. On the other hand, Huyen and Nga's (2003) state that vocabulary games (1) create a relaxed environment that helps students learn and recognize words; (2) introduce friendly, competitive activities that motivate students and increase active participation; and (3) develop students' communicative competence through the review and practice of vocabulary.

Additionally, Scrivener (1994) mentions that language games have the characteristics of entertaining while helping learners strengthening both receptive and productive vocabulary. Thus, language games make the student experience what he is learning what leads him to keep the item in his mind. There are different language games such as crossword, make a story, role-play discussion, coded words, etc.

2.7 Crossword puzzles

Wayne (1913) who was a journalist from Liverpool created the first word cross in New York, which contained thirty-two clues and contained a simple definition. After that, crossword puzzles became a regular a feature in newspapers and spread on other newspapers. In 1913, the New York World published the first "word-cross" in the United States.

In 19th century England, they aimed at young audience, in that period crossword puzzles were not popular for adults, until Simon and Schuster, Inc. printed the first book of them in the US in the 1920's, when they then took on the familiar name "crosswords." Unexpectedly this book became extremely popular in 1924. The puzzle's approval continued to build throughout the rest of the twentieth century.

Nowadays, most daily newspapers include a crossword puzzle as well as many books and magazines. The first shape of the crossword puzzles was diamond and contained no internal black squares.

The world's first crossword puzzle
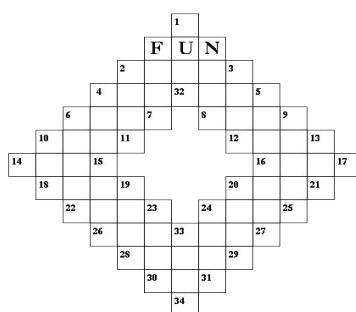
Graph 2.7: The world's first crossword puzzle
Source: American Crossword Puzzle Tournament

2.7.1 Crossword Puzzle Approach

This approach engages several useful student skills including vocabulary, reasoning, and spelling. According to Wahyuningsih (2009) a crossword puzzle is a game in which guessed words are inserted into a diagram of white and black squares. The crossword has words written in horizontally (across clues) and vertically way (down clues).

Further, McKeachie (2002) suggests that there are some advantages in the solving of crossword puzzle such as learners play an active role, solve problems, make decisions and react to the results of their own decisions. Olivares et al. (2008) state that crosswords are appropriate to reinforce self-esteem and develop professional skills.

Moreover, crossword is a puzzle in which words have to be guessed from clues and written in spaces in a grid. A crossword is a word puzzle that normally has the form of a square or rectangular grid and the squares can be white and shaded. Puzzle is a game in which you have to think carefully to answer it or do it (Oxford Learner dictionary; 2003:349). By considering, the information it can be said that:

- Crossword puzzle is a game where students think about carefully which is consist of words that written in space in a grid.

- Crossword puzzle is a game where learners can exercise the mind, which is consist of, words that written in space in a grid.

- Crossword puzzle is an excellent vehicle for cooperative learning.

-   Crossword puzzle is a printed game in which words are fitted into numbered squares.

In short, crossword puzzle is a game that consists of words in the grid that has to think carefully to guess from the clue and can be exercise the mind. In the definition above shows. In the teaching-learning process, it can be a game, which helps the students' vocabulary improvement. One of the purposes of games is to evaluate students' knowledge. They are generally used at the end of an activity or lesson to check student's retention.

2.7.2 The procedure of presenting crossword puzzle

The use of crossword puzzles is one of the strategies that a teacher can employ in each class in order to improve vocabulary. According to Weisskirch (2006) as English teachers we must make the students are fascinated to do the crossword puzzle. There are various strategies to put them into practice, which are mentioned below.

The teacher gives the same crossword for each student. They solve individually with the help of written clues

The teacher divides the class into groups. Then the teacher gives a different crossword for each group.

Teacher gives crossword puzzle for all of students. They do the crossword individually.

The teacher shows crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class.

Graph 2.8: Procedure of presenting crossword puzzles
Source: An analysis of instructor-created crossword puzzles for student review
Author: Moreno, A. (2018)

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Furthermore, the teacher must be creative in introducing the crossword puzzle. For example, the teacher divides the class into groups of four. Then the teacher delivers the same crossword puzzle for each group. Finally, the group that finished first and the answers are right will be given a point. This activity can be more stimulating, if the students win points for their tasks.

In addition, crossword puzzle consists of a series of clues. The clues are a help for solving crosswords puzzle. There are three kinds of clue:

a. Picture

The clue in this activity involves showing learners a picture and give them the opportunity to guess words. For example: What is this animal?   (The answer is horse)

https://www.google.com/search?q=horse&rlz=1C1CHBF_esEC823EC823&source=lnms &tbm=isch&sa=X&ved=0ahUKEwj6iKWO7dngAhUCeawKHX_GDbcQ_AUIDigB

b. Definition

This clue in this activity is providing the definition of a word in a crossword puzzle. Students need to read the definition, understand it and write the correct word. For example, Definition: and institution engaged in relief of the poor. Answer (charity)

c. Sentences completion

This clue in this activity is providing students with incomplete sentences and they complete with the right word. For example, My father's brother is my _____ (The answer is uncle).

The crossword puzzle's influence in students' vocabulary mastery

In teaching and learning process, crossword puzzles are helpful for students in order to master vocabulary because of it is one of the games that use words. Karim and Hasbullah (1986) state that one of the interesting techniques in teaching language is using crossword puzzle.

Crossword puzzle is more useful in teaching and learning process. Therefore, the students will be motivated to participate in the activity because they are interested in the game, which facilitates learning. Today, mostly students like games because they are challenging. According to Tarigan (2011) crossword puzzle can make the students more focused in learning. Therefore, through crossword puzzle, the students can be more interested in their learning and given more attention to the lesson. Besides, crossword puzzle is a game that makes the learning process in the classroom attractive and fun. This game provides opportunities for students in practicing and repeating vocabulary and stringing a simple sentence pattern (Claire, 2010).

The use of crossword puzzle

The technique has an important role in teaching learning process. Certainly, the teacher has to use a suitable method in teaching learning process with the purpose that students acquire the new vocabulary easily. According to Silberman

(2009) there are some benefits of using crossword puzzle as tool in teaching vocabulary for students:

- Enhance vocabulary
- Strengthen word recall and memory
- Stimulate problem-solving skills
- Improve focus and attention

2.7.3 Advantages of crossword puzzles

Crossword puzzles have a great advantage in teaching vocabulary. Jones (2013) emphasizes that doing problems of the vocabulary through crossword puzzles, it will help students' sharpen their mental skill because by reading the clues and looking at the corresponding slots. So that the students will already know how many letters, the answer has. Moreover, by solving a crossword puzzle, it will help students improve their vocabulary.

According to Franklin, Peat, and Lewis (2003) says that there are three advantages of using crossword puzzle in learning vocabulary.

- To make students enjoyable to study vocabulary.
- To increase students ability in learning vocabulary.
- To make students understand the meaning of words.

In addition, Karim and Hasbullah (1986) state the advantages of crossword puzzles as follows.

- Crossword puzzles can stimulate students' interest in learning vocabulary. Thus, crossword puzzles are a kind of teaching medium that make students

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curious about how to fill puzzles because when they try to find out the corresponding answers that go across and down.

- Crossword puzzles make students feel relaxed during the learning process. Vocabulary media such as crossword puzzles reduce students stress when learning English as a foreign language. Therefore, the teacher could present this activity in interactive way so that the students work on task enthusiastically.

- Crossword puzzles motivate students in learning vocabulary. Crossword puzzles will indirectly make students engaged with learning vocabulary words because through solving the clues given and filling in the squares, students will be motivated in learning new words.

- Crossword puzzles increase the students' vocabulary. Students will find and learn new vocabulary from the clues or the answer of crossword puzzles. They will increase their vocabulary repertoire by doing crossword puzzles.

- Crossword puzzles help students think and study English words also memorize the words indirectly and easily. It will be easy for students to remember the new words learnt because they will get knowledge while they discover the answer to fill in the blank squares.

Based on the advantages of using crossword puzzle in teaching vocabulary the teacher interest to use crossword puzzle in teaching vocabulary, because crossword puzzle is an interesting game that English teachers can use in learning vocabulary. Although the crossword puzzle is, a game but it can make the students enjoyable and interested to study vocabulary. To sum up, those advantages, which the experts state, might be gained if the teacher is creative in using the crossword puzzles in teaching vocabulary.

2.7.4 Disadvantages of crossword puzzles

- Constructing crossword puzzle may become, for students, frustrating and time consuming because the students often have trouble matching up the squares.
- The teacher should be aware that crossword puzzles do not become busy work. The teacher should like the use of all educational games, have some purposes in mind, even if the purpose is fun. Therefore, it needs long time for some students to finish it.

Critical thinking

According to Bloom's taxonomy (1956) critical thinking tools that help learners to remember, understand, reply, analyze, evaluate and create. Definitely, fostering critical thinking skills is always a challenge in teaching. Thinking skills enable students to turn their experience into learning. It focuses on 'knowing how', rather than 'knowing what': learning how to learn. They are the foundation of personal development as well as making an important contribution to social and economic development by helping to develop students who have the capacity to think and act creatively, to meet challenges positively and effectively, and show initiative and enterprise in how they think and learn.

Nowadays, teachers must cultivate critical thinking at every stage of learning, including initial learning. It is crucial for students to learn content and intellectual engagement. All students must do their own thinking, their own construction of knowledge. Through crossword puzzles, students have the opportunity to use critical thinking and problem solving skills. They encourage the students to be creative and innovative.

In this research, critical thinking helps students to develop recognizing patterns, understanding clues and making connections.

2.7.5 Types of crossword puzzles

Crossword puzzle can improve the students' vocabulary by filling the words in the clues and reading the clues of crossword puzzle. There are some kinds of crossword puzzles, they are:
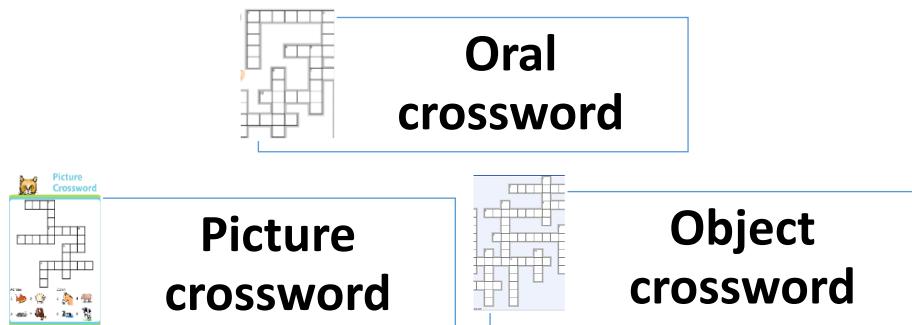
Graph 2.9: The kind of crossword puzzle
Source: The use of crossword puzzle to improve vocabulary mastery
Author: Moreno, A. (2018)

Oral crossword

It consists in giving orally the clue by the teacher and the students just get the blank crossword. In a foreign language class, this can be a good pronunciation and listening activity.

Picture crossword

The crossword puzzles only have pictures with no clues. For each clue, hold up a picture. This activity works especially well with a unit that contains a lot of new vocabulary.

Object crossword

It consists in placing the items around the room and only give students the blank puzzle with no clues, and then students walk around the room to different stations; allow them to pick up the objects as they complete the puzzle.

Types of grid

The crossword puzzles take the form of square grid of white and black squares. According to Gridman (2008), there are four types of grids: American, British, Japanese and the Swedish style of grid.

American style grid

In this style of grid, there are comparatively few black squares, and every single letter in every word is crossed over by another word. It is also characterized with rotational symmetry that means that if the grid has 180 degree, the patterns appear the same".
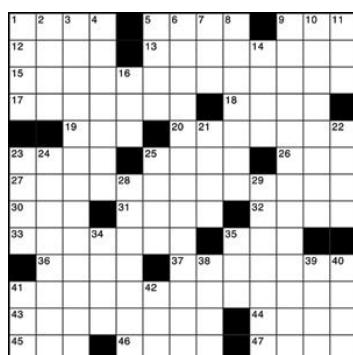
Graph 2.10: American style grid
Source: https://www.crosswordunclued.com/2009/03/barred-grid-crosswords.html

British style grid

In the British-style grid, there are several black squares. Roughly, half of the letters in each word are crossed over with another word (what's called "keyed" or "checked" in the industry). This is known as an alternate-letter grid - in general, every other letter in a word is checked.
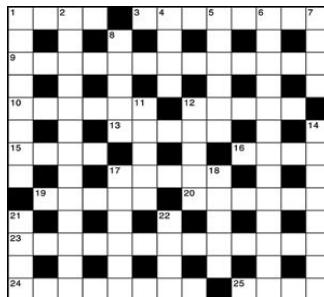
Graph 2.11: British style grid
Source: https://www.crosswordunclued.com/2009/03/barred-grid-crosswords.html

The Japanese style grid

- The Japanese-style grid follows additional rules**:**
- The shaded cells may not share aside.
- The corner must be white.
- The Japanese grid uses the diagonal blanks.
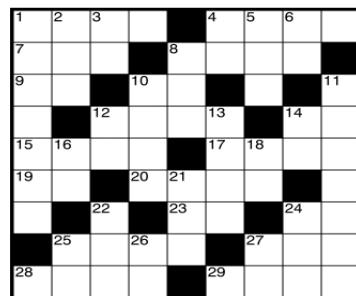
Graph 2.12: Japanese style grid
Source: https://www.crosswordunclued.com/2009/03/barred-grid-crosswords.html

2.8 Dependent variable theoretical support

2.8.1   Language

What is language?

Language is people primary source of communication. It is the method through which ideas and thoughts are shared (Naved, 2015). The linguist McWhorter (2017) notes that language refers to the grammar and other rules and norms that allow humans to make utterances and sounds in a way that others can understand.

Nevertheless, it is necessary to understand that language is not only a code, but also it involves social practices of interpreting and making meaning. Then, language learning involves vocabulary and rules for constructing sentences; and it is also open, dynamic, energetic, constantly evolving and personal, it encompasses the rich complexities of communication. People use language for purposeful communication for that reason, learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. In addition, language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. (Language, learning, and culture).

Language is important, as it is the main source for communication. There are thousands of languages around the world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. However, English has become the most common foreign language that is the reason why everyone needs to learn this language to get in touch on an international level. Some of the advantages of speaking English are;

it opens more opportunities for employment in every country in the world, English is the language of science and business, it has a simple alphabet, compared to some languages it can be learnt quickly, it helps using technology effectively, English is the language of the internet. English is also essential in the field of education, students are taught and encouraged to learn English as a foreign language (Bismo, 2015).

2.8.2   Linguistics

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other. Linguistics is the study of these knowledge systems and it is concerned with a number of particular questions about the nature of language. What properties do all human language have in common? How do languages differ, and to what extend are the differences systematic? (Ballou, 2017).

Linguistics helps teachers convey the origins of words and languages, their historical applications, and their modern day relevance. The use of linguistics is continuing to grow, and is often cross-disciplinary in nature. However, linguistics is not only the study of language, but also includes the evolution and historical context of language, speech and memory development. It includes the understanding of the context in which certain words are used. When teaching a foreign language, linguistics is important because it helps students better comprehend the language. In a society in which people communicate more than ever via electronic means, composition, meaning and ideas exchange; linguistics provides the tools necessary to preserve and advance the art of reading, writing and communication, which is essential in the educational field, the workplace and in society (McQuerrey, 2018).

Hymes (1972) notion of communicative competence consists of four competences: linguistic, sociolinguistic, discourse and strategic. Linguistic competence refers to the knowledge of grammar and vocabulary. Traditionally, English language teaching focused on mechanical grammar drills. This focus is influenced by the idea that grammar and vocabulary are the basic building blocks of a language. Linguistic competence involves using appropriate vocabulary, understanding and being aware of the context in which a particular communicative event is situated. This understanding of linguistic competence implies that grammar and vocabulary should not be taught in isolation; instead, they should be introduced within themes and topics (Koay, 2018).

Linguistic competence means to use the grammar, syntax, and vocabulary of language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences? (Govind, 2013).

2.8.3 Lexis

It is a term in linguistics, which is used for the vocabulary of a language. Lexicon (Adjective): The study of the lexicon is a collection of words, which is called lexicology. Lexicalization: It is the process of adding words and patterns of words to the lexicon of a language. The distinction that exists between syntax and morphology in grammar is by tradition, which is based on lexicon. However, the lexicon and grammar are now perceived as interdependent (Nordquist, 2018).

Scholarly discussions have produced a substantial amount of theoretical and empirical studies in the area of lexis, Choo, Lin and Pandian (2012), and consequently, it has become an essential component in language acquisition. On this matter Nation (1994) observes, "A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform" (Caro, 2017).

Teachers and learners spend a significant amount of time on lexis teaching and learning. Many EFL learners favor the type of vocabulary book that lists words frequently appearing in entrance examinations. However, these are unhelpful for utilizing the language since they do not present information on usage. Therefore, it is essential to give thought to the treatment of lexis and to consider what improvements could be made. What is significant is not simply a focus on lexical elements, but careful consideration of the kinds of lexical features that should be presented and applied. EFL lexis must focus on the contents and methodologies that can help learners identify and use essential lexical features in authentic situations.

Halliday (1975) states that teachers should always remember that the learning of a language is essentially the learning of meaning. He beliefs that language is a produce of the social process and language arises in the life of the individual through an ongoing exchange of meanings with significant others. In order to help learners exchange meaning with each other, through the lexis they have learned, teaching methodologies are important and lexis, not grammar, should be put at the center of the classroom in order to help learners develop their ability to use English for real communication. The importance of setting lexis before grammar is clearly expressed in the words of Lewis (1993) language consists of gramaticalized lexis, not lexicalized grammar and grammar as structure is subordinate to lexis. Little (1994) also argues that words inevitably come before structures.

Sinclair and Renouf (1988) point out that focusing on lexis in classrooms has several advantages. First, teachers can highlight common uses, and important meanings and patterns for frequent words. Both are worth learning because learners may have used this information in authentic situations. Second, teachers can encourage a learner to make full use of the words that the learner already has, regardless of the leaners level. Willis (1990) also notes that it is easier for learners to start exploration of the language if they start from lexis, which is concrete, rather than from grammatical rules, which are abstract (Lee, 2004).

Difference between vocabulary and lexis

Linse and Nunan (2005) stress that vocabulary is the collection of words that an individual knows. Richards and Schmidt (2010) concur that vocabulary is a set of lexemes, including single words, compound words and idioms. On the other hand, the term lexis refers to all the words in a language, entire vocabulary of a language. Plato and Aristotle spoke of lexis in terms of how the words of a language can be used effectively. Then, lexis is not only associated with words, but also expands to include other layers of lexical knowledge. Layers are sub-components, which have their own phonological, morphological, semantic, stylistic, and even syntactic and orthographic identity and vary according to the language (Winters, 2015).

The concept of lexical competence

According to Canale and Swain (1980), lexical competence deals with the communicative competence and specifically in the linguistic one, where grammar is listed first and lexis second. Nevertheless, some linguists such as Lee (2004) stress that lexis, not grammar, should be at the center of the classroom in order to help learners develop their ability to use English for real communication. Lexis should then be restored its primacy in language teaching and learning because lexical competence is at the core of communication competence development.

However, Marconi (1997) provides a very general definition, lexical competence is a part of the overall linguistic competence; more particularly, it is regarded as part of the semantic competence, the knowledge and abilities that underlie a speaker's understanding of a language. Leaners can resort to their mental lexicons and construct varied relationships, which contribute to lexical size and

depth by activating knowledge appropriate to the communicative purpose, the interlocutor and the social context (Nordquist, 2018).

2.8.4 Vocabulary acquisition

Vocabulary is defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words" (Alqahtani, 2015).

In addition, Burns (1972) defines vocabulary as" the stock of words that is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998, pg. 115) states that "vocabulary is central to language and of critical importance to the typical language learning." Furthermore, Diamond and Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings." In sum, vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Yosephin, 2017).

The importance of learning vocabulary

Most learners acknowledge the importance of vocabulary since words need to be used to communicate in a language. English as a Foreign Language students tend to feel demotivated when speaking English because the number of words they know are not enough to keep a conversation and they face communication problems due to the lack of vocabulary. A large number of students also confront with the

problem of forgetting the words easily and right after the teacher elicits the word meaning or after they have looked for the word meaning in the dictionary.

For a long time, grammar had the primary importance in English teaching, since the emphasis was on grammar; the words introduced during an English as a Foreign Language classroom were just a few. However, in the 1970s there was a significant change in the English teaching process, the focus changed to Communicative Approaches and vocabulary teaching took a decisive place in the classroom with activities, which encourage students to express their ideas, thoughts, and feelings as much as possible. Now that vocabulary has also considered necessary in the English classroom, there are also a wealth of methods, approaches, strategies, and techniques teachers can take advantage of during the lessons (Essays, 2013).

Moreover, when a person learns his or her L1, the first thing to consider are words or set of words that help them communicate. Thornbury (2000) stated that when a person learns a first or any other subsequent language, they start by getting familiar with words. In other words, the more words the learners know, the more fluent they could become. According to Folse (2008) "basic level of vocabulary will allow learners to communicate some ideas to certain degree; better communication can be accomplished when learners have acquired more vocabulary." (Cera, Teaching vocabulary in EFL classrooms , 2010).

Lewis (1993) went further to argue, "Lexis is the core or heart of language", when students understand that they develop interest to acquire more vocabulary knowledge and develop their own learning strategies. Schmitt (2010) noted that learners carry around dictionaries and not grammar books (TESOL, 2017). In sum, vocabulary or word knowledge is the tool, which assures comprehension and of course, it becomes difficult to make meaning from text when words are neither known nor clear (Beck, 2013).

How do students learn new words?

As stated by Beck and McKeown (1991) students learn new words in two ways: independently and through formal instruction (McKeown & Kucan, 2013).

Independent word learning

Nunan (1999) explains that independent vocabulary learning mainly deals with motivating students to guess from context and train them to use the dictionary. According to the author, language must be taught and acquired in context. In the classroom, teachers should guide students to learn the use of a variety of clues, charts, puzzles, and so on. To determine the word meaning. Students have to be able to not only memorize lists of lexical items or look up new vocabulary in dictionaries, but also use words in context. Appropriate vocabulary growth is connected to the ability of a student to determine the meaning of new words (Tuan, 2011).

Formal or explicit word learning

Explicit vocabulary learning is a common and traditional method in teaching vocabulary. As Nation (1990) observes "foreign language learners are instructed to pay their attention directly on activities in which vocabulary acquisition occurs." Through direct or intentional vocabulary learning, students focus on direct contact with the form and meaning of words; for example, dictionary use, vocabulary lists and their translation, direct vocabulary explanations, learning affixes and roots, semantic mapping and matching words with different definitions. As stated by Hunt and Beglar (2002) explicit instruction includes identifying the learned words, elaborating word knowledge, and developing fluency with known word. Formal word learning constitutes the greatest opportunity students have to acquire a language (Tuan, 2011).

Kinds of vocabulary

Hatch and Brown (1995) distinguish two types of vocabulary: receptive and productive. According to Milton (2013), a foreign language student should dominate the vocabulary of quantity and quality in order to interact. (Maskor, 2016) Benjamin and Crow (2012) explain the difference between receptive and productive control of words; receptive control takes place when a person learns words by hearing or reading them, while productive control occurs when the words are used in speech or writing. Of course, acquiring an L1 varies from learning a Foreign Language. For example, toddlers understand words and phrases before they could even say them, then they respond to some language; the same happens with English as a Foreign Language students, their receptive vocabulary is larger than their productive vocabulary.

The receptive vocabulary remains in the person's brain even though the words are not practiced in speaking or writing. It is not necessary to know everything about a word in order to understand it fully, when a person reads or listens, the words have already been used in context; then, it is necessary to have enough information about a word before using it properly. Therefore, productive control of words is a gradual process, the lexical increases as new words are added through exposure in a variety of contexts and situations (Benjamin, 2012).

Zhou (2010) further asserts that receptive vocabulary knowledge means the ability to comprehend a word when heard or seen it, while the productive one refers to the knowledge to produce a word when the learner can use it in in writing or speaking. Once the student intentionally learn a word, he or she can produce it. According to Teichrow (1999), receptive knowledge gradually changes into productive knowledge when the information about a word increases. Additionally, he emphasizes that receptive and productive knowledge are combined since

students have to acquire the vocabulary receptively and then use it productively. In sum, learning these two categories of vocabulary turns into a circle of long-term developing processes of language acquisition (Zhou, 2010).

Teaching vocabulary in the EFL classroom

Teaching a foreign language implies choosing the words ad making the learner conscious of how to use a word and phrase while conveying them with meaning; then, one of the most relevant aspects of language learning is broaden vocabulary as expanding it gives students the possibility to (in a long-term) fluently communicate in English. In the English as a Foreign Language classroom, it is common to see grammar-focused lessons; nevertheless, both teachers and students need to know that the lack of vocabulary is a constraint in language development and creates a feeling of frustration in the learner. If the goal of learning new words needs to be accomplished, teachers have to take into account some inquiries of great importance: How many words should a student know to communicate effectively? What does the knowledge of a word involve? Schmitt (2000) explains that a foreign language student needs approximately 2000 words to maintain a conversation and 3000 word families to read authentic texts.

This fact is a clear indicator of the importance teachers have to give to instructions in vocabulary tasks; it is also vital to reflect on the vocabulary learning process, which is not necessarily only bringing a long list of words, ask students to look them up on the dictionary and memorize those words in isolation. Thornbury (2000) indicates that the most basic levels of knowing a word implies the following actions: recognizing its form and meaning, knowing how to pronounce it, and using it in different contexts and situations (Cera, Teaching vocabulary in EFL classrooms, 2010).

What is involved in knowing a word?

Effective vocabulary teaching involves working on what needs to be taught about a word. Nation (2001) observes three dimension of vocabulary: meaning, form, and use; however, this research focuses on meaning and form. Meaning deals with word definitions, synonyms, and content clues; besides, word meaning matching and crossword puzzles are two exercises, which help increasing vocabulary. On the other hand, form refers to spelling and pronunciation, in this dimension students learn spelling of single and compound words as well as word patterns; in addition, they develop the ability to count syllables and identify stressed and unstressed syllables (Nation, 2001).

Spelling

The first aspect of vocabulary learning acknowledged in this study is spelling; it refers to the visible and audible parts of vocabulary. Spelling is a transcription skill, which helps students to write with fluency. For English Language Learners, spelling is especially important since they need to use the bulk of their cognitive resources to organize and express their ideas; thus, fluent spelling is an important part of language acquisition (Verbruggen, 2010).

Preceding researches made it clear that learning to spell is not a matter of just memorizing letter sequences, but of developing and applying linguistic knowledge such as letter-sound relationships and word patterns. Additionally, in the past decade, researchers realized that the acquisition of spelling rules is a complex developmental process; now teachers can help students through strategies for learning Standard English spelling and assess students' process more accurately. Spelling opens a window into a language understanding, builds up knowledge and enables students to move from one stage to the next (Lutz, 2018).

Single and compound words

To start, it is necessary to mention that single words are the ones a student learn as a unit, these are the most common and at some point less difficult words to learn. At the beginners level students learn single words such as colors, animals, parts of the body, and so on. Hence, the students' vocabulary increases and on the way some compound words appear. A compound word is two or more single words linked together to produce a word with a new meaning (Rippel, 2018).

Students first recognize and understand simple compound words such as airplane and toothbrush; then, they learn more complex words. Students understand that compound words come from two whole words that function as a single unit of meaning, and that the two single words give clues to the meaning of the compound word.

There are three types of compound words: closed form, hyphenated form, and open form. Closed form compound words are two words joined together with a new meaning such as notebook, makeup, softball. Words that are joined by a hyphen are called hyphenated form compound words, some examples are father-in-law and six-year-old. The last type are open form compound words, these words are open but form a new meaning, examples: post office, real state, full moon. Learning compound words presents a great opportunity to engage students in understanding English language, builds interest in words, and prepares students to acquire more information about words (Vetter, 2018).

Word patterns

"Word study" is an alternative to traditional spelling instruction; it is based on learning word patterns rather than memorizing unconnected words. It is common to see teachers giving students a list of words to memorize; consequently, spelling

instruction has the reputation of being boring. As stated by Zutell (1992) a word study program includes a cohesive approach, which addresses word recognition, vocabulary, and spelling. When students understand the patterns in words, there is no need to learn to spell one word at a time (Leipzig, 2018).

In the English as a Foreign Language classroom, words must be seeing as patterns and meaning; when a student has learnt spelling, he or she is able to see these patterns, links, and understand relationships between words. Vivian Cook points out that "the purpose of spelling is not about the sound, but the visual links between words." Some examples of word patterns are the difference between "hard c" (as in *cat*) and "soft c" (as in *cell*).

After collecting many words containing the letter "c," students discover that "c" is usually hard when followed by consonants (as in *clue* and *crayon*) and the vowels "a," "o," and "u" (as in *cat*, *cot*, and *cut*). In contrast, "c" is usually soft when followed by "i", "e," and "y" (as in *circus*, *celery*, and *cycle*); as identifying word families such sign, Latin signum to mark, indicate, a symbol sign -- signal- signpost - signature -design-resign assign-significant (Booker, 2018).

Word meaning

Vocabulary is crucial for understanding a written or oral text, without key vocabulary knowledge it would be complicated for a learner to comprehend the message. Carter (2001) indicates that when teaching vocabulary the main goal is to train foreign language students to get meaning from texts. Students have to learn that a word may have more than one meaning when used in different contexts; at the same time, teachers have to make the teaching-learning vocabulary process clear and easy.

Nation (2001) suggests that teachers can convey meaning to their students by demonstrations or pictures (crossword puzzles). Meaning discovering is an ability students have to develop, that is the meaning they will never forget. In addition, students will be motivated and gradually build their own store of words, which will become the basis for communication in real time. Teaching vocabulary is not the single act of conveying the meaning to students and asking them to learn those words by heart; teachers have to explain words effectively and motivate learners to enrich their vocabulary to be able to speak English (Lado, 2007).

Context clues

The clues, which appear intentionally or incidentally in a text to help the learners understand a difficult or an unfamiliar word, are called context clues. Students not only understand the meaning of the words but they also understand the contextual use of the words. According to Hartman and Blass (2007) context clues provide information about how a word fits in a sentence; when developing this skill, students can figure out what a word means by looking at the words nearby. In the following statement for example, "The fireman ascended the tree and brought the little girl's cat back down to her." If the reader is familiar with the word tree and the fact that cats like to climb high, then the meaning of "ascended" could be guessed. A word can appear in different contexts, but mastering context clues guides the learner to understand and effectively use the target language. If leaners fail to interpret words, they might end up misunderstanding the whole message. Context clues help students to make logical conclusions of the meaning of unknown words (Innaci, 2017).

Synonyms

A synonym is a word or expression that has the same or almost the same meaning as another word or expression. Since English vocabulary is enormous,

most words have synonyms; for example, the synonyms for "enormous" are huge, massive, giant, immense, and the list goes on. The word synonym has a Greek origin, "syn" means together and "onym" means name, together naming the same thing, (Richman, 2006). In the current research, the vocabulary included in the syllabus for English 1 has been considered and the focus is on the use of crossword puzzles.

Word definition

Definition is the statement of the exact meaning of a word, as given in a dictionary. It expresses the essential nature of a word, which usually has only one definition. According to the Oxford Dictionary, definition is an exact statement or description of the nature, scope, or meaning of something; for example the word dog definition would be, a domesticated carnivorous mammal that typically has a long snout, an acute sense of smell, non-retractile claws, and a barking, howling, or whining voice.

This definition includes the physical features as well as behavioral patterns of dogs to define the term dog (Hasa, 2016).

Pronunciation

Pronunciation is the act of speaking clearly and correctly, so that people can understand the given message. In the English as a Foreign Language classroom, learning pronunciation is a complicated process, but once the learners are aware that English words have a stress pattern, that can be pronounced in slightly different ways, and that the tone of voice can be used to convey meaning, they will pay more attention to this very important component of vocabulary learning (Ur, 2012).

Counting syllables

First, what is a syllable? It is essentially a single unit of speech, which contains a vowel sound and consonant after or before it. The dictionary definition for a syllable is "a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word." Some syllables are referred as to "beats" of language (Butkus, 2015).

A syllable is compound by at least on vowel; however, it is the number of vowel sounds that determines the number of syllables in a word, not the number of vowels. For instance, words like "bike" and "cake" have two vowels but only one vowel sound; whereas, words like "sound" and "boil" are spelled with vowel teams that make a single vowel sound. All these words have only one syllable. Even though, every syllable must contain a vowel. A syllable may or may not include consonants. The number of syllables in a word is unrelated to the number of letters in a word.

The word "sound" has six letters and the word "red" has three, but both have just one syllable. In sum, it is the number of vowel sounds, not the number of vowels, letters or phonemes that determine the number of syllables in a word (Butkus, 2015).

Why is counting syllables important? Learning to count syllables is important because dividing words into syllables helps the process of decoding, knowing the rules for syllable division helps students read words more accurately and fluently, knowing rules for syllables division helps students to understand the conventions for spelling English words (Ashley, 2018).

In order to start teaching how to count syllables, teachers can use different fun activities such as clap out syllables, tap out syllables with sticks, stomp syllables, hum syllables, and mark syllables on paper (Ashley, 2018).

Stressed syllables

The stressed syllables are the ones, which are emphasized or spoken more loudly. Some words are stressed differently depending on what part of speech they are. For example, the word "arithmetic" is both a noun and an adjective. When pronounced as a noun it is a RITH me TIC, but as an adjective, it is AR ith MET ic.

English is a stressed-timed language, as opposed to being a syllable-timed language as French and Spanish; every syllable takes up the same amount of time. Stressed syllables occur at regular intervals throughout regular speech; these syllables are longer and more audible. There are rules in English for syllable stress; however, they are rather descriptive than prescriptive. Word stress rules provide a good framework for understanding that there are some general patterns to syllable stress in multi-syllabic English words (Kopecky, 2018).

Unstressed syllables

An unstressed syllable is the one, which does not have stress or emphasis. Unstressed is related to or denoting the weakest accent in a word or breath group, which in some languages as English is also associated with a reduction in vowel quality to centralize. The difference between stressed and unstressed syllables is significant in English. The occurrence or absence of several phoneme depends on whether the given syllable is stressed or unstressed. A common feature that affect unstressed syllables is the loss of information; this involves simply the loss of contrast) difference between sounds), or the loss of the whole sound, usually the vowel of the unstressed syllable (Kopecky, 2018).

2.9 HYPOTHESIS

2.9.1   Alternative hypothesis

- The crossword puzzles implementation improves first level students' vocabulary at Escuela Superior Politécnica de Chimborazo during the academic period March 2018 – August 2018.

2.9.2   Null hypothesis

- The crossword puzzles implementation does not improve first level students' vocabulary at Escuela Superior Politécnica de Chimborazo during the academic period March 2018 – August 2018.

2.10   IDENTIFICATION OF VARIABLES

Independent variable: Crossword vocabulary

Dependent variable: Vocabulary acquisition

CHAPTER III
METHODOLOGY

3.1 Research basic modality

There are different types of research and a variety of classifications, but overall it is important to understand the classification criteria. According to this criterion, research is classified into three types: level, design and purpose (Arias, 2012).

3.2 Research design

The design of a research is the plan or strategy used to answer the research questions, reach the objectives and verify the hypothesis. This study corresponds to a quasi-experimental design since the researcher manipulated the independent variable to measure its effect in the dependent variable. In addition, the experimental and control groups were not chosen at random, they were already assigned before the experiment. Besides this quasi-experimental research took place in an educative scenario and there was lack of a complete experimental control.

The design refers to non-equivalent groups: the experimental group, which was exposed to an intervention and manipulated by the researcher, and the control group, which was just observed. This allowed the researcher to take advantage of a dynamic tool, the crossword puzzle, to improve Level 1 students' vocabulary acquisition. The instruments applied to measure the results were a pre-test and a post-test. At the end of the intervention, the results were analyzed and compared (Urquizo, 2005).

3.2.1   Research purpose

According to the purpose, this was an applied research because the objective was to find a solution for a problem (Dudovskiy, 2011). In this case, the lack of vocabulary in Level 1 students. Then, the main characteristic of applied research is not only to explore a problem, but also to find the best solution to solve it. The poor vocabulary students have adding to the fact that they do not look for strategies, tools or activities which can improve their vocabulary knowledge becomes a barrier, sometimes hard to overcome. It is well known that education transformation focuses on fostering independent learners, but it seems that in the classroom, it does not really happen. For this reason, once the problem was identified, the researcher chose a dynamic, motivating tool to solve this problem.

3.3   Level or type of research

3.3.1   Level of research

There are three levels of a research: exploratory, descriptive, and explanatory, these levels can be mixed or combined in a study. In the first level, the problem was identified, through observation and a survey, the researcher realized that one of the most common difficulties students face in the English as a Foreign Language classroom is the lack of vocabulary and the inability to use words in context, spell, and pronounce them appropriately. The exploratory research level contributes to examine the studied subject and gain further insight about it.

The next level is descriptive which provided not only a detailed data of the problem, but also its specific characteristics to measure the variables through indicators. The descriptive stage also presented a summary data regarding measures

of central tendency including the mean, deviance from the mean, variation, percentage, and correlation between variables.

Finally, the last level is the explanatory. In this stage, a relation cause-effect is established in order to find the reasons related to the problem and the variables, at the same time, in the explanatory research is responsible for the hypothesis acceptation (Urquizo, 2005).

3.3.2   Type of research

The types of research methods are broadly divided into two quantitative and qualitative categories. The present research combines the two methods. The quantitative method contributed to the problem analysis, to establish the relation between variables in a deductive form and also to generalize and normalize the results. The qualitative method, on the other hand qualified and described the studied situation, as well as conceptualized the facts and information gathered from the sample and the studied groups (Bernal, 2010).

3.4 Population and sample

The population was level 1 students. The researcher chose this level since they receive the basis and it is important to start fostering students to improve their vocabulary.

In order to calculate the sample size, the following formula was applied:

$n = \dfrac{N\sigma^2 Z^2}{(N-1)e^2 + \sigma^2 Z^2}$

Where:

n = sample size

N = population size

σ= population standard deviation, generally when there is not value, the constant value 0, 5 is used.

Z = obtained value through confiability levels. It is a constant value, if there is no value, the relation of confiability 95% is taken which is equivalent to 1,96 (as more common)in a relation to 99% of 2,58 of equivalent confiability, this value is chosen according to the research criterion.

e = acceptable limit of sample error, which generally if it does not have a value, the used value is from 1% (0, 01) and 9% (0, 09).

Formula:

N = 71 $n=\dfrac{71(0,5)2(1,96)2}{(71-1)(0,05)2+(0,5)2(1,96)2}$ $n=\dfrac{68,1884}{1,1354}$ $n=60$

Once applied the formula, the sample were two groups of 30 students.

Chart 3.1: Population

SAMPLE	
Group	**Number of students**
Experimental	30
Control	30
Total	**60**

Author: Moreno, A. (2018)

3.5 Operationalization of variables

Operationalization of the independent variable

Chart 3.2: Operationalization of the independent variable

DEFINITION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
VOCABULARY: It is the body of words, which students acquire, in the learning process; as a result, they are able to understand the words meaning, develop the ability to spell words correctly, and pronounce stressed and unstressed syllables fluently towards an effective communication.	**Spelling** **Word meaning** **Pronunciation**	Single words Compound words Word patterns Context clues Synonyms Word definitions. Counting syllables, Word syllables stress Unstressed syllables.	- Type in the correct spelling concerning months of the year in each line. -Look at the picture and spell the word correctly. -Match the definition with the correct word. -Choose the answer choice that best defines the word in capital letters. -Read and complete the paragraph using the words in the box. -Choose the best meaning of the underlined word.	Validated Questionnaire	Pre-test Post-test

Source: Bibliographic research
Author: Moreno, A. (2018)

Operationalization of Independent Variable

Chart 3.3: Operationalization of the independent variable

DEFINITION	DIMENSION	INDICATOR	ITEMS	TECHNIQUES	INSTRUMENTS
CROSSWORD PUZZLES: Crossword puzzle is a learning tool for vocabulary development that makes the teaching-learning process attractive and give students the opportunity to develop their critical thinking, practice and repeat a sentence pattern by filling in online, teacher and students created puzzles with different grids such as Japanese, American and British.	**Critical thinking**	Recognizing patterns Understanding clues Making connections	-Identify the missing word in the sentence below and complete the crossword puzzles.	Validated Questionnaire	Pre-test Post-test
	Types of crossword puzzles	Oral Object Picture crossword puzzle	-Solve the crossword puzzle using the given information.		
	Types of grids	Japanese American British			

Source: Bibliographic research
Author: Moreno, A. (2018)

3.6 Method of data collection

A validated pre- test and a post -test taken from web pages that consisted of a sample test for vocabulary were carried out in order to collect the data. It was used a rubric to assess vocabulary. This research was conducted to sixty A1 students who belong to the Language Center of Escuela Superior Politécnica de Chimborazo. On the other hand, crossword puzzles was implemented for two months (from April 11th to June 11th 2018).

Chart 3.4: Collection data procedure

Basic Questions	Rationale
What for?	To achieve the main objectives of this research.
Which will be the unit of analysis?	Population
What aspects will be about?	Crossword puzzles – vocabulary
Who will develop?	Researcher
When?	April - August 2018
Where?	Language Center – Escuela Superior Politécnica de Chimborazo.
How many times?	April - August 2018
Which data collection technique will be used?	Pre and post tests
Which instrument will be used?	Questionnaire
In what situation?	English lessons

3.7 Data Collection and analysis

Once the instruments are applied, it was necessary to:

- Tabulate the collected data
- Analyze and interpret the results

CHAPTER IV
RESULTS ANALYSIS AND INTERPRETATION

4.1 ANALYSIS OF RESULTS

The focus of this research was vocabulary acquisition. In order to measure the university students' improvement, the researcher considered three dimensions: spelling, word meaning, and pronunciation. Students from the experimental and control groups took a pre-test and a post-test. The results analysis has three stages. First, the three dimensions from the experimental group are compared; then, the same dimensions are discussed with the control group data; and finally, the hypothesis is tested.

4.2 EXPERIMENTAL GROUP DATA INTERPRETATION

4.2.1 Spelling

Table 4.1:   Spelling Pre-test and Post-Test

Pre-test	1,49
Post-test	2,51
Expected average	3

Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
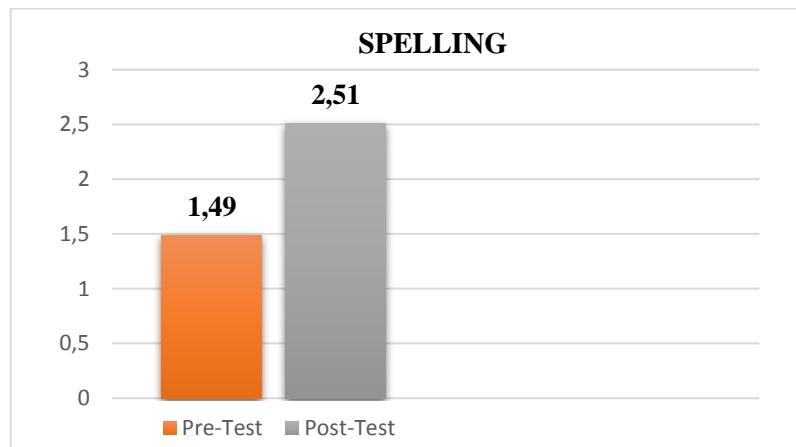
Figure 4.1: Spelling
Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

Regarding spelling, as shown in figure 1, the average in the pre-test was 1,49/3 whereas in the post-test students' scores improved and increased to 2,51/3, which means there is a difference of 1,02 which demonstrated that the use of crossword puzzles had a positive influence in this ability development.

Spelling is an elementary ability students have to learn from the very basic level, for that reason, this dimension was considered for the current research in order to give students the possibility not only to learn more words but also to learn how they are written.

4.2.2 Word meaning

Table 4.2:   Word meaning Pre-test and Post-Test

Pre-test	2,32
Post-test	3,80
Expected average	4

Source: Experimental Group Pre-Test and Post-Test scores
**Author:** Moreno, A. (2019)
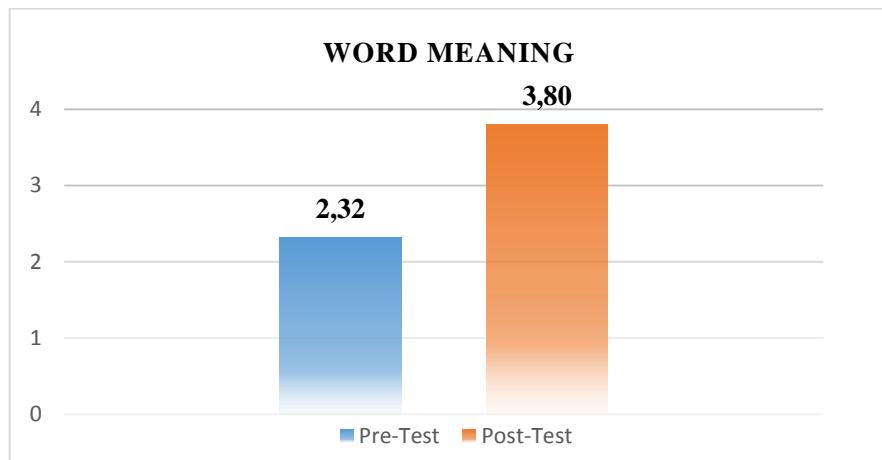
WORD MEANING

Figure 4.2: Word meaning
Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The second dimension considered in this research was word meaning. In table 2, it can be observed that the average in the pre-test is 2, 32/4 and the post-test one is 3, 80/4, there scores improved with 1, 48 which is clearly positive as it shows improvement.

Students need to know the meaning of words in order to understand a sentence, paragraph or be able to communicate. This dimension was one of the most accepted and helped students to understand the importance of increasing vocabulary (lexis) and be able to use the words they learn in context.

4.2.3 Pronunciation

Table 4.3: Pronunciation

Pre-test	1,95
Post-test	2,34
Expected average	3

Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
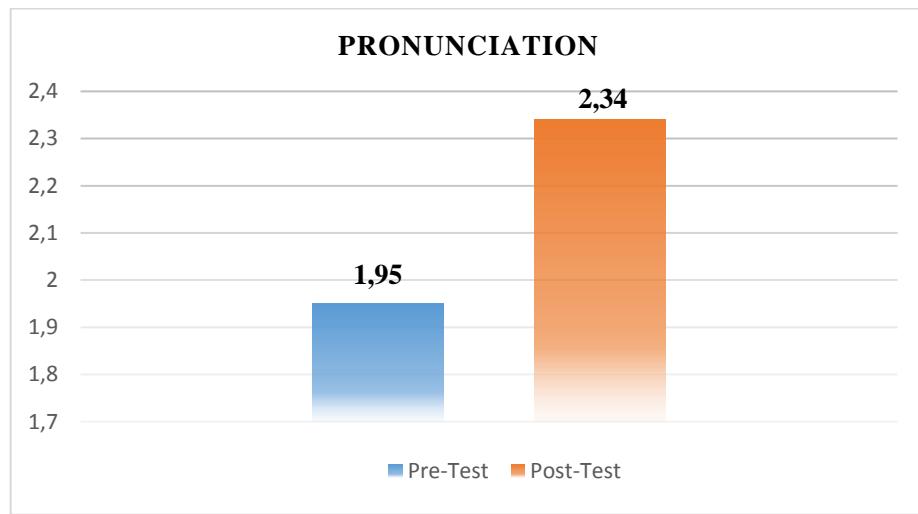
Figure 4.3: Pronunciation
Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The experimental group students average in the pre-test for pronunciation was 1, 95/3 and in the post-test 2, 34/3, the improvement was 0, 93. It is important to mention that this was one of the most difficult dimensions to develop in the classroom, as students tend to pronounce words as they are written.

Pronunciation is the skill, which helps communication to be effective and knowing that acquiring vocabulary does not only means to know the meaning of a word in the L1 but also to be able to use that word in real interaction where the listener can understand the message.

4.2.4 Vocabulary acquisition dimensions Pre-test and Post-test Experimental Group

Table 4.4:   Dimensions Pre-test and Post-test Experimental Group

Dimension	Pre-test	Post-test
Spelling	1,49	2,51
Word meaning	2,32	3,80
Pronunciation	1,95	2,34

Source: Experimental Group Pre-Test and Post-Test scores
**Author:** Moreno, A. (2019)

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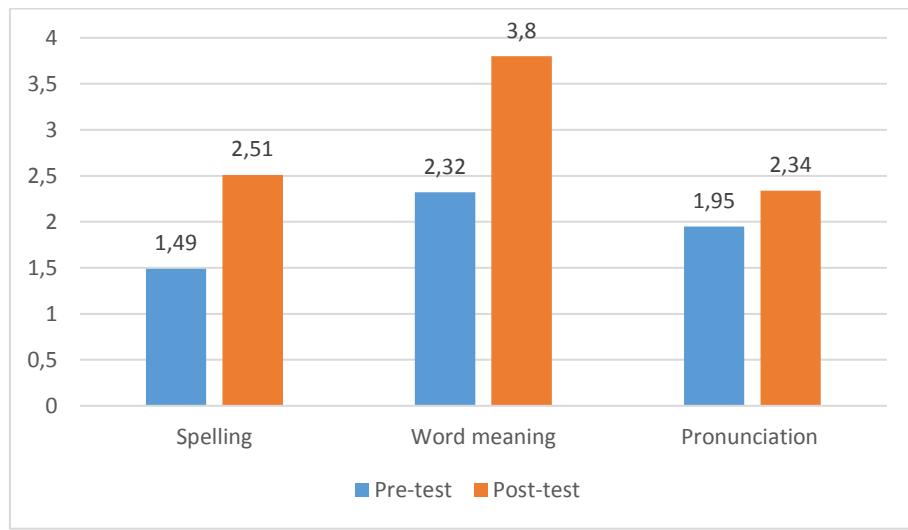
Figure 4.4: Dimensions Pre-test and Post-test Experimental Group
Source: Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

According to table 4, the scores in each one of the three dimensions improved. The most notable change was in word meaning since the average increased from 2,32 to 3,80. In spelling the increment varied from 1,49 to 2,51 and in pronunciation it was from 1,95 to 2,34. During the intervention, the researcher emphasized the three dimensions by developing active and participative activities with crossword puzzles.

4.2.5 Vocabulary final scores Pre-test and Post-test Experimental Group

Table 4.5:   Final scores Pre-test and Post-test Experimental Group

Pre-test	5,76
Post-test	8,65
Expected average	10

Source: Experimental Group Pre-Test and Post-Test scores
**Author:** Moreno, A. (2019)
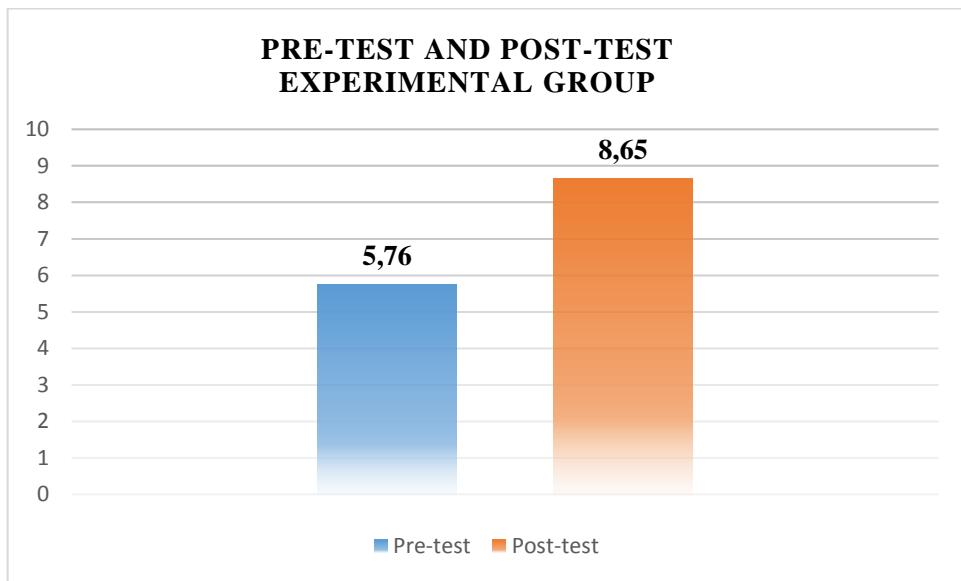
Figure 4.5: Final scores Pre-test and Post-test Experimental Group
Source: Experimental Group Pre-Test and Post-Test scores
Author**:** Moreno, A. (2019)

Analysis and interpretation

The experimental group students were part of an intervention (experiment) whose main objective was to implement an innovative technique to improve vocabulary acquisition. The instruments for data collection were a pre-test and a post-test, both of them with the same number of questions and focused on the three dimensions: spelling, word meaning and pronunciation. The tests were over 10 points, 3 points for spelling, 4 points for word meaning, and 3 points for pronunciation. As presented in table 5 the increase in the final scores was significant 2,89 points between the pre-test 5,76 and the post-test 8,65.

4.3   CONTROL GROUP DATA INTERPRETATION

4.3.1   Spelling

Table 4.6:   Spelling Pre-test and Post-Test

Pre-test	1,40
Post-test	2,46
Expected average	3

Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
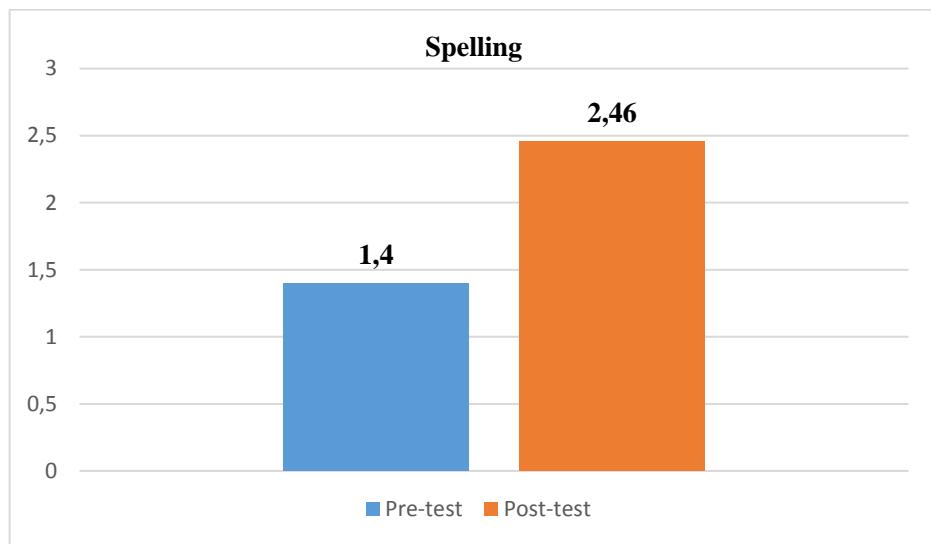
Figure 4.6: Spelling
Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The scores students from the control group obtained for spelling is very close to the one of the experimental group students. Table 6 shows that the average students from the control group obtained in spelling was 1,40/3 and in the post-test 2,46/3. Even though, this group was not part of the intervention, it seems that the traditional method the teacher used was also effective since there is an increase of 1,06.

4.3.2 Word meaning

Table 4.7:   Word meaning Pre-test and Post-Test

Pre-test	1,89
Post-test	2,14
Expected average	4

Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
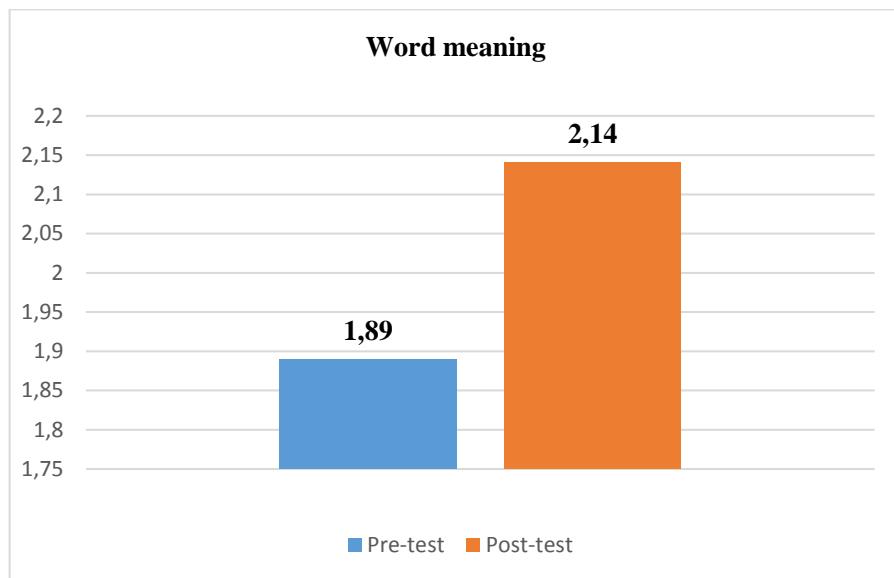
Figure 4.7: Word meaning
Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

For word meaning the improvement in the control group is minimum, only 0,25 as it is presented in table 7, the average for this dimension in the pre-test is 1,89/3 and in the post-test 2,46/3.

4.3.3 Pronunciation

Table 4.8: Pronunciation

Pre-test	1,67
Post-test	1,94
Expected average	3

Source: Control Group Pre-Test and Post-Test scores
**Author:** Moreno, A. (2019)
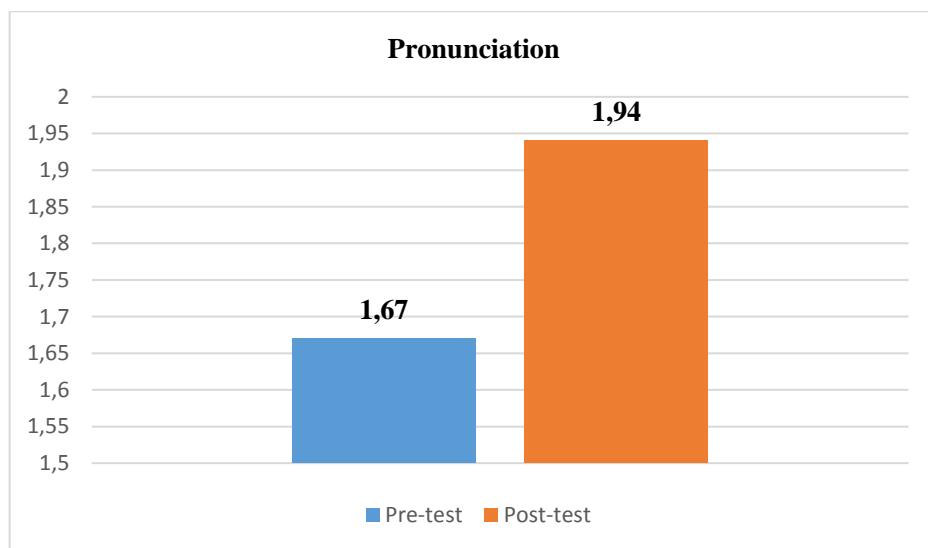
Figure 4.8: Pronunciation
Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The control group students average in the pre-test for pronunciation was 1, 67/3 and in the post-test 1,94/3, the improvement was 0, 27. Being this, one of the most difficult skills regarding vocabulary acquisition, it is positive to see at least a minimum improvement.

4.3.4 Vocabulary acquisition dimensions Pre-test and Post-test Control Group

Table 4.9: Dimensions Pre-test and Post-test Experimental Group

Dimension	Pre-test	Post-test
Spelling	1,40	2,46
Word meaning	1,89	2,14
Pronunciation	1,67	1,94

Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
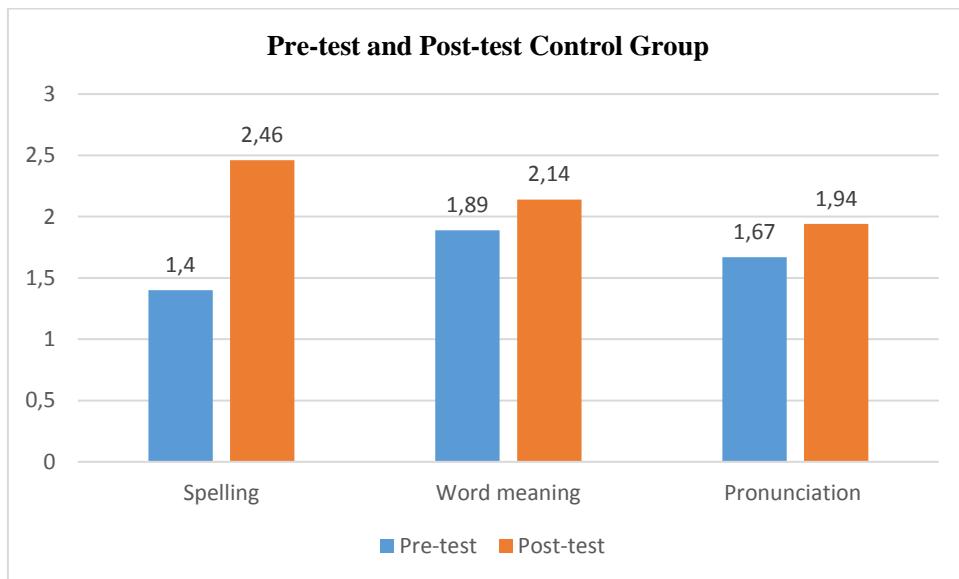
Figure 4.9: Dimensions Pre-test and Post-test Control Group
Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The data obtained from the control group are reliable as table 9 evidences that even though this group was not part of the intervention; the methodology the teacher used was quite effective to improve the three dimensions of vocabulary acquisition. In spelling the control group students scored 1,40 and in the post-test 2,46; as far as word meaning the grades raised from 1,89 to 2,14 and finally for pronunciation the control group average in the pre-test was 1,67 and in the post-test 1,94. These

averages evidence that the traditional method or technique used by the control group teacher is not as effective as the crossword puzzles.

Vocabulary final scores Pre-test and Post-test Control Group

Table 4.10:   Final scores Pre-test and Post-test Control Group

Pre-test	4,96
Post-test	6,55
Expected average	10

Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
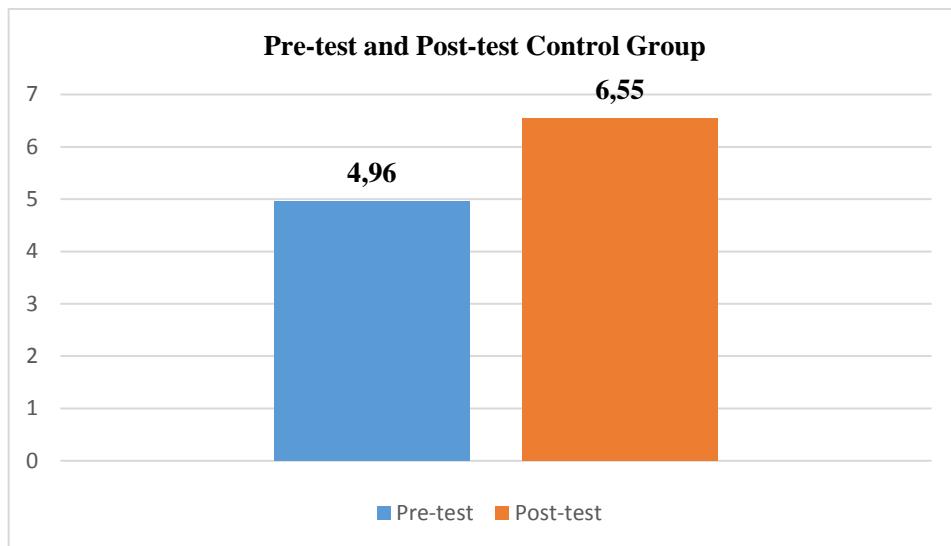
Figure 4.10: Final scores Pre-test and Post-test Control Group
Source: Control Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

The control group students did not participated in the intervention directly, the class methodology, techniques, strategies, and activities were different from the ones applied in the experimental group; however, there is a small increase in the students' scores. The expected average was 10 points and as it is shown in table 10, the pre-test average was 4,96 and the post-test was 6,55 which means there is a difference of 1,59 between the two tests.

4.3.5   Comparison Pre-test and Post-test Control and Experimental Group

Table 4.11:   Pre-test and Post-test Experimental and Control Groups

Group	Pre-test	Post-test
Experimental	5,76	8,65
Control	4,96	6,55

Source: Control Group – Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)
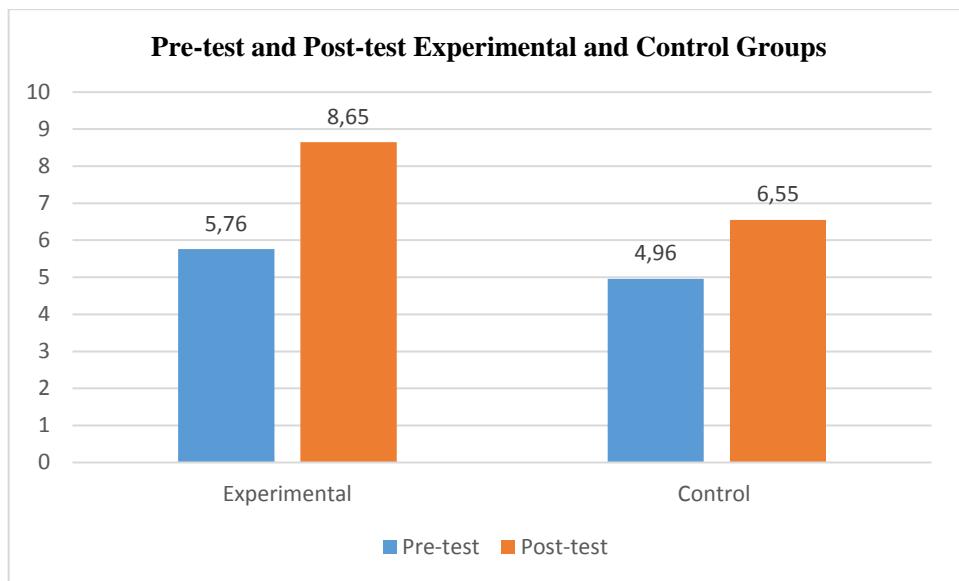
Figure 4.11: Pre-test and Post-test Experimental and Control Groups
Source: Control Group – Experimental Group Pre-Test and Post-Test scores
Author: Moreno, A. (2019)

Analysis and interpretation

Overall, the implementation of crossword puzzles to improve vocabulary acquisition shows better results as in figure 11, it is evident that the experimental group increased from 5,76/10 to 8,65/10. On the other hand, the control group performance did not change significantly, in the pre-test the control group average was 4,96/10 and in the post-test 6,55/10.

4.4 HYPTOTHESIS VERIFICATION

4.4.1 Hypothesis Approach

Alternative Hypothesis: Ha/H1

The implementation of crossword puzzles improves university students' vocabulary acquisition.

Null Hypothesis: Ha/H0

The implementation of crossword puzzles does not improve university students' vocabulary acquisition.

4.4.2 Selection of significant level

This research project used the significance level to verify the hypothesis α=0, 05 that corresponds to the 95% of reliability.

4.4.3 Statistic specifications

The data, which was obtained from the studied population, was tabulated and analyzed for hypothesis verification. N=60.

Mathematical model

$$H0: \overline{X}_A = \overline{X}_B$$
$$H1: \overline{X}_A \neq \overline{X}_B$$

$\overline{X}_A$: Media Post Test
$\overline{X}_B$: Media Pre Test

Statistical Model

$$t = \frac{\overline{X}_A - \overline{X}_B}{\dfrac{S}{\sqrt{N}}}$$

t=T student

S = standard deviation

N = Number of Students

Significance level

C = 95% of confidence level

α=0, 05

Degrees of freedom

df = n-1

df = 60-1

df = 59

df = degrees of freedom

n = number of students

4.4.4   Statistics tables for independent samples

In order to verify the research hypothesis the T-test was applied by using the software SPSS (Statistical Package for Social Sciences). Once the variables (pre-test and post-test scores) and the data were introduced in the program, the T-test was used to accept or reject the null hypothesis and consequently accept the alternative hypothesis.

Table 4.12:   Pre-Test and Post-Test Mean

Groups statistics					
	Group	N	Mean	Standard deviation	Standard error average
Pre-Test	Experimental	30	5,7593	1,01837	,18593
	Control	30	4,9593	,76030	,13881
Post-Test	Experimental	30	8,6500	,77237	,14102
	Control	30	6,5490	,62442	,11400

Source: SPSS
Author: Moreno, A. (2019)

Table 4.13:   T-Test for Independent Samples

	Prueba de Levene de calidad de varianzas					95% de intervalo de confianza de la diferencia	
	F	Sig.	T	gl	Sig. (bilateral)	Inferior	Superior
Pre-Test	3,086	,084	3,448	58	,001	,33554	1,26446
			3,448	53,666	,001	,33474	1,26526
Post-Test	1,335	,253	11,586	58	,000	1,73802	2,46398
			11,586	55,561	,000	1,73768	2,46432

Source: SPSS
Author: Moreno, A. (2019)

Analysis and interpretation

As shown in table 13, the level of significance for the pre-test and post-test is lower than 0,5, which means that the null hypothesis is rejected and the alternative hypothesis is accepted, this proves that the use of crossword puzzles helps to improve vocabulary acquisition in university students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Once the intervention was developed and this research has concluded, the conclusions are the following:

- It is well-known that over the years, traditional methods such as grammar translation and repetition have been used in the English as a Foreign Language classroom to teach vocabulary; for that reason, this research was focused on improving students' vocabulary acquisition through crossword puzzles activities. As a result, it can be seen that there is a significant improvement in the students final scores, in the pre-test students average was 5,76/10 and in the post-test it raised to 8,65/10, which evidences the effectiveness of this educational tool in vocabulary improvement.

- During the problem analysis, it could be evidenced that teachers did not plan their lessons focused on activities which led to improve students spelling ability; therefore, the researcher executed educational tool as crossword puzzles which have the power to teach, train, and educate students. Due to the implementation of crossword puzzles activities, students improved their spelling ability since the applied instruments present an average of 1,49/4 in the pre-test and 2,51/4 in the post-test.

- Knowing a word does not only mean to memorize its meaning, but also the ability to match it with its definition and use it in context. Then, after the intervention, students were able to word meaning in context, as the results evidenced, in the pre-test, the experimental group students had a score of

1,49/3 whereas in the post-test the average was 2,51/3, this means that students score increase in 1,02 points.

- At the beginning of this study, it could be observed that students were not able to pronounce words clearly and pleasantly, but after the intervention, students developed the ability to count syllables, identify word stress and read short paragraphs with a good pronunciation. It could be seen that the improvement was representative, as presented in the results, students obtained an average of 1, 95/3 in the pre-test and 2,34/3 in the post test.

- For the hypothesis analysis, the researcher applied the T-Test by using the software SPSS, whose results show that the level of significance for the pre-test and post-test is lower than 0,5, which means that the null hypothesis is rejected and the alternative hypothesis is accepted, this proves that the crossword puzzles implementation improve first level students vocabulary at Escuela Superior Politécnica de Chimborazo during the academic period March 2018 – August 2018.

5.2 Recommendations

- Consider "Learning English Vocabulary through Crossword Puzzles Workbook" in the English as a Foreign Language classroom in order to help students build up a positive incidence in vocabulary acquisition.

- Give more emphasis to the spelling ability development by working on crossword puzzle activities in the classroom.

- Challenge students to infer word meaning in context as part of an ability they can build up because of crossword puzzle activities implementation.

- Foster pronunciation practice, as it is one of the most useful skills for interaction and communication, with the help of crossword puzzles.

CHAPTER VI
THE PROPOSAL

TOPIC: Workbook based on crossword puzzles – Crossword puzzles learning tools to improve vocabulary.

6.1 INFORMATIVE DATA

Name of the institution: Escuela Superior Politécnica de Chimborazo
Beneficiaries: Students and teachers at Escuela Superior Politécnica de Chimborazo
Estimated time for the execution: Academic Period: 2018 – August 2018
Beginning: First week of April
End: Last week of June
Person in charge: Ángela Cecibel Moreno Novillo
Budget: $300

6.2 PROPOSAL BACKGROUND

The main purpose of a research is always to find a solution to a problem by implementing new methods, strategies or techniques guided to better results or outcomes. This study was developed by taking into account the difficulties Level One students of the Language Center at Escuela Superior Politécnica de Chimborazo face while learning English, especially vocabulary. Nation (1990) claims that the more words you know, the more you will learn. Therefore, without a sufficient understanding of words, students cannot understand others or express their own ideas.

Acquiring and using vocabulary is one of the challenges in learning a foreign language and what makes it even harder is that students do not have the culture of reading and do not have the opportunity to practice the new words they learn on a

regular basis. Reading is the best way to learn new words, but students do not feel motivated not even for fun. It has been proved that Ecuador does not have a culture of reading and this is the first obstacle students have to overcome in the teaching-learning process.

On the other hand, since students are learning English as a Foreign Language, the chances for them to have real life interaction in this language are few, the only practice they have is in a formal setting, but outside the classroom is almost impossible for them to exchange ideas with English speakers. Therefore, this proposal focused on three specific aspects related to vocabulary: pronunciation, word meaning, and spelling and in order to solve the problem of students' poor vocabulary acquisition, the researcher chose the crossword puzzles technique because it is very attractive and dynamic, besides it fosters learning in an enjoyable way.

6.3   JUSTIFICATION

Being a teacher is not a limited task restricted to be part of a class and cover all the contents designed for a course, it goes beyond that, a teacher has to identify the problems students have and find the most suitable solutions. In other words, teachers are also researchers and it is their responsibility to be part of the change. In this proposal one of the most common, but not solved problems has been pointed out, students' difficulty to learn vocabulary and hence lack of the speaking competence development.

The elaboration of a workbook focused on vocabulary learning through crossword puzzles was proposed by considering the level and age of the students. First, they belong to the initial (beginning) level of the English Center at Escuela Superior Politécnica de Chimborazo, which means their bases must be strong and strengthen regardless their background since they are just starting the university English learning-process stage. Secondly, crossword puzzles are a very entertaining

and dynamic tool, which motivates students to learn in a relaxing way. Besides, it encourages interactions between students and teachers, enhances communication, cooperation, teamwork and stimulates active participation.

Moreover, the proposal has the support of the authorities, teachers, and students of the English Center who were willing to cooperate during the intervention process.

6.4   OBJECTIVES

6.4.1   General objective

- To elaborate a workbook to teach vocabulary through crossword puzzles for level A1 to English as a Foreign Language students.

6.4.2   Specific objectives

- To present practical and dynamic material for teachers and students.
- To contribute to the solution of the lack of vocabulary development in level 1 students.
- To foster production because of vocabulary increasing.

6.5   FEASIBILITY ANALYSIS

This proposal is feasible since the university principals, teachers and students agreed on its implementation since the obtained results will be beneficial for the institution and mainly for the students who will improve their oral production.

6.6 FOUNDATION

6.6.1 Crossword puzzles

Crossword puzzles are educational games, which are great way to introduce teaching subjects, practice spelling of words, and even flex students' logical reasoning muscles. When teaching language, using crossword puzzles is always entertaining. Language classes are probably the most obvious place where crossword puzzles can be useful and fun. By finding words based on clues, students can playfully learn new vocabulary in a foreign language and by fitting letters on a board; they focus on the exact spelling of the words. With a classical crossword, clues can be given about words around a given topic in a certain language (Troncon, 2016).

https://www.google.com
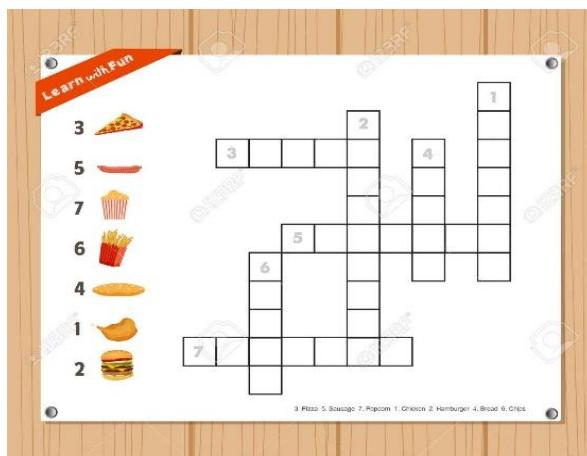
6.6.2 Vocabulary

According to Alali and Schmitt (2012) vocabulary can be defined as the words of a language, including single items and phases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items – words with specific meaning – but it also includes lexical phrases or chunks.

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Learning new words must be a combination of effective techniques application during the English as Foreign Language classroom and anatomy, i.e. students should feel the need to increase their English vocabulary autonomously.

6.6.3 Teaching vocabulary with crossword puzzles

Crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word skills. To solve crossword puzzles, a person must be able to identify and understand the terms being used. This involves acquiring new vocabulary or terminology as well as making differentiations between similar words or phrases. In addition, deciphering a crossword requires exact spelling, which for students mean practicing dictionary skills; besides puzzles include making inferences, evaluation choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools because solving puzzles is much less threatening and more like game play.

Furthermore, crossword puzzle solving is a much more active type of learning, and engages students with the material more than passive techniques do. They also have the advantage of appealing to different learning styles.

Moreover, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use; for this reason, teachers can create curriculum-specific crossword puzzle with no trouble (Jones, 2007).

In sum, teaching vocabulary with crossword puzzles have many benefits: they help vocabulary building, encourage conversation, teach culture, and make learning fun (Seikaly, 2018).

6.7 Methodology

The operating model consists of a workbook, which has 5 lesson plans and 40 vocabulary worksheets. The main goal is to help students increase their vocabulary by implementing crossword puzzles in their English as a Foreign Language classroom and at the same time to present teachers useful material they could use on a regular basis. The lesson plans are friendly and clear so that teachers can apply and adjust them according to their needs. The lessons plans are divided into three stages: pre-task activities, task, and post-task, the last stage includes assignments, which motivate students to create their own crossword puzzles according to the topic studied in each topic.

6.8 PROPOSAL DEVELOPMENT

LEARNING ENGLISH VOCABULARY THORUGH CROSSWORD PUZZLES WORKBOOK

The focus of the learning English vocabulary through crossword puzzles workbook is to present English as a Foreign Language teachers and students with useful and dynamic material to improve vocabulary. The lesson plans were elaborated based on the contents of the English Center syllabus for Level One; nevertheless, the topics could be adapted according to the students' context and needs. Regarding the application time, students at the English Center have 6 hours of 60 minutes each every week; for that reason, the lesson plan corresponds to one effective class. All the material is included below.

LEARNING
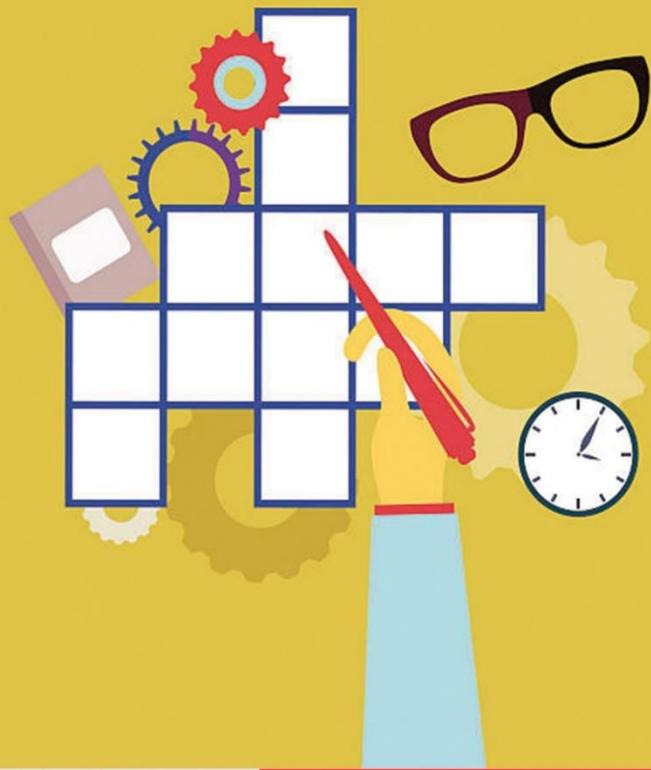
ENGLISH

VOCABULARY

TROUGH **CROSSWORD PUZZLES**

CECIBEL MORENO

INTRODUCTION

Dear teachers,

It is a real pleasure to share, "Learning English vocabulary through crossword puzzles workbook" with you. I have developed this workbook in order to provide additional material for improving students' vocabulary using crossword puzzles inside and outside classes. This innovative tool was chosen because it involves several useful skills including vocabulary, spelling, and word meaning. In this workbook, students will be able to find exercises with the purpose of expanding vocabulary. Therefore, the principal objective is to give students the opportunity to select the material they want to use to improve vocabulary.

Undoubtedly, each new word you learn opens your mind to new patterns of thought and reasoning that help you interpret the world intelligently. I am sure that this workbook will help students achieve academic and professional success.

INDEX

LESSON PLAN 1

GENERAL INFORMATION
Area: English
Level: First
Topic: Unit 1: Family members
Teacher: Cecibel Moreno N.

Table No 1: Lesson Plan 1

| CLASS OBJECTIVE	ACTIVITIES	RESOURCES
- To identify members of their family in English. - To learn family members words through crossword puzzles. - To assess vocabulary through different activities. - To learn possessive adjectives and form sentences. - To learn to introduce other people using simple sentences.	**- Pre-tasks** - Warm-up: Play bingo - Teacher explains the objective of session1. - Teacher shows a poster about a family tree and elicit students to identify each family member. - Students practice the pronunciation by watching family's video. https://www.youtube.com/watch?v=zNLRiB-qOAs **Tasks** - Teacher gives students a worksheet based on crossword puzzles. - Students complete the family crossword puzzles. - Teacher explains about verb To-Be. - Students practice sentences with family members by using possessive adjectives. *This is my father. His name is Juan. His hair is black and short.* **Post-fasks** - Teacher provides students a family tree worksheet and students complete it.	Photocopies of books Pencils Pens Worksheets with vocabulary activities

	- Teacher makes a feedback on the vocabulary about family members. **Vocabulary**: family members – father, mother, grandpa, grandma, brother, sister, aunt, uncle,etc. **Grammar**: To - Be / Possessive adjectives **Sentence Structures:** This is my father. This is my mother. **Assignment:** Students work in group of 4 in order to make their own crossword puzzles

Complete the crossword puzzle by writing the opposite of each word in the list below:

ACROSS	DOWN
1. Father	1. Niece
2. Brother	2. Uncle
3. Husband	3. Aunt
4. Cousin	4. Daughter
5. Sister	5. Mother
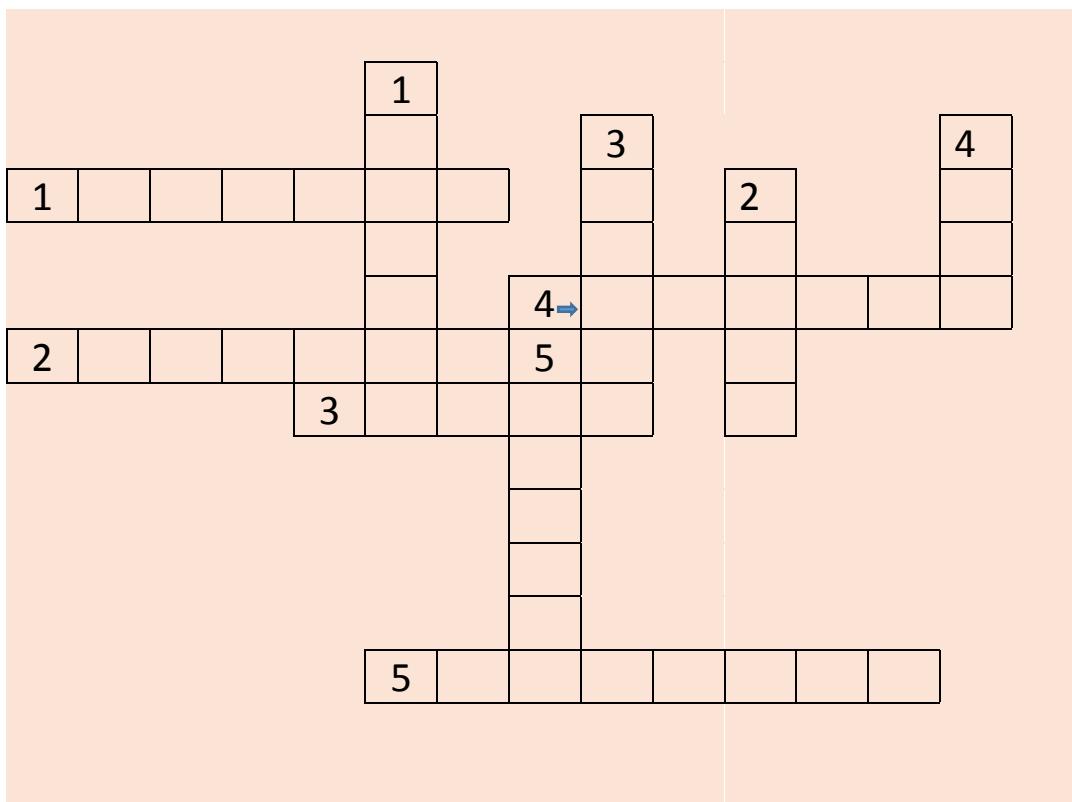
Autor: Moreno, A. (2019)

WORKSHEET # 2

Unscramble the following words to write family member names.

1. ehfrta   _____

2. mehtor   _____

3. hobrrte   _____

4. ons   _____

5. tuhgdaer   _____

6. rseits   _____

7. nuecl   _____

8. tuan   _____

9. gandetohrrm   _____

10. scunoi   _____

Read the sentences and write the correct family member word.

1. The sister of your wife is your   _____

2. The daughter of your brother is your   _____

3. The brother of your father is   _____

4. The wife of your brother is your   _____

5. The son of your uncle is your   _____

6. The daughter of aunt is your   _____

7. The mother of your cousin is your   _____

8. The son of your son is your   _____

WORKSHEET # 3

Match the items on the right to the items on the left.

Baby

Sister

Grandma

Mummy

Brother

Grandpa

Father

https://www.google.com

WORKSHEET # 4

Write the missing letters.

B____ b _____	S____ ____t ____r	D ___ ___ gh___ e ___
C ___ u ___ ___ n	N ___ ___ c ___	___ ep ___ e ___
F ___ ___ he ___	G ___ and ___ o ___ her	U ___ ___ l ___
___ u ___t	H ___ ___ b ___ ___ d	P ___ ___ en ___ s

Fill in the correct family member.

1. My mother's sister is my   _____

2. My daughter's brother is my   _____

3. My father's daughter is my   _____

4. My mum and dad are my   _____

5. My sister's son is my   _____

6. My aunt's son or daughter is my   _____

7. My father's brother is my   _____

8. My mother's father is my   _____

WORKSHEET # 5

Choose the correct answer.

1. My mother's daughter is my	3. My father's son is my
○ aunt	○ uncle
○ cousin	○ cousin
○ sister	○ brother
2. My mother's mother is my	4. My step-mother's son is my
○ auntie	○ step-brother
○ great aunt	○ brother-in-law
○ grandmother	○ step-son

Complete the sentences with the correct family members.

Family - relationship

https://www.google.com
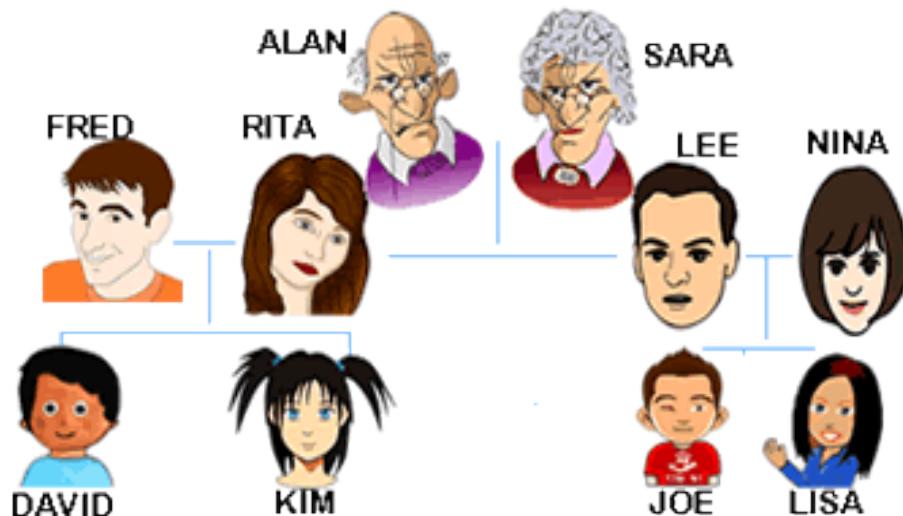
- Alan is my   _____.
- Kim is my   _____.
- Fred is Rita's   _____.
- Rita is Lisa's   _____.
- Nina is Rita's   _____.

WORKSHEET # 6

Draw a picture of your family and write about them.

………………………………………………………………………………………………………
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PARAGRAPH WRITING RUBRIC

Name: _____ Date: _____

CATEGORIES OF PERFORMANCE	Beginner (2)	Basic (4)	Intermediate (6)	Advanced (8)	Points
Topic sentence/ main idea	No evidence of a main idea.	Topic sentence is present but poorly written.	Topic sentence is complete.	Topic sentence is strong and clearly states the main idea.	
Body/supporting sentences (3-5 related sentences)	Random ideas are hard to follow.	Limited details to establish interest in the topic.	Body contains 3+ sentences. Mostly related details.	Consistent development of main idea.	
Concluding sentence	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.	
Organization	Paragraph lacks a clear focus. Confusing order of ideas.	Limited details. Show effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.	
Grammar and transitions	Many errors in grammar and spelling. There are 1-2 appropriately used bridge words	More than 5 errors in spelling and grammar. There are 3 appropriately used bridge words.	Less than 5 errors in spelling and grammar. There are 4 appropriately used bridge words	Accurate spelling grammar, and punctuation. There are more than 4 appropriately used bridge words	
				TOTAL	

_____   _____
Teacher's signature   **Student's signature**

9

WORKSHEET # 7

Fill in the blanks with the correct possessive adjectives.

I   _____ hat is brown.

You   _____ shirt is yellow.

He   _____ eyes are big.

She   _____ cap is blue.

It   _____ ears are pink.

We   _____ eyes are small.

You   _____ glasses are blue.

they   _____ hair is green.

FAMILY - CROSSWORD
READ THE CLUES AND COMPLETE THE CROSSWORD PUZZLE.

EclipseCrossword.com
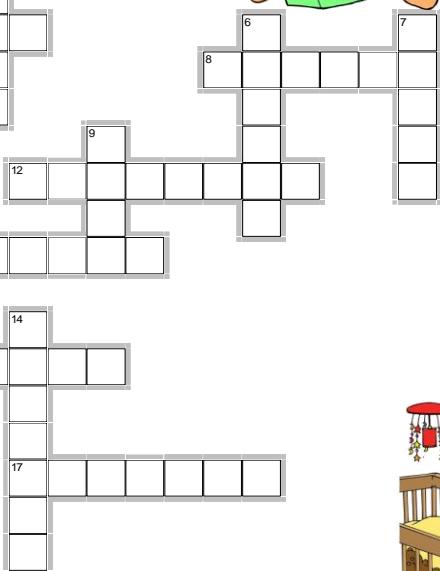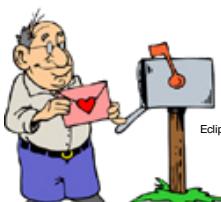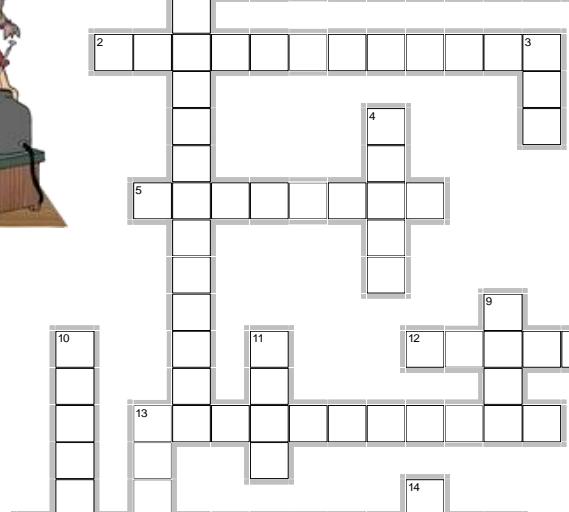
ACROSS

1. My father's mother is called Mary. She is my…
2. My parents' parents are still alive. All 4 are my….
5. I have one child, a girl called Anna. Anna is my….
8. Bill's father and my father are brothers. Bill is my…..
12. Peter is my son and Diana is my daughter. I have two…
13. My mother's father is called David. He is my…..
15. My son has got two children called Martha and John. They are my…..
16. Susan and I have the same parents. She is my……
17. I am married to Jim. He is my….
18. Jack is Bob's uncle. Bob is Jack's ...

DOWN

1. My daughter's daughter is called Mary. She is my…
3. Sue is Tim's mother. Tim is Sue's…..
4. Paul is Jane's uncle. Jane is Paul's….
6. I am Susan's son. She is my….
7. He is my father's brother. He is my…
9. I married Carol 25 years ago. She is my….
10. My parents are called John and Mary. John is my…
11. Rachel is my mother's sister. She is my…
13. My daughter's son is called Edward. Edward is my…
14. Paul and I have the same parents. He is my…

Retrieved from: https://en.islcollective.com/login

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO
LESSON PLAN 2

GENERAL INFORMATION

Area: English
Level: First
Topic: Unit 2: How many apples?
Teacher: Cecibel Moreno N.

Table No 2: Lesson Plan 2

| CLASS OBJECTIVE	ACTIVITIES	RESOURCES
- To learn the differences between there is and there are. - To describe their rooms to a partner using there is and there are in sentences. - To use a/an, some, and any with countable and uncountable nouns. - To make questions with how many? and how much? and answer them.	**Pre-tasks** - Warm-up: Hangman - Teacher gives students the opportunity to remember the vocabulary of last class through a crossword puzzle. - Teacher explains the objective of session 2. - Teacher shows a poster about food and drink. - Students point out that there are countable and uncountable nouns. - Teacher asks Ss: How many oranges are there? / How much milk is there? **Tasks** - Students practice pronunciation about countable and uncountable nouns. - Teacher explains the meaning of countable / uncountable nouns through examples. - Teacher allows students to play an alphabet game with food. - Teacher demonstrates the difference between there is / there are by using objects on her desk. - Students complete the worksheet about there is and there are. - Teacher explains a/an, some, and any with countable and uncountable nouns by using the names for rooms and furniture.	- Photocopies of books - Pencils - Pens - Worksheets with vocabulary activities. - Computer - Projector

	Post-tasks - Students compare their bedrooms at home with the room in the painting. - Teacher plays the audio and students practice the stress pattern in these words: armchair, bookcase, television. - Students describes what kind of furniture is in each room. - Students complete two crossword puzzles with the room and furniture and food and drink vocabulary. **Vocabulary:** numbers, food and drink, room and furniture, countable and uncountable nouns. **Grammar:** There is / There are - a/an, some, and any, how many and how much? **Sentence Structures:** There is some rice in the plastic bag. There are many vegetables on the table. How many carrots are there? How much cheese is there? **Assignment:** Students work in group of 4 in order to make their own crossword puzzles.	

Look at the pictures and complete the crossword puzzle with room and furniture words.

ACROSS

DOWN

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	
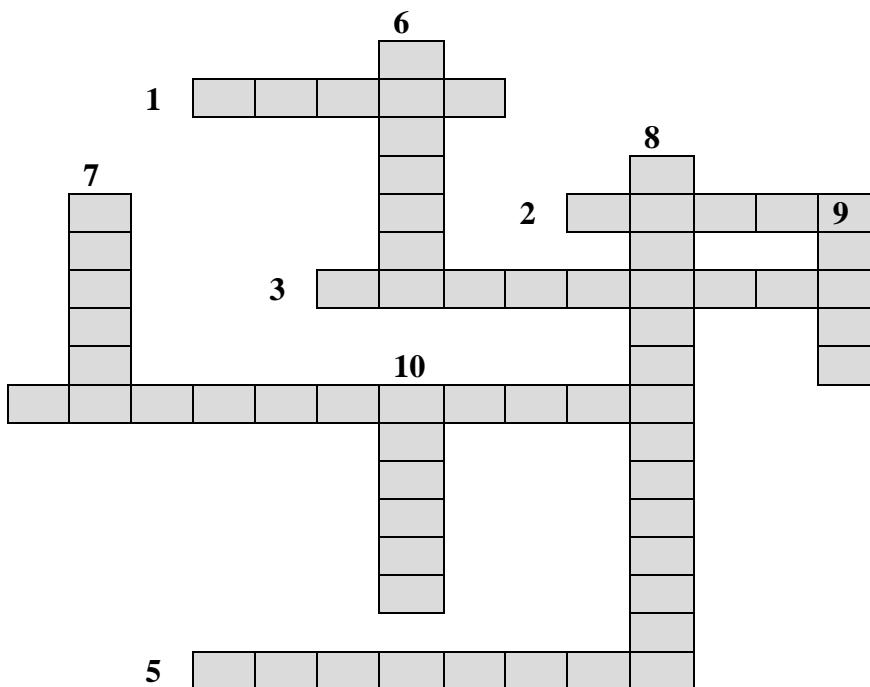
Author: Moreno, A. (2019)

Match the words and pictures

Biscuit

Bread

Meat

Cheese

Egg

Chocolate

Ice cream

https://www.google.com/search?q=meat&rlz=1C1CHBF_esEC823EC823&sourc
e=lnms&tbm=isch&sa=X&ved=0ahUKEwj4g5LRoNrgAhWs1lkKHdMdCRsQ_
AUIDigB&b

Fill in the blanks with "There is" or "There are"

a. _____ some sugar.
b. _____ two pounds of rice.
c. _____ many vegetables.
d. _____ a lot of potatoes.
e. _____ a few oranges.

WORKSHEET # 3

Label the objects and write their names in the chart.

https://www.google.com/search?q=salad&rlz=1C1CHBF_esEC823EC823&source=lnms&tbm=isch&sa=X&ved=0ahUKEwip__1oNrgAhWpuFkKHdysAUcQ_AUIDigB&biw=1242&bih=597#imgrc=YvCM18HT7IDCdM:

COUNTABLE NOUNS	UNCOUNTABLE NOUNS

WORKSHEET # 4

Fill the gaps with the correct word from the box.

> Fish / ice cream / vegetables / pizza / chocolate / rice / cheese / bread / egg / milk

1. _____ is brown and sweet.

2. _____ are all good for you.

3. A _____ is an animal that lives in water.

4. _____ is small, white grains and you can eat it with curry.

5. _____ comes from an animal.

6. _____can be yellow or white and is made from milk.

7. Chickens lay these! They are called _____.

8. What's your favourite _____ ? Chocolate, vanilla or strawberry?

9. _____ comes from Italy. It has tomato and cheese on it.

10. You need _____ to make a sandwich.

Write the missing letters

__ __ r l __ c	T __ __ __ __ o__ es	__ __ an __ __ s
C __ __ __ __ b __ __	__ an __ __ __ s	P __ __ __ er
L __ __ __ u __ __	S __ __ ad	C__ __ __ __ la __ e
P __ __ __ a	E __ __ s	R __ __ e

Using there is/ are + some/a/an/a lot of... describe 10 items in the fridge. You can also say what there isn't/aren't in the fridge.

https://www.google.com

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

Look at the pictures and write the missing letters.

T __ __ l __	__ __ __ h	__ l __ __ __	A __ __ __ __ a __ __
B __ __	F __ __ __ g __	L __ __ p	M __ __ r __ __
W _ _ _ r _ _ e	S __ __ k	S __ __ a	T __ __ __ __ is__ __ n

https://www.google.com

Look at the furniture above, classify them, and write in the boxes below.

Bedroom	Living room	Kitchen	Bathroom

Read the sentences and choose the correct answer.

a. The place in the home where we cook and prepare meals.

 b. kitchen

 c. bedroom

 d. garden

b. The place in the home where we sleep.

 b. bathroom

 c. garden

 d. bedroom

The place in the home where we wash and brush our teeth.

 b. bedroom

 c. bathroom

 d. living room

The place outside the home where we grow grass and flowers.

 b. garden

 c. stairs

 d. kitchen

The machine to carry us to a higher floor.

 b. balcony

 c. stairs

 d. lift

The place in the home where we watch TV or sit and relax.

 b. living room

 c. dining room

 d. front door

The place in the home where we eat our meals.

 b. dining room

 c. living room

 d. bedroom

Food and Drink Crossword puzzle
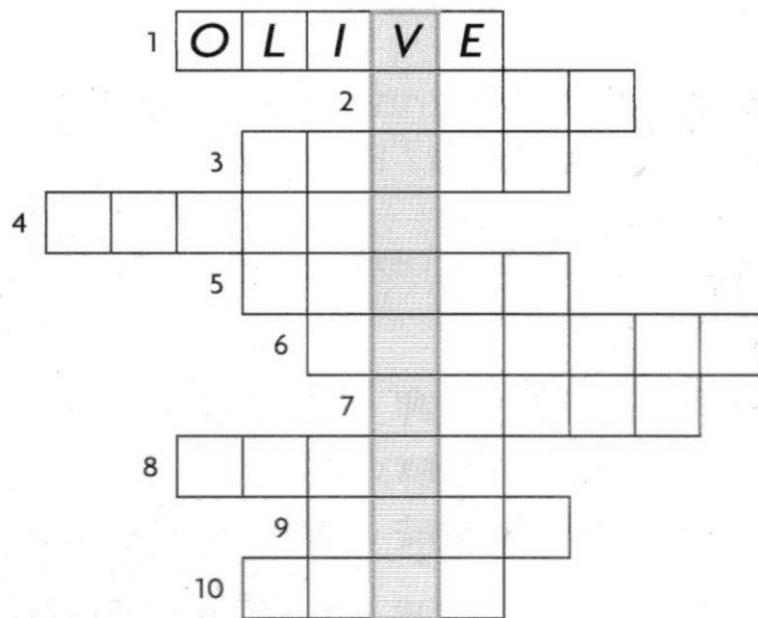
Fill in the gaps with words for food and drink.

1. __*Olive*__ is a good oil to use in cooking

2. They come from chickens and you can fry them or boil them: _____

3. A lot of people put this in coffee: _____

4. Lots of people drink _____ juice for breakfast.

5. I'd like a glass of mineral _____

6. They are orange and they grow under the ground. _____

7. You need _____ to make toast.

8. A round fruit that is usually red or green: _____

9. Chicken, lamb, and beef, for example. _____

10. Food that we get from sea: _____

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO
LESSON PLAN 3
GENERAL INFORMATION

Area: English
Level: First
Topic: Unit 3: My daily routines
Teacher: Cecibel Moreno N.

Table No 3: Lesson Plan 3

CLASS OBJECTIVE	ACTIVITIES	RESOURCES
To learn vocabulary about days of the week, time and daily routine. To practise the present simple focus on 1st and 3rd person singular affirmative and questions. Read and write days of the week to talk about daily routines and different times of the day. To develop students' understanding and spelling of common everyday verbs, e.g. go to bed, work, want etc.	- **Pre-tasks** - Warm up: Daily routine charades - Teacher gives students the opportunity to remember the vocabulary of last class through a crossword puzzle. - Teacher explains the objective of session 3. - Teacher writes the following five questions on the board: ❖ What time do you get up? ❖ What time do you take a shower? ❖ What time do you eat breakfast? ❖ What time do you go to the library? ❖ What time do you go to sleep? - Students answer the questions by using the time. **Tasks** - Teacher explains them about the time and students complete the worksheet. - Students practice telling time on digital and analog clocks.	Photocopies of books Pencils Pens Worksheets with vocabulary activities

|		
	- Teacher dictates 4 times and students write down in their notebooks. - Teacher reviews daily routine by asking yes/no, either/or questions. **Post-tasks** - Students use their daily routine homework to tell their partners about their daily routine. - Students read story about Darlyn' week and complete the worksheet. - Teacher places a grid on the board and writes: What do you do from Monday to Friday? - Students practice the days of the week and complete the worksheet. **Vocabulary**: Wake up, eat breakfast, wash face, get dressed, leave the house, study, eat lunch, go home, eat dinner, take a bath, do homework, go to sleep…. What time is it? Days of the week **Grammar:** Present simple – third singular person. **Sentence Structures:** I wake up at 6:00 a.m. She goes to the school at 6:30 **Assignment:** Students make their own crossword puzzles.	

Read the instructions about the days of the week and complete the crossword puzzles below.

ACROSS	DOWN
1. What day comes after Monday?	5. What day comes before Friday?
2. What day comes before Sunday?	6. What day comes after Thursday?
3. What day comes before Thursday?	7. What day comes before Monday?
4. What day comes after Friday?	

Author: Moreno, A. (2019)
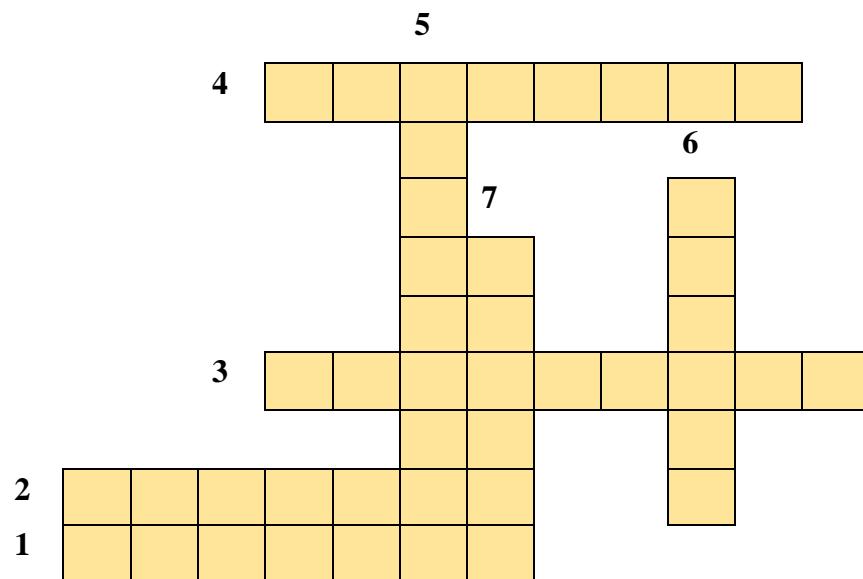
WORKSHEET # 2

Write the time

_____

_____

https://www.google.com

Write the following times in English.

1. 3:00_____

2. 4:00 _____

3. 2:25 _____

4. 9:10 _____

5. 10:30 _____

6. 6:15 _____

Choose the correct words.

	COUK		DENCE
	COOK		DAUNCE
	COOCK		DANCE
	DRINK		EAT
	DRENK		AET
	DREENK		IT
	PEINT		REED
	PAINT		RAED
	PEYNT		READ
	RON		SING
	RUN		SEANG
	ROUN		SEENG
	SPEEK		SUIM
	SPEAK		SWUIM
	SPIK		SWIM
	WOURK		WRAIT
	WORK		WREITE
	GOURK		WRITE

https://www.google.com

WORKSHEET # 4

DARLYN´S WEEK

Look at the pictures and read the paragraph to complete activities.

Darlyn is really busy. She has two children and she works part-time. Every morning she wakes up at 5:00 a.m. At 6:00 a.m. she helps her children get ready for school. At 7:00 they go outside and wait for the school bus. After that, Darlyn drives to piano lessons. She practices piano with the other students in the class. She goes to the academy from 9:15-11:15. At 12:00, Darlyn goes to work. She works for four hours. She is an English teacher. She works at the university. At 4:30 Darlyn gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

Darlyn's Week

Write YES or NO.

1. _____ 1. Darlyn works full-time

2. _____ 2. Darlyn goes to the academy for 2 hours a day.

3. _____ 3. Darlyn works in a hospital.

4. _____ 4. Darlyn has 4 children.

5. _____ 5. Darlyn can drive.

Write the answers.

6. What is Darlyn's job? _____

7. What time does Darlyn pick up her children? _____

8. What time does Darlyn finish work? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____ _

Daily Schedule Read the story. Write about Darlyn's schedule

5:00 a.m	
6:00 a.m	
7:00 a.m	
9:00 a.m	Darlyn goes to the academy (9:15 – 11:15)
4:30 a.m.	

Write the correct verb in the box below the picture.

do homework / take a nap / have breakfast   / have lunch   /   go to school

brush your teeth   / wake up / have a shower   / go to work /   go home /

make the bed /   have dinner /

https://www.google.com

WORKSHEET # 7

Read the actions and put them in the order of a normal day.

Go home	1. _____
Have dinner	2. _____
Go to bed	3. _____
Wake up	4. _____
Have lunch	5. _____
Go to school	6. _____
Do homework	7. _____
Have breakfast	8. _____
Get up	9. _____

Write the best word to complete the sentences.

1. I usually _____ up at 6.00 a.m. when my alarm clock goes off.

2. I _____ lunch in the school canteen at 1 p.m.

3. In my family we usually _____ dinner at about 6 p.m.

4. My school finishes at 3 p.m. and then I _____ home by bus.

5. On the weekends, I _____ to bed later than on weekdays.

6. My alarm clock goes off at 8 a.m. on Sunday but I don't _____ up

until 8.30 a.m.

7. I always _____ my teeth before I go to bed.

8. On weekdays, I _____ to school with my friends at 9.00 a.m.

ASSESSMENT TOOL FOR LESSON PLAN 3
Read and complete the crossword puzzles.
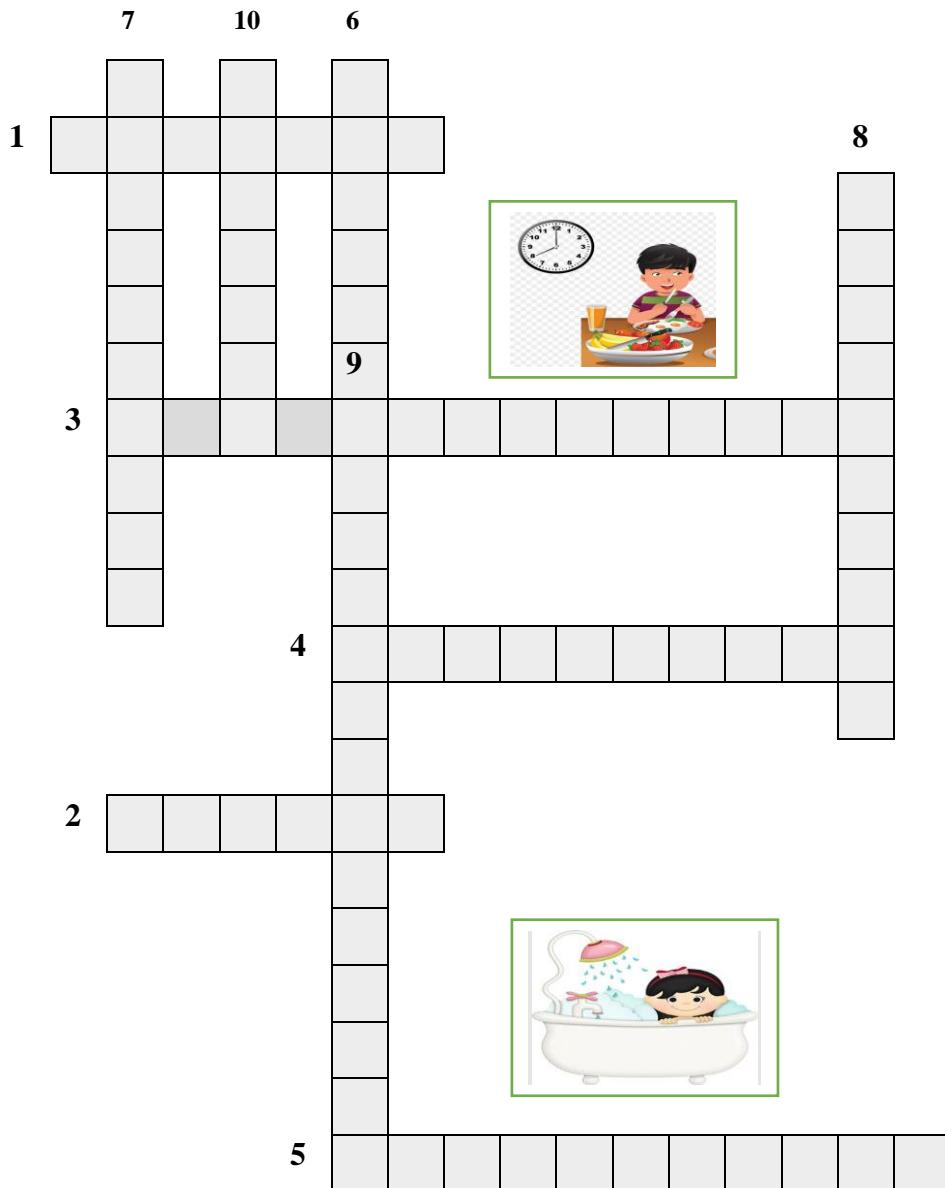
ACROSS	DOWN
1. You do this after a long day and just before you fall asleep.	6. You do this after you wake up.
2. You do this when your alarm clock goes off in the morning.	7. You do this so you can meet your friends and learn new things.
3. You do this in the morning because it is the most important meal of the day.	8. You do this after school because your teacher will get angry if you don't.
4. You do this at the dinner table with your family.	9. Your dentist will be pleased if you do this twice a day.
5. You do this to make your body and hair clean.	10. You do this in the afternoon when your classes at school have finished.

Retrieved from: http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO
LESSON PLAN 4
GENERAL INFORMATION

Area: English
Level: First
Topic: Unit 4: Can you run fast?
Teacher: Cecibel Moreno N.

Table No 4: Lesson Plan 4

| CLASS OBJECTIVE	ACTIVITIES	RESOURCES
- To learn about can and can't for ability. - To ask and answer questions about ability using the 'can/can't' - To develop and practice vocabulary: simple actions. - To describe different places in town.	**Pre-Tasks** - Warm –up: "Teacher says" -Teacher gives students the opportunity to remember the vocabulary of last class through a crossword puzzle. - Teacher explains the objective of session 3. - Teacher asks their students to think about all of the things they can do. - Students response by saying, "I can cook. **Tasks** - Teacher explains about can / can't for ability in the present and the conjunction but for contrast. - Students complete the sentences individually. - Teacher asks students what can a rabbit / fish / dog / bird do? - Students work in pair and create a crossword puzzle focused on animals. **Post-tasks** - Teacher plays the audio and students practice the stress pattern	Photocopies of books Pencils Pens Worksheets with vocabulary activities

in these words: <u>res</u>taurant, <u>book</u>shop, <u>li</u>brary, etc. - Teacher shows a poster with some places and ask students what can people do in a museum / cinema / restaurant / library / gym? - Students complete a crossword puzzle based on places. - Teacher encourages students to work in pairs to write questions by using can. - Teacher reads out the words regarding animals and places and practice the pronunciation as a class. - Students complete the words with the missing letters. **Vocabulary**: action verbs –jump, run, swim, fly, walk, clap, write etc. / Places in town / Animals **Grammar**: Can – Can´t , Contrasting conjunction: But **Sentence Structures:** - Can you run fast? - Yes, I can. - No, I can't. **Assignment:** Students make their own crossword puzzles.	

Write the missing letters in the blanks to complete the action verbs vocabulary and then fill in the crossword puzzle.
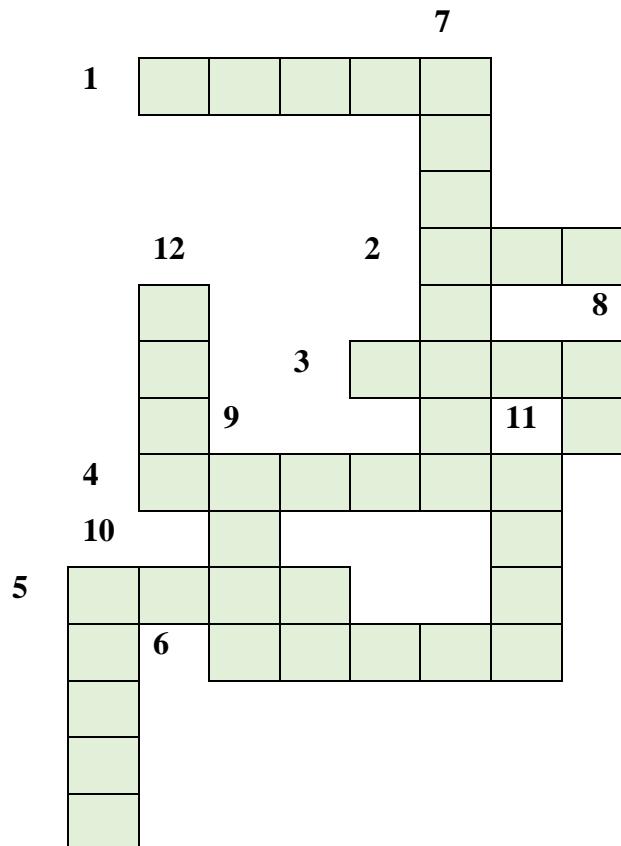
ACROSS	DOWN
1. D ___ N ___ E	7. E ___ E ____ C _____ S _____
2. R ____ N	8. G ____
3. S ___ N ____	9. R ____ A _____
4. W ___ I _____ E	10. P _____ I _____ T
5. P ____ A _____	11. C ____ O _____
6. D ____ I _____ K	12. S _____ O _____

Author: Moreno, A. (2019)

WORKSHEET # 2

Which one is correct? Common spelling mistakes

a. raebbit b. rabbit c. rabibt		a. horse b. hourse c. hors	
a. monki b. monkey c. mokey		a. elepfant b. elepant c. elephant	
a. sneik b. snake c. snaik		a. turtles b. tutles c. tortles	

https://www.google.com

Match the words to the pictures and write the missing letters

S___ e ___ p

T ___ r k ___ y

C___ i c k ____ n

B ___ ___ d s

G ___ ___ t

35

WORKSHEET # 3

Write can or can't

	Cats _____ sing a song but they _____ drink milk.
	Birds _____ fly but they _____ run.
	Monkeys _____ drive but they _____ climb a tree.
	Fish _____ swim but it _____ play the guitar.
	Dogs _____ eat a bone but they _____ speak.
	Turtles _____ walk slowly but they _____ jump.
	Cows _____ eat grass but they _____ ride a bike.
	Rabbits _____ drink milk but they _____ eat carrots.

WORKSHEET # 4

Choose the correct combination in the following sentences

a. _____ you speak in English? Yes, I _____

- o can / can
- o can / can't

b. I'm sorry I _____ help you today, I'm so tired.

- o can't
- o can

c. I _____ ride a motorbike but I _____ drive a taxi.

- o can / can't
- o can / can

d. I have an exceptional talent, I _____ touch my nose with my tongue _____ you?

- o Can't / can
- o Can/ can

e. _____ I sing a romantic song please? Yes, of course you _____

- o can / can
- o can / can't

Put the words in the correct order to make sentences.

very | play | my | can | brother | football | well

 ....

homework | with | you | I | can | help | your

....

in | Sue | English | can't | read

....

you | it | I | about | cannot | tell

....

make | can | your | mum | cakes | delicious.

……………………………………………………………………..

WORKSHEET # 5

Find the activities and write them in the correct boxes.

	I know many sports. I can **skate** and I can play soccer. I can play baseball too because we are learning at school! But I can't play volleyball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak Italian or French but I can speak English of course!
https://www.google.com	

THIGS I CAN DO	THINGS I CAN´T DO
Skate	

Find the mistake, underline it and write the correct word.

a. I can swimming.   _____swim_____

b. She cans ride a bike.   _____

c. Can you to play cricket?   _____

d. He not can speak English.   _____

e. Can swim they fast?   _____

f. She can't ate 20 cakes!   _____

Make sentences that are true for you.

a. speak English: _____I can speak English._____

b. drive a car: _____

c. swim: _____

d. play tennis: _____

e. ride a bike: _____

f. play chess: _____

WORKSHEET # 6

Look at the pictures and write the correct place.

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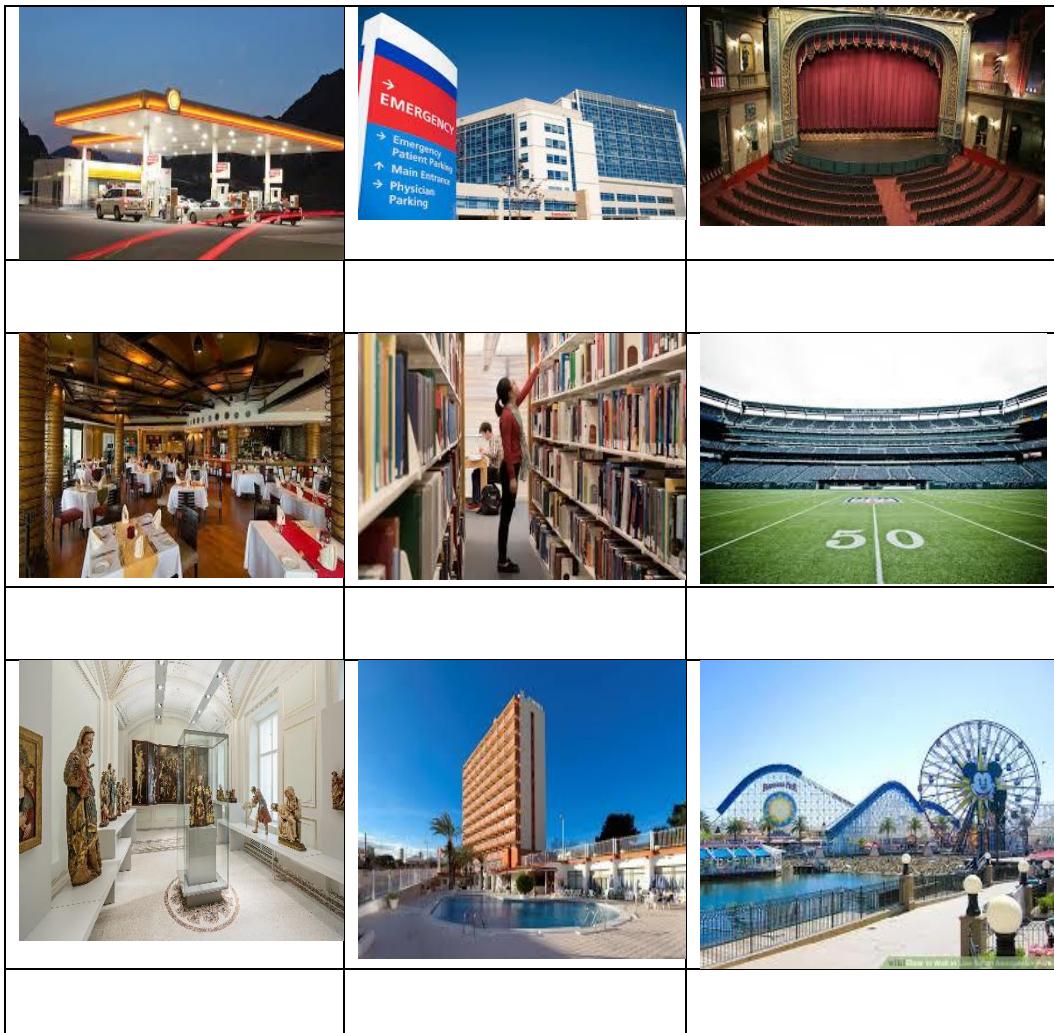
Match the words with the definitions.

RESTAURANT / BANK / STADIUM / CINEMA / LIBRARY

- A place where people save money.   _____

- A place where people borrow books.   _____

- A place where people watch a movie.   _____

- A place where people can have lunch.   _____

- A place where people play soccer.   _____

Read and complete the crossword puzzle.
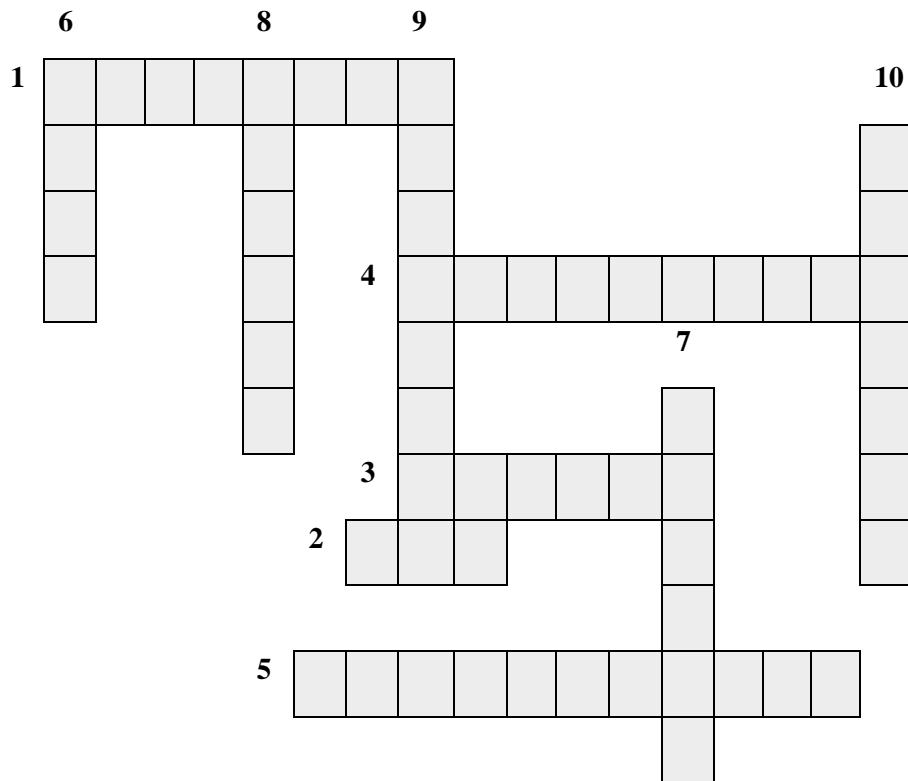
ACROSS ⟶	DOWN ↓
1. A place where you can by books.	6. A place where you can save money.
2. A place where you can do exercises.	7. A place where you can buy bread and cakes.
3. A place where you can watch movies.	8. A place where you can learn new things.
4. A place where you can eat.	9. A place where you can buy medicines.
5. A place where you can buy food and drinks.	10. A place where you can buy dogs, cats, etc.

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Using the picture as clues, write the names of the animals. Fill in the puzzle blocks with the spelling of the animals.
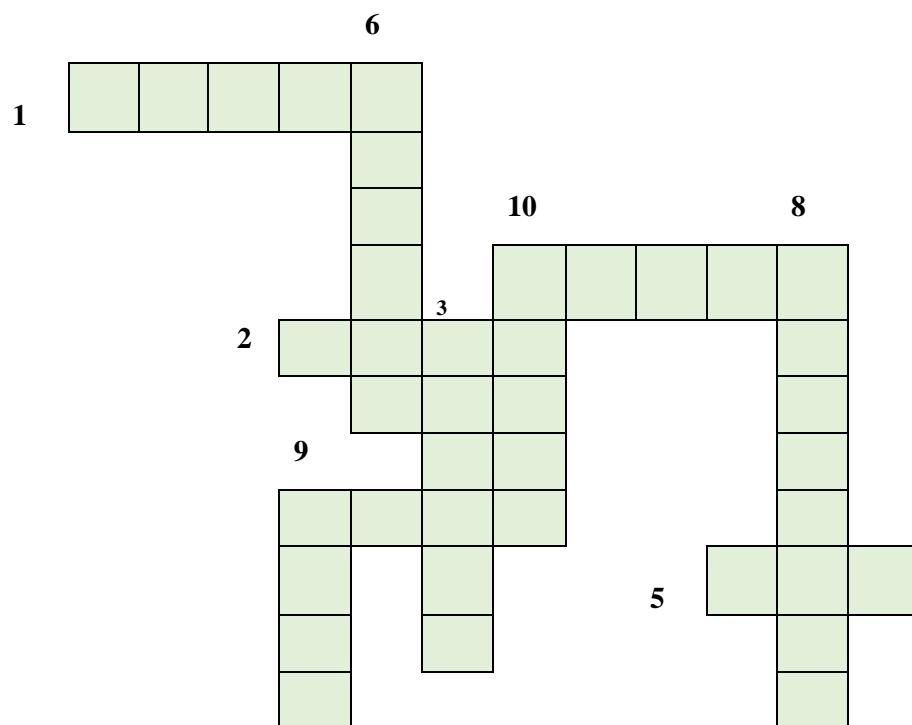
	ACROSS			DOWN			
_____	1	_____	2	_____	6	_____	7
_____	3	_____	4	_____	8	_____	9
_____	5			_____	10		

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

LESSON PLAN 5

GENERAL INFORMATION

Area:	English
Level:	First
Topic:	Unit 5: Clothes & Colors - What are you wearing?
Teacher:	Cecibel Moreno N.

Table No 5: Lesson Plan 5

CLASS OBJECTIVE	ACTIVITIES	RESOURCES
- To learn vocabulary for colors, for clothes, as well as give opinions about people's clothes. - To introduce the present continuous with affirmative, negative and questions. - To describe what people are wearing. - To provide Ss practice and increase Ss' fluency on using present continuous through drills. - To learn to describe clothes using colors.	**Pre-tasks** - Warm-up: Whispering game - Teacher gives students the opportunity to remember the vocabulary of last class through a crossword puzzle. - Teacher explains the objective of session 4. - Teacher describes to students that a present continuous verb is describing what a person is doing right now. Give examples of the present continuous by explaining what you are doing. For example: • I am teaching _____. **Tasks** - Teacher explains about spelling rules and the present progressive is formed by the verb **to be** in the present simple plus the **-ing form** of the verb. - Students write grammatically correct sentences and questions on the notebook and practice in pairs. - Teacher shows a poster and asks them what the people are doing. - Students reply he is dancing, she is sleeping, they are drinking, etc. **Post- tasks**	

	- Teacher shows a video and students create a crossword puzzle according to the video. (http://learnenglishteens.britishcouncil. org/grammar/beginner-grammar/present-continuous) - Teacher shows students clothes vocabulary through a crossword puzzle. - Students look at the pictures of people wearing different types of clothing. Students write descriptions, e.g., She's wearing a pink dress.
	
	Vocabulary: clothes and colors – T-shirt, yellow, shorts, purple, pink, red, green, etc.
	Action verbs –jumping, running, swimming, flying, walking, clapping, writing etc.
	
	Grammar: Present Continuous Tense
	
	Sentence Structures:
	  o Are you running?
	  o Yes, I am / No, I´m not
	  o What are you doing?
	  o I'm watching TV.
	  o What is she wearing?
	  o She's wearing a pink dress.
	
	Assignment: Students complete the crossword puzzles.	

Complete the crossword puzzle with the following colors from the box.

BLACK / BLUE / GREEN / ORANGE / PINK / PURPLE / RED / WHITE /

YELLOW / GRAY

Retrieved from:
https://www.esolcourses.com/content/exercises/crosswords/6/crossword.html
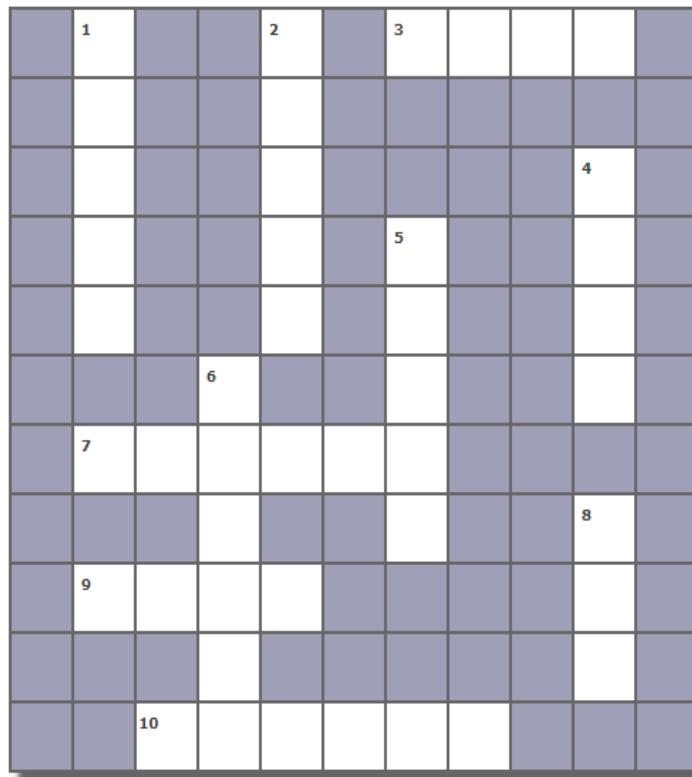
Write down the ing form of the following words. Mind the exceptions in spelling.

1. make   _____
2. have   _____
3. sit   _____
4. run   _____
5. lie   _____
6. stop   _____
7. model   _____
8. get   _____
9. travel   _____
10. tie   _____

Choose the best option.

- **Making** o right spelling o wrong spelling - **Skiing** o right spelling o wrong spelling - **Refuseing** o right spelling o wrong spelling - **Liking** o right spelling o worng spelling	- **Stopping** o right spelling o wrong spelling - **Boxing** o right spelling o wrong spelling - **Using** o right spelling o wrong spelling - **Lyeing** o right spelling o wrong spelling

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WORKSHEET # 3

Choose the correct present progressive form.

1. **Look! Chris _____in the garden.**
    - am working
    - are working
    - is working

2. **I _____ TV at the moment.**
    - are watching
    - am watching
    - is watching

3. **We _____ a poem.**
    - is reading
    - are reading
    - am reading

4. **She _____ the drum.**
    - am playing
    - are playing
    - is playing

5. **Listen! Sue and John _____ now.**
    - is singing
    - are singing
    - am singing

Find the mistake, underline it and write the correct sentence.

a. I'm meet my sister after school. _____

b. My grandpa comes to dinner tonight._____

c. I go to the doctor next week. _____

d. You are stay at hotel tonight._____

e. My parents is playing baseball on Sunday._____

Find the ing-form of the verbs in the word search.

WHAT ARE THEY DOING?

```
L  I  S  T  E  N  I  N  G  S  U  F  X  J  V  Q
N  C  C  L  E  A  N  I  N  G  O  U  N  T  D  D
N  B  N  X  T  G  E  P  L  A  Y  I  N  G  N  G
J  Y  U  U  A  W  S  C  X  X  D  S  W  L  N  J
D  M  J  S  K  A  T  E  B  O  A  R  D  I  N  G
B  G  B  X  I  U  U  C  E  I  R  G  H  S  N  O
Q  E  W  E  N  Y  D  Q  G  R  P  G  N  I  C  R
V  E  X  S  G  R  Y  N  U  X  U  O  P  Q  R  E
F  W  A  T  C  H  I  N  G  A  J  E  J  P  Y  A
I  D  V  N  Q  K  N  I  L  I  E  T  D  N  I  D
G  Q  W  X  N  H  G  S  Z  L  V  A  A  H  N  I
H  D  C  I  Z  Q  V  O  S  F  K  L  N  N  G  N
T  R  R  E  A  T  I  N  G  W  B  K  C  J  F  G
I  D  J  D  R  U  N  N  I  N  G  I  I  I  S  X
N  Z  N  S  D  D  M  H  R  F  L  N  N  I  P  F
G  U  G  O  I  N  G  D  L  Q  Z  G  G  N  X  W
```
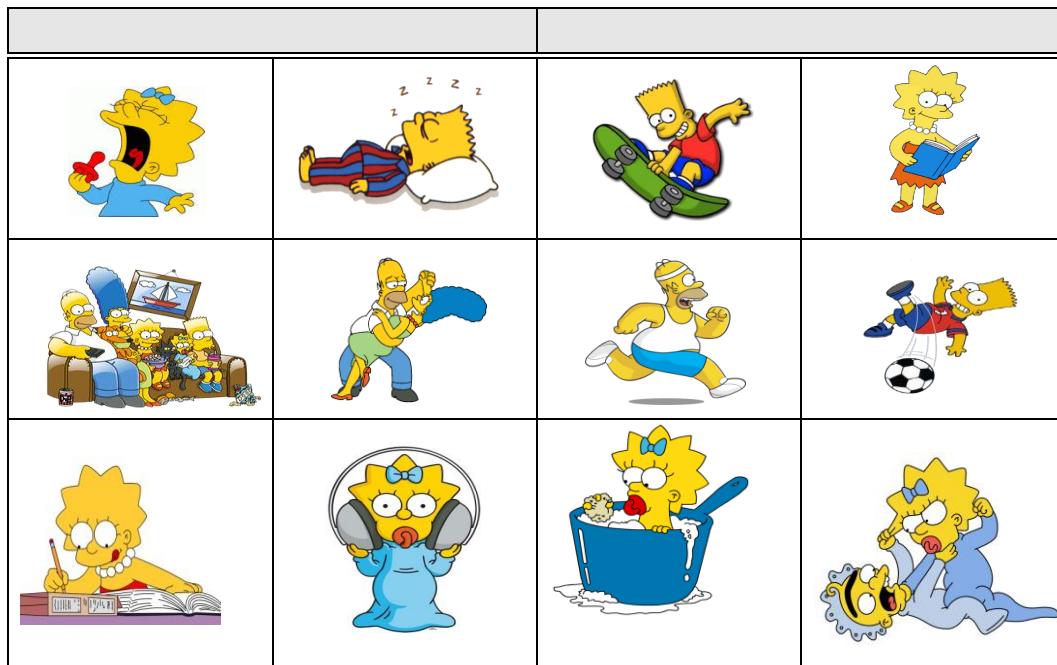

Adapted the pictures from: https://en.islcollective.com

WORKSHEET # 5

Imagine you are a famous movie star! What are you doing tomorrow? Write about your arrangements and draw a picture!

At 9:00, I'm going to the hairdresser. At 10:00, I'm filming a new scene. At 11:00 ………………….

………………………………………………………

………………………………………………………

………………………………………………………

………………………………………………………

………………………………………………………

………………………………………………………

What are you wearing today?

1. T_____S

2. T-_____T

3. S_____S

4. D_____S

5. S_____T

6. P_____ A

7. B_____S

8. S_____S

9. T_____E

WORKSHEET # 6

What are you wearing today?

Today I'm wearing

_____

_____

What's your friend wearing today?

Today _____ is

_____

_____

Match the words with the pictures

HAT

SHOES

SHORTS

SCARF

SOCKS

HIGH HEELS

JUMPER

DRESS

T-SHIRT
SWEATSHIRT

COAT
TROUSERS

SKIRT

Look at the pictures and complete the clothes crossword puzzle.

ACROSS ➡️

https://www.google.com/

DOWN ⬇️

Adapted from: https://www.eslgamesplus.com/clothes-crossword/
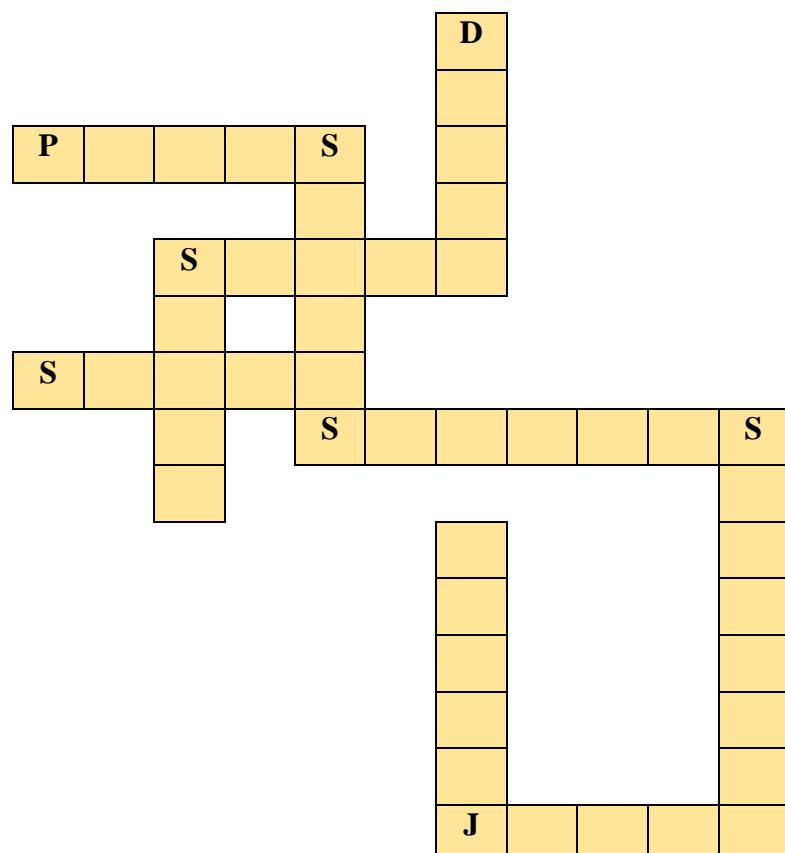
Write the missing clothing words and complete the crossword puzzles.

ACROSS	DOWN
1. S__ __ r __	1. T-s __ __ __ __
2. R__ in __ o __ __	2. N__ ck __ a __ __
3. B__ __ t	3. D__ e __ __
4. Bl __ u __ e	4. S__ i __
5. Sk __ __ __	5. B__ o __ __

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WORKSHEET # 1	WORKSHEET # 2
Question 1	

WORKSHEET # 1		WORKSHEET # 2	
Across	**Down**	**Question 1**	**Question 2**
mother	nephew	1.- Father	1.- Sister in-law
sister	aunt	2.- Mother	2.- Niece
wife	uncle	3. Brother	3.- Uncle
cousin	son	4.- Son	4.- Sister in-law
brother	father	5.- Daughter	5.- Cousin
		6. Sister	6.- Cousin
		7.- Uncle	7.- Aunt
		8.- Aunt	8.- Grandson
		9- Cousin	

WORKSHEET # 3	WORKSHEET # 4	
Match the pictures	**Question 1**	**Question 2**
	1.- Baby	1.- Aunt
	2.- Sister	2.- Son
	3.- Daughter	3.- Sister
	4.- Cousin	4.- Parents
	5.- Niece	5.- Nephew
	6.- Father	6.- Cousin
	7.- Grandmother	7.- Cousin
	8.- Uncle	8.- Uncle
	9.- Aunt	9.-Grandfather
	10.- Husband	
	11.- Parents	

WORKSHEET # 5		WORKSHEET # 6
Question 1	**Question 2**	**Cecibel's family**
1.- Sister	1.-Grandfather	My family is very big. My father's name is Miguel. He is 68. His favorite color is black. His birthday is in February. My mother's name is Inès. She is 64. Her favorite color is pink. Her birthday is in February. My sister's name is Jacky. Her favorite color is pink. Her birthday is in May.
2.- Grandmother	2.- Sister	
3.- Brother	3.- Husband	
4.- Brother in-law	4.-Niece	
	5.- Sister in-law	

WORKSHEET # 7	WORKSHEET # 8
1.- My	
2.- Your	
3.- His	
4.- Her	
5.- Its	
6.- Our	
7.- Your	
8.- Their	

ANSWER KEY - LESSON PLAN 2

WORKSHEET # 1	WORKSHEET # 2
ACROSS **DOWN** Chair Picture Lamp Fridge Telephone Washing machine Television Table Bookcase Shower	- There is some sugar. - There are two pounds of rice. - There are many vegetables. - There are a lot of potatoes. - There are a few oranges.

WORKSHEET # 3	WORKSHEET # 4
Countable **Uncountable** banana bread apple coffee flower garlic eggs milk sandwich honey peach salad vegetables potatoes	chocolate garlic vegetables tomatoes fish bananas rice cucumber milk pepper cheese lettuce egg salad ice-cream chocolate pizza pasta bread eggs rice

WORKSHEET # 5	WORKSHEET # 6
1.- table 2.- bath 3.- clock 4.- armchair 5.- bed 6.- fridge 7.- lamp 8.- mirror 9.- wardrobe 10.- sink 11.- sofa 12. television	- There are a lot of carrots. - There is some beer. - There are some oranges. - There are a lot of pears. - There are a few apples. - There are many grapes. - There are a lot of sausages. - There is a little lettuce. - There is some juice. - There is some chicken.

WORKSHEET # 7	WORKSHEET # 8
Question 1 **Question 2** 1.- kitchen 1.- bed 2.- bedroom 2.- lamp 3.- bathroom 3.- wardrobe 4.- garden 4.- clock 5.- lift 5.- armchair 6.- living room 6.- sofa 7.- dining room 7.- television	**Question 1** 1.- olive 6.- carrots 2.- eggs 7.- bread 3.- sugar 8.- apple 4.- orange 9.- meat 5.- water 10.- fish

ANSWER KEY - LESSON PLAN 3

WORKSHEET # 1	WORKSHEET # 2
Across **Down** Tuesday Thursday Saturday Wednesday Wednesday Sunday Saturday	- It's three o'clock. - It's four o'clock. - It's twenty five past two. - It's ten past nine. - It's half past ten. - It's quarter past six.
WORKSHEET # 3	**WORKSHEET # 4**
cook dance drink eat paint read run sing speak swim work write	**Q.1** **Q.2** No She´s an English teacher. Yes She picks up her children. No She finishes at 4 pm. No Yes
WORKSHEET # 5	**WORKSHEET # 6**
1. What time does Darlyn wake up? The answers vary **Q.2**. Darlyn wakes up Darlyn helps her children get ready for school. Darlyn waits for the school bus. Darlyn gets her children.	wake up have lunch have breakfast do homework take a nap have a shower go to school have dinner go to work make the bed brush your teeth go home
WORKSHEET # 7	**WORKSHEET # 8**
wake up wake get up have have breakfast have go to school go go home go have lunch get do homework brush have dinner go go to bed	**Across** **Down** go to bed get up wake up go to school have breakfast do homework have dinner brush your teeth have a shower go home

ANSWER KEY - LESSON PLAN 4

WORKSHEET # 1		WORKSHEET # 2	
Across	**Down**	rabbit	sheep
dance	exercise	horse	turkey
run	go	monkey	chicken
sing	read	elephant	birds
write	paint	snake	goat
play	cook	turtle	
drink	show		

WORKSHEET # 3	WORKSHEET # 4
Can´t - can	- My brother can play football very well.
Can - can't	- I can help you with your homework.
Can't - can	- Sue can't read in English.
Can - can't	- I cannot tell you about it.
Can - can't	- Your mom can make delicious cakes.
Can - can't	
Can - can't	
Can't - can	

WORKSHEET # 5		WORKSHEET # 6	
		Q.1	**Q.2**
Play soccer	I can drive a car.	gas station	bank
Play baseball	I can swim.	hospital	library
Speak English	I can't play tennis	theater	cinema
Play volleyball	I can ride a bike.	restaurant	restaurant
Speak Italian	I can't play chess.	library	stadium
		stadium	
		museum	
		hotel	
		amusement park	

WORKSHEET # 7		WORKSHEET # 8	
Across	**Down**	**Across**	**Down**
library	bank	tiger	rabbit
gym	bakery	fish	spider
cinema	school	snake	elephant
restaurant	pharmacy	dog	goat
supermarket	pet shop	cat	sheep

ANSWER KEY - LESSON PLAN 5

WORKSHEET # 1		**WORKSHEET # 2**	
green	white	making	right
pink	blue	having	right
black	orange	sitting	wrong
purple	red	running	wrong
gray	yellow	lying	right
		stopping	right
		modelling	right
		getting	wrong
		travelling	
		tying	

WORKSHEET # 3		**WORKSHEET # 4**	
is working	meeting	**What are they doing?**	
am watching	is coming	crying	skateboarding
are reading	an going	sleeping	reading
is playing	staying	watching	running
are singing	are playing	dancing	playing soccer
		studying	taking
		listening	fighting

WORKSHEET # 5		**WORKSHEET # 6**	
trousers	skirt	**The answers vary**	
t-shirt	pajama		
shoes	boots		
dress	sandals		
tie			

WORKSHEET # 7		**WORKSHEET # 8**	
Across	**Down**	**Across**	**Down**
pants	dress	shirt	t.shirt
shoes	short	raincoat	necklace
shirt	skirt	belt	dress
sandals	sneakers	blouse	suit
jeans	jumper	skirt	boots

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ANNEXES

ESPOCH

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

Riobamba 23 de marzo, 2018

Doctora
Angela Cecibel Moreno
DOCENTE CENTRO DE IDIOMAS – ESPOCH
Presente. -

De mi consideración,

Luego de expresarle un saludo cordial, en contestación al oficio presentado a la Dirección del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo, me permito comunicarle que se le ha asignado los paralelos "H" – "I" del nivel I, para que pueda proceder con su investigación.

Particular que informo para los fines consiguientes.

Atentamente,

Lic. Washington Mancero
DIRECTOR

URKUND

Urkund Analysis Result

Sources included in the report:

Seventh draft - Cecibel Moreno.docx (D29403069)
TESIS ADRIANA FINAL 2.docx (D33306252)
Fourth draft-Cecibel Moreno.docx (D29403066)
TESIS.docx (D38309759)
https://www.symposia.ir/ELSCONF03
https://text-id.123dok.com/document/8yd7o4r6y-the-advantages-of-using-crossword-puzzles-in-teaching-vocabulary.html
https://text-id.123dok.com/document/4yr3gl48y-the-disadvantages-of-crossword-puzzles.html

Instances where selected sources appear:

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ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO
LANGUAGE CENTER
PRE-TEST
Crossword puzzles and the acquisition of university students' vocabulary
April 9th, 2018
Cecibel Moreno

Please read the instructions carefully before you answer.

SPELLING

1. Form compounds by matching the given words with those from the drop down menu. (1 point)

1.	bath	_____	a.	father
2.	match	_____	b.	shelf
3.	grand	_____	c.	room
4.	book	_____	d.	table
5.	time	_____	e.	box

2. Make the words that match by joining up the letters. (1 point)

3. Write the words including the given endings into the gaps. Mind the spelling rules. (1 point)

1.	baby + s = _____	6.	destroy + ed = _____
2.	way + s = _____	7.	holiday + s = _____
3.	country + s = _____	8.	fly + s = _____
4.	crazy + er = _____	9.	trendy + est = _____
5.	city + s = _____	10.	copy + s = _____

WORD MEANING

4. Fill the gaps with the correct word from the box. (1 point)

> free – language – queen – cuisine – capital – artist - buildings

London is the _____ city of England situated on the bank of the River Thames. It is an old and historic city with many famous _____, parks and places of interest to visit. Many tourists go to Buckingham Palace, where the _____ lives, as it is one of the most recognizable places in the city.
There are also many museums and galleries and many of them include _____ entry. Some of the world's most famous _____ exhibit their artwork in London's galleries.
London is also a multicultural city with people from all over the world. Hundreds of different _____ are spoken and you can find a wide range of _____ to eat and enjoy. Many international festivals are also celebrated throughout the year in this truly global city.

5. Match the word on the left with its correspondent synonym on the right.(1 point)

Glad	_____Happy_____		happy
Nice	………………………………..		inexpensive
Wonderful	………………………………..		terrible
Awful	………………………………..		marvelous
Strange	………………………………..		hopeful
Cheap	………………………………..		peculiar
Optimistic	………………………………..		pleasant

6. Write the number of each drawing next to the correct word. (1 point)

Shoulder	2
Arm	……………………………
Head	……………………………
Wrist	……………………………
Leg	……………………………
Elbow	……………………………
Knee	……………………………
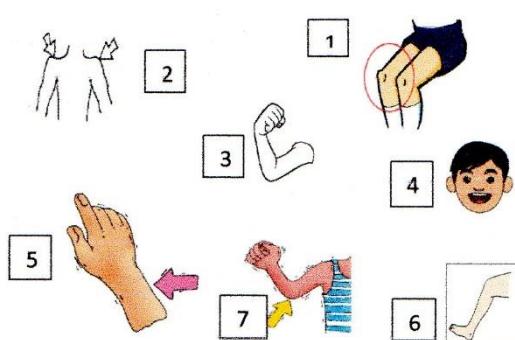
7. Circle the correct definition of the word in capital letters. (1 point)

1) Apple	**4) An architect is a person who ...**
a. a type of fruit	a. repairs old buildings.
b. a type of vegetable	b. designs buildings.
c. a type of meat	c. decorates buildings.
2) Book	**5) A journalist is a person who ...**
a. something you read	a. writes for a newspaper.
b. something you watch	b. works in a restaurant.
c. something you cook	c. looks after teeth.
3) Cup	**6) A firefighter is a person who ...**
a. used to eat	a. works in a factory.
b. used to drink	b. plays music at concerts.
c. used to sleep	c. stops fires.

PRONUNCIATION

8. Look at the pictures and say the words in each one of them. (1 point)

	Jacket		Polo-neck-jumper
	Skirt		Shawl
	Tie		Socks
	Shirt		Belt

9. Each word has two syllables. Listen and circle the unstressed syllable in each word. EX: a-lone   (1 point)

1. be-cause

2. . hus-band

3. dif-fer

4.   vill-age

5. rab-bit

6.   be-come

10. Divide each word by putting a slash (/) symbol between each syllable and write the number of syllables each word has. (1 point)

 Example: a n / i / mal = 3   p e n / g u i n = 2

1. e l e p h a n t _____

2. zebra   _____

3. l i o n   _____

4. skunk   _____

4. s k u n k   _____

6. p e l i c a n   _____

7. w o l f   _____

8. m o n k e y   _____

POST-TEST

Crossword puzzles and the acquisition of university students' vocabulary
July 6th, 2018
Cecibel Moreno
Please read the instructions carefully before you answer.

SPELLING

1. Choose the correct spelling

1. Which one is correct?	3. Which one is correct?
▪ embarassed	▪ seperate
▪ embarrassed	▪ sepparate
▪ embarased	▪ separate
2. Which one is correct?	4. Which is correct?
▪ difinately	▪ address
▪ definately	▪ adress
▪ definitely	▪ adres

Compound Words
2. Complete with the correct compound word from the box.

haircut - greenhouse – driving license – swimming pool - bedroom – washing machine -

a. A place where you can grow vegetables and flowers _____.
b. In your house, there is a _____ where you can sleep.
c. My clothes are dirty. I put them into the _____
d. Sarah went to the hairdresser's. She has a very nice _____
e. I need a _____ to drive a car.
f. The weather is very warm. Let's go to the _____

3. Form compounds by matching the given words.

1. cup _____	a. ball
2. sea _____	b. food
3. birth _____	c. cake
4. base _____	d. plane
5. air _____	e. day

Word pattern
4. Order the following sentences.

a. roof – sitting – The cat – on – the – not – is _____
b. sunglasses – She – does – not – wear _____
c. at – moment – not – the – is – here – He _____

WORD MEANING
1. Choose the best answer.

1. Gina is married to John. He's her _____ .

    a. uncle

    b. husband

    c. wife

    d. parent

2. I love this watch! It's _____ .

    a. cheap

    b. small

    c. beautiful

    d. ugly

3. Do you like Chinese _____ ?

    a. kitchen

    b. meal

    c. food

    d. cook

Word definition
6. Choose the answer that best defines the word in capital letters.

1) FAR A. a short way B. a small way C. a long way	**2) HOT** A. something very warm B. something very cool C. something very new
3) ARM A. a part of the body B. a part of a house C. a type of food	**4) CHILD** A. an old person B. a young person C. an elderly person
5) MIX A. to make new B. to bring together C. to cook	**6) CHAIR** A. something you run in B. something you sit in C. something you sleep in
7) SHOES A. something you cook B. something you read C. something you wear	**8) DINNER** A. a morning meal B. an evening meal C. a midday meal

7. Write the letter of the synonym next to appropriate word.

1. _____ tall   a. yell

2. _____ children   b. quick

3. _____ money   c. kids

4. _____ scream   d. big

5. _____ small   e. dollars

8. Read the words in the box below. Write each word where it belongs.

write	read	found	why	tell

1. I _____ a very interesting book at night.
2. I _____ ten dollars in the couch.
3. Can you _____ her the good news?
4. Make sure to _____ your name in the paper.
5. _____ is the sky blue?

PRONUNCIATION
Counting syllables

9. Pronounce each word and then write the number of syllables in it.

vegetables _____   garlic _____

potatoes _____   onion _____

cabbage _____   saussage _____

10. Which syllable is stressed?

Photographer	Electricity	Organice
____ 1	____ 1	____ 1
____ 2	____ 2	____ 2
____ 3	____ 3	____ 3
____ 4	____ 4	Practice
America	____ 5	____ 1
____ 1	Illuminate	____ 2
____ 2	____ 1	
____ 3	____ 2	
____ 4	____ 3	
	____ 4	

11. Put the words into the correct columns. Look at the examples first. (☐☐ = stress on first syllable, ☐☐ = stress on second syllable)

empty	guitars	against	alarm	argue	bathroom	control	event

COLUMN 1 ☐☐	COLUMN 2 ☐☐
Empty	guitars

Thank you

Riobamba, 25 de marzo de 2018

Magíster
Yajaira Natali Padilla
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."**

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Angela Cecibel Moreno Novillo
060260393-8

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE TEST

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. Type in the correct spelling concerning months of the year in each line. - rynauaj - yam - sfguau	✓		✓				✓		
2. Look at the picture and spell the word correctly.	✓		✓				✓		
3. Choose the answer choice that best defines the word in capital letters.	✓		✓				✓		

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4. Read and complete the paragraph using the words in the box.		✓				✓		
5. Choose the best meaning of the underlined word.		✓				✓		

Firma

C.I. 0604108 12 - 6

Magíster
Martha Lucía Lara
Presente

De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."**

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Por la atención que brinde a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

Angela Cecibel Moreno Novillo
060260393-8

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE TEST

PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS / ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. Type in the correct spelling concerning months of the year in each line. - rynauaj - yam - stguau	P		O				A		
2. Look at the picture and spell the word correctly.	P		O				A		
3. Choose the answer choice that best defines the word in capital letters.	P		O				A		

4. Read and complete the paragraph using the words in the box.	P		O			A		
5. Choose the best meaning of the underlined word.	P		O			A		

Firma

C.I. 0603143405

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OBJETIVOS DEL INTRUMENTO PARA LA FASE DE DIAGNÓSTICO

"CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."

Objectives

General Objective

To embody the use of crossword puzzles on students' vocabulary acquisition.

Specific objectives

- Implement crossword puzzle activities to improve students' spelling and definition of words.

- Develop students' ability to infer word meaning in context.

- Apply crossword puzzles as an effective and innovative technique for students to pronounce words clearly and pleasantly.

Operationalization of the independent variable

Independent variable: Vocabulary

DEFINITION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
VOCABULARY: It is the body of words, which students acquire, in the learning process; as a result, they are able to understand the words meaning, develop the ability to spell words correctly, and pronounce stressed and unstressed syllables fluently towards an effective communication.	**Spelling**	Single words Compound words Word patterns	- Type in the correct spelling concerning months of the year in each line. -Look at the picture and spell the word correctly.	Validated Questionnaire	Pre-test Post-test
	Word meaning	Context clues Synonyms Word definitions.	-Match the definition with the correct word. -Choose the answer choice that best defines the word in capital letters.		
	Pronunciation	Counting syllables, Word syllables stress Unstressed syllables.	-Read and complete the paragraph using the words in the box. -Choose the best meaning of the underlined word.		

INSTRUCCIONES SOBRE LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO SOBRE "CROSSWORD PUZZLES AND THE ACQUISITION OF UNIVERSITY STUDENTS' VOCABULARY."

Lea detenidamente los objetivos, la matriz de la operacionalización de las variables y el cuestionario de opinión.

1. Concluir acerca de la pertinencia entre objetivos, variables, e indicadores con los ítems del instrumento.

2. Determinar la calidad técnica de cada ítem, así como la educación de este nivel cultural, social y educativo de la población a la que está dirigido el instrumento.

3. Consignar las observaciones en el espacio correspondiente.

4. Realizar la misma actividad para cada uno de los ítems, utilizando las siguientes categorías:

(A) Correspondencia de las preguntas del instrumento con los objetivos, variables e indicadores

P PERTINENCIA

NP NO PERTINENCIA

En caso de NP pase al espacio de observaciones y justifique su opinión.

(B) Calidad técnica y representatividad

Marque en la casilla correspondiente

O OPTIMA

B BUENA

R REGULAR

D DEFICIENTE

En caso de **R** o **D** pase al espacio de observaciones y justifique su opinión.

(C) Lenguaje

Marque la casilla correspondiente

A ADECUADO

I INADECUADO

En caso de **I** pase al espacio de observaciones y justifique su opinión.

Gracias por su colaboración.