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Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Ludic activities on English vocabulary development among middle basic education students at a public institution of Loja city. School year 2022-2023**

**Actividades lúdicas en el desarrollo del vocabulario en inglés en estudiantes de educación básica media de una institución pública de la ciudad de Loja. Año lectivo 2022-2023**

**Trabajo de Integración Curricular, previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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### **Dedication**

First of all, I want to thank God for giving me life, health, and the opportunity to pursue one of my goals, to obtain a Bachelor's Degree in English. In addition, I would like to dedicate this thesis to my parents for their unconditional support, sacrifice and patience throughout my career. To my siblings who have always been motivating me to continue and not to give up. Likewise, to all my family, friends and colleagues who were essential during this process thanks to their support, time, advice and affection.

*Ana Lucia Contento Japón*

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## **1. Title**

Ludic activities on English vocabulary development among middle basic education students at a public institution of Loja city. School year 2022-2023

## 2. Resumen

El vocabulario es uno de los aspectos fundamentales para aprender idiomas con eficacia, especialmente en el caso del inglés. Un vocabulario amplio permite a las personas expresarse con claridad y entender a los demás sin esfuerzo. Por esta razón, el presente trabajo de investigación tuvo como propósito desarrollar el vocabulario EFL mediante el uso de actividades lúdicas como estrategia para mejorar el vocabulario de inglés en estudiantes de educación básica media de una Institución pública de Loja, Ecuador. Este estudio empleó la investigación-acción a través de un enfoque mixto. Los datos cuantitativos se recogieron mediante la administración de un pretest y un posttest al inicio y al final de la intervención. Los participantes de esta investigación fueron un grupo de estudiantes seleccionados por muestreo de conveniencia, con los 21 estudiantes de séptimo grado. Asimismo, los datos cualitativos se recogieron mediante la aplicación de una guía de observación durante la intervención. Los datos fueron analizados e interpretados con la estadística descriptiva para describir los beneficios de las actividades lúdicas en el desarrollo del vocabulario en inglés. Los resultados mostraron que el uso de actividades lúdicas en clase tuvo un efecto significativo en las habilidades de vocabulario de los estudiantes, ya que fueron capaces de aumentar su puntuación media de 6,78 en el pretest a 8,80 en el posttest. Los resultados demostraron que su beneficio de la estrategia de las actividades lúdicas había mejorado los aspectos del vocabulario inglés: ortografía, significado, uso de las palabras y colocación, lo que demostró un progreso satisfactorio en los alumnos de séptimo curso y les motivó para aprender más inglés. En conclusión, las actividades lúdicas son una estrategia muy eficaz que fomenta un entorno de aprendizaje más estimulante y dinámico en el aula. Al incorporar elementos lúdicos a la enseñanza, los educadores pueden crear un entorno más emocionante y motivador para los alumnos, lo que se traduce en un mayor compromiso y un mayor interés por el aprendizaje.

***Palabras clave:** aprendizaje colaborativo, desarrollo del vocabulario, actividades lúdicas, estrategias*

## 2.1. Abstract

Vocabulary is one of the fundamental aspects of effective language learning, especially in the case of English. A large vocabulary allows people to express themselves clearly and understand others effortlessly. For this reason, the present research work had the purpose to develop EFL vocabulary by using ludic activities as a strategy to improve English vocabulary among middle basic education students at a public institution in Loja, Ecuador. This study employed action research through a mixed approach. The quantitative data were collected by administering a pretest and posttest at the beginning and end of the intervention. The participants for this research were a group of students selected by convenience sampling, with the 21 seventh-grade students. Likewise, the qualitative data was gathered by applying an observation guide during the intervention. The data was analyzed and interpreted with the descriptive statistics in order to describe the benefits of ludic activities on the development of English vocabulary. The findings showed that the use of ludic activities in the class had a significant effect on students' vocabulary skills as they were able to increase their mean score from 6.78 in the pretest to 8,80 in the posttest. The results showed that their benefit from the strategy of the playful activities had improved the aspects of English vocabulary: spelling, meaning, word usage and collocation demonstrating successful progress in the seventh grade students which motivated them to learn more of the English language. In conclusion, ludic activities are a highly effective strategy that fosters a more stimulating and dynamic learning environment in the classroom. By incorporating playful elements into teaching, educators can create a more exciting and motivating environment for students, resulting in greater engagement and increased interest in learning.

**Key words:** *collaborative learning, vocabulary development, playful activities, strategies*

### 3. Introduction

Vocabulary is the set of words that a person is able to use, understand and know regardless of whether he or she is producing or receiving communication. Gutierrez and Ruiz (2019) states that vocabulary plays an important role for learners in language learning because without sufficient vocabulary learners would not be able to understand another person or express their ideas. Moreover, according to Paguay (2019) a rich vocabulary is essential for clear and effective oral and written communication. In this sense, the Ministry of Education (MinEduc) considers that students should reach the A1. 1 for seventh grade students in all aspects involving vocabulary proficiency level established by the Common European framework of reference (CEFR) (English National Curriculum, 2019).

Unfortunately, the researcher observed during her teaching practicum that of seventh-grade of a public institution of Loja city had problems communicating since they do not have an adequate level of English vocabulary. Besides, previous studies reveal that most students, especially in public high schools, show disinterest and are unaware of the real importance of this useful language in modern societies. In the same way, pupils had several problems in vocabulary learning, such as knowing the meaning of words, pronouncing new words, memorizing and spelling vocabulary (Afzal, 2019). These problems are due to the lack of vocabulary words students have in their repertoire, which they should accomplish according to the National Curriculum Guidelines.

Therefore, this research aimed to develop EFL vocabulary by using ludic activities as a strategy to improve English vocabulary among middle basic Education students at a public institution of Loja city. School year 2022-2023. Based on the above, the research aims to answer the general problem: How do ludic activities support English vocabulary development among middle basic education students at a public institution of Loja city. School year 2022-2023? and the subproblems of this research are the following: What is the level of vocabulary that learners can achieve by applying ludic activities among middle basic education students at a public institution of Loja city. School year 2022-2023? What are the benefits of ludic activities in the development of English vocabulary learning among middle basic education students at a public institution of Loja city. School year 2022-2023?

The study findings demonstrated a positive impact of ludic activities on English vocabulary learning among students. As noted by Miletic (2017), the incorporation of ludic

activities in vocabulary learning facilitates a more relaxed, motivated, and participative learning process. Dakhi and Fitria (2019) further support this notion, highlighting the functional aspects of vocabulary as a foundation for communication, a reflection of social reality, an enhancer of emotions, and an indicator of academic ability. Additionally, Vasquez (2017) shares the view that students experienced personal benefits and displayed positive attitudes towards the use of ludic activities in their English classes. Building upon the insights provided by these authors, the current research recognizes the imperative for broader investigations involving larger participant samples, with a specific emphasis on the relationship between ludic activities and vocabulary acquisition. In light of this, the present study aims to fill this void by implementing ludic activities in the vocabulary learning process with 21 students enrolled in middle basic education at a public institution in Loja city. Through this endeavor, seek to yield more comprehensive and robust results that shed light on the effectiveness of ludic approaches in enhancing vocabulary development.

In the same way, this research making a substantial contribution to the field of English language teaching. The researched sector is able to expand and improvement of English vocabulary. Consequently, this work is providing to the professional community with beneficial knowledge and results in a real-life situation. As well as, it is beneficial for teachers because the use of ludic activities is an innovative strategy. Moreover, it is useful for the educational community to create an entertaining learning environment and to teach vocabulary in a structured way, following the four aspects of vocabulary: spelling, meaning, word usage and collocation.

In addition, this research work established as general objective to develop EFL vocabulary through the use of ludic activities as a strategy to improve the English vocabulary among middle basic education at a public institution of Loja city. School year 2022-2023. Along with this, two specific objectives were planned in order to adequately develop this research: to find out the level of vocabulary that learners can achieve by applying ludic activities among middle basic education students at a public institution of Loja city. School year 2022-2023., and to describe the benefits of ludic activities on the development of English vocabulary learning among middle basic education students at a public institution of Loja city. School year 2022-2023.

Finally, the scope covered by this research on the strategy of ludic activities to improve

English vocabulary development. Consequently, the participants of this research were 21 seventh-grade students at a public institution of Loja city. School year 2022-2023. The intervention was developed over 40 hours in which games such as hangman, crossword, jeopardy and matching games were applied to improve vocabulary in aspects such as: meaning, spelling, word usage and collocation. Although the research was carried out correctly there were some limitations such as the lack of technological resources enfocus, internet connection, the small population size and the scarcity of studies in Ecuador. Future researchers are recommended to enrich their research by using technological resources and extending the studies to include a larger number of participants. By doing so, they will be able to provide a more solid and complete basis to support the positive impact and dominance of play activities in the area of study.

## **4. Theoretical Framework**

A considerable amount of literature has grown up around the application of ludic activities as a more effective teaching alternative against traditional teaching strategies. As it creates a more interactive and less mechanical learning process. The following section studies ludic activities and their elements for reaching effective learning, as well as the nature of vocabulary learning.

Before focusing the attention into ludic activities, it is important to have a look at the theories that have raised such activities. In fact, ludic activities appeared since constructivism was considered in both ways, as social and cognitive. Thus, Piaget's together Vygotsky's ideas for learning will be first discussed.

### **4.1. Cognitive and Social Constructivism**

As explained in Powell and Kalina (2009), Piaget's constructivism has been usually stated as the one promoting individual learning, using the environment just like a learning support, more than a learning trigger. Being the case, students are given little information chunks that can be easily assimilated and grouped to other ones; facilitating individual knowledge construction. What is more, students are given the freedom and facility to change the same knowledge they construct, as Piaget states, the human being never stops learning. For that reason, at a specific moment of life, people suffer changes on their mental schemas, new information is presented, assimilated and accommodated to stay. That is why Piaget calls it constructivism. Schemas never stop changing, growing and enriching.

Since Piaget describes the learning process as one carried out specifically by the person, with little support of the environment. He highlights that in formal learning, some students get to understand faster than others. Being the case, teachers are considered as the only ones capable of supporting those students who struggle with learning. In this case, teachers ask and answer questions just like in a research process. So that to state problems and give solutions.

Social constructivism, in contrast to Piaget's theory. It takes more advantage of the environments and the people surrounding the students. Vygotsky believed that students can take advantage of their peer's support and help them to understand the new information. That supporting process is called by Vygotsky as a negotiation process. It involves giving, receiving, convincing and persuading acts that will necessarily result in a well consensual final knowledge. Vygotsky has described social constructivism as a way to get to a more real or correct knowledge. He states that the final knowledge students' get after the discussion stage, is quite more complete



than the one that has been stated just by one person. It is because, while students work together, they get to analyze different realities, perspectives, considerations and knowledge. Therefore, getting students to agree on what they know is more complicated, it gets to be more beneficial.

Social constructivism also supports the fact that people need authentic activities in order to learn. He states that when students learn mechanically, inside non-authentic environments. They will struggle when finding themselves in real contexts, since they never learned how to act, react or face those situations. In that case, he invites teachers to ask themselves “What did my students learn?”.

#### **4.2. Constructivism and Ludic Activities**

Much work has been done in relation to constructivism and, because of the differences on social and cognitive constructivism, some of the elements in each theory have been brought together, to complete each other in some way. Consequently, ludic activities were raised. So that, it is understood where ludic activities openness to games or authentic activities comes from.

Since Piaget’s cognitive constructivism emphasizes on offering the necessary opportunities that trigger learning on every student (Powell & Kalina, 2009). Ludic activities have proposed games and authentic activities, in order to accomplish that individualized sense of learning. Even though, games and authentic activities can be done individually, the focus is not in the format, but in the result. Thus, learning outcomes can be easily found in every student, as the learning process was triggered in each one of them. What is more, the fact that learning is boosted differently in every student, opens the opportunity for personalization, by considering students’ needs and interests. On the other hand, ludic activities attempt to also take advantage of group work synergy, which was proposed by Vygotsky. Being group work is one of the common formats to work ludic activities. Besides, it is expected to be balanced for Piaget’s theory. So that, students are given the opportunity to learn by themselves and then correct or reinforce their knowledge with their peers.

#### **4.3. Ludic Activities**

##### ***4.3.1. Definition of Ludic Activities***

Marcus (2013), as referenced in Castro and Gonzalez (2017), explains that the term "ludic" derives from the Latin word "ludus", which means game. Ludic activities encompass a wide range of engaging and interactive experiences that go beyond games. Furthermore, ludic activities play an important role in strengthening the relationship between teachers and students through interaction in various activities during each class. This enables the development of the cognitive

and logical aspect, since it allows students to express their, impulses and emotions externally.

Mille (2009) cited by Jiménez and Palaguachi (2022) highlights that games are considered as motivating tasks that complement classroom learning. In addition, the author characterizes these activities as valuable tools that actively involve students in the learning process, as teachers use ludic activities to reinforce concepts, connect ideas and help students assimilate discrete information.

Sometimes, engaging students in educational activities can pose a challenge, particularly in instances where there is a lack of motivation for learning or gaps in preparation. This challenge becomes more apparent when evaluating the outcomes of the proposed exercises do not seem to be immediately applicable or when the topic addressed does not correspond to any need already acknowledged by the student (Paguay, 2019).

Ludic activities have raised from the aforementioned observations in which students' interests urgently need to be linked to more interactive teaching strategies. Thus, they are designed combining elements of dynamic, joy, interest, interaction and authenticity; covering educational needs of constant and intrinsic motivation (Paguay, 2019). Authors have agreed in simply defining ludic activities as a group of activities in which students get the chance to play and enjoy while learning. They have been widely applied because of its great adaptation. It means that no matter how old students are, how they are working or which topic is being taught, ludic activities can be all corrected and redesigned to accomplish the desired learning objective (Clavijo, 2019; López, 2018; Paguay, 2019; Tomalá, 2021).

#### ***4.3.2. Ludic Activities Importance in Education***

Ludic activities have been progressively taking space on teachers' teaching strategies. Ormaza (2017) and Clavijo (2019) claim that it is because of its capacity to raise students' motivation towards what they are doing, being the case, learning. In fact, a long time ago, Plato and Aristotle, as cited in Ormaza (2017), stated the bases for ludic activities' usage in education. They believed that education is not merely a knowledge memorization process, but one in which students communicate, express and recreate their needs, feelings and knowledge, giving the initial support for what is currently known as ludic activities.

Ormaza (2017) agrees with Clavijo (2019), López (2018), Paguay (2019) and Tomalá (2021) regarding ludic activities and benefits. However, he states that, as any other strategy, needs to be applied carefully, as students can get lost during the process. It means that the joy or

informality, ludic activities attempt to insert on students' learning can be dangerous. It is because students can easily confuse the activity objective and turn the focus towards the fact of having fun, but without making an effort on completing the activity appropriately. He advises the teacher that, when it happens, it is better to stop the activity, as the objective of it has been completed.

Based on that, Clavijo (2019), López (2018), Ormaza (2017), Paguay (2019) and Tomalá (2021) have already conducted research applying ludic activities. Surprisingly, they all found positive students' reaction towards ludic activities, appearing for two main reasons. Clavijo (2019), López (2018) and Paguay (2019) state that ludic activities engage and motivate students to learn in a funny, active and interactive way, fighting one of the most educational struggles; students' learning motivation. Additional, Ormaza (2017) and Tomalá (2021) also found out that ludic activities contribute to develop and strengthen students' creativity and imagination, which leads to their naturalness when talking and acting. It was observed that it released the pressure students experience when learning, whether while receiving knowledge or practicing it.

Another aspect for considering when teaching with ludic activities is their openness to less traditional and more authentic activities. As cited in Ormaza (2017), Jimenez (2002) states that book-filling activities also have contributed to losing students' interests during the class. It has been observed that ludic activities fuels students' motivation and engagement by allowing them to relate their classroom Knowledge with daily life activities, living states of real language production.

Echeverri (1998) as cited in Paguay (2019), states another interesting element why ludic activities create the propitious environment for learning. In this case, he focuses on the process students pass through. First, students are stated in a setting, the most interesting possible. Then, they are given time to think and get ready, so that, when it is time to participate, they have confidence in what they know and will do or say.

The development of the activity is the essential part for reaching success. Here, students apply knowledge without necessarily realizing. The first face of ludic activities is playing, but behind that joy, students practice their knowledge. Finally, obtaining results is considered the fuel that moves students through that active participation, being competition the key element.

The great advantage of the use of resources is to lead students to achieve significant learning through motivation, try to enable the students to obtain a significant learning through motivation, ultimately facilitating a successful and meaningful learning process for each student,

using previous knowledge that the student has met with new information that will be given to them. The efficacy of strategies that consistently generate motivation, serving as the driving force behind all teaching.

### **4.3.3. Functions of Ludic Activities**

As cited in Circei (2015), Piaget's work supports ludic activities as more than motivators, but as relievers of the educational pressure. In that way, 4 functions of ludic activities were declared:

**4.3.3.1. Adaptation Function.** Ludic activities guide students towards two directions. One in which they adapt external situations as their own, and others in which they apply their own knowledge to possible situations that require their performance as EFL learners. Circei (2015) stated that the real application of knowledge is the element that fights against traditional book-filling or sentence-making classes, that could be effective in some way, but definitely do not foster students' motivation entirely.

**4.3.3.2. Cathartic Function.** This function comes from a more psychological frame. Through playing, students are invited to relieve the pressure the formal educational environment has on them (Circei, 2015). That pressure includes the feeling in which they need to sit, listen and answer, with a touch of formalism and correctness. Piaget claims that games get students' negative feelings and turn them into a new positive learning experience. In that way, it can be said that ludic activities are an interesting way in which negative students' states promote positive learning outcomes.

**4.3.3.3. Socializing Function.** The name of this function talks by itself. Games are not considered to be carried out in an individualized way, even though they help every student to grow (Circei, 2015). Here, it is important to mention collaborative learning. By means of ludic activities, students get to interact with their peers, in some cases, some of them help others to grow, and in others, they are helped to grow. Either way, Piaget states that they both are learning, no matter from who to who the knowledge goes, both parts take advantage of that extra explanation.

**4.3.3.4. Extending Function.** This function matches Ormaza's (2017) element of naturalness. This means that students are given the opportunity to express themselves during the activities. Even though arranged phrases are still allowed, arranged answers are no longer an option. This means that during ludic activities, students are given enough tools to formulate their

own answers.

#### **4.3.4. Types of Ludic Activities**

According to Paguay (2019) there is not a specific or fixed list of activities that are considered as ludic. However, those activities that integrate the elements of dynamism, interaction, communication and hands-on, are clearly framed as ludic. Bernardo (2009), as cited in Paguay (2019) has expressed that, teachers can design their own activities and they can still be considered as ludic.

Being the case, Bernardo (2009) considers that learning outcomes are the base for designing such activities. In this case, teachers must consider how students need to demonstrate that specific learning, and then, start designing the activity, without forgetting the authenticity element. In the same way that teachers are required to understand learning objectives, students are too. So that, they know what they are expected to do. Therefore, they will be able to play and enjoy, without forgetting they are still learning, or without losing themselves in the joy element. Since the literature on ludic activities started time ago, some teaching activities have been already sorted as ludic, the most referenced are the following:

**4.3.4.1. Games:** Games are considered as the perfect tool for motivating students and giving them an opportunity to express themselves, collaborate with others and apply their knowledge (Paguay, 2019). Even though, they hardly provide real life situations for students to practice, it is a great fit for initial stages, in which students are still constructing their own mental schemas. As games do not demand too much from them and their capacity to produce the language.

**4.3.4.2. Authentic tasks:** Authentic tasks might function as well as games do. However, they introduce the students into a more real world. It means that, while games support students during initial learning stages, lower case authentic activities help them to concrete their knowledge in more demanding situations, for example: role play, dramatizations, songs, newspapers, etc. are just some activities in which students find the language in natural environments (Paguay, 2019).

**4.3.4.3. Group work:** The format in which the activities are developed might not seem important. However, students can really benefit from group work. It is because of the fact that during group work, they get the opportunity to support their peers. In this case, both, the ones who support and are supported increase their understanding of the language. What is more, while working in groups, students get to enjoy the activities even more. Even though, group work seems

to genuinely benefit students' learning. Individual activities are also necessary. The success of using group work is first allowing students to learn by themselves. So that, one they have created and understood by their own. They will have the opportunity to re-construct that knowledge or reinforce it with their peers. Being that the case, students need a balance between individual and group work.

#### **4.3.5. Benefits of ludic activities.**

According to Nascimento (2017), as cited in Rico (2022), some benefits that ludic activities can bring for ESL students are discussed below.

1. **Offer students the chance to engage with the language in a more relaxed and enjoyable manner.** - Instead of facing a tense and pressured environment, students can participate in games and dynamics that make them feel more comfortable and motivated to actively practice the language. This playful atmosphere allows them to enjoy the learning process and reduces the fear of making mistakes, which favors greater participation and knowledge retention.
2. **Enable the utilization of linguistic resources in a creative manner.** - This gives them the opportunity to explore different expressions, vocabulary and linguistic structures in a fun and unconventional way. Through creativity, students can strengthen their language skills and develop greater confidence in their ability to communicate in the target language.
3. **Encourage learning through indirect means.** - allowing students to acquire knowledge and skills in a casual or incidental way while participating in a playful and fun way in the activities.
4. **Utilize the inherent desire for play and enjoyment to its fullest extent.** - By engaging in fun games and dynamics, students are more enthusiastic and willing to actively participate, which promotes more effective and meaningful learning.
5. **Emerge spontaneously from the learning process.** - This allows them to flow naturally and adapt to the preferences and needs of the students, generating a more dynamic and flexible learning environment.
6. **Provide mental and emotional stimulation.** - They challenge the mind and generate positive emotions, which favors a more meaningful and rewarding learning.
7. **Connect with the longing for joy.** - creating a positive and motivating environment that drives enthusiasm and enjoyment in the learning process.

8. **Represent a more innate method of acquiring knowledge.** - by reflecting everyday situations and allowing for more immersive and meaningful learning.

#### **4.4. Vocabulary**

##### **4.4.1. Definition of Vocabulary and its Importance**

Vocabulary is the comprehension of words and their meanings. Oxford University Press (2003) cited by Vigeleyn (2020) defines it as a comprehensive list of words and their definitions, especially in language learning materials. However, vocabulary knowledge goes beyond mere definitions, as it empowers learners to integrate these words into their daily communications. Diamond and Guthlon (2006), as cited by Vigeleyn (2020), elaborate on the dynamic nature of vocabulary acquisition, emphasizing that it is an ongoing process of continuous expansion and enrichment throughout one's lifetime.

Much literature has been done regarding vocabulary mastery and its importance. In fact, it has been even described as the fourth language skill, because of the fundamental role it plays for the development of the language skills, as its mastery can boost or limit their development. Some authors simply described vocabulary as the number of words a person knows, understands and uses, as long as it carries communicative meaning (Alqahni, 2015; Daharia 2016; Herdi & Ningsih 2018).

Understanding the complexity of language learning, vocabulary mastery has been stated as vital for communication, the main purpose of language classrooms. In fact, there is a growing body of literature, including Suri (2012) and Azfal (2019), who recognize that even without the correct grammar, well expressed words can convey the intended meaning. Which seems to be the main reason why most teachers give a special focus to vocabulary mastery during language teaching. Actually, Alqahtani (2015) expresses that without vocabulary, learners will be unable to use any language structure or function. However, it does not mean grammar is useless, it requires of a balanced combination with vocabulary.

In the same way, several scholars have highlighted how crucial vocabulary is for language learning, in general for the four language skills. Alqahni (2015), Balquis (2018), Daharia (2016) and Mc Carten (2007) states that vocabulary enables students to understand written (reading) and spoken (listening) language chunks, as well as produce the language in an oral (speaking) and written way (writing). Furthermore, Kufaisi as cited in Balquis (2018) claims that vocabulary also carries importance into the social, professional and intellectual life, describing it as a vehicle for

thought, self-expression and communication.

#### 4.4.2. Types of vocabulary.

In relation to themes, Dakhi and Fitria (2019) have mentioned that when teaching vocabulary, it is important to consider the types of vocabulary to better understand how to teach them effectively depending on the context, learning style, preferences of learners and their needs. Two well-known categories are receptive and effective vocabulary and active and passive vocabulary. Table 1 shows how vocabulary is treated within the four language skills.

**Table 1**

*Vocabulary categorization within the four language skills.*

	<b>Receptive</b>	<b>Productive</b>	<b>Active</b>	<b>Passive</b>
<b>Listening Vocabulary</b>	X			X
<b>Reading Vocabulary</b>	X			X
<b>Speaking Vocabulary</b>		X	X	
<b>Writing Vocabulary</b>		X	X	

*Note:* Adapted from Dakhi and Fitria (2019)

Table 1 shows how vocabulary is used in relation to the four language skills. The words people understand while listening or reading take part of a reception process. It means that people can understand the words that are being received, but not necessarily produce it, that is passive vocabulary. Meanwhile, the words people use while speaking or writing, take part of a production process, categorized as active too. It means that people know how and when to use them properly.

##### 4.4.2.1. Receptive vs. Productive Vocabulary

The difference between receptive and productive vocabulary can be easily spotted. While the first one is related to words being read or listened. The other recalls the words used when something is being said and written. In the same way Dakhi and Fitria (2019) associate every type with a language skill. Thus, listening and reading require receptive vocabulary, while productive vocabulary is used in speaking and writing.

Another aspect important to mention is the reciprocal support for growth that both types of



vocabulary give each other. Jamalipour and Farahani (2012) together Uchihara and Saito (2016) have reported that the more students read or listen, the more fluent they become during speaking and writing. And it is because Receptive sources provide students with enough guides for grammar and vocabulary usage and production, affecting positively at the moment of expressing themselves, they recall the same read or listened before, on order to use it in a personalized way.

#### **4.4.2.2. Active vs Passive Vocabulary**

Dakhi and Fitria (2019) describe the active and passive vocabulary by taking the frequency usage as a reference. In this case, active vocabulary refers to the one automatically used in speech and written situation, without having the necessity of thinking of and remembering them. In contrast, passive vocabulary requires the user to stop and think about them. As it is used with minor frequency. Since words have a level of comprehensibility, it can be said that active vocabulary is at a higher level than the passive one.

Laufer and Parabakht (2008), as cited in Dakhi and Fitria (2019), have explained that passive vocabulary tends to growth faster than active vocabulary, since it is more required for the user. It is because users need more variety of vocabulary in speech and written situations, and the active vocabulary they have will get them to repeat the same words constantly, to that, users tend to enrich they knowledge by practicing fewer known words.

#### **4.4.2. Vocabulary aspects.**

Balquis (2018) described four aspects for teaching vocabulary. He states that the first step is defining them and the, think about how they will be taught. Nation (2005) has also studied vocabulary and agrees with Balquis (2018). Therefore, they state spelling, meaning, collocation and words' usage as the main ones. So that teachers should consider them while planning classroom activities to provide learners with a complete knowledge of words.

- **Spelling:** It refers to the way letters are arranged in a word, to its form. So, when assessing spelling, teachers might ask: Is the word written correctly? Students might need write words in two situations. First, when they hear the word. In this case it might turn out really difficult because of homophones, being the context, the key to do it correctly. For example, when we hear the word/san/, it can easily be understood as sun or son, here is when context plays its role. When talking about weather, we might be referring to sun, but in a familiar context, the utterance might refer to son (Balquis, 2018).

- **Meaning:** It encompasses students knowing, recognizing and relating a specific word to

their first language. In English, one word can convey more than one meaning, it all depends on the context. For example, the word book can refer to the printed pages we usually read. However, if we are at a hotel, book usually refers to the act of arrange a bedroom for somebody. So that context is fundamental when deciphering the word's meaning.

There are two situations in which students need to know the meaning of a word. First, in a receptive way, when they read or listen, they instantly require themselves to know what that word stands for. The second way refers to a productive way. Here, students express themselves by using the correct words. In this case, they usually relate those words to their mother tongue, so that, to make sure they are expressing what they meant (Balquis, 2018).

- **Words' usage:** Since word meaning can be changed, stretched or limited by how a word is used, it is important for the students to know about this. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word 'hiss' for example, describes the noise that the snakes make. But sometimes its meaning is stretched to describe the way people talk to each other ('Don't move or you're dead,' 'he hissed'), this is called metaphorical use (Balquis, 2018).

Word's usage knowledge ensures students use the correct word at the proper time and context. English words polysemy is the exact reason why students need to recognize how the context and the intentions affect the meaning of a word. It is quite difficult to cover all different contexts in which one word can be used. However, Nation (2005) claims that authentic activities provide students with enough practice to strength their capacity to use English words correctly. He ensures that it is not necessary to cover all the usages of a word, but to manage the most commons correctly.

- **Collocations:** McCarten (2007) and Balquis (2018) simply describe collocation as the way in which some words are typically used together. In other to know a word which means 'sprained' we need to know and say 'sprained ankle', 'sprained wrist', we cannot 'sprained thigh' or 'sprained rib'. We can have a headache, stomachache or earache, but we can not have a 'throat ache' or a 'leg ache'.

Since English words are impossible to be covered at once, word formation helps students to relief the task. Collocation is just one way; students get to form new words by adding another one. However, collocations need to be used carefully. They can be seen as proof of the user's language capacity. So that, when used wrong, they left in evidence that the user is still a beginner.

#### ***4.4.3. The Struggle of Learning Vocabulary.***

Researchers have encountered vocabulary particularly difficult for teaching. As cited in Alqahtani (2015), Oxford expresses that vocabulary is by far the most sizeable, unmanageable component in any language learning, and this might be because of the fact that students need to learn new vocabulary faster than they learn a new structures and, unlike grammar, vocabulary has not rules that students can follow to make the process easier.

Azfal (2019) and Balquis (2018) highlight that learning vocabulary goes beyond translating words. In fact, during the process students need to pronounce and spell words correctly, as well as use them in correct contexts, which is not an easy task, taking into consideration that the English phonetic alphabet differs from how words are written. It happens the same with context, the same word can be used in different contexts and mean as well, different things.

Balquis (2018) noticed that learning vocabulary is also a matter of motivation. He realized that the typical words lists are losing its effectiveness inside contexts in which it is more difficult getting students' interest. He noticed that activities like word translations, dictionaries and lists make students lose the interest on trying to know what the word means. This situation is supported by the studies carried out by Dahari (2016), Ekawati (2014), Herdi and Ningsih (2018), Sarita and Amiruddin (2021) and Rahmat (2019) in which the interactive and personalized activities offered by the ESA method had positive results on influencing students' behavior and grades regarding to vocabulary learning.

#### ***4.4.4. Teaching Vocabulary***

Alqahtani (2015) has stated the necessity of learning vocabulary, as communication is nothing without words. Susanto (2017) agrees and claims that there is nothing valuable in teaching grammar, if students have any word knowledge to convey what it is wanted. They both highlight that communication is the main and only purpose of language teaching, and without vocabulary, that main purpose is unnecessary and impossible to reach.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity. In the same way that they stress the importance of vocabulary, they recognize the struggle of teaching it. Students' age, contexts, needs, interests and the changing educational environment are just some elements,

teachers need to balance into their teaching techniques.

Educators need to demonstrate creativity and a thorough understanding of the subject matter to effectively communicate with students and generate interest. It is essential for teachers to be familiar with the unique characteristics of their learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching (Susanto, 2017).

Susanto (2017) and Alqahtani (2015) affirm that, when teachers decide to teach vocabulary, they need to define two main parts: First, the teaching stages for presenting, practicing and revising, so that to prevent them from forgetting. In this case, Clavijo (2019), López (2018), Ormaza (2017), Paguay (2019) and Tomalá (2021) highlight that those activities aimed in each stage, need to fit students' interest, or at least, be out of the process of mechanical sentences making. Therefore, students learn and are able to do what they will be required to do within real life situations.

The second part, is the elements available for the process. Susanto (2017) and Alqahtani (2015) state the time, content and importance as the ones framing the stages aforementioned. Considering that elements will help teachers to sort out the correct activities and content, as well as the time in which certain words will be practiced. The initial choice in instructing a vocabulary item involves determining its significance before investing time in its teaching. If the word holds low frequency and lacks practical utility, especially in technical contexts, or if it is not particularly beneficial for the learners, it should be dealt with as quickly as possible. Nevertheless, there might be instances where a teacher deems it necessary to allocate time to a specific word. Generally, emphasis should be placed on high-frequency words or those that fulfill a language requirement identified by the learners. When deliberating on how to allocate time for a word, it proves beneficial to assess the cognitive load associated with learning that particular vocabulary item.

In this instance, Pinter (2006) asserts the recommendation for educators to deliver organized presentations of vocabulary in a diverse manner. It is advisable for instructors to provide comprehensive explanations of word meanings and form by combining more than one technique. Susanto (2017) proposes the following activities to be considered when teaching vocabulary:

**4.4.5.1. Teaching Using Objects:** This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Susanto, 2017). What is more, state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete

vocabulary. Meanings can be demonstrated using objects when the vocabulary comprises tangible nouns.

Introducing a novel term by presenting the actual object frequently assists learners in committing the word to memory through visualization. Utilizing tangible items becomes beneficial in conveying meanings, particularly when the vocabulary involves concrete nouns. Introducing a novel term by presenting the actual object frequently aids learners in memorizing the word through visual associations. Objects in the classroom or things brought to the classroom can be used (Gairns & Redman, 1986).

**4.4.5.2 Teaching by Active Involvement:** Traditional drills may be considered outdated instructional methods. However, they still have something to apport to the teaching process. By drills, students get accustomed to the word and learn how to recognize it. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takač & Singleton, 2008). This technique also includes personalization, which is using the word by learners in a context that is related to their life.

**4.4.5.3 Teaching Using Pictures:** Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. They serve as effective tools to clarify the meaning of unknown words. They should be used as often as possible. The compilation of images encompasses various forms such as posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources.

**4.4.5.4 Teaching Using Mime and Gestures:** The term mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication (Alqahtani, 2015). any words can be introduced through mime, expressions, and gestures. For instance, considering adjectives like "sad", "happy"; employing mime or physically removing a hat to illustrate the concept of "hat," and so forth. Numerous studies have underscored the significance of gestures in the acquisition of a second language (L2) (Alqahtani, 2015). Teachers often utilize gestures extensively (Sime, 2001; Hauge, 1999), especially when engaging with young or novice learners. It is widely accepted that these "teaching gestures" capture attention and inject dynamism into the lesson. These teaching gestures manifest in diverse forms, including hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are

unambiguous and easy to comprehend, it is pertinent to note that this instructional approach holds significance in enhancing understanding (Tellier, 2007). Apart from aiding comprehension, the utilization of instructional gestures may also prove beneficial. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Several individuals have observed that learners can readily recall a word when the teacher employs the corresponding gesture while presenting the lexical item in the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many hardly explored on a systematic and empirical basis (Tellier, 2007).

**5.4.5.5. Teaching Using Numeration and Contrast:** An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. To put it differently, this method proves beneficial when visual explanations for a particular word are challenging. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes, for example dress, a skirt, trousers etc, and then the meaning of the word "clothes" will become clear (Gruneberg & Sykes, 1991). Certain words can be effectively conveyed to learners by highlighting their contrast with opposites, such as illustrating "good" contrasted with the word "bad" but some words are not. However, some words pose a challenge in this regard. It becomes nearly impractical to contrast words that have a gradable opposite. For instance, when comparing "white" to "red", an intermediary term like "pink" emerges, making the contrast less straightforward. Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots (Alqahtani, 2015).

Even though, recycling has not been exactly defined as a teaching strategy. It has been greatly accepted for strengthen students' vocabulary. The recurrence students have with the same vocabulary will bring their knowledge back and reinforce it, so that it will be even harder for students forget their vocabulary. Recycling has been seen as a great way for expanding students' active vocabulary, as well as improving their fluency, since they already have a clue of the vocabulary, the process of using it gets reduced significantly (Susanto, 2017).

In order to complete Susanto (2017) teaching approach for vocabulary, Nation (2005) has presented four principles for teacher to follow. First, he proposes to keep simple and well-organized explanations, so as not overcomplicate the content. Then, it is welcomed to relate the

new vocabulary to one which has been already learned. In that way, students will acquire the vocabulary easier, comparisons, synonyms and antonyms are widely used. Nation (2005) also explains that both categories of vocabulary need to be covered, so he reminds teachers to teach both, the spoken and written form of the word. In that case, students will be able to produce and recognize the word. Finally, he warns teachers not to bring any word unnecessary when explaining, that will only expand the content students will try to learn. Reducing their focus on the words that are being actually taught.

According to Oxford (2003) the important features of language teaching strategies. Language teaching strategies contribute to main goal communicative competence, allow learners to be independent, expand the teacher's role, problem oriented, more specific action, more than cognitive, not always observable, and to be flexible. The description of language learning strategies underscores the mentality that enthusiastic language learners must cultivate as a prerequisite for mastering an extensive vocabulary.

Numerous language learning approaches exist that hold the promise of aiding in the process of language acquisition. Vocabulary has been found as an essential component of a second language learning classroom (Susanto & Fazlinda, 2016), and also as a major resource for language use, and one could not learn a language without learning vocabulary (Cameron, 2001). Therefore, the acquisition of vocabulary holds significant value, serving as a crucial component in the development of skills and knowledge. However, mastering vocabulary goes beyond mere memorization; it involves understanding how to use words in relevant contexts and expanding one's linguistic capabilities the knowledge of one's vocabulary is also crucial. This is where vocabulary learning strategies play role.

Language learners can encounter new words in diverse ways within the classroom, whether through the teacher's language, interactions with fellow learners, or educational materials. Hedge (2000) emphasizes that the teacher's crucial role extends beyond merely introducing new words; it involves fostering learners' independence. There are some ways, such as by training them good strategies for vocabulary learning, and building their independence to master new words, and other creativity they may have to master the words.

#### **4.4.2.3. Previous Studies about ludic activities and English Vocabulary development**

In the section of previous studies, it is shown the effectiveness of the application ludic activities in vocabulary learning through non-native English speaker countries around the world.

The present is a summary of six scientific articles which contribute with positive findings and solid basis to this current investigation development. The most relevant information of these papers is classified in table 2 in the following categories such as: author and year, country, research type, research design, population and level of education.

**Table 2**

*Matrix of previous studies about ludic activities and vocabulary*

<i>Previous studies that have investigated ludic activities and English Vocabulary development</i>					
<b>Author and year</b>	<b>Country</b>	<b>Research Type</b>	<b>Research design</b>	<b>Population</b>	<b>Level of Education</b>
Miletic (2017)	Portugal	Master Thesis	Mixed method	28 students	primary school
Afzal (2019)	Saudi Arabia	Article	Quantitative	100 students	University students
Bati et. al. (2020)	Korea	Article	Mixed method	48 students	School students
Vasquez (2017)	Ecuador	Master Thesis	Mixed method	42 students	Elementary school
Dakhi and Fitria (2019)	Indonesia	Article	Qualitative.	undergraduate students, English teacher, lecturer and practitioner	University students
Akdogan (2017)	Turkey	Article	Mixed method	50 students	English medium school and English Course

The research work of Miletic (2017) carried out research called the role of ludic activities in primary English classroom- do they really help children to learn? which implement mixed research. Besides, the objective of this research was to verify the possible benefits of using ludic activities in English language learning and teaching by analyzing the effect that they have in enhancing and maintaining student motivation and participation in class, was conducted in a third-grade class composed of 28 children, 12 girls and 16 boys, of 8 and 9 years old. As well, the instruments of questionnaires, my teacher journal and feedback were applicate to collect data. Finally, the results from this study may help teachers adapt or follow a ludic approach to complement a course book as a way to facilitate the learning process, resulting in students being more relaxed, motivated and participative.

As regards, qualitative research was conducted by (Afzal,2019), about A Study on Vocabulary-Learning problems encountered by BA English majors at the University Level of



Education. The aim of this research was to investigate the problems faced by PSAU English majors in learning the vocabulary. Furthermore, the participants were 100 student's participants (undergraduates) randomly picked up from five different levels (four, five, six, seven, and eight) of 4-Year BA English Program at PSAU. The instruments that helped to recollect data was an online questionnaire. In addition, this study, utilizing the questionnaire, has investigated vocabulary-learning problem by analyzing the responses of the student-participants, it has been confirmed that the learners face vocabulary-learning problems even at the university level of education. The problems surfaced as difficulties in pronouncing news words, spelling new words, using new words correctly, identifying grammatical structure of words, guessing the meanings from the context and others.

Furthermore, an experimental study developed by Bati et. al. (2020) whose aim was to investigate the effect of the flipped classroom strategy (FCS) on Omani grade ten students' vocabulary achievement and on their motivation towards learning English. Therefore, the participants were of 48 students participated in the study, 24 constituted the experimental group, receiving instruction through the FCS, while another 24 formed the control group, where the same vocabulary was taught using traditional teaching methods. As a matter of fact, a test as the main research tool, a questionnaire and a semi-structured interview were considered as research instruments. After analyzing the data, the researcher indicated that this study revealed that the FCS had a positive impact on students' vocabulary learning; therefore, it can be concluded that the utilization of FCS positively impacts students' vocabulary attainment. Further, demonstrated the positive impact of FCS on developing more positive attitudes towards the English language and learning it.

Moreover, Vasquez (2017) conducted a quasi-experimental design study in order to determine how ludic activities impact students' levels of motivation and vocabulary acquisition. Hence, the research question was; to what degree do ludic activities help students to improve their productive English vocabulary learning? Besides, the participants were the Sixth Year of Basic Education "A", with forty-two students was chosen as a convenience sample to carry out this study. The school's English teachers also participated in this study. To carry out this research, questionnaires were used to observe the performance of the participants. Therefore, as a result had been improved and students' perceptions of themselves and their English class presented positive ideas about the use of ludic activities.

Additionally, as claimed by Akdogan (2017), this study aimed to strengthen word comprehension by linking their spelling with their visual representation. It conducted a mixed-method research involving the participation of 50 students from a private English-medium high school and an English course institute who completed the questionnaire. Additionally, 14 language teachers from different schools contributed to this study. Quantitative data were collected through online self-report questionnaires twice over a semester, complemented by qualitative data consisting of open-ended questions in surveys and interviews with teachers to gather student perspectives. The findings emphasize the usefulness and effectiveness of games in vocabulary learning, although their role is highlighted as a supplement rather than the sole tool. Moreover, it underscores that enhancing language skills through games could play a pivotal role in vocabulary growth in the target language. It suggests that integrating games into the learning process could serve as a significant motivator for students in their learning experiences.

Finally, Dakhi and Fitria (2019) conducted a qualitative research titled 'The Principles and the Teaching of English Vocabulary: A Review.' Their study aimed to address key aspects. Similarly, this article aims to provide a comprehensive overview of the significance of vocabulary, types of vocabulary suitable for teaching, selection standards for instructing and comprehending vocabulary materials, the scope and depth of vocabulary, and guidelines for vocabulary instruction. The participants involved university students, English educators, lecturers, and professionals. The overarching conclusion of their research highlighted the functional role of vocabulary as the cornerstone of communication, a reflection of social reality, a catalyst for emotions, and a predictor of academic proficiency. Moreover, it revealed the varied contributions of vocabulary to fundamental language skills. Lastly, the principles governing vocabulary instruction, its size and depth, and the teaching and learning materials were found to be interconnected with students' mastery of vocabulary.

Ludic activities play a crucial and enriching role in vocabulary development, such as meaning, spelling, word usage and collocations. By adopting interactive and fun approaches, these activities manage to capture students' interest and motivation, fostering a more engaging and meaningful learning experience. Through games, puzzles and interactive dynamics, students can acquire new words in a natural and contextual way, facilitating a deeper understanding of word meaning and usage. In addition, play activities promote active learning, allowing students to practice effective word usage in a variety of communicative situations. In short, play activities

offer a holistic and effective approach to enrich students' vocabulary, stimulating their linguistic development in a fun and effective way. By incorporating these strategies into educational processes, educators can cultivate a love of language and promote lasting and meaningful vocabulary learning.

## **5. Methodology**

This study sets out to develop EFL vocabulary by using ludic activities as a strategy to improve English vocabulary among middle basic Education students at a public institution of Loja city. School year 2022-2023. As fundamental, the study researched on what is the level of vocabulary that learners can achieve by applying ludic activities among Middle Basic Education students at a public institution of Loja city. School year 2022-2023.? And What are the benefits of ludic activities on the development of English vocabulary learning among Middle Basic Education students at a public institution of Loja city. School year 2022-2023.? In the present section, the methodology of the study is presented in terms of research setting, procedure and data analysis.

### **5.1. Research Setting and Participant**

The present research was carried out in a public institution inside the seventh zone of education because of the administrative and geographic facilities it offered to the researcher. The institution is specifically located in the center of Loja city in the south of Ecuador, in south America. The geographical coordinates of this institution are approximately - 3.9998347299100594 latitude and -79.21118150300346 longitude.

The study centered around a pre-service teacher who took on the role of a researcher, tasked with implementing an intervention plan. The participants in this research were seventh-grade students of a local high school in Loja during the academic year 2022-2023. This group comprised 21 students, with 10 males and 11 females, all aged between eleven and twelve years. The selection of participants followed a convenience sampling approach, which involves opting for individuals who are easily accessible and available for research purposes (Gay et al., p. 140). In this case, the participants were specifically English students at the A1.1 level, following the language proficiency standards set by the Ministry of Education. Furthermore, following the ethical principles of research, first, participants' consent was asked before the intervention since they are still considered as underage citizens. And second, for privacy purposes, all participants were given a code that worked as the research identification. In order to ensure the success of the study, the researcher used a procedure to recruit participants and obtain permission from the educational institution. First, the researcher held a conversation with the principal to obtain his permission. After the principal agreed, collaboration was sought with the teachers and a formal request was submitted in order to obtain the permission to conduct the study.

## **5.2. Procedure**

### **5.2.1. Method**

The current investigation was enriched by employing a mixed approach, encompassing both qualitative and quantitative dimensions. By incorporating these two distinct methods, the study attained a comprehensive understanding of students' performance and attitudes towards ludic activities. The qualitative aspect involved in-depth exploration and analysis of non-numeric data, specifically textual data derived from observation guides. Conversely, the quantitative component focused on the collection and analysis of numeric data through pretest and posttest. Drawing inspiration from the scholarly insights of Teddlie and Tashakkori (2010), the mixed approach facilitated the validation of qualitative findings with quantitative data and vice versa, ensuring a more robust and reliable assessment.

To explore the impact of ludic activities on vocabulary knowledge improvement, the researchers adopted a one-group-pretest-posttest design within the quantitative research framework. In accordance with Creswell's (2012) research guidelines, a performance test was conducted both before and after the intervention, exclusively for the participants in the study. Complementing the quantitative findings, the qualitative research served to enrich and augment the overall understanding of students' attitudes towards ludic activities and the influence on vocabulary. This phase involved the administration of a questionnaire with closed-ended questions and the utilization of an observation guide, providing deeper insights into the reasons behind the quantitative results. The combination of quantitative and qualitative data substantiated the significant impact of ludic activities on students' vocabulary development, reinforcing the significance of these playful learning experiences in educational settings.

### **5.5.2. Research Design**

The present research study, innovatively crafted, embraces the empowering principles of action research, presenting a dynamic approach that empowers teachers to tackle critical educational challenges they face in their daily instructional endeavors. The objective of the research was to develop EFL vocabulary by using ludic activities as a viable strategy among seventh-grade students at a public institution in Loja. Thus, the researcher, driven by a passion for future English education, navigated the sequential stages proposed by the visionary Gerald Susman (1983), aptly adapted for this study: diagnosis, action planning, performance and evaluation, and reflection.

**5.2.2.1. Diagnosing:** This study started by acknowledging the issue concerning English vocabulary learning among the targeted seventh-grade student population, who were selected through convenience sampling. Initially, the researcher approached the educational institution, seeking permission from the school principal to conduct the study and interact with the students for intervention purposes. Utilizing a pretest administered to the target group, the researcher obtained valuable insights into the students' proficiency level, which aligned with the Ministry of Education's A1.1 level. Subsequently, the obtained results were carefully analyzed, enabling the researcher to identify the specific challenges the students faced in this aspect. Based on these findings, an action plan was carefully crafted to address and overcome these identified obstacles.

In pursuit of advancing the investigation, an exhaustive exploration of the existing body of literature and prior research concerning the crucial components of English as a Foreign Language (EFL) vocabulary and ludic activities was undertaken. The focal point of this study was to establish vocabulary as the dependent variable, comprising meaning, word usage, spelling, and collocation. Conversely, ludic activities were identified as the independent variable, encompassing diverse indicators such as games, authentic tasks, and group work.

The present research sought to unveil valuable insights into the profound influence of ludic activities on bolstering students' proficiency in EFL vocabulary. The theoretical framework laid the groundwork by providing an encompassing comprehension of the research project, delineating the conceptualizations of the two variables along with their respective indicators. Notably, these variables assumed paramount significance in the teaching and learning process within EFL classrooms. The information presented in this study was ethically sourced from a variety of reputable academic sources, including thesis works, papers, journals, and articles, all retrieved from renowned databases such as Eric, Latindex, and Google Scholar. By creatively merging existing literature with original insights, this research contributes to the ever-evolving landscape of EFL education, paving the way for innovative teaching methodologies and fostering enhanced language acquisition for students worldwide.

**5.2.2.2. Action Planning:** Once the researcher identified the main problem of English vocabulary learning, she proceeded to investigate and explore various options to find possible effective solutions. To maintain originality and creativity throughout the investigation, a diverse range of strategies was employed. By incorporating fundamental techniques such as testing, observation, and survey, an ingenious action plan was crafted to provide effective solutions. The

testing technique played a crucial role, as it involved both a pretest and a posttest to evaluate students' cognitive dimension before and after implementing the intervention plan. Through this process, the researcher gained meaningful perspectives into the impact of the intervention on students' vocabulary acquisition. Likewise, the observation technique, represented by an observation guide, allowed for close monitoring of students' progress and development. This real-time observation enabled the researcher to make informed adjustments to the intervention plan as needed, ensuring optimal results. Finally, a thoughtfully designed questionnaire was employed as a survey technique to delve into the affective dimension, uncovering students' perceptions and attitudes towards reading comprehension. This approach shed light on the emotional aspects of the learning process, revealing important considerations for vocabulary improvement. These research instruments were skillfully crafted, taking into account the participants' characteristics and the study's design, ensuring the utmost relevance and accuracy of the collected data.

It is important to mention that before proceeding with the main study, a rigorous piloting test was conducted to validate and fine-tune these instruments. Which bolstered the credibility and robustness of the data collected, lending greater weight to the research findings. Therefore, the researcher crafted ten lesson plans incorporating Gagne's nine events. As stated by Gagne et al. (2005), learning revolves around skill development through experiences, with the teacher acting as a designer of stimuli, capturing the learner's attention and interest.

**5.2.2.3. Acting:** During this phase, the researcher puts the action plan into practice. Consequently, the ten lesson plans were executed twice a week in public classrooms. The intervention spanned forty class periods, totaling three hours per week, and it was implemented throughout the 2022-2023 school year. Throughout the implementation of the proposal, the researcher collected data using diverse instruments, including an observation guide, a questionnaire, pretest and posttest.

In the realm of educational research, the concept of the pretest, as articulated by the distinguished scholars Leigh et. al. (2013), pertains to an evaluative procedure carried out before the introduction of an intervention. In the context of this study, a carefully designed pretest was administered to the students, aiming to discern their existing vocabulary proficiency prior to the implementation of the intervention plan. The motive behind this pretest was to act as a diagnostic instrument, bestowing invaluable prospects into tailoring the ludic activities strategy within the intervention plan for maximum effectiveness. By comprehending students' baseline knowledge,

the researcher could adapt the instruction, fostering an engaging and impactful learning experience.

The lesson plans were thoughtfully divided into distinct stages, including warm-up and objective discussion, instruction and modeling, guided practice and less guided practice, independent practice, and assessment. The flexibility of the plan allowed the researcher to make timely adjustments during the action phase, closely monitoring the applied strategies as an effective response to the research questions guiding the study.

In the groundbreaking study by Leigh et. al. (2013), a comprehensive assessment was undertaken to evaluate the effectiveness of the intervention plan on enhancing students' engagement levels and academic performance. Following the implementation of the intervention, a post-test was conducted to measure the impact of ludic activities as a strategy on students' vocabulary development. To complement the post-test findings and provide understanding of the students' experience, an observation guide and an innovative and insightful questionnaire was also administered. Both the observation guide and the questionnaire ingeniously delved into the depths of students' perceptions regarding the application of ludic activities as a tool for improving vocabulary. By probing their viewpoints on the effectiveness and relevance of this approach, the researchers sought to uncover valuable insights into how ludic activities influenced their grasp of the subject matter.

Moreover, in a strong commitment to upholding the fundamental ethical value of privacy, a code system was integrated into the pretest, posttest, and questionnaire stages. This was instrumental in anonymizing the identities of each individual student, serving as a robust fortress of confidentiality that shielded the participants' personal information from any prying eyes throughout the entire study.

**5.2.2.4. Evaluating and Reflecting:** The aim of this stage was to assess the outcomes of the intervention plan and analyze both quantitative and qualitative data gathered during the course of the action. This was achieved through the use of pretest and posttest assessments, an observation guide, and a questionnaire. To begin, the pretest and posttest results were meticulously gathered and organized for thorough analysis, with a focus on understanding the level of improvement in the students' vocabulary. Comparisons were made between the two sets of data to identify any significant changes and to measure the overall progress achieved. To aid in the analysis, Microsoft



Excel was utilized to incorporate the quantitative data from the pretest and posttest, creating tables that provided a clear visualization of the students' overall improvement.

Additionally, the study incorporated both qualitative and quantitative data through the administration of a questionnaire. Closed-ended questions yielded quantitative data, which were subject to descriptive statistical analysis and visually presented using tables. On the other hand, qualitative data were collected through the use of an observation guide, offering a narrative description to complement the quantitative findings. This dual approach provided a comprehensive understanding of the students' experiences, perceptions, and attitudes towards the intervention and its impact on their vocabulary development.

The findings derived from the analysis offered valuable insights, allowing for a deeper comprehension of the efficacy of the intervention. The results were then presented, highlighting any limitations, drawing conclusions, and proposing recommendations. These outcomes not only addressed the specific research questions of the study but also laid the groundwork for future research in the field. The significance of reporting these results lies in the potential benefits it may bring to educators seeking to enhance their practices in Teaching English as a Foreign Language (TEFL). By sharing these findings, a wider audience of educators can access valuable information and potentially implement similar strategies to improve their teaching methods.

### ***5.2.3. Data Collection Sources and Techniques***

The data collection instruments were combined to collect information regarding students' cognition and affection. Considering Gay's et al. (2021) paper-and-pencil technique, students' cognition was measured before and after the application of ludic activities through a performance test in a pretest and posttest format. The test measured students' vocabulary domain within the aspects of spelling, meaning, usage and collocations. It consisted of five closed multiple-choice questions elaborated using the selection method, in which students selected the correct answer from a series of options and completion questions, the results obtained from the tests were compared with the grading scale established by the Ministry of Education using the criterion-referenced scoring proposed by Gay et al. (2012).

On the other hand, the questionnaire focused on learners' feelings towards the main elements of ludic activities, such as: games, group work and authentic activities. It was developed with 10 closed-ended questions with selection items. Therefore, the researcher designed observation guides to collect quantitative and qualitative data by observing participants in their

natural environment to check whether ludic activities stimulated motivation, become active, and fostered learner interest. Also, the researcher participated as an active participant observer who developed and implemented ten lesson plans focused on students' vocabulary development through the use of the ludic activities (Gay et al., 2012).

#### **5.2.4. Data Analysis**

In this comprehensive study, a meticulous data analysis was conducted, employing an assortment of analytical techniques to explore both quantitative and qualitative data. The focus was on descriptive analysis, where various measures of frequency and central tendency were skillfully applied to draw meaningful insights. When dealing with the quantitative data, the students' scores were subjected to a thorough examination using key central tendency measurements, including mean, median, and mode. These statistical measures were utilized to establish the relationship between higher scores and improved performance. The results, elegantly represented through visually appealing tables, highlighted the effectiveness of the intervention. On the other hand, the qualitative data, sourced from a well-crafted questionnaire administered during the study, provided valuable insights into students' experiences and perceptions. By carefully analyzing the closed-ended questions, the researchers were able to transform qualitative data into quantitative indicators, skillfully employing descriptive statistics to elucidate the patterns and trends in the responses. Moreover, an indispensable aspect of the study was the use of an observation guide, meticulously exploring the frequency of responses to each question and statement. This approach allowed for a comprehensive understanding of the patterns emerging from the qualitative data, providing invaluable context to complement the quantitative findings.

Despite the challenges faced during the intervention, such as limited time and the absence of technological resources, the consistency of the results was remarkable. The most significant revelation from this meticulous analysis was the undeniable positive impact of the ludic activities on students' vocabulary development. The combination of quantitative and qualitative data not only reinforced each other but also allowed for a richer and more comprehensive understanding of the intervention's efficacy.

## 6. Results

### 6.1. Pretest and Posttest

The pre and post-test results were useful for the researcher to find out the level of vocabulary that learners can achieve by applying ludic activities among middle basic education students at a public institution of Loja city. School year 2022-2023. The results obtained are shown in the following table.

**Table 3**

*Pretest scores on the performance of seventh grade students on vocabulary development*

STUDENTS 'CODE	<b>S</b> <b>2/2</b>	<b>C</b> <b>2/2</b>	<b>M</b> <b>4/4</b>	<b>W U</b> <b>2/2</b>	<b>TOTAL</b> <b>10</b>
Ss01	1.65	1.00	2.00	2.00	6.65
Ss02	1.32	1.50	3.00	1.00	6.82
Ss03	1.65	1.00	2.00	1.50	6.15
Ss04	2.00	2.00	2.50	1.00	7.50
Ss05	0.99	1.00	2.50	1.00	5.49
Ss06	2.00	0.50	3.00	1.00	6.50
Ss07	2.00	1.00	3.25	1.00	7.25
Ss08	1.32	2.00	1.75	1.00	6.07
Ss09	1.32	1.00	3.50	1.50	7.32
Ss10	1.65	1.00	3.00	2.00	7.65
Ss11	0.99	1.00	2.25	1.00	7.24
Ss12	1.65	1.00	2.25	1.50	6.40
Ss13	2.00	1.50	3.00	1.00	7.50
Ss14	2.00	1.50	3.00	1.50	8.00
Ss15	1.65	2.00	2.75	1.50	7.90
Ss16	2.00	0.50	3.25	0.50	6.25
Ss17	2.00	1.00	3.75	1.50	8.25
Ss18	1.32	1.50	2.75	1.50	8.07
Ss19	1.65	1.50	3.25	1.50	7.90
Ss20	0.99	2.00	2.50	1.00	6.49
Ss21	1.32	1.00	2.50	1.00	5.82
<b>Mean</b>	<b>1.59</b>	<b>1.26</b>	<b>2.75</b>	<b>1.26</b>	<b>6.87</b>

Ss= students 01= Number of student's S = spelling C= collocation M= Meaning Wu= Word usage

Table 3 illustrates the results of the pretest which was currently administered to seventh grade students before the intervention plan in order to find out the level of vocabulary that learners had. When it comes to vocabulary "meaning", the participants got a score of 2.75/4, demonstrating a moderate ability in connecting word forms to their meanings, connecting foreign words to their equivalents in native tongues, using word associations and word concepts when using the English language. They also demonstrated how a term in one language may need multiple translations or have multiple meanings and relationships. In the same way, in the "words usage" aspect, students obtained a 1.26/2 mean score, which indicates that students had a poor ability in recognizing the

grammatical functions of the words, which includes knowing where in the sentence a certain word belongs and how it will relate to other words. As for "spelling", students got a 1.59/2 mean score, suggesting that there were difficulties in labeling words and in using their knowledge of verb tenses to add a verb. Finally, in the "collocation" aspect, the mean score obtained was 1.26/2 which shows that the students presented difficulties in forming and joining new words by adding words.

In summary, the students displayed an acceptable aptitude in the spelling component, outshining their performance in the word usage section, which was notably lower. During the pretest, they filled in the words based on the provided pictures and accurately identified various fruits. However, when tasked with constructing sentences about healthy or unhealthy foods using specific nouns, they faced some challenges, struggling to complete the vocabulary in a cohesive manner.

## 6.2. Posttest Results

**Table 4**

*Posttest scores on the performance of seventh grade students' vocabulary development*

STUDENTS' CODE	<b>S</b> <b>2/2</b>	<b>C</b> <b>2/2</b>	<b>M</b> <b>4/4</b>	<b>W U</b> <b>2/2</b>	<b>TOTAL</b> <b>10/10</b>
<b>Ss01</b>	2.00	1.50	3.00	2.00	8.50
<b>Ss02</b>	1.65	2.00	3.50	2.00	9.15
<b>Ss03</b>	1.32	2.00	3.50	2.00	8.82
<b>Ss04</b>	2.00	1.50	3.00	1.50	8.00
<b>Ss05</b>	2.00	2.00	3.50	2.00	9.50
<b>Ss06</b>	1.65	1.50	4.00	1.50	8.65
<b>Ss07</b>	2.00	2.00	4.00	2.00	10.00
<b>Ss08</b>	1.65	2.00	3.00	1.50	8.15
<b>Ss09</b>	2.00	2.00	3.50	1.50	9.00
<b>Ss10</b>	2.00	2.00	3.50	1.50	9.00
<b>Ss11</b>	1.32	2.00	3.00	2.00	8.32
<b>Ss12</b>	1.65	1.50	3.75	2.00	8.90
<b>Ss13</b>	2.00	2.00	3.00	1.50	8.50
<b>Ss14</b>	2.00	2.00	3.50	1.50	9.00
<b>Ss15</b>	1.65	1.50	4.00	2.00	9.15
<b>Ss16</b>	2.00	1.50	2.75	1.50	7.75
<b>Ss17</b>	2.00	1.50	4.00	2.00	9.50
<b>Ss18</b>	1.65	1.50	3.50	2.00	8.65
<b>Ss19</b>	2.00	2.00	4.00	1.00	9.00
<b>Ss20</b>	1.65	2.00	3.50	1.50	8.65
<b>Ss21</b>	1.65	1.50	4.00	1.50	8.65
<b>Mean</b>	<b>1.80</b>	<b>1.79</b>	<b>3.50</b>	<b>1.71</b>	<b>8.80</b>

Ss= students 01= Number of students' S = spelling C= collocation M= Meaning WU= Word usage

The results in Table 4, unveiled the remarkable progress of our seventh graders over the course of forty instructional sessions. The students' journey in vocabulary development culminated in an impressive overall score of 8.80/10, a substantial leap from the modest pretest score of 6.87/10. Delving into the specifics, the "meaning" aspect stood out with the highest mean score of 3.50/4. This exceptional result vividly demonstrated the students' profound grasp of word forms and their corresponding meanings. Notably, they skillfully connected foreign words with their native language, showcasing an impressive linguistic aptitude. In the realm of "collocation," the students achieved a commendable mean score of 1.79/2, showcasing their ability to creatively construct new words by skillfully amalgamating existing ones. Turning our attention to the "spelling" aspect, the mean score reached a commendable 1.80/2, revealing a marked improvement in their capacity to label words by drawing connections from the images they encountered. Finally, the aspect of "word usage" unveiled a notable mean score of 1.71/2, underscoring the students' prowess in recognizing grammatical functions. Their proficiency in identifying a word's part of speech and its interactions with other words was truly commendable.

The remarkable outcomes bear witness to the dedication of both students and educators, underscoring the effectiveness of the instructional approach. The accomplishments are celebrated, and anticipation arises for the ongoing journey of academic growth, with even greater heights expected to be reached.

**Table 5**

*Comparison of the pretest and posttest means of the 7th grade*

Indicators	Pretest	Posttest
<b>Spelling</b>	1.59	1.80
<b>Collocation</b>	1.26	1.79
<b>Meaning</b>	2.75	3.50
<b>Word Usage</b>	1.26	1.71
<b>Total means</b>	<b>6.87</b>	<b>8.80</b>

As it can be observed in the table 5, it shows a comparison between the pretest and posttest scores, which evaluated the English level in using vocabulary before and after applying the intervention plan based on ludic activities. The results obtained support a positive improvement in the four-vocabulary aspects: spelling, meaning, word usage and collocation.

The "spelling aspect" demonstrated remarkable improvement, with scores rising from 1.59/2 in the pretest to 1.80/2 in the posttest, representing a substantial improvement of 0.19 (9,5%) points. This significant progress clearly indicates that students have honed their abilities to form

words and combine letters effectively. Similarly, students showcased exceptional performance in the "collocation aspect," revealing their proficiency in creating new words by combining existing ones. Scores soared from 1.26/2 in the pretest to an outstanding 1.79/2 in the posttest, showing a difference of 0.53 (26.5%) points. Moreover, the "word usage aspect" displayed commendable growth of 0.45 (22.5%) points, with pretest scores at 1.26/2, leaping to 1.71/2 in the posttest. Evidently, the students have developed a rich vocabulary, demonstrating their aptitude for selecting the right words for appropriate contexts. Notably, the "meaning aspect" scores also saw a significant rise, increasing from 2.75/4 in the pretest to an impressive 3.50/4 in the posttest. The difference of 0.75 (18.75%) points exemplifies the students' enhanced ability to describe and understand the meanings of words, employing contextual clues, word part instructions, and visual aids to enhance their comprehension.

Overall, these results highlight the remarkable progress and creativity demonstrated by the students in various language aspects. Their dedication to improving their language skills is commendable and promises even greater achievements in the future.

### 6.3. Questionnaire results

The instrument of the questionnaire was applied when the intervention plan was finished with the aim to describe the benefits of ludic activities on the development of English vocabulary learning among middle basic education students at a public institution of Loja city during the 2022 - 2023 school year. The results are presented through tables.

**Table 6**

*Benefits of the use of ludic activities on the development of English vocabulary in seventh-graders*

STATEMENTS	A %	U %	S %	N %	T %
<b>Did you feel motivated during your English learning experience by using ludic activities?</b>	38.8%	28.5%	19.4%	14.2%	100%
<b>Did you like the activities?</b>	33.3%	38.9%	23.8%	9.5%	100%

According to data presented in Table 6, just over a third (38.8%) of the participants reported that they “always” felt motivated during the ludic activities conducted in class, while slightly under a third (33.3%) expressed they “always” these activities. In contrast, only a small minority (9.5%) of the participants indicated that they did not enjoy the activities. The positive outcomes of the study were further corroborated by the observation guide, which revealed that the implemented

activities, including hangman, crossword, matching game, and jeopardy, were highly accepted by the students. These games proved to be the most effective strategies for boosting students' motivation, enthusiasm for learning, and active participation in the class. Notably, these factors significantly contributed to the challenging development of English vocabulary, particularly in terms of meaning.

**Table 7**

*The most favorite ludic activities for the students*

STATEMENTS	H	C	Mg	J	T
	%	%	%	%	%
<b>Which of those ludic activities did you prefer to use?</b>	42.9%	38.8%	23.8%	9.5%	100%

H= hangam C=crossword Mg= matching game J= jeopardy T=total

As shown in Table 7, the survey displays the most preferred ludic activities among the students in the class substantiated with the observation guide. The data demonstrates that "hangman" was the top choice for over two-fifths (42.9%) of students, with an acceptability rating of 5 points in the observation guide, as it effectively enhanced spelling skills. Following closely, nearly two-fifths (38.8%) of students favored "crossword" as their second favorite ludic activity, as it created an enjoyable learning environment and increased students' word usage. Just under a quarter (23.8%) of students favored working with "matching games", which allowed them to collaborate effectively in groups and enhance overall interaction. Finally, a smaller proportion (9.5%) of students indicated a preference for "jeopardy" games due to their stimulating word-guessing interactions.

**Table 8**

*Ludic activities student's interaction*

STATEMENTS	A	U	S	N	T
	%	%	%	%	%
<b>Did you like group work activities?</b>	38.8%	23.8%	28.5%	9.5%	100%
<b>Group work activities are dynamic and useful?</b>	52.4%	28.5%	19.4%	0.0%	100%
<b>Did your team members help you to understand during group work?</b>	7.1%	23.8%	19.4%	4.8%	100%
<b>Did you enjoy the game with your classmates?</b>	61.9%	33.3%	4.8%	0.0%	100%

A= always, U=Usually, S= Sometimes, N=Never, T= Total

Table 8 presents the results of a survey conducted to gauge students' experiences with group games and activities in English language learning. Impressively, more than three-fifths (61.9%) of the students reported enjoying the group games. Moreover, slightly over half (52.4%)

of the students found these group activities to be dynamic and beneficial for their language learning journey. It is noteworthy that a significant proportion, over a third (38.8%), of the participants expressed their fondness for group work activities. Interestingly, the observation guides revealed that students showed a particular interest in working in groups, especially when the games involved images, such as in matching games. Also they have an inclination for group work as they felt more supported by their classmates in order to better understand the topic matter and the activities assigned. In essence, the findings suggest that games play a pivotal role in enhancing students' vocabulary skills in a highly motivating manner. These results highlight the potential of interactive group exercises to positively impact language learning outcomes.

**Table 9**

*Ludic activities feeling of students*

STATEMENTS	A %	U %	S %	N %	T %
<b>Did you feel a little frustrated when you couldn't understand the game?</b>	23.8%	19.4%	28.5%	33.3%	100%
<b>The teacher uses an interesting resource in teaching vocabulary development for you to understand?</b>	33.3%	38.8%	19.4%	14.3%	100%
<b>Did you feel bored on some games?</b>	19.4%	238%	23,8%	33,3%	100%

A= always, U=Usually, S= Sometimes, N=Never, T= Total

The data presented in Table 9 provides valuable insights into the participants' experiences with vocabulary development in the classroom. It is noteworthy that over one-third (38.8%) of the participants reported that their teacher consistently incorporates engaging resources into the teaching process, fostering a positive learning environment. This finding indicates a proactive approach to enhancing the learning experience. Interestingly, more than a quarter (28.5%) of the students admitted to experiencing occasional frustration. While this is a natural part of the learning process, it presents an opportunity for educators to address potential challenges and offer additional support to those students. On the bright side, the data indicates that the use of games in the classroom has a significant impact on students' engagement and motivation. Approximately one-third (33.3%) of the participants “never” felt bored with the games used in class. This suggests that incorporating interactive and stimulating activities can be an effective strategy to maintain students' interest and enthusiasm for learning. The observation guides further validate the positive impact of using games in the classroom, as they received an average acceptability rating of 5



points. This demonstrates that the games successfully enhance motivation and foster genuine interest among the students.

## 7. Discussion

The present research work intended to develop EFL vocabulary by using ludic activities as a strategy to improve English vocabulary among middle basic education students at a public institution of Loja city. School year 2022-2023. In this way the following section describes the discussion of the research work in which the results obtained were contrasted with the previous studies. Likewise, the research questions are addressed as well as some limitations and suggestions of the future studies.

The general problem of this research project was to investigate "How do ludic activities support English vocabulary development among middle basic education students at a public institution of Loja city. School year 2022-2023?". Through the interactive and stimulating approach, ludic activities encouraged students to actively participate, interact with their peers and apply vocabulary in real-life contexts. Moreover, Ludic activities fostered a deeper and more meaningful understanding of words. In addition, by incorporating repetition in an enjoyable context, memory and effective word use were reinforced. As a result, the students shown remarkable commitment, willingness to actively participate in class activities and motivation to learn. These groundbreaking findings find support and validation from esteemed researchers like Miletic (2017), Afzal (2019), Bati et al. (2020), Vasquez (2017), Dakhi and Fitria (2019) and Akdogan (2017), further solidifying the significance and credibility of this research's outcomes.

The researcher sought to answer the following subquestions: the first subquestion was, what is the level of vocabulary that learners can achieve by applying ludic activities among middle basic education students at a public institution of Loja city. School year 2022-2023? To address this question, both a pretest and a posttest were conducted, and the results showed a significant improvement from 6.87/10 to 8.80/10, with a difference of one point ninety/three (1.93). These results reflect a positive progress in vocabulary development on the part of the students after participating in the play activities. It is relevant to note that these results of Vasquez (2017), who also reached the same conclusion, this study allows us to affirm that vocabulary learning and students' motivation levels experienced significant improvements due to the use of playful activities. Students showed positive attitudes towards the use of these dynamics, which translated into greater participation in class. When considering the playful activities as fun and interesting, students showed a more favorable predisposition to learn the target language.

The second subquestion in this research to clarify was: What are the benefits of ludic activities on the and your argument development of English vocabulary learning among middle basic education students at a public institution of Loja city. School year 2022-2023.? Based on the observation guide and notes written by the researcher, the use of ludic activities strategies such as games, group work, authentic tasks help students interact, motivate, participate, and have collaborative learning. Offer students the chance to engage with the language in a more relaxed and enjoyable manner, provide mental and emotional stimulation. These results agree with the finding of other study made by Miletic (2017) which indicated that these ludic activities strategies that have in improving and maintaining students' motivation and participation in class and help teachers to adapt or follow a playful approach, thus students will be more relaxed, motivated and participative.

Furthermore, the obtained results can not be generalized due to several reasons. Firstly, the scarcity of research conducted within the distinct Ecuadorian context highlights the necessity for more extensive educational investigations. Additionally, the educational institution lacked the essential technological resources required for the optimal advancement of English classes. Another significant constraint was the limited timeframe available for the intervention, restricting both the intervention's depth and the study's duration. Therefore, the execution of a research project would be advantageous in order to broaden the scope and enhance the efficacy of employing ludic activity strategies for vocabulary development.

## 8. Conclusions

The consistently compelling findings of this study highlighted that ludic activities, such as interactive games, group work, and authentic tasks, played a key component in the process of vocabulary acquisition. As a result, this study underscored the utmost significance of integrating ludic activities into English language teaching, as they provided an effective means of fostering motivation, active participation, and enhanced engagement within the classroom setting. The incorporation of these dynamic approaches, resulted in a more stimulating and enjoyable learning environment, leading to a more profound and lasting language development for students.

After analyzing the results, it became evident that students experienced notable progress in the areas of "meaning" and "word usage" compared to "collocation" and "spelling." This supported significantly the learning and improvement of vocabulary development. Moreover, they demonstrated a keen ability to interpret words associated with the corresponding pictures. These positive outcomes highlighted the efficacy of the ludic activities in providing students with valuable opportunities to practice vocabulary items and enhance their language proficiency through interactive engagement. By actively participating in these enjoyable learning exercises, students were able to strengthen their grasp of the language while having fun.

The implementation of ludic activities proved highly beneficial for the development of English vocabulary learning among middle basic education students. These activities provided a motivating and enjoyable approach to language practice, encouraging students to engage actively through the use of images, in-class games, and interactive worksheets. The positive impact of ludic activities was evident in the significant improvement of students' vocabulary acquisition and retention. By fostering a dynamic and playful learning environment, students exhibited increased interest and enthusiasm for language learning, leading to enhanced vocabulary development. The incorporation of ludic activities effectively supported the argument that language learning can be both effective and enjoyable, proving to be a valuable and successful strategy for promoting English vocabulary learning.

## 9. Recommendations

To overcome the limitations of limited time and a small sample size in the present study, it is recommended to conduct a long-term investigation and expand the sample to a larger population. A long-term study will provide more comprehensive and reliable data, allowing for the observation of trends over time and assessment of long-term effects. Furthermore, including a larger sample will improve the validity and representativeness of the results, enabling more robust statistical analyses and reducing potential biases. While logistical challenges and additional resources may be involved, the benefits of obtaining stronger and more generalizable conclusions justify the efforts. Thus, it is advised to consider these aspects when designing future research in order to achieve more robust and applicable findings in the field of study.

It is strongly recommended to conduct more studies in Ecuador to address the limitation of a scarcity of existing research in the country. Expanding the scientific and academic knowledge baseline in Ecuador is crucial, as each country has unique characteristics that deserve to be investigated and understood. Conducting more studies in Ecuador will generate relevant local evidence, address specific issues in the country, and develop solutions tailored to its socio-economic, cultural, and environmental context. Additionally, fostering local research will promote the development of scientific and academic capacities in the country, strengthening the involvement of the Ecuadorian scientific community on the international stage.

Regarding to the lack of technological resources, it is recommended to prioritize the acquisition of technological resources to support the implementation of ludic activities aimed at improving English vocabulary. Technology offers more personalized learning experiences as it provides with diverse tools and platforms that can greatly enhance the engagement, interactivity, and accessibility of these activities. Also, it allows immediate feedback and progress tracking, which are crucial for effective vocabulary development. In this way, researchers should support for the assignment of resources, seek external funding, and collaborate with relevant stakeholders to ensure the availability and integration of technology into the ludic activities. Therefore, by incorporating digital games, interactive exercises, online quizzes, and multimedia resources, students can actively participate in vocabulary-building exercises in an enjoyable and immersive manner, foster a positive learning environment, and ultimately improve English vocabulary acquisition among students.

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## 11. Annexes

### Annex 1. Pretest/ Posttest



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

### DATA COLLECTION SOURCE: PRETEST – POSTTEST

**Student's code:** .....


**Date:** .....







#### Level A1.1

*Dear student.* The objective of this test will help to analyze your understanding about English vocabulary. Please, answer the following questions as honestly as possible. Your identity will be kept anonymous.

**1. Spelling.** Look at the pictures and complete the words on the next column. (2 points)

**Example:**

	A <u>pp</u> l <u>e</u>
---	------------------------

	B _ n _ _ a		G r _ _ e
	_ h e _ r _		_ r a _ g e
	P _ n e a _ _ l _		P _ a _

2. **Collocation.** For each sentence, choose the best option. (2 points)

a) **At 7 am I have my .....**

- Breakfast
- eat.
- lunch.

b) **I love..... food.**

- water.
- traditional.
- hate.







c) **I hate greasy .....**







- food.
- animal.
- orange.

d) **I need a balanced .....**

- diet.
- fruit.
- apple.

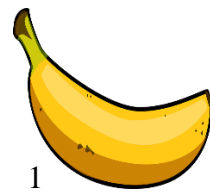
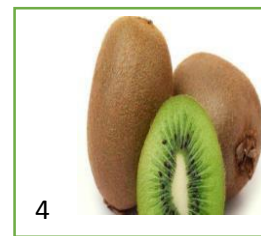
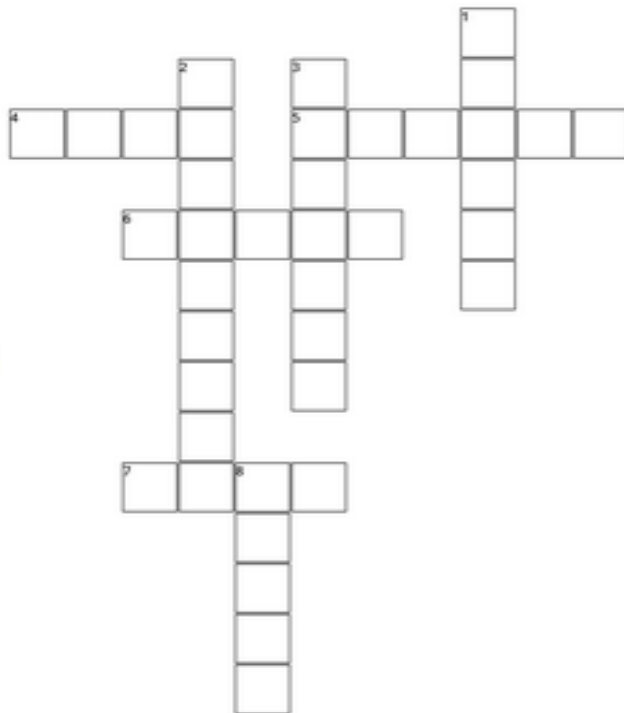
3. **Meaning.** For each word, choose the picture that best describes it. (2 points)

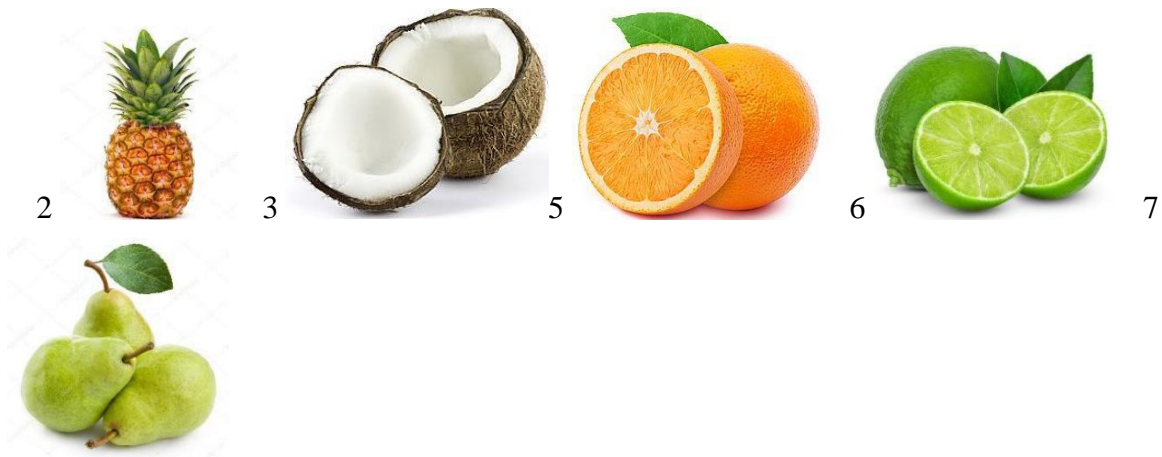
Junk food.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
Fruits.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 

Vegetables.	<i>a.</i> 	<i>b.</i> 	<i>c.</i> 
Grain	<i>a.</i> 	<i>b.</i> 	<i>c.</i> 

4. **Meaning.** Fill in the crossword puzzle grid with the name of each fruit following the numbers and direction indicated. Use the word bank if you get stuck. (2 points)

Apple Banana Orange Lemon	kiwi coconut pineapple pear
------------------------------------	--------------------------------------





5. **Words' usage.** Choose the best word and complete the following blank box. (2 Points)

**The doctor says that mom needs a balanced .....**

- a) fruits                                      b) diet                                      c) meal

**It is difficult because loves and French fries.**

- a) Hamburgers                                      b) milk                                      c) fruits

**She likes.....like apples and pears.**

- a) Vegetables                                      b) fruits                                      c) diet

**But hates..... like everybody.**

- a) Meal    b) fruits    c) vegetable

Annex 2. Questionnaire



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**EXTRANJEROS**

**DATA COLLECTION SOURCE: QUESTIONNAIRE**

**Student's Code.** .....

**Date:**.....

*Dear student.* Today English is considered as universal language so it is important to know about the vocabulary development method used in the class and its influence in the development of the productive skills. This data is important to look for alternatives in order to improve English Teaching methodology. Therefore, please answer this questionnaire.

1. **Did you feel motivated during your English learning experience by using Ludic activities?**  
Always ( )      usually ( )      sometimes ( )      never ( )
2. **Did you like the activities?**  
Always ( )      usually ( )      sometimes ( )      never ( )
3. **During practical activities did you feel motivated?**  
Hangman ( )      crossword ( )      matching games ( )      jeopardy ( )
4. **Did you like group work activities?**  
Always ( )      usually ( )      sometimes ( )      never ( )
5. **Group work activities are dynamic and useful?**  
Always ( )      usually ( )      sometimes ( )      never ( )
6. **Did your team members help you to understand during group work?**  
Always ( )      usually ( )      sometimes ( )      never ( )
7. **Did you feel a little frustrated when you couldn't understand the game?**  
Always ( )      usually ( )      sometimes ( )      never ( )
8. **The teacher uses an interesting resource in teaching vocabulary development for you**

**to understand?**

Always ( )      usually ( )      sometimes ( )      never ( )

**9. Did you enjoy the game with your classmates?**

Always ( )      usually ( )      sometimes ( )      never ( )

**10. Did you feel bored on some games?**

Always ( )      usually ( )      sometimes ( )      never ( )

**Annex 3. Observation Guide**



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EXTRANJEROS**

**DATA COLLECTION SOURCE: OBSERVATION GUIDE**

		<b>Observation Guide</b>					
Observation N	Date/Time:	Role of the researcher:					
Topic	Participants: Middle Basic	Nonparticipant					
Objective of the Lesson	Education	observer					
		Duration of the Observation					
<b>Aspect to be observer</b>	<b>Level of acceptability</b>					<b>Remarks</b>	
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Interaction	students interact in the classrooms.						
	Games inspired students to maintain their interest.						
	Students find it difficult to interact in class.						
Motivation	When using vocabulary, students were motivated.						
	Students are motivated by ludic activities						
	Ludic activities motivate students to learn better.						
	The use of games is a very motivating and entertaining way						



	to teach language, especially for weaker learners.						
Students participation	Students participate in the games						
	The games inspired students to maintain their interest.						
	Games engage students often.						
Collaborative learning	Students are collaborative in the activities carried out						
	Students have problems working in groups.						
	Games in learning activities help develop students' behavior.						

**Annex 4: National Grading Scale.**

<b>Qualitative scale</b>	<b>Quantitative scale</b>
<b>A=</b> Masters the necessary learning components	9,00 – 10,00
<b>B=</b> Understands the necessary learning components	7,00 – 8,00
<b>C=</b> Almost reaches the necessary learning components	4,01 – 6,99
<b>D=</b> Does not reach the necessary learning components	$\leq 4$

**Annex 5. Informed Consent.**



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN CARRERA PEDAGOGÍA DE  
LOS IDIOMAS NACIONALES Y EXTRANJEROS

**DECLARACIÓN DE CONSENTIMIENTO INFORMADO**

Señores

**PADRES DE FAMILIA**

Reciban un cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento la para la participación de su hijo/a en la realización del proyecto de investigación: “Actividades lúdicas sobre el desarrollo del vocabulario en inglés en estudiantes de Educación Básica Media”, el cual tiene como objetivo mejorar el aprendizaje del vocabulario en inglés mediante el uso de las actividades lúdicas.

Yo,....., con cédula de identidad....., representante del/la estudiante... he leído este documento de consentimiento informado que me ha sido entregado, he comprendido el tema y el objetivo del proyecto que se va a realizar. También he sido informado/a de que mis datos personales y de mi representado/a, serán protegidos y manejados bajo confidencialidad por parte del investigador. En conocimiento pleno me sirvo consentir y autorizar la participación de mi hijo/a en la realización del proyecto a cargo del estudiante de la Universidad Nacional de Loja con fines investigativos y de aprendizaje.

En la ciudad de Loja, a las.....(día, mes y año)

Firma:

Nombres y Apellidos:

C.I:


REPRESENTANTE

## Annex 6. Lesson Plans

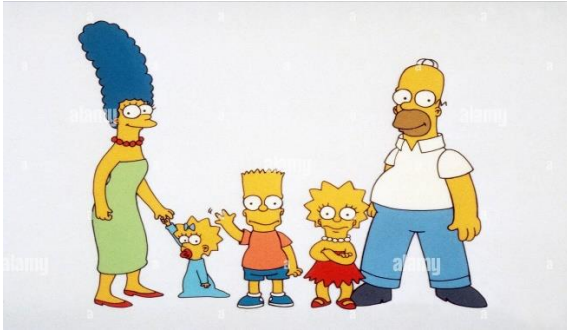
### LESSON PLAN N° 1

<b>Class:</b> Seventh grader <b>Parallel “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel “B” 11 women 10 men	<b>Topic:</b> Pretest
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> Friday 28 <sup>th</sup> , 2022 <b>Schedule Parallel “A”</b> 11:05 – 11:45 <b>Schedule Parallel “B”:</b> 10:25- 11:05 <b>N° of periods:</b> 2	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Pretest Sheets	Apply the pretest with the purpose of teach vocabulary
<b>Warm-up and Objective Discussion</b>	
<b>Does not apply</b>	
<b>Instruct and Model</b>	
<b>Instruct</b>	
Does not apply	
<b>Model</b>	
Does not apply	
<b>Guided Practice</b>	
<b>Less guided activities</b>	
Does not apply	
<b>independent Practice</b>	
Does not apply	
<b>Assessment</b>	
Application of the pretest	

## LESSON PLAN N° 2

<b>Class:</b> Seventh graders <b>Parallel “A” and “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel “A” 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel “B” 11 women 10 men	<b>Topic:</b> The Family members
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> Thursday 10 <sup>th</sup> , 2022 <b>Schedule Parallel “A”:</b> 7:15- 8:35 <b>Schedule Parallel “B”:</b> 8:35- 9:55 <b>N° of periods:</b> 4	<b>Pre-service teacher:</b>  Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Worksheets  Textbook title	At the end of the lesson, students will be able to recognize the meaning of the family members through the playful activities
<b>Warm-up and Objective Discussion</b>	
<p>Show the students a picture of the family and ask them to identify the family member they can see to activate their prior knowledge related to vocabulary. Next, ask who is the mother, who are the grandparents, who are the children, who are the children? Tell them that they are going to learn the meaning of family members.</p>	
	
<b>Instruct and Model</b>	
<p><b>Instruct</b></p> <p>First, the teacher teaches new vocabulary and explains about the family</p> <p>After, the pre-teacher shows flashcards with the pictures of the family members. Next, show pictures of the family and ask who is the father? where is the grandfather?</p> <p><b>Model</b></p> <p>Paste the family tree on the board for students to identify the family members.</p> <p>Students look at the family tree on the board and complete the photobook with the correct family tag.</p>	
<b>Guided Practice</b>	

Give students a sheet with family pictures and ask them to fill in the gaps with vocabulary about the family for example, M,..... F....., S.....




**Less guided activities**

Students have to write 5 members of the family with their respective meaning.

**Independent Practice**

Work in pairs. The students have to create a photobook of famous people and put the meaning of each of the family members.

<b>Class:</b> Seventh graders <b>Parallel “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel “A” 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel “B” 11 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Transportation.
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> November 10 <sup>th</sup> , 2022 <b>Schedule Parallel “A”</b> 7:15 – 8:35 <b>Schedule Parallel “B”</b> 8:35 – 9:55 <b>Date:</b> November 11 <sup>th</sup> , 2022 <b>Schedule Parallel “A”</b> 10:25 – 11:05 <b>Schedule Parallel “B”</b> 11:05 – 11: 45	<b>Pre-service teacher:</b>  Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Board Flascards Pictures	At the end of the lesson, students will be able to recognize the word’s usage with vocabulary of means of transportation
<b>Warm-up and Objective Discussion</b>	
Teacher will show some pictures about public transport vocabulary. Then ask them if they know about the vocabulary showed on the board and, ask students to repeat the vocabulary.	
<b>Instruct and Model</b>	
<b>Instruct</b> First, the teacher teaches the new transportation vocabulary with pictures and explains the topic to be covered in class. Cab, motorcycle, truck, airplane, cab, bicycle, bus, etc. Then show a flashcard and explain about the word’s usage. Auto  car Then, the teacher shows the images of the means of transportation to remember the meaning and use of the vocabulary.	
<b>Model</b>	
<b>Guided Practice</b>	
Give students a worksheet with pictures of the means of transportation and ask them to fill in the gaps with the vocabulary they have learned. For example, h....lic....p...er	
<b>Less guided activities</b>	
Working in groups, students have to choose the correct answer which type of transport it is.	
<b>Independent Practice</b>	
students have to create a blog using transportation	
<b>Assessment</b>	
Students have to write a post with the means of transportation with words usage. Materials: Flashcards worksheets, Pictures.	

#### LESSON PLAN N° 4

<b>Class:</b> Seventh graders <b>Parallel "B"</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel "A" 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel "B" 11 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Vocabulary related to the hygiene: Conjunctions: And/but
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> November 17 <sup>th</sup> , 2022 <b>Schedule Parallel "A"</b> 7:15 – 8:35 <b>Schedule Parallel "B"</b> 8:35 – 9:55 <b>Date:</b> November 18 <sup>th</sup> , 2022 <b>Schedule Parallel "A"</b> 10:25 – 11:05 <b>Schedule Parallel "B"</b> 11:05 – 11: 45 <b>N° of periods:</b> 6	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Board markers Flashcards worksheets	At the end of the lesson, students will be able to recognize the use of conjunction ( <i>and connection/but contrast</i> ) connection and vocabulary of the bathroom with their appropriate spelling.
<b>Warm-up and Objective Discussion</b>	
Tell students the instructions about the hangman to begin the students' presentation. The teacher thinks of a word and writes on the board the letters of the word and each student tries to guess it by letters and next to it they add parts of the figure of a person or doll. Each of the parts of this figure represents a letter of the alphabet that is not in that word. If the figure is completed, the game is over.	
<b>Instruct and Model</b>	
<b>Instruct:</b> First, preservice teacher explains the use of conjunctions and/but and, shows images of the bathroom vocabulary to teach spelling. Bath, towel, soap, etc. Teacher explains the images in order to fill the gaps' crossword according to the pictures Teacher ask the students to be careful with the word spelling. Present the topic about conjunction by using worksheet. Then explain the meaning and, when we have to use this conjunction.	
<b>Model</b> Teacher use the board to explain the meaning and, check the pronunciation and spelling. Ones finished the explanation the teacher will explain the conjunction in sentences on the board by combining the hygiene vocabulary. Then, the teacher will explain the command and, questions using the same vocabulary (may I go to the bathroom? Close the bathroom door). Then, teacher creates group of four students to play a word search and find the vocabulary missing. Then, the teacher asks to groups how many words they found in order to know the group winner.	
<b>Guided Practice</b>	
The teacher gives the students crossword puzzles with vocabulary related to bathroom implements, for	



the students to complete according to the images.

**Less guided activities**

**Independent Practice**

Students write 5 sentences using hygiene vocabulary and conjunction for example ( I take a shower and clean the bathroom.

**Assessment**

Students get in pair and spell some words relate to the bathroom explained in the class.

Materials

Flashcards, worksheets

[https://m.vk.com/wall-93166146\\_3896](https://m.vk.com/wall-93166146_3896)

The image shows a crossword puzzle worksheet. On the left is a crossword grid with empty squares. Above the grid is a title box that says "Bathroom Crossword". Below the title are two lines for "Name: \_\_\_\_\_" and "Class: \_\_\_\_\_". To the right of the grid is a key of bathroom items, divided into two columns: "Across" and "Down".

Across		Down		
2.	5.	1.	3.	4.
7.	8.	6.	9.	
11.	12.	10.	12.	
13.				

<b>Class:</b> Seventh graders <b>Parallel "B"</b> <b>N° Students:</b> 23 <b>Parallel "A"</b> 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 <b>Parallel "B"</b> 11 women 10 men	<b>School year:</b> 2022 - 2023  <b>Topic:</b> can/can not modal verbs
<b>Language Level:</b> A1. 1 <b>Schedule Parallel "A":</b> 11:05 – 11:45 <b>Schedule Parallel "B":</b> 10:25- 11:05 <b>N° of periods:</b> 6	<b>Type of institution:</b> Public <b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title Matching games slides projector	At the end of the class students are able to ask and answer questions using the modal verb can/can not, for possibility using the vocabulary the bathroom with its appropriate collocation.
<b>Warm-up and Objective Discussion</b>	
The teacher tells, the students the instructions for the matching game to begin the students' presentation. The game consists of cards distributed into pictures and words. At the beginning of the game they are shown face down. Click on two cards to match the word and the picture. If they show the match, the cards remain open. If the two cards do not match, they are turned face down again. Try to remember where the pictures or words are. Continue until you have the pairs. <a href="https://www.anglomaniacy.pl/bathroomMatching.htm#games">https://www.anglomaniacy.pl/bathroomMatching.htm#games</a>	
<b>Instruct and Model</b>	
<b>Instruct</b> First, the teacher explains the use of the modal verbs can/can not and gives some examples about collocation. Can I wash my face here? Yes, I can                                      No, I can not You use a .....to dry you hair (shampoo, hair dryer, toilet paper, plunger) Then, the teacher shows a card with the topic can/can not to remind how the question should be structured with the answers and collocations. Can he drive?                                      You .....run fast Yes, he can                                      can No, he can't                                      can't Next, show a picture with vocabulary related to the class and ask: can I bathe here? can my sister brush her hair with this? for the students to answer. <b>Model</b> The teacher projects the lesson about the modal verbs can/can't and the formation of collocation sentences. Once the explanation is finished, the teacher uses the blackboard to make examples, the teacher involves the students after the explanation. The teacher then creates groups of 4 students to complete a worksheet. Then the teacher asks questions for the students to tell the answers.	
<b>Guided Practice</b>	
<i>Individual work:</i> The teacher asks the students to complete the book activities. <b>Less guided activities</b> Group work: each student has to write questions and their respective short answers using the bathroom vocabulary. they will have 5 minutes to write. For example, can I go to the bathroom? Can I get the toilet paper?	
<b>Independent Practice</b>	
Pair work: Students have to ask and answer questions using modal verbs for example: can I wash my hand with soap? Yes, I can	
<b>Assessment</b>	
Students fill in the gaps of the sentences taking into account the collocation, and answer the questions of the modal verbs can. Material: Worksheet	

<b>Class:</b> Seventh graders <b>Parallel “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 <b>Parallel “A”</b> 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 <b>Parallel “B”</b> 11 women 10 men	<b>Topic:</b> Preposition of place
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Schedule Parallel “A”:</b> 11:05 – 11:45 <b>Schedule Parallel “B”:</b> 10:25- 11:05 <b>N° of periods:</b> 6	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title Table game Flashcards Pictures	At the end of the lesson, students will be able to recognize the meaning, ask and answer questions about where things and people are by using the prepositions of place: in, on, under, etc. through the use of ludic activities.
<b>Warm-up and Objective Discussion</b>	
The teacher presents students with a fill-the-gap game with the theme of the modal verb can/can't abilities in order to help them remember sentence collocation. Then teacher explains that in the class they will see about the preposition of place indicating the importance useful because they are very specific to talk about the location of things and people.	
<b>Instruct and Model</b>	
<p><b>Instruct</b> First the teacher shows a YouTube video about propositions of place. The video gives us information in pictures, meaning of the words with pictures of animals and things. After the video, the teacher shows a flashcard with the pictures and prepositions of place to remember the meaning.</p> <p><b>Model</b> The teacher shows real objects a notebook or a marker and puts it on the table and asks the students where the marker is, where the book is. the teacher places it in different positions so that the students can use the prepositions learned. Next, the teacher asks the students to take a book and asks: put the book under the table, put the book in your backpack. <b>Video Link:</b> <a href="https://www.youtube.com/watch?v=uJM1OqJeQsQ">https://www.youtube.com/watch?v=uJM1OqJeQsQ</a></p>	
<b>Flashcards</b>	
<b>Guided Practice</b>	
Individual work: The teacher asks the students to complete the book activities. <b>Less guided activities</b> Group work: Students have to remember and write questions using the wh-questions, for example: where do you live?	
<b>Independent Practice</b>	
Group work: The teacher asks the students to form groups of four and lends a die to each group. The teacher informs them that they are going to play the zigzag game, so she asks them to make a little ball with a piece of paper and paint it in a color in order to play. The game consists of the students forming sentences in the present simple tense with the vocabulary words they have learned in the last classes, which are in each box; at the end, the winner will get a reward.	
<b>Assessment</b>	
Students fill in the gaps in the sentences according to the images, taking into account the prepositions of place.	

## LESSON PLAN° 7

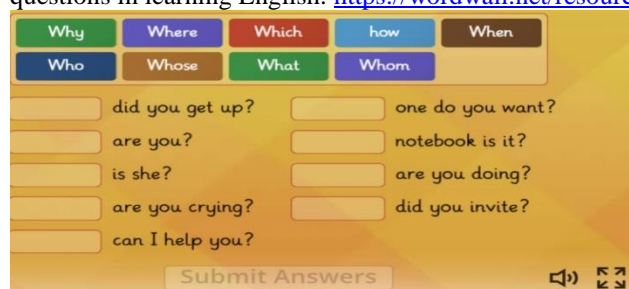
<b>Class:</b> Seventh graders <b>Parallel “A” and “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 <b>Parallel “A”</b> 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 <b>Parallel “B”</b> 11 women 10 men	<b>Topic:</b> Wh- questions
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Schedule Parallel “A”:</b> 11:05 – 11:45 <b>Schedule Parallel “B”:</b> 10:25- 11:05 <b>N° of periods:</b> 6	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title Table game Flashcards Pictures	
<b>Warm-up and Objective Discussion</b>	
The teacher introduces the students to the match up game and explains what it is and how it is played, to help the students. The teacher then explains that in class they will see the wh-questions, indicating the importance of these questions in learning English. <a href="https://wordwall.net/resource/235574/wh-questions">https://wordwall.net/resource/235574/wh-questions</a>	
<b>Instruct and Model</b>	
<b>Instruct</b> First, the teacher presents flash cards with the theme of "wh questions" and indicates how the question should be structured. then, the teacher starts asking questions such as, "Who are you?" How old are you? Where do you live? among others. Next, to reinforce the learning of wh questions, the teacher shows a video. <a href="https://www.youtube.com/watch?v=nfvmNQ0cfAs">https://www.youtube.com/watch?v=nfvmNQ0cfAs</a>	
<b>Model</b>  The teacher introduces a question and answer game and explains to the students what the game consists of, in which questions are asked to the participants such as; what is your name, I live in Loja or a question with wh. One of the players chooses one of the panels on the board and is shown a clue in the form of an answer.  Game Link: <a href="https://jeopardylabs.com/play/preposition-of-place-is-are-2">https://jeopardylabs.com/play/preposition-of-place-is-are-2</a>	
<b>Guided Practice</b>	
Individual work: The teacher asks the students to complete the book activities.	
<b>Less guided activities</b> Group work: Students have to remember and write questions using the wh-questions, for example: where do you live?	
<b>Independent Practice</b>	
Group work: The teacher asks the students to form groups of four and lends a die to each group. The teacher informs them that they are going to play the zigzag game, so she asks them to make a little ball with a piece of paper and paint it in a color in order to play. The game consists of the students forming sentences in the present simple tense with the vocabulary words they have learned in the last classes, which are in each box; at the end, the winner will get a reward.	
<b>Assessment</b>	
Students fill in the gaps in the sentences according to the images, taking into account the wh-questions.	

### LESSON PLAN N° 8

<b>Class:</b> Seventh graders <b>Parallel “A” and “B”</b>	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 <b>Parallel “A”</b> 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 <b>Parallel “B”</b> 11 women 10 men	<b>Topic:</b> Wh- questions
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Schedule Parallel “A”:</b> 11:05 – 11:45 <b>Schedule Parallel “B”:</b> 10:25- 11:05 <b>N° of periods:</b> 6	<b>Pre-service teacher:</b>  Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Textbook title Match up zigzag game Flashcards	At the end of the lesson, students will be able to ask and answer about personal information questions using the wh-questions as well as simple questions (Example: how old are you? Where do you live? Who are you? What color is it? and others, through the use of ludic activities.

#### Warm-up and Objective Discussion (10 minutes)

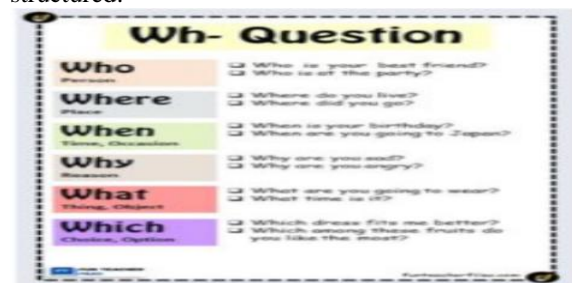
The teacher introduces the students to the match up game and explains what it is and how it is played, to help the students. The teacher then explains that in class they will see the wh-questions, indicating the importance of these questions in learning English. <https://wordwall.net/resource/235574/wh-questions>



#### Instruct and Model

##### Instruct

First, the teacher presents flash cards with the theme of "wh questions" and indicates how the question should be structured.



Then, the teacher starts asking questions such as, "Who are you?" How old are you? Where do you live? among others.

Next, to reinforce the learning of wh questions, the teacher shows a video.

<https://www.youtube.com/watch?v=nfvmNQ0cfAs>



**Model**

The teacher introduces a question and answer game and explains to the students what the game consists of, in which questions are asked to the participants such as; what is your name, I live in Loja or a question with wh. One of the players chooses one of the panels on the board and is shown a clue in the form of an answer.

Game Link: <https://jeopardylabs.com/play/preposition-of-place-is-are-2>

**Guided Practice**

Individual work: The teacher asks the students to complete the book activities.

**Less guided activities**

Group work: Students have to remember and write questions using the wh-questions, for example: where do you live?

**Independent Practice**

Group work: The teacher asks the students to form groups of four and lends a die to each group. The teacher informs them that they are going to play the zigzag game, so she asks them to make a little ball with a piece of paper and paint it in a color in order to play. The game consists of the students forming sentences in the present simple tense with the vocabulary words they have learned in the last classes, which are in each box; at the end, the winner will get a reward.

**Assessment**

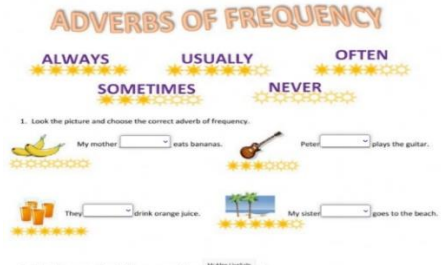

Students fill in the gaps in the sentences according to the images, taking into account the wh-questions.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### Wh- Questions

*Fill in the blank spaces with the correct question word.  
You can use the words below more than once.  
(who / what / when / where / why / which / how)*

1. \_\_\_\_\_ time did you wake up?
2. \_\_\_\_\_ is your best friend?
3. \_\_\_\_\_ many pencils are there?
4. \_\_\_\_\_ are you from?
5. \_\_\_\_\_ are you so happy?
6. \_\_\_\_\_ color do you prefer? Red or blue?
7. \_\_\_\_\_ does the train arrive?
8. \_\_\_\_\_ did you go last weekend?
9. \_\_\_\_\_ does your mother do?
10. \_\_\_\_\_ is his birthday party?

<b>Class:</b> Seventh graders	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel "A" 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel "B" 11 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Adverbs of frequency with present simple
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> December 22 <sup>h</sup> , 2022 <b>Schedule Parallel "A"</b> 7:15 – 8:35 <b>Schedule Parallel "B"</b> 8:35 – 9:55 <b>Date:</b> December 23 <sup>h</sup> , 2022 <b>Schedule Parallel "A"</b> 10:25 – 11:05 <b>Schedule Parallel "B"</b> 11:05 – 11: 45 <b>N° of periods:</b> 6	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Board markers worksheets crossword game	At the end of the lesson, students will be able to recognize the spelling and use of the Adverbs of frequency in a simple sentence according with their daily life. For example I always listen to music in English, I never drink alcohol
<b>Warm-up and Objective Discussion</b>	
The teacher presents students a worksheet to fill out the gaps by using adverbs of frequency. With the aim to familiarize new topic. Then teacher explains that in the class they will see about the adverbs of frequency with present simple, indicating the importance of these when learning English.	
 <p><b>ADVERBS OF FREQUENCY</b></p> <p>ALWAYS USUALLY OFTEN SOMETIMES NEVER</p> <p>1. Look the picture and choose the correct adverb of frequency.</p> <p>My mother <input type="text"/> eats bananas. Peter <input type="text"/> plays the guitar.</p> <p>They <input type="text"/> drink orange juice. My sister <input type="text"/> goes to the beach.</p> <p><a href="https://www.liveworksheets.com/w/en/english-second-language-esl/188070">https://www.liveworksheets.com/w/en/english-second-language-esl/188070</a></p>	
<b>Instruct and Model</b>	
<b>Instruct</b>	
First, the teacher explains on the blackboard the adverbs of frequency with the present simple and teaches the spelling, for example sometimes, never, often, always, among others. Then the teacher shows a pyramid with the percentages of the adverbs of frequency and asks the students; for example how often do you walk?, how often do you exercises?, how of the do you eat fast food?	
<b>Model</b>	
The teacher presents a crossword game and explains to the students what the game consists of, forming words from different letters, finding words and using it to solve crossword puzzles of adverbs of frequency, then the teacher explains the spelling related with the words taught. always, never, something	
 <p><b>Adverbs of Frequency</b>  Translate the adverbs of frequency into English.</p> <p>Pulsa aquí para identificarte</p> <p>Comenzar</p> <p>Autor: Helena Martínez Luengo</p>	

**Guided Practice**

The teacher shows a pyramid with the adverbs of frequency and asks the students to write sentences of the habit of each one of them according to the percentage of each one of the adverbs of frequency.

**ADVERBS OF FREQUENCY**  
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100%	ALWAYS	You are <b>always</b> late.
90%	USUALLY	We <b>usually</b> go to the cinema on Sunday.
70%	OFTEN	He <b>often</b> cooks pasta.
50%	SOMETIMES	We <b>sometimes</b> order pizza for dinner.
30%	HARDLY EVER / RARELY	She <b>hardly ever</b> smiles.
10%	NEVER	They are <b>never</b> at home when we call.

**WORD ORDER**

POSITIVE: SUBJECT + FREQUENCY ADVERB + verb. Example: He **often** cooks pasta.

NEGATIVE: SUBJECT + BE + FREQUENCY ADVERB + verb. Example: You are **always** late.

QUESTION: AUXILIARY + SUBJECT + FREQUENCY ADVERB + verb. Example: Are you **always** late? / Does he **often** cook?

⚠ Use NEVER and HARDLY EVER with positive verbs.

❌ He isn't never late.      ❌ They don't hardly ever go to the library.  
 ✅ He is never late.      ✅ They hardly ever go to the library.

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**Less guided activities**

Working in groups; Students write a paragraph using the adverbs of frequency.

**Independent Practice**

In pairs, students begin by circling the adverb of frequency in each statement that they think is true for their partner. Students then take it in turns to tell their partner which adverb of frequency they chose for each statement, e.g. 'I think you never eat Italian food'. Their partner tells them if they are right or wrong and the other student marks the correct answer on the worksheet. If the student's guess is wrong, their partner explains why. The student with the most correct guesses is the winner.

TEACH THIS

How often do you use English?

Grid of icons: person, computer, phone, book, etc.

Questions: How often do you... (use the icons) English?

**Assessment**

Students fill in the gaps in the sentences according to the sentences, taking into account the adverbs of frequency.

A. Read Erica's class schedule. Then, use the clues to complete the crossword.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Maths	Maths	Maths	Art	Science
9:00	English	English	English	English	English
10:00	Science	Science	Science	Science	Science
11:00	Maths	Maths	Maths	Maths	Maths
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	English	English	English	English	English
2:00	Maths	Maths	Maths	Maths	Maths
3:00	English	English	English	English	English
4:00	Maths	Maths	Maths	Maths	Maths
5:00	English	English	English	English	English

- What does Erica **never** study on Monday?
- What does she **usually** have after English?
- What does she **often** study at 2:00?
- What does she **never** study before lunch?
- What does she **sometimes** study before art?
- What does she **always** study after lunch?
- What does she **sometimes** study at 5:00-5:30?
- What does she **usually** study at 10:00?
- What does she **often** study in the morning?
- What does she **always** study in the morning?

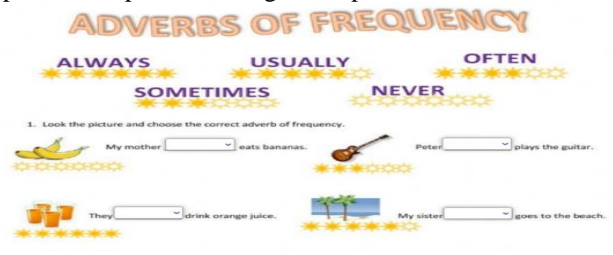

B. Choose the best frequency adverb to complete each sentence.

- Erica \_\_\_\_\_ (always / never) studies English.
- She \_\_\_\_\_ (sometimes / never) studies maths before lunch.
- She \_\_\_\_\_ (often / usually) studies English before lunch.
- She \_\_\_\_\_ (always / usually) has lunch at 12:00.
- She \_\_\_\_\_ (always / usually) studies music in the afternoon.
- She \_\_\_\_\_ (sometimes / often) studies art in the afternoon.
- She \_\_\_\_\_ (sometimes / often) studies history at 9:00.
- She \_\_\_\_\_ (never / never) studies art on Tuesday or Friday.
- She \_\_\_\_\_ (often / never) studies science first thing in the morning.
- She \_\_\_\_\_ (usually / sometimes) studies English after studying maths.

**LESSON PLAN N° 10**

<b>Class:</b> Seventh graders	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel "A" 13 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Adverbs of frequency with present simple
<b>N° Students:</b> 21 Parallel "B" 11 women and 10 men <b>Age:</b> 11- 12 years	
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public



<p><b>Date:</b> December 22<sup>h</sup>, 2022  <b>Schedule Parallel “A”</b> 7:15 – 8:35  <b>Schedule Parallel “B”</b> 8:35 – 9:55  <b>Date:</b> December 23<sup>h</sup>, 2022  <b>Schedule Parallel “A”</b> 10:25 – 11:05  <b>Schedule Parallel “B”</b> 11:05 – 11: 45  <b>N° of periods:</b> 6</p>	<p><b>Pre-service teacher:</b>  Ana Lucia Contento Japón</p>
<p><b>Materials</b>  Board  markers  worksheets  crossword game</p>	<p><b>Lesson Objectives</b>  At the end of the lesson, students will be able to recognize the spelling and use of the Adverbs of frequency in a simple sentence according with their daily life. For example  I always listen to music in English, I never drink alcohol</p>
<p><b>Warm-up and Objective Discussion</b></p>	
<p>The teacher presents students a worksheet to fill out the gaps by using adverbs of frequency. With the aim to familiarize new topic. Then teacher explains that in the class they will see about the adverbs of frequency with present simple, indicating the importance of these when learning English.</p>  <p><a href="https://www.liveworksheets.com/w/en/english-second-language-esl/188070">https://www.liveworksheets.com/w/en/english-second-language-esl/188070</a></p>	
<p><b>Instruct and Model</b></p>	
<p><b>Instruct</b>  First, the teacher explains on the blackboard the adverbs of frequency with the present simple and teaches the spelling, for example sometimes, never, often, always, among others.  Then the teacher shows a pyramid with the percentages of the adverbs of frequency and asks the students; for example how often do you walk?, how often do you exercises?, how of the do you eat fast food?</p> <p><b>Model</b>  The teacher presents a crossword game and explains to the students what the game consists of, forming words from different letters, finding words and using it to solve crossword puzzles of adverbs of frequency, then the teacher explains the spelling related with the words taught. always, never, something</p>  <p><a href="https://www.educaplay.com/learning-resources/41254-adverbs_of_frequency.html">https://www.educaplay.com/learning-resources/41254-adverbs_of_frequency.html</a></p>	
<p><b>Guided Practice</b>  The teacher shows a pyramid with the adverbs of frequency and asks the students to write sentences of the habit of each one of them according to the percentage of each one of the adverbs of frequency.</p>	

**ADVERBS OF FREQUENCY**

100% **ALWAYS** You are always late.  
 90% **USUALLY** We usually go to the cinema on Sunday.  
 80% **OFTEN** He often cooks pasta.  
 70% **SOMETIMES** We sometimes order pizza for dinner.  
 60% **HARDLY EVER** She hardly ever smiles.  
 50% **RARELY** They are rarely at home when we call.  
 40% **NEVER**

**WORD ORDER**

POSITIVE: SUBJECT - FREQUENCY ADVERB - VERB (He often cooks pasta.)  
 SUBJECT - BE - FREQUENCY ADVERB (You are always late.)

QUESTION: AUXILIARY - SUBJECT - FREQUENCY ADVERB (Are you always late?)  
 DOES - BE - FREQUENCY ADVERB (Does he often cook?)

Use NEVER and HARDLY EVER with positive verbs.  
 He isn't never late. They don't hardly ever go to the library.  
 He is never late. They hardly ever go to the library.

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**Less guided activities**

Working in groups; Students write a paragraph using the adverbs of frequency.

**Independent Practice**

In pairs, students begin by circling the adverb of frequency in each statement that they think is true for their partner. Students then take it in turns to tell their partner which adverb of frequency they chose for each statement, e.g. 'I think you never eat Italian food!'. Their partner tells them if they are right or wrong and the other student marks the correct answer on the worksheet. If the student's guess is wrong, their partner explains why. The student with the most correct guesses is the winner.

TEACH THIS

How often do you use English?

1. How often do you use English? (I use English every day.)

2. How often do you use English? (I use English once a week.)

3. How often do you use English? (I use English twice a month.)

4. How often do you use English? (I use English once a year.)

5. How often do you use English? (I use English every two weeks.)

6. How often do you use English? (I use English every three months.)

7. How often do you use English? (I use English every six months.)

8. How often do you use English? (I use English every year.)

9. How often do you use English? (I use English every two years.)

10. How often do you use English? (I use English every three years.)

11. How often do you use English? (I use English every four years.)

12. How often do you use English? (I use English every five years.)

13. How often do you use English? (I use English every six years.)

14. How often do you use English? (I use English every seven years.)

15. How often do you use English? (I use English every eight years.)

16. How often do you use English? (I use English every nine years.)

17. How often do you use English? (I use English every ten years.)

18. How often do you use English? (I use English every eleven years.)

19. How often do you use English? (I use English every twelve years.)

20. How often do you use English? (I use English every thirteen years.)

**Assessment**

Students fill in the gaps in the sentences according to the sentences, taking into account the adverbs of frequency.

A. Read Elena's class schedule. Write in the boxes to complete the crossword.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Maths	Maths	Maths	Maths	Maths
9:00	English	English	English	English	English
10:00	Science	Science	Science	Science	Science
11:00	History	History	History	History	History
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Art	Art	Art	Art	Art
14:00	PE	PE	PE	PE	PE
15:00	Music	Music	Music	Music	Music
16:00	Spanish	Spanish	Spanish	Spanish	Spanish

B. Choose the best frequency adverb to complete each sentence.

1. I \_\_\_\_\_ (usually) go to the gym every day.  
 2. I \_\_\_\_\_ (often) visit my grandparents.  
 3. I \_\_\_\_\_ (never) eat meat.  
 4. I \_\_\_\_\_ (hardly ever) go to the cinema.  
 5. I \_\_\_\_\_ (sometimes) go to the gym.  
 6. I \_\_\_\_\_ (always) go to school on time.  
 7. I \_\_\_\_\_ (usually) go to the gym every day.  
 8. I \_\_\_\_\_ (often) visit my grandparents.  
 9. I \_\_\_\_\_ (never) eat meat.  
 10. I \_\_\_\_\_ (hardly ever) go to the cinema.  
 11. I \_\_\_\_\_ (sometimes) go to the gym.  
 12. I \_\_\_\_\_ (always) go to school on time.

**LESSON PLAN N° 11**

<b>Class:</b> Seventh graders	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel "A" 13 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Present simple routines
<b>N° Students:</b> 21 Parallel "B" 11 women and 10 men <b>Age:</b> 11- 12 years	
<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> January 19 <sup>th</sup> , 2023 <b>Schedule Parallel "A"</b> 7:15 – 8:35 <b>Schedule Parallel "B"</b> 8:35 – 9:55 <b>Date:</b> January 20 <sup>th</sup> , 2022 <b>Schedule Parallel "A"</b> 10:25 – 11:05	<b>Pre-service teacher:</b> Ana Lucia Contento Japón

**Schedule Parallel "B" 11:05 – 11: 45**  
**N° of periods: 6**

**Materials**  
 Board  
 markers  
 worksheets  
 word wall game

**Lesson Objectives**  
 At the end of the lesson, students will be able to build up sentences in present simple using adverbs of frequency: with a proper collocation, related to daily routines through ludic activities.

**Warm-up and Objective Discussion**

The teacher introduces the students to a word wall game with the theme of daily routines, using recycling previous knowledge.



<https://wordwall.net/es/resource/20787990/today-1/adverbs-of-frequency-daily-routine-present-simple>

**Instruct and Model**

**Instruct**

First, the teacher explains with images the present simple routines and teaches the collocation of adverbs of frequency.  
 For example, sometimes I play soccer, she never eats coffee, they always wake up early.



Then the teacher presents a video about present simple routines, students have to pay attention to the video in order to learn the collocation.

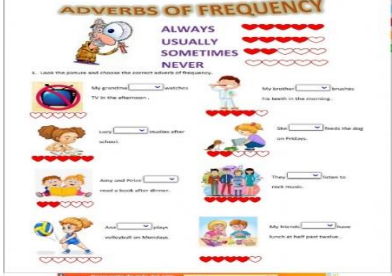
<https://www.youtube.com/watch?v=VpESOerMY7I>



**Model**

The teacher will give the students a worksheet in which students have to select the correct words for each sentence.

<https://www.liveworksheets.com/w/en/english-second-language-esl/189711>



**Guided Practice**

The teacher asks the students to form groups of four. The teacher informs them that they are going to play a bingo game, each student selects the option he/she prefers in each box of the bingo. Then, randomly, the different cut-out strips are picked up and read. Students' answers can be commented on. The first student who crosses out all the boxes wins.



**Less guided activities:**

Working in groups; Students have to remember the bingo sentences and write them in their notebooks. For example, sometimes he takes a shower

**Independent Practice**

In pairs, students write sentences about their daily routine in the simple present tense.

For example

She always eats an apple in the morning.

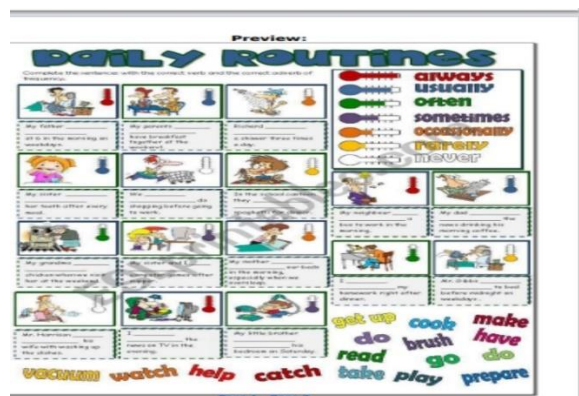
He often takes a shower on Monday.

Sometimes Pedro brushes his teeth.

**Assessment**

Students fill out the gaps using the present simple routine.

<https://www.pinterest.com/pin/691724823998146644/>



**LESSON PLAN N° 12**

<b>Class:</b> Seventh graders <b>Parallel</b> “ A ” “B”	<b>School year:</b> 2022 - 2023
<b>N° Students:</b> 23 Parallel “A” 13 women and 10 men <b>Age:</b> 11- 12 years <b>N° Students:</b> 21 Parallel “B” 11 women and 10 men <b>Age:</b> 11- 12 years	<b>Topic:</b> Posttest application

<b>Language Level:</b> A1. 1	<b>Type of institution:</b> Public
<b>Date:</b> January 20 <sup>th</sup> , 2023 <b>Schedule Parallel “A”</b> 10:25 – 11:05 <b>Schedule Parallel “B”</b> 11:05 – 11: 45 <b>N° of periods:</b> 2	<b>Pre-service teacher:</b> Ana Lucia Contento Japón
<b>Materials</b>	<b>Lesson Objectives</b>
Posttest sheet	Posttest application And questionnaire
<b>Warm-up and Objective Discussion</b>	
NO APLICA	
<b>Instruct and Model</b>	
NO APLICA	
<b>Guided Practice</b>	
NO APLICA	
<b>Independent Practice</b>	
NO APLICA	
<b>Assessment</b>	
NO APLICA	