



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** "Kinesthetic Games and Vocabulary Learning"

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Ambato – Ecuador

2022

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**CERTIFY:**

I, Mg Manuel Xavier Sulca Guale,, holder of the I.D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: “Kinesthetic games and vocabulary learning” investigated by Miss. Cabrera Paredes Jendy Lizeth with I.D No.2200428379, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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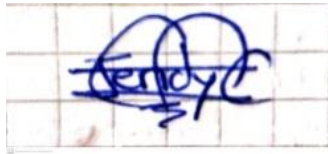
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## DECLARATION PAGE

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



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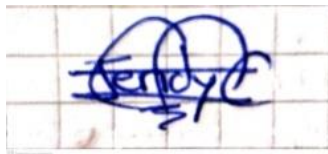
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## DEDICATION

### TO:

With this research project I want to thank to all the people who have been part of my life and have helped me make this dream come true.

First of all, I want to start by thanking with all my heart to my beloved mother, Luz María, who with her unconditional love and support has allowed this dream to come true. Thank you, mom, for teaching me to fight for my dreams despite of adversity.

To my brother, sister grandparents, uncles, aunts and cousins who with their advice and words of encouragement made me a better person and have always been present supporting me in my dreams and goals.

To my boyfriend Jonathan Ruiz for his love and support in each of the steps I take in my life.

To my friend Paola and her family for accompanying me in this process and never leaving me alone in difficult times.

To my friends Silvi, Eri, Kathys Mary and Adrys for their support and always encouraging me to keep going to reach my goals.

**Jendy.**

## **ACKNOWLEDGEMENTS**

First of all, I would like to express my acknowledgment to mg. Xavier Sulca, who was the person in charge of guiding me in the process of my research work. Thank you teacher for his patience and his support at this stage of my life.

I thank the Technical University of Ambato, and for all my professors of “Pedagogy of National and Foreign Languages” major, who were my guide in this process of my student life.

Finally, I would like to express my gratitude to the authorities and professors of Unidad Educativa Particular “Espíritu Santo” for allowing me to carry out my research work in this prestigious institution.

**Jendy.**

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**THEME:** ‘Kinesthetic games and vocabulary learning’

**AUTHOR:** Cabrera Paredes Jendy Lizeth

**TUTOR:** Lic. Manuel Xavier Sulca Guale, Mg.

**ABSTRACT**

The use of kinesthetic games in vocabulary learning is necessary for elementary level. The aim of this research work was to analyze the influence of kinesthetic games in vocabulary learning in 8 basic education students at Unidad Educativa Particular “Espíritu Santo”. This research was experimental, and had a mixed approach, considering that it was carried out in a qualitative and quantitative way. Likewise, the instrument used for data collection was a test adapted from Cambridge Children's Box. At the end of the research work, it was concluded that kinesthetic games do influence vocabulary learning, because before the application of kinesthetic games, the maximum grade of the students was 4/10, resulting in a mean of 1.875 while after applying the kinesthetic games, the maximum grade was 8/10, obtaining a mean of 6,500. At first glance, a positive progress in vocabulary learning can be observed with the use of kinesthetic games. Therefore, the use of kinesthetic games in vocabulary learning was suggested, but it is necessary to consider the age, needs and interests of the students in order to obtain successful results.

**Keywords:** Kinesthetic games, vocabulary learning, learning strategies

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**RESUMEN**

El uso de juegos kinestésicos en el aprendizaje de vocabulario es necesario para los estudiantes de educación básica. El objetivo de esta investigación fue analizar la influencia de los juegos kinestésicos en el aprendizaje de vocabulario en inglés en 8 estudiantes de educación básica de la Unidad Educativa Particular 'Espíritu Santo. Esta investigación fue experimental, y tuvo un enfoque mixto, considerando que se realizó de forma cualitativa y cuantitativa. Asimismo, el instrumento usado para la recolección de datos fue una prueba estandarizada y adaptada de Cambridge Children's Box. Al final del trabajo de investigación se pudo concluir que los juegos kinestésicos si influyen en el aprendizaje de vocabulario, porque antes de la aplicación de los juegos kinestésicos la nota máxima de los estudiantes fue de 4/10 dando como resultado una media de 1.875 mientras que después de aplicar los juegos kinestésicos la nota máxima fue de 8/10 obteniendo una media de 6.500. A simple vista se puede observar un progreso positivo en el aprendizaje de vocabulario con el uso de juegos kinestésicos. Por lo que se sugirió el uso de juegos kinestésicos en el aprendizaje de vocabulario, pero se debe considerar la edad, las necesidades e intereses de los estudiantes para poder obtener resultados exitosos.

**Palabras claves:** Juegos kinestésicos, aprendizaje de vocabulario, estrategias de aprendizaje.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 Research background**

There are some previous investigations that support this research work such as: books, articles, master's and doctoral theses, online magazines, internet information, and scientific articles. These works come from Google Scholar and the Scielo electronic library. In addition, the works that were taken into account are from the year 2018 to 2020. To conclude, it must be said that the aim of analyzing different research works related to the topic of kinesthetic games and vocabulary learning was to take important aspects that can contribute to the present research work.

The first research study by Astri (2018) analyzed how the total physical response method helps to develop English vocabulary. The objective of this research was to know if the Total Physical Response (TPR) method helps improve vocabulary knowledge in students with different learning styles. For the execution of this research, 30 students from the SMP 23 Makassar School participated. The research design used in this work was pre-experimental where the author applied a pre-test and a post-test to an experimental group. In addition, the researcher used different tools for data collection such as: The vocabulary test, interviews, classroom observation and the Barsch Learning Style Inventory questionnaire. The vocabulary test, interviews, classroom observation, and the Barsch Learning Style Inventory questionnaire. As a result, it was possible to obtain that 100% of the kinesthetic students acquired vocabulary using the TPR method. On the other hand, the TPR method is also appropriate for students who have a visual learning style, since after analyzing the results of post-test, it was shown that 100% of the students developed vocabulary knowledge using this method. Finally, only one visual kinesthetic student couldn't adapt the materials with the TPR method, which meant that the student didn't develop significant knowledge with the TPR method.

On the other hand, in the research developed by Nguyen (2021) analyzed how the total physical response impacts the vocabulary capacity of young students, it was developed with the participation of 30 students who were divided into two groups: 15 were part of the experimental group while that the other 15 were part of the control group. The members of the experimental group were taught with the TPR method whereas the control group was taught with the grammatical translation method. This work applied a mixed method where the qualitative and quantitative approaches were considered. The researcher concluded that the students of the experimental group had a better vocabulary learning capacity than the control group; however, through the application of the interview, it was possible to know that there are some limitations, especially for the outstanding students of the class.

Additionally, Miskiyah (2020) led a study to examine vocabulary enrichment through total physical response (TPR). For this research, 22 students who belonged to the fourth grade of MI Robayan were taken into account. This work focused on the qualitative descriptive method with observation and interview. The researcher concluded that with the use of the TPR method, students understand and remember English vocabulary easily. In this regard students expressed that the TPR method allows them to feel more comfortable and helps them to be more active in the learning process.

Gavilanes (2020) conducted a study to determine whether the embodied learning method helps develop vocabulary in English. This investigative work aims to contribute to the process of learning and retaining vocabulary through the use of the body and mind. The author applied quantitative research as it used statistical methods to obtain the results. The participants who were part of this research were 27 students of the second semester from the program Pedagogía de los Idiomas Nacionales y Extranjeros. The researcher used a pre-test and a post-test to obtain the results. Finally, as a result, it was obtained that the Embodied learning methodology helps the development of vocabulary in English language learning in a significant way because it helps students to retain and learn vocabulary effectively.

Vásquez (2018) led an investigation whose main aim was to see the effects of ludic activities as a motivational strategy to increase and use English vocabulary. This was a descriptive and correlational research study. In this investigation, 40

students of the sixth year of Basic Education "A" and the English teachers were considered. The author concluded that vocabulary learning, and motivation levels presented favorable changes since vocabulary results improved and students' perceptions of themselves and their English class presented positive ideas about the use of playful activities.

Furthermore, in the research work carried out by Yulianjani (2018) analyzed how the total physical response method enriches vocabulary. It aimed to know the difference between teaching vocabulary with the use of the conventional method and teaching the vocabulary with the TPR method. This work was quasi-experimental where the author used two classes to obtain the data. As a result, it was possible to obtain that  $t$ -observation is greater than  $t$ -table, which means that the alternative hypothesis was accepted and the null hypothesis was rejected. In conclusion, the researcher indicated that teaching vocabulary with the use of the TPR method is very successful since the score of the experimental group is higher than the score of the controlled class.

Next study was developed by Sukmania (2019), and it used the total physical response method (TPR) to teach vocabulary. The purpose of this research work was to know the activities and materials that are used in the teaching of vocabulary through the method of total physical response (TPR). It used a qualitative approach, which means that the author collected data through observation, interview, and questionnaire. The participants of this research were kinesthetic students belonging to the third grade. As a result, the researcher mentions that the teaching of vocabulary through the TPR method is good since the result of the score was satisfactory.

Wang, Hwang, Chen and Manabe (2019) led a study to examine collaborative kinesthetic learning of English as a foreign language with collaborative total physical response. This research aimed to investigate integrating kinesthetic technology and collaborative learning in total physical response (TPR) and to investigate the effect of collaborative total physical response (CTPR) on English language acquisition by high school students. For this investigation, seventy-nine participants from the eleventh grade of a secondary school were taken into account. The participants were mainly female students between 16 and 17 years of age. The investigator used a

quasi-experimental study. Finally, it was concluded that CTPR is not only more useful for English learning than traditional individual TPR, but also worth employing and requires further exploration to facilitate English learning.

### **Independent variable**

#### **English teaching methods**

It is important to know how English teaching methods had evolved over time, because different methods have been applied according to the needs of the students in order to know which methods are effective in the learning process. According to Richards and Rodgers (2001), a method is where the practice of the theories is developed and decisions are made, about the special skills to be taught, taking into account the content to be taught and what will be the order about the content will be presented. That is why, some of the most used methods are: total physical response (TPR), communicative language teaching (CLT) and task-based language learning.

#### **Total physical response**

Considering that Kinesthetic Learning involves physical movements, it is fundamental for our research to define the Total Physical Response (TPR) method. According to Asher (as cited in Coşar & Orhan, 2019), TPR is a method that focuses on giving orders to students and they respond with physical movements using their body. It is important to mention that this method is used to teach vocabulary and language in general through movement. Furthermore, TPR shows a great emphasis on vocabulary learning compared to other existing methods (Richards & Schmidt, 2010). Taking into account the aforementioned, it can be said that the Total Physical Response method helps students to learn vocabulary and language through the use of activities that combine verbal instructions and body movements.

#### **Kinesthetic learning**

It is accepted the assumption that there are 7 types of intelligences. This thought was developed by Gardner (1983) who changed the model that students can learn in the same way. One of the learning styles is kinesthetic learning. It happens when students have practical experience. An example of kinesthetic learning is when a child is learning to ride a bicycle, as the child can read and listen to each of the



instructions, but the real learning occurs when the child experiences riding a bicycle. According to Roell (2018), people who have a kinesthetic learning style cannot adapt to traditional methods, since the body does not establish a connection with what is being done and they cannot easily process the information because they need to get up and move to retain and remember information. Some ideas for teaching kinesthetic students include going out, use of tactile resources, singing language, games, and experiments.

### **Kinesthetic games**

Teachers have the opportunity to apply different kinesthetic games in the classroom to complement the teaching process of learning the English language. But there are still teachers who prefer to continue using traditional strategies, perhaps because they are unaware of the benefits that games provide in the classroom.

According to Schools (2016), some of the kinesthetic games that benefit vocabulary learning are the following:

#### **1. Fly swat**

Fly Swat is one of the best ways to review vocabulary, managing to move the class away from their desks and they can physically participate in an activity (Saputra & Hadi, 2019).

Set up:

- Make lots of flashcards about the vocabulary you want your students to review.
- Put the flashcards on the board in random order.
- Divide the class into two groups.
- Divide the class into two teams and ask them to stand in front of the board.

How to play:

- Each team must choose one person to come forward and they must be given a fly mat.
- Read a word aloud. The student who is the first to find the word on the board and slaps it earns a point for her team.

- Be careful that the student only takes one word per turn to avoid choosing many words.

## **2. Charades**

This game is also an excellent idea for kinesthetic students as it allows them to use their body while they enjoy reviewing vocabulary, but it can also help us to review grammar (Ordóñez, 2021).

Set up:

- Make different flashcards.
- Write one word on each card and then shuffle all the cards.
- Divide the class into two groups.

How to play:

- Each team must select a representative to choose a card.
- The student must represent the word through actions and the members of his team must guess the word.
- If the team can guess the word, they get 1 point.
- The team that guesses the most words is the winner.

You must take into account that to represent each word different students must pass so that everyone can participate.

## **3. Simon says**

It is one of the best-known games in the teaching-learning process. This game helps improve listening skills and allows students to review vocabulary (Dalimunthe, 2018).

- In this activity, you can ask the students to look for objects related to the vocabulary that you need to review. For example, if the topic is colors, you can tell them Simon says to find a red object. This game allows you to adapt different things according to your needs.

## **Dependent variable**

### **English language**

Regardless of all the languages that exist worldwide, the English language is considered one of the most influential languages since, it is the first option of foreign language in the countries of the world. Because of this, the English language has been granted the global lingua franca position. According to Crystal and Potter (2020), English corresponds to the Indo-European language family, that is why, it is related to the languages spoken in Europe and Westward and from Iceland to India. Additionally, the mother tongue is called Proto-Indo-European and began to be spoken about 5,000 years ago by nomads. Calvo (2019) stated that the modern English language is analytical which does not mean that it is without inflections while the language ancestral Proto-Indo-European was synthetic and inflected. The English language is very important in education as it allows the student to obtain different job opportunities and academic opportunities in different countries of the world.

### **EFL learning**

There are different definitions of EFL learning because its concept depends on the context, for that reason, it can vary depending on the perspective of the teacher, the classroom environment, the learning results, the student's environment, planning among other factors. IGI Global (2020) defined the EFL "as the use of the English language as a supplementary language by learners who have different native languages in a country that does not speak English". While Pinheiro et al. (2019) defined it "as non-native English-speaking students who are learning English in a country where English is not the original language. After having analyzed some concepts, we can say that EFL is a language that non-native students study, that is; it is not the mother tongue and is taught by teachers trained in the English language. Generally English is used in the educational environment but sometimes it is also used in business, culture, gastronomy, etc.

### **Vocabulary instruction approach**

Vocabulary instruction means acquiring incidentally through the direct exposure of words using explicit instruction, that is, it involves much more than using words in a sentence or looking up words in a dictionary. Petty et al. (1968)

after doing the analysis of 80 studies of vocabulary instruction to verify the most effective methods of this, they could conclude that the methods that use different techniques are more effective than those that use a single technique. Vocabulary instruction is important in the learning process because it is a new way of learning vocabulary by experimenting with different techniques.

### **Vocabulary learning**

According to Dupuis (1989), vocabulary is defined as a set of words or phrases that allow communication with other people. Vocabulary learning is an essential element in learning a second language. When the student learns new words or expressions, they can improve their listening, speaking, reading, and writing comprehension and can also improve their comprehension and production.

### **Importance of vocabulary**

According to Putri (2010), the different texts that it uses in learning show us new words, and in some cases, we are able to deduce their meanings from the written context. By learning these new words, we can be able to understand and express ideas when speaking with another person. Therefore, it can be said that vocabulary is very important because it is the main part of the language to develop the skills of listening, speaking, reading, and writing. From my experience as a researcher, I can say that when we have a limited vocabulary, it is difficult to develop the skills mentioned above.

### **The process of teaching vocabulary**

According to Bright Classroom Ideas (2019), there are 7 practical steps to learn vocabulary where the student can understand the meaning of words, phrases, etc. Making them able to use what they have learned in their natural environment.

Step 1: Listen

Step 2: Study the context

Step 3: Discuss the meaning

Step 4: Provide a phonological model (including pronunciation, stress, and intonation).

Step 5: Practice

Step 6: Simulation

Step 7: Review

Vocabulary is something difficult to teach and understand, for this reason the teacher is in charge of organizing different activities in order for the student to be able to use the words learned in daily life.

### **Use of games in vocabulary learning**

Games allow students to get out of their routinary activities in language classes and this allows classes to be motivating and fun, keeping students interested in learning a new language. According to Lee (1995), by practicing the language the student can develop the skills of writing, speaking, listening, and reading. Games also allow creating a good relationship between teachers and students. It should be mentioned that using games as a vocabulary teaching technique requires media such as teaching cards, images, objects, technological tools, etc.

## **1.2 Objectives**

### **1.2.1 General objective**

- To analyze the influence of kinesthetic games in vocabulary learning in basic education students from Unidad Educativa Particular "Espíritu Santo"

### **1.2.2 Specific objectives**

- To identify the level of knowledge of vocabulary in basic education students from Unidad Educativa Particular "Espíritu Santo"
- To determine what types of kinesthetic games support vocabulary learning.
- To define the effectiveness of kinesthetic games in the development of vocabulary learning.

### **Fulfillment of the objectives**

To identify the level of vocabulary knowledge of the students, a standardized Cambridge Children's Box test was used. This test was a checklist that contained 10 movement verbs where the researcher was in charge of saying the verb and checking if students perform or doesn't perform the action while students were in charge of executing the command. Each student had 5 minutes to complete the pre-test.

To determine which kinesthetic games support vocabulary learning, 3 kinesthetic games were applied in the treatment such as Simon says, charades and fly swat. These games showed that they do support vocabulary learning because after the treatment the students improved their grades.

To achieve the third objective, a post test was given to the students which were the same as the pre-test to know the efficiency of kinesthetic games in vocabulary learning. It has been shown that kinesthetic games were highly effective in the vocabulary learning process, because the kinesthetic games served as an innovative tool where the students had the opportunity to move and explore the environment.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

Human, institutional, and technical resources were necessary to carry out this research. Human resources refer to all the people who were part of this research work. In this case, the people involved were 8 basic education students from “Unidad Educativa Particular Espíritu Santo”, the research tutor and the researcher. On the other hand, the institutional resources refer to the institutions that collaborated so that this research project could be carried out. In this case, it was required the support of the Unidad Educativa Espíritu Santo and Universidad Técnica de Ambato. Finally, the technical resources are all the resources that allowed the researcher to adequately develop their functions. For example, in this work, the technical resources were the computer that allowed to perform the data analysis, the lessons plans and the flashcards which allowed to carry out the activities.

#### **2.2 Methods**

##### **2.2.1 Research approach**

##### **2.2.2 Mixed approach**

According to Streefkerk (2020) in qualitative research, the researcher can express results through words to understand concepts, thoughts, and experiences. While in quantitative research allows the researcher to express their results through numbers and graphs to test or confirm theories or assumptions. Thus, this research work was characterized as a mixed approach. Quantitative because the researcher collected numerical and statistical data to support the development of the research. Qualitative because the researcher explored the influence that the use of kinesthetic games in vocabulary learning and thus be able to explain why this phenomenon or behavior occurs.

### **2.3.1 Experimental research**

Singh (2021) stated that experimental research is one that adheres to the scientific research design. That is, it consists of a hypothesis, a variable which the researcher can manipulate and variables that can be calculated, measured, and compared. In addition, it has the purpose of determining the relationship between 2 variables such as the independent variable and the dependent variable. To conclude in this type of research the data must be calculated and measured but must be carefully described. Due to the aforementioned, it can be said that this research was experimental because the objective is to know if kinesthetic games influence in vocabulary learning. The researcher used a pre-test and post-test to collect data which were calculated and described to find out if one variable influences the other.

### **2.3.2 Field research**

Bhasin (2020) suggested that field research is one that allows the researcher to observe, understand and interact with the people who are subject to the investigation from the scene of the events. This investigation considered the field modality because the researcher collected the necessary information from the nature context. That is why this research was carried out in Basic Education students from Unidad Educativa Particular "Espíritu Santo", with the aim of analyzing the influence of kinesthetic games on vocabulary learning.

### **2.3.3 Bibliographic research**

By analyzing different prior works, the researcher developed the ability to collect data and notes in order to carry out the research correctly. For the development of this research, information from books, articles, master's and doctoral theses, magazines, internet information, among others, was reviewed in order to know if there were works that could support the research project. Then this research is also bibliographic because according to Leong et al. (2006), this type of research is one that helps the researcher to build the foundations for his research and allows describing what is known and what is unknown through review and understanding of previous works.



## Level or type of research

### 2.4.1 Exploratory

In the article written by Singh (2021), exploratory research aims to analyze a specific phenomenon and focuses on learning aspects about the two variables that are the independent variable and the dependent variable. Furthermore, in this type of research it is not necessary to know the exact nature of the dependent variable before the investigation. Also, the way two data are collected is similar to experimental research but differs from exploratory research in that the data is collected in the field. So, this research also took into account the exploratory research because important aspects of the two variables involved will be learned and the data will be collected in the field.

### 2.4.2 Population and sample

To carry out this study, the collaboration of 8 EGB students from Unidad Educativa Particular "Espíritu Santo" was needed. The age of the students was between 8 and 9 years old.

#### *Table 1*

**Table 1: Population**

#### *Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	3	37%
<b>Female</b>	5	63%
<b>Total</b>	8	100%

**Note:** These data were taken from students of Basic Education at "Unidad Educativa Particular "Espíritu Santo" by Cabrera (2022).

### 2.4.3 Techniques and instruments

A pre-test was applied to the 8 EGB students from Unidad Educativa Particular "Espíritu Santo". The instrument used was taken and adapted from Cambridge Children's Box. This test was a checklist that contained 10 movement verbs where the researcher was in charge of saying the verb and checking if students

perform or doesn't perform the action while students were in charge of executing the command. Each student had 5 minutes to complete the pre-test.

Moreover, the researcher met 8 times with the students where it applied the pre-test, 6 activities and the post-test. First, the teacher introduced the verbs that were going to be learned and then a kinesthetic activity was applied to complement the learning. For the introduction of vocabulary, the teacher followed the procedure: listen, watch, and imitate. In the listening part, the researcher said the verbs while the students listened carefully. In the watching part, the researcher said the verbs and presented the flashcard with the action that the verb represented. In the imitation part, the researcher said the verb, showed the flashcard and students had to imitate the action.

The activities developed during the treatment are described below:

### **Session 1:**

The researcher introduced herself to the students, explained what was going to be done during the treatment process and gave them the pre-test, which lasted a total of 40 minutes.

### **Session 2:**

First, the researcher introduced the verbs walk, run, jump, dance, and swim. Then it applied the first kinesthetic game called "Simon Says" where the teacher was in charge of saying a verb and students were in charge of carrying out the action. The total time was 10 minutes.

### **Session 3:**

The researcher introduced the verbs eat, sleep, clap, cry, and drive. Then it applied the kinesthetic game called "Charades". For this game, the researcher divided the class into two teams. Each team had to choose a representative to choose a flashcard. After choosing the flashcard, the representative of each group had to look at the flashcard and perform the action while the members of their team had to guess the correct verb to which the action belonged. The group that guessed the most verbs was the winner. The total time was 10 minutes.

**Session 4:**

The researcher introduced the verbs touch, listen, sleep, sing and read. Then it applied the kinesthetic game called "fly swat". For this activity, the flashcards were pasted on the blackboard and the class was divided into two teams. Each team had to choose a representative to come forward. The researcher was in charge of saying the verb and the student was in charge of touching the correct flashcard and executing the action. The total time was 10 minutes.

**Session 5:**

The researcher introduced the verbs drink, sit, open, march and climb. To reinforce knowledge about this vocabulary, the researcher played the game "Simon Says", in which the researcher said several commands and the students had to carry out the action. The total time was 10 minutes.

**Session 6:**

The researcher introduced the verbs skip, stomp, shake, stretch and hit. In this session the kinesthetic game "Charades" was applied. Total time was 10 minutes.

**Session 7:**

The researcher applied the kinesthetic game called "Fly swatter" to review all the previously learned verbs. For this game, all the flashcards of the previously learned verbs were pasted on the blackboard and the class was divided into two teams. Each team had to choose a representative to come forward. The researcher was in charge of saying the verb and the student was in charge of touching the correct flashcard and performing the action. The group with the most points was the winner. The total time was 10 minutes.

**Session 8:**

In the last session, the researcher expressed her words of gratitude to the students for actively participating and collaborating in all the activities carried out. Then the pre-test was applied to the students.

#### **2.4.4 Hypothesis**

##### **Null hypothesis**

The use of kinesthetic games does not influence in vocabulary learning in basic education students at Unidad Educativa Particular "Espíritu Santo"

##### **Alternative hypothesis**

The use of Kinesthetic games influence in vocabulary learning in basic education students at Unidad Educativa Particular "Espíritu Santo"

##### **Variable identification**

Kinesthetic games (Independent variable)

Vocabulary learning (Dependent variable)

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter has the aim of examining and discussing the results obtained with the pre-test and post-test. The information was taken from 8 students at Unidad Educativa Particular "Espíritu Santo" who actively participated in the application of kinesthetic games to develop their vocabulary learning. In each table it was possible to observe the statistical samples such as the mean, the standard deviation, the minimum and the maximum of the pre-test and post-test. The results are presented using tables and figures with the purpose of synthesizing the information and thus making it easy for readers to interpret.

##### 3.1.2 Pre-test results

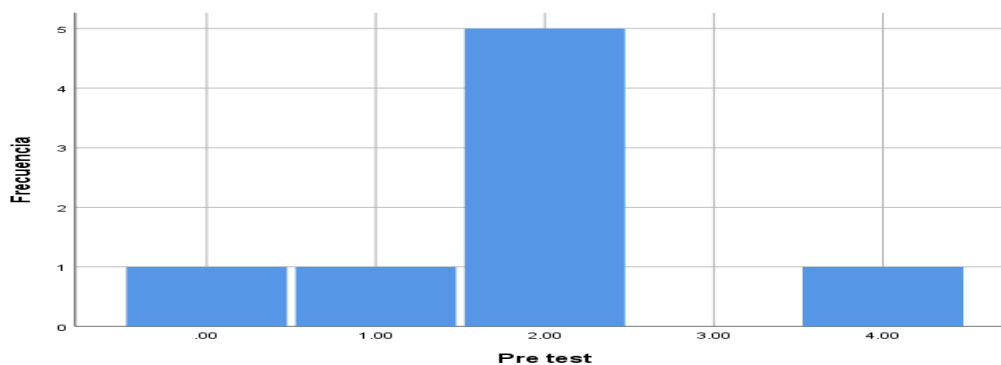
**Table 2: Pre-test results**

*Descriptive statistics of the results of the vocabulary evaluation – pretest*

Mean	Standard deviation	Mín.	Max.
1.8750	1.126	0.00	4.00

**Note:** Evaluation of the vocabulary of basic education students from Unidad Educativa Particular "Espíritu Santo".

**Figure 1 : Histogram of the pre-test**



**Note:** Evaluation of the pretest of basic education students from Unidad Educativa Particular "Espíritu Santo".

## Analysis and interpretation

Table 2 and figure 1 show the results obtained from the 8 basic education students at Unidad Educativa Particular "Espíritu Santo" with the use of the pre-test which was adapted from Cambridge Children's Box. This pre-test consisted of 10 movement verbs where the teacher was in charge of saying the verb while the student had to carry out the action. Each executed action had a score of one point, that is, the total score was 10. The aim of this test was to evaluate the vocabulary knowledge of the students. As a result, it was possible to obtain that the level of vocabulary of the basic education students from Unidad Educativa Particular "Espíritu Santo", before applying the kinesthetic games, has an average of 1.8750. The data fluctuates between 0.000 and 4.000 points with 1.126 of deviation standard. When collecting this information, the researcher was able to notice that the students had difficulties in terms of vocabulary. Because the students' grades were low and perhaps this could occur because the students were not used to experiencing new learning strategies or it could be because they had not yet reviewed the action verbs.

### 3.1.3 Post-test results

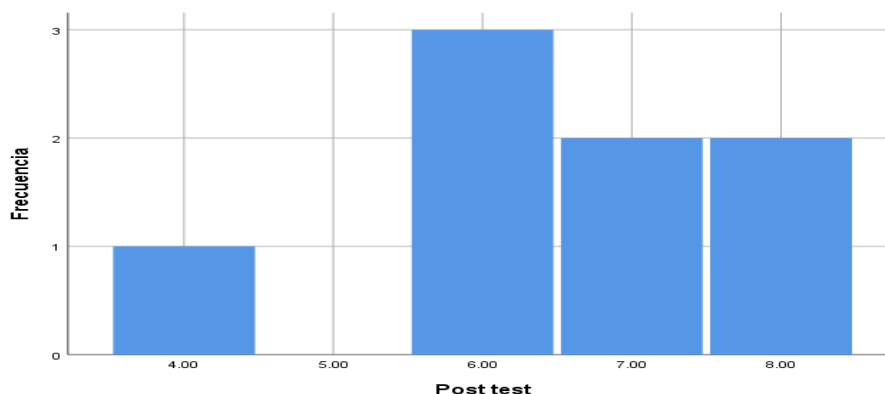
**Table 3: Post-test results**

*Descriptive statistics of the results of the vocabulary evaluation – pretest*

Mean	Estándar deviation	Min.	Max.
6.500	1.309	4.000	8.000

**Note:** Evaluation of the vocabulary of basic education students from Unidad Educativa Particular "Espíritu Santo".

**Figure 2: Histogram of the post-test**



**Note:** Evaluation of the posttest of basic education students from Unidad Educativa Particular "Espíritu Santo".

### **Analysis and interpretation**

Table 3 and Figure 2 show the results obtained from the 8 basic education students of the Unidad Educativa Particular "Espíritu Santo" with the use of the post-test. The test used for this part was the same as the one used for the pre-test. The objective of this test was to evaluate the vocabulary knowledge of the students after having applied the kinesthetic games in the vocabulary learning. As a result, it was possible to obtain that the vocabulary level of the basic education students at Unidad Educativa Particular "Espíritu Santo", after applying the kinesthetic games, has an average of 6500. On the other hand, the students obtained a minimum grade of 4 and a maximum of 8 with a standard deviation of 1.309. Observing these data, the researcher was able to determine at a glance that the students improved their total score. The main element that allowed this advance was the use of kinesthetic games during the treatment because these games allowed the students to practice and overcome the difficulties presented in the pre-test.

### **3.1.5 Comparative results pre-test and post-test**

**Table 4: Pre-test and Post-test average and difference**

<b>Evaluation</b>	<b>Mean</b>	<b>Overall standard deviation</b>
Pre test	1.875	1.126
Post test	6.500	1.309

**Note:** Comparative results of the pretest and posttest of basic education students from Unidad Educativa Particular "Espíritu Santo".

### **Analysis and interpretation**

Table 4 shows the comparison of the results obtained in the pretest and posttest. When comparing the results, a significant increase from 1,875 to 6,500 in the mean of the evaluation can be observed. As well as the standard deviation increased from 1,126 to 1,309; it means that there is a greater fluctuation in the scores obtained, which in the pretest were mainly concentrated in 2 points, while in the posttest they were distributed between 4 and 8. When analyzing these results, it

can be said that the treatment carried out was successful because the students' final averages improved significantly. In conclusion, kinesthetic games have a great influence in vocabulary learning because through the application of different kinesthetic games during treatment, it allowed students to have the opportunity to learn new words in a creative and fun way. In addition, it should be noted that kinesthetic games not only contribute to vocabulary learning but also help the student develop the ability to communicate and thus be able to work in teams.

### 3.2 Hypothesis verification

To prove that "the use of kinesthetic games influences in vocabulary learning of basic education students at Unidad Educativa Particular 'Espiritu Santo'", the comparison of the two dependent samples obtained with the application of the pre-test and post-test is required.

The method for the dependent sample comparison was selected by considering whether the data is "normally" distributed or not. For this, the Shapiro-Wilk normality test is applied because the samples are less than 50.

**Table 5: Shapiro – Wilk results**

	<b>Statistical</b>	<b>Gl</b>	<b>Sig.</b>
Pre test	0.844	8	0.082
Post test	0.899	8	0.283

**Note:** These data were calculated using the software SPSS

Table 5 shows the results obtained by the Shapiro-Wilk normality test which was performed using the SPSS software. The results of the normality test show significance greater than 0.05, in the calculations made with the two data series (pre-test and post-test). This means that the application of a parametric test is feasible, and therefore the appropriate statistic is the comparison of means with the T-S test.



### 3.2.1 Statistical hypothesis

$H_0$ : The mean of the vocabulary of the basic education students at Unidad Educativa Particular “Espíritu Santo” in the pre-test is equal to the mean of the vocabulary level in the post-test.

$$H_0: M_1 = M_2$$

$H_1$ : The mean of the vocabulary of the basic education students Unidad Educativa Particular “Espíritu Santo” in the pre-test is different from the mean of the vocabulary level in the post-test.

$$H_1: M_1 \neq M_2$$

- **Significance level and decision rule**

With a significance level  $\alpha = 5\%$ , the decision rule is:

$$H_0: \text{Sig.} > 0.05$$

$$H_1: \text{Sig.} \leq 0.05$$

**Table 6: Wilcoxon results test**

	<b>T</b>	<b>gl</b>	<b>Sig. (bilateral)</b>
<b>Pre test - Post test</b>	-17.582	7	0.000

**Note:** These data were calculated using the software SPSS.

The results of the calculation carried out in the SPSS 25 software are shown in table 6. The asymptotic significance is less than 0.05, so the null hypothesis is rejected. This means that: the average of the vocabulary of the students of basic education of the Unidad Educativa Particular “Espíritu Santo” in the pre-test is different from the average of the vocabulary level in the post test.

#### **3.1.4 Decision**

The results obtained with the analyzes carried out reveal that the average vocabulary increases significantly after the application of the use of kinesthetic games. This improvement is significant at the 1% level of significance. For this reason, there is enough statistical evidence to answer the research question affirmatively, proving that: the use of kinesthetic games influences in vocabulary learning of basic education students at Unidad Educativa Particular “Espiritu Santo”.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After analyzing and interpreting the data collected during the research on the topic of kinesthetic games and vocabulary learning, the following conclusions can be established:

- It has been concluded that kinesthetic games do influence in vocabulary learning of the students of Basic Education at Unidad Educativa "Espiritu Santo". Because according to the instrument used, the grades obtained from the students after applying the treatment were better than the grades obtained before applying the treatment. In addition, it is important to say that the use of kinesthetic games helped students develop their ability to organize and plan activities in the classroom.
- Through the application of the pre-test and post-test, it was possible to identify that the vocabulary level of the basic education students at Unidad Educativa Particular "Espíritu Santo" before applying the treatment had a maximum range of 4/10. This indicated that the students needed to improve their vocabulary level. For that, the researcher met 8 times with the students where it applied the pre-test, 6 activities and the post-test. For the development of activities, the researcher introduced the verbs that were going to be learned and then a kinesthetic activity was applied to complement the learning. In contrast, the vocabulary level after applying the treatment had a maximum of 8/10, which shows that the kinesthetic application was effective in improving the vocabulary knowledge of the students.
- According to Schools (2016), some of the kinesthetic games that support vocabulary learning are the following: Simon says charades and fly swat. However, after having carried out the experiment, it was found that the aforementioned games do support vocabulary learning. It can be established because after applying these games the students improved their level of vocabulary knowledge.

- It has been shown that kinesthetic games were highly effective in the vocabulary learning process, since according to authors such as: Astri, Nguyen and Yulianjani they agree that kinesthetic games serve as an innovative tool where students have the opportunity to move and explore the environment. In addition, after concluding the research project, this idea could be verified because through the application of kinesthetic games the students improved their vocabulary level and also helped the students to develop the interest of actively participating in the execution of each one of the applied games, achieving their own knowledge.

## 4.2 Recommendations

- Teachers are recommended to use new educational strategies such as the use of kinesthetic games in vocabulary learning and avoid the use of traditional strategies because by using traditional strategies the classes become a daily routine where creativity and innovation do not exist, and the students lose interest in learning.
- It is advisable that the interests, age, and level of vocabulary that students have be taken into account in order to be able to help them using kinesthetic games to learn vocabulary because these help students to reinforce previously acquired knowledge as well as it allows them to learn new words, making it possible for students to perform when they are going to take a test.
- It is suggested for teachers to consider kinesthetic games for elementary students because kinesthetic games have been shown to support vocabulary learning. On the other hand, it also allows students to develop their capacity for social interaction, increase attention, communication, and concentration.
- Kinesthetic games can increase the learning process of English vocabulary in basic education students because during the research it was verified that they caused a great effectiveness. Therefore, it is recommended that educational institutions investigate more about different tools that help students acquire knowledge in an original and ingenious way, especially with the use of kinesthetic games. There are different kinesthetic games that can help meet the objective set for the class or for the lesson. But it must be clear that for the ideas to be executed correctly, the teacher must have the ability to develop them appropriately.

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## ANNEXES

### ANNEX 1

#### CARTA DE COMPROMISO

#### CARTA DE COMPROMISO

Ambato, 26 /04/2022

Doctor

**Marcelo Núñez**

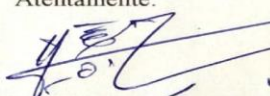
Presidente de la Unidad de Titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo, Rodrigo Ramos en mi calidad de Rector de la Unidad Educativa” Espiritu Santo”, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “KINESTHETIC GAMES AND VOCABULARY LEARNING ” propuesto por la estudiante **Jendy Lizeth Cabrera Paredes**, portador/a de la Cédula de Ciudadanía 2200428379, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
.....  
Doctor: Rodrigo Ramos  
Unidad Educativa” Espiritu Santo”  
CI. 1801992825  
TELF: 0993452684  
Correo electrónico: rers30@hotmail.com



## ANNEX 2

### PRE-TEST AND POST-TEST

**Name:**

**Level:**

**Date:**





**OBJECTIVE:** *To assess students' vocabulary knowledge before the application of kinesthetic games.*


**Instructions:**

- *This checklist contains 10 verbs where the teacher will be in charge of saying the verbs while students will execute the action.*
- *During the test, if the student performs or does not perform the action, the teacher has the option to mark yes, no or an observation if the teacher requires it.*
- *Students will be evaluated one by one and the time established for each one is 5 minutes.*
- *Each question is worth 1 point*

Verb	Yes	No	Observations
1) Walk			
2) Run			
3) Dance			
4) Jump			
5) Swim			
6) Eat			
7) Sleep			
8) Clap			
9) Cry			
10) Drive			

**ANNEX 3**  
**LESSONS PLANS**

<b>Daily Lesson Plan</b>	
<b>Teacher: Cabrera Paredes Jendy Lizeth</b>	<b>Level :</b>
<b>Unit Topic/Theme: Actions verbs</b>	<b>Date: 9/05/2022</b>
<b>Objectives - At the conclusion of this lesson SWBAT:</b>	
<b>Content Objectives</b>	<b>Skills Objectives</b>
<ul style="list-style-type: none"> <li>Identify new vocabulary of daily life</li> <li>Practice action verbs</li> </ul>	<ul style="list-style-type: none"> <li>Identify action verbs.</li> </ul>
<b>Materials:</b> Flashcards	
<b>PROCEDURE</b>	
<b>LISTEN</b>	
<ul style="list-style-type: none"> <li>The teacher says the verbs while the students listen carefully.</li> </ul>	<b>2 minutes</b>
<b>WATCH</b>	
<ul style="list-style-type: none"> <li>The teacher then says the verbs while showing flashcards that represent each verb. Students listen and watch.</li> </ul>	<b>2 minutes</b>
<b>Flashcards</b>	
 Walk	 Run
 Jump	 Dance

<div style="text-align: center;">  <p>Swim</p> </div>	
<p style="text-align: center;"><b>IMITATE</b></p> <ul style="list-style-type: none"> <li>Finally, the teacher says each of the verbs and performs the action using her body while the students listen and imitate the action.</li> </ul>	<p><b>2</b> <b>minutes</b></p>
<p style="text-align: center;"><b>ACTIVITY 1</b></p> <p style="text-align: center;"><b>"Simon says"</b></p> <ul style="list-style-type: none"> <li>The teacher explains the instructions of the game "Simon Says" to the students. <ul style="list-style-type: none"> <li>✓ <b>Teacher:</b> We are going to play the game called "Simon Says" to practice the verbs that we learned today.</li> <li>✓ <b>Teacher:</b> This activity is about following commands that the teacher says. When I say "Simon says" and I give you a command, you must perform the action that I tell you, but if I give a command and I don't say "Simon says", you must not do anything.</li> <li>✓ <b>Teacher:</b> Anyone has any questions?</li> <li>✓ <b>Teacher:</b> The teacher asks the students to stand up and the activity begins. <ul style="list-style-type: none"> <li>➤ "Simon says" everyone jump</li> <li>➤ "Simon says" only boys run</li> <li>➤ "Simon says" everyone dance</li> <li>➤ "Simon says" only girls swim</li> <li>➤ "Simon says" that all walk</li> </ul> </li> </ul> </li> </ul>	<p><b>4</b> <b>minutes</b></p>

**Daily Lesson Plan**

**Teacher: Cabrera Paredes Jendy Lizeth**

**Level :**

**Unit Topic/Theme: Actions verbs**

**Date: 11/05/2022**

**Objectives - At the end of this lesson students will be able to:**  
**Skills Objectives**

**Content Objectives**

- To identify new vocabulary of daily life
- To practice action verbs

- To identify action verbs.

**Materials:** Flashcards

**PROCEDURE**

**LISTEN**

- The teacher says the verbs while the students listen carefully.

**2  
minutes**

**WATCH**

- The teacher then says the verbs while showing flashcards that represent each verb. Students listen and watch.

**2  
minutes**

**Flashcards**



Eat




Sleep



Clap



Cry

<div data-bbox="290 228 1369 542" style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Drive</p> </div>	
<p style="text-align: center;"><b>IMITATE</b></p> <ul style="list-style-type: none"> <li>• Finally, the teacher says each of the verbs and performs the action using her body while the students listen and imitate the action.</li> </ul>	<p><b>2 minutes</b></p>
<p style="text-align: center;"><b>ACTIVITY 2</b></p> <p style="text-align: center;"><b>"Charades"</b></p> <ul style="list-style-type: none"> <li>• The teacher divides the class into two groups randomly.</li> <li>• The teacher has different flashcards.</li> <li>• Each team must select a representative to choose one of the flashcards.</li> <li>• The student must represent the word through actions and the members of his team must guess the word.</li> <li>• If the team can guess the word, they get 1 point.</li> <li>• The team that guesses the most words is the winner.</li> </ul>	<p><b>4 minutes</b></p>

# ANNEX 4:

## URKUND REPORT



### Document Information

Analyzed document	CABRERA JENDY_ANALYSIS URKUND.docx (D142083289)
Submitted	7/15/2022 3:57:00 PM
Submitted by	
Submitter email	jcabrera8379@uta.edu.ec
Similarity	0%
Analysis address	manuelxsulcag.uta@analysis.orkund.com

### Sources included in the report

#### Entire Document

CABRERA PAREDES JENDY LIZETH  
CHAPTER I  
THEORETICAL FRAMEWORK

1.1 Research background Although the research has not been deepened, there is some previous research that supports this work. The purpose of analyzing different research works related to the topic kinesthetic games and vocabulary learning is to take important aspects that can contribute to the present research work.



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