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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Improving English vocabulary learning by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year

Mejorando el aprendizaje de vocabulario en inglés mediante el uso de actividades lúdicas en estudiantes de cuarto grado de una institución pública de la ciudad de Loja, durante el 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

My work is dedicated to the most special people I have in my life. I would like to express my gratitude to my parents, who with their love, patience, and effort have allowed me to fulfill one more dream. Thank you for instilling in me examples of effort and courage, not to fear adversity because God is. I would like to thank my brother for his love and unwavering support throughout this process, as well as for always being there for me. I would like to thank my aunts, who always advised me to give the best of myself, and my grandparents, especially my grandmother, who always asks in her prayers that God help me, protect me, and give me wisdom. To all my friends, for their support when I needed it the most, for their kindness in difficult moments, and for their love given to me every day. Finally, I want to mention that thanks to a phrase that my favorite singer said which is "Life is hard and things don't always go well, but we must be brave and go on with our lives" and to his songs that make me realize that I must also thank myself because during this process I have given my best effort and I didn't give up despite all the difficulties presented.

Emily María Asanza Maldonado

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1. Title

Improving English vocabulary learning by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year

2. Resumen

El vocabulario es uno de los elementos más importantes en la enseñanza de un idioma como el inglés. Con un vocabulario amplio, las personas podrán hablar inglés y hacerse entender. Por esta razón, la presente investigación tuvo como objetivo incrementar el vocabulario en inglés de los estudiantes mediante el uso de actividades lúdicas en estudiantes de cuarto de básica de una institución pública de la ciudad de Loja, durante el año lectivo 2022-2023. Además, la investigación utilizó un diseño de investigación acción con enfoque mixto con el fin de obtener datos cuantitativos (calificaciones de los estudiantes) y cualitativos (percepciones) a través de un pretest y posttest, un cuestionario y una lista de chequeo de observación. Adicionalmente, para la aplicación del plan de intervención se emplearon 10 planes de clase basados en los nueve eventos de Gagné. En este estudio, los datos se analizaron usando dos métodos: el método estadístico descriptivo para analizar los datos cuantitativos y el método de análisis temático para analizar los datos cualitativos. Los resultados cuantitativos mostraron que los alumnos aumentaron significativamente su vocabulario de inglés tras la aplicación de las actividades lúdicas, con una media de 8,31, a diferencia de la media de 4,25 puntos obtenida antes de la prueba. Además, los datos mixtos obtenidos de la lista de observación y los cuestionarios mostraron que los alumnos se sentían positivos, participativos y motivados cuando el investigador aplicaba las actividades lúdicas en clase. La aplicación de las actividades lúdicas mejoró significativamente el nivel de vocabulario de los alumnos, especialmente en los aspectos de “forma” y “significado”. Además, los alumnos consideraron que las estrategias aplicadas eran divertidas e interesantes, lo que les motivó para aprender vocabulario en inglés.

Palabras clave: Actividades lúdicas, canciones, EFL, ESL.

2.1 Abstract

Vocabulary is one of the most important elements in the teaching of a language like English. With a broad vocabulary, people will be able to speak English and make themselves understandable. For this reason, the present research aimed to increase students' English vocabulary by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022–2023 school year. In addition, the research used an action research design with a mixed approach in order to obtain quantitative (student grades) and qualitative (perceptions) data through a pretest and posttest, a questionnaire, and an observation checklist. Moreover, for the implementation of the intervention plan, 10 lesson plans were used, based on Gagne's nine events. In this study, the data were analyzed using two methods: the descriptive statistics method was used to analyze the quantitative data, and the theme analysis method was used to analyze the qualitative data. The quantitative results showed that the students significantly increased their English vocabulary after the application of the ludic activities, with an average of 8.31, differing from the pre-test average of 4.25 points. Furthermore, the mixed data obtained from the observation checklist and questionnaires showed that the students felt positive, participative, and motivated when the researcher applied the ludic activities in class. The application of ludic activities significantly improved the vocabulary level of the students, especially in the aspects of "form" and "meaning." Moreover, students considered the strategies applied to be fun and interesting, which motivated them to learn English vocabulary.

Key words: EFL, ESL, playful activities, songs.

3. Introduction

Vocabulary is the main element for English learners to be able to develop effective communication. Likewise, Setiawan and Wiedarti (2020) assert that mastering English vocabulary is essential in English learners even before producing it, either written or oral. In the Ecuadorian curriculum, developing English vocabulary comprehension is fundamental because it boosts the development of thinking and the social and creative skills necessary for lifelong learning and citizenship (MinEduc, 2016). At the end of fourth-grade MinEduc aims for students to develop an A1 level in vocabulary. From this level, it is expected that students should identify a basic vocabulary about themselves, their families, their friends, and their immediate surroundings at school and at home, as well as color and size descriptors.

Nevertheless, this standard has not been achieved; this could be due to different causes, such as the use of a traditional methodology or a lack of interest on the part of the students to learn the language. Regarding the difficulties in learning the English language some authors point out that students presented problems with remembering vocabulary and faced several problems in vocabulary learning, such as knowing the meanings, pronouncing words, using them properly, and correcting spelling (Paguay, 2019; Quesada, 2020; Afzal, 2019). Moreover, according to Ellis and Ibrahim (2015), children learn best when they participate in interesting activities. For this reason, the application of ludic activities is expected to facilitate vocabulary recall through interactive activities that catch students' attention and interest in the fourth-grade students.

As a result, the purpose of this research is to increase English vocabulary through the use of ludic activities in fourth grade students of a public institution in the city of Loja, during the 2022-2023 school year. Based on this objective, the research aims to answer the central question: How do ludic activities improve English vocabulary among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year? Additionally, to provide an appropriate response to this question inquiry, it was essential to design the subsequent questions: What is the level of improvement in English vocabulary by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year? What ludic strategies are appropriate for improving the English vocabulary? What are the students' perceptions about the influence of ludic activities on the development of English vocabulary learning?

There are various ludic activities with which to teach in different environments; therefore, according to Nascimento (2017), the ludic strategies that can be used within the classroom are: games, group or pair work, songs, role-playing games, and flashcards. According to Formadon and Sidabalok (2017), Albaladejo et al. (2018), and Taghizadeh et al. (2017), they found in their research that the application of ludic activities such as role play, songs, games, and flashcards helped students improve their English vocabulary. Likewise, Nguyen (2021), mentioned that games motivate students to learn English vocabulary and create an authentic environment to practice English vocabulary so that students can have more meaningful learning. Undoubtedly, these and other studies have shown that ludic activities are especially useful and can be used to increase English learners' vocabulary learning.

The current study took a particular approach because of several factors. First, it filled a gap identified by Taghizadeh et al. (2017) for future research, recommending that a study be conducted to examine students' motivation, autonomy, and attitude (perceptions) toward ludic activities such as songs, flashcards, and games. Likewise, other authors suggest applying the elements of ludic activities to improve vocabulary comprehension at different educational sublevels and in different types of activities (Paguay, 2019; Afzal, 2019). For this reason, the researcher conducted this study with fourth graders, using different strategies of ludic activities such as games, songs, role-plays, or dramatizations, and visual aids to improve English vocabulary. Finally, this research also fills the gap left by the lack of research that connects the two variables.

The execution of this study contributed to the increase of fourth-grade students' English vocabulary, helping them to achieve the learning objectives outlined in the National English Curriculum. Furthermore, the implementation of the ludic activity strategies benefited teachers who wanted to create innovative, motivating, and enjoyable learning lessons. Finally, this study provided the educational community with a clear and concrete way of carrying out the study of English vocabulary; lessons should be structured to cover the three grammatical dimensions: form, meaning, and usage.

Moreover, due to the nature of the research, the study focused on the implementation of ludic activities for the improvement of English vocabulary. Thus, the population for this study was 26 fourth grade students from a public institution in the city of Loja during the 2022–2023 school year. However, the following limitations were encountered: the researcher found limitations that could influence the students' performance, such as that some students were

frequently absent and did not carry the class material. Another limitation was that a small percentage of students did not want to work in groups because their classmates did not want to work and caused chaos, so these students preferred to work individually.

Finally, in order to fulfill the purpose of this study, the main objective of the research was to increase English vocabulary through the use of ludic activities in fourth grade students of a public institution in the city of Loja, during the 2022-2023 school year. To accomplish this objective, the following specific objectives were established: To identify the level of improvement in English vocabulary by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year; to use appropriate ludic strategies for the improvement of English vocabulary learning; to describe the students' perceptions about the influence of ludic activities on the development of English vocabulary learning.

4. Theoretical Framework

Learning vocabulary is very important when learning a new language. For this reason, and due to the main purpose of this research, an arduous search of works such as articles, books, and websites with topics related to this research was carried out, which were found in platforms such as Google Scholar, Eric, Scielo, and more. It should also be noted that the research papers are mostly from the last 8 years, so the information is up-to-date.

Additionally, this theoretical framework is essential in this work because it gives us a direction and also helps to validate, support, and contrast the researcher's position in comparison to other authors.

4.1. Ludic Activities

Ludic refers to fun and spontaneity, it can be games or activities. The ludic activities are also known as playful activities. In 2006, Bernardo pointed out that Ludic allows for more free and spontaneous knowledge building, cited in Cascante (2019). Ludic elements add emotions of joy, satisfaction, and excitement while incorporating knowledge and understanding of the world. Thus, ludic is the application of games in the teaching-learning process, where students learn indirectly in a fun way.

Lauricella and Edmunds (2022) mention that the philosophy and practice of implementing fun in the learning process are based on the Ludic Pedagogy Model. The word Ludic comes from “ludere,” which in Latin means to play, and is based on four elements: fun, game, playfulness, and positivity. They also mention that Ludic Pedagogy recognizes that as students' education progresses, that is, as they move from elementary school to high school, ludic activities may be reduced or even eliminated (Lauricella & Edmunds, 2022). Therefore, although play and fun have a fundamental role in the early stages of learning in learners, it is considered that up to a certain level, such as Elementary Basic Education, these types of strategies should be applied.

4.1.1. Importance of Ludic Activities

Ludic encourages students to learn more realistically and dynamically, helps students socialize, and develops their ability to interact with others. Through play activities, students can learn new concepts, connect with peers, stimulate thinking, and feel more comfortable and motivated. As a result, learners can improve their vocabulary performance.

Read (2015) states that the benefits of a play-based educational approach are "in terms of the whole learner and the more elusive social, psychological, cognitive, metacognitive, affective and emotional benefits that underpin children's motivation and learning success. Seen in terms of emotional benefits" (xii). Therefore, when we use ludic activities, it is not only intended that the learners to have fun. But rather, the overall social, emotional, and cognitive development of the child is considered.

4.1.2. Teacher's Role in Ludic Activities

Considering that ludic is a strategy to teach in an active and fun way, it is important for the teacher to know his or her role. According to Vincent-Snow and Tong (2019), the role of the teachers of early childhood should not be formal and reserved but should be active. It should promote play not only for children but also for themselves. Additionally, they mention that teachers intentionally choose a fun approach to address difficult situations to maintain children's interests.

The teacher's goal will be to help and guide students to develop their desire to learn and to accomplish the proposed activities to develop new knowledge. The purposeful teaching strategies include the choices teachers make regarding the learning environment, effective engagement with learners as they play, and broader teaching practices, such as planning and evaluation (Aiono, 2021).

DeHaan (2019), describes based on his experience, the activities that the teacher should perform:

1. Be aware of the needs of the students.
2. Establish teaching and learning objectives.
3. Select activities appropriate to the content or lesson plan.
4. Model the work adapted to the student's abilities and ask for repetition of the activities.
5. Be a guide or assistant during students' independent practice.
6. Measuring student learning through short activities, such as discussions, worksheets, and others.

4.1.3. Benefits of ludic activities

The benefits of the use of ludic activities in the development of children are creativity, expression of emotions, cognitive, social and physical motor development.

According to Sosa (2010) the main benefits are:

4.1.3.1. They promote creativity. Ludic activities provide the opportunity to awaken children's interest and let their imagination fly by creating fantastic and creative worlds in which they can have fun. Children have the ability to explore, come up with new solutions, and share them, which allows them to get to know other people and themselves.

4.1.3.2. Develop physical motor skills. Physical activities are one of the main aspects in the development of active play. They help children optimize balance, coordination, and gross and fine motor skills.

4.1.3.3 Ludic activities help cognitive development. From birth to 3 or 5 years of age, children's brains absorb knowledge quickly and assimilate it at any time in their lives, which means they learn and understand what they are doing. At that age, they pay attention, assimilate, reason, and practice, and thus develop cognitive skills individually and in groups.

4.1.3.4 Assessment. They allow to check the level of knowledge reached by the students, they rectify the wrong actions and point out the correct ones. The ludic activities are also used to strengthen and test the knowledge acquired in demonstration classes and for the development of skills.

4.1.3.5. It develops autonomy in the students. It fosters a critical and self-critical spirit, initiative, attitudes, discipline, respect, perseverance, tenacity, responsibility, boldness, punctuality, systematicity, regularity, companionship, cooperation, loyalty, and self-confidence, as well as encouraging fraternal emulation. In addition, they increase the level of independent preparation of the students, and the teacher has the possibility of analyzing, in a more thorough way, the assimilation of the content taught and guaranteeing in the student's habits the collective elaboration of decisions.

4.1.4. Ludic activities in School

For educators, the fact that there are a wide variety of methods and strategies for teaching English provides them with significant resources to include in their classes. The use of ludic activities in education is one such resource; it plays an important role because it engages children and adolescents in the classroom. Ludic learning allows students to enhance their creativity and imagination and creates indirect learning.

Educational ludic games are useful because, according to Nascimento (2017) "students can learn new concepts, bond with their colleagues, stimulate their reasoning, and feel more at ease and motivated." (p. 3). Likewise, the use of ludic games to teach a second language enables students to practice the language because they are using it in a real-life context, commenting on something or completing games that involve moving around.

4.1.5. Elements of Ludic Activities

Lauricella and Edmunds (2022) state four elements of the ludic:

4.1.5.1 Fun. Fun activities where everyone can be active participants, including the teacher. In this way, learners are more likely to participate without problems as they realize that the teacher is playing with them.

4.1.5.2 Game. An excellent way to introduce a class is through a game, as this can increase the students' interest in learning. Make sure the students are clear about the objective of the game and describe how the game connects to the content and objectives of the lesson.

4.1.5.3 Motivation. Vásquez (2017) discussed that in order to maintain students' motivation to the second language, an enjoyable and relaxed atmosphere in the classroom, personalizing the learning process, and making class time interesting are vital. Because ludic activities keep the student active and interested, English classes are innovative also they motivate students more to learn a new language.

4.1.5.4 Interaction. As well as motivation, interaction is also an indicator that is generated by having a relaxed environment. For students, interacting with their peers using another language demotivates them a little, so teachers should provide them with the opportunity to participate in interactive activities in which everyone has the right to participate. The ludic activities are interactive activities, which allow the students to interact with their peers, and by applying it in a good way it not only helps the students to improve their social skills, but also their speaking skills, and their knowledge of the English language.

4.1.5.5 Participation. The ludic activities create a positive environment that can keep students engaged in the classroom, which creates a stress-free environment that is a positive factor in increasing participation.

To highlight the critical role of classroom participation, Altun and Shafeh (2021) stated that for students, active participation plays a crucial role in their educational success. Other benefits of active participation include personal development; students gain the

enjoyment of sharing their ideas with others, who report high satisfaction. Thus, by using ludic activities, students can enjoy participating in class and avoid the stress and anxiety of interacting using a second language.

Accordingly, the ludic elements described above do not necessarily have to be used in all classes, however, at least one should be implemented to make the class fun and ludic.

4.1.6. Strategies of Ludic Activities

The implementation of techniques or models, tools, and tactics in education is called strategy, these are used to create a creative and active environment that goes according to the needs of students to produce effective learning.

In this regard, Persaud (2021) mentions some benefits that the implementation of a good teaching strategy can achieve by helping students obtain a deeper understanding of the lesson and fostering critical thinking, beyond basic retention and superficial comprehension. Persaud also points out that students and teachers benefit, since, with a good teaching strategy, educators can see better progress in their students' learning.

According to Tomalá (2021), the implementation of playful strategies in teaching can help to awaken the students' interest in learning the content of the class and developing skills. It means that applying the ludic strategies can help to develop and better understand the English vocabulary.

Teachers should keep in mind not only ludic aspects, but also pedagogical aspects when planning classroom activities. According to Nascimento (2017) some of the ludic strategies used in the classroom are games, group or pair work, songs, role-playing games, and flashcards, which are detailed below:

4.1.6.1 Games. Game are good tools to promote the acquisition of new knowledge and develop communication skills and cooperation among students. Saleh and Ahmed (2022) in their research mention that games increase student engagement, improve knowledge absorption and retention, and allow students to see the application of real words.

4.1.6.2 Group or pair work. students develop the skills of cooperation and negotiation. Here the learning is developed through mutual aid between the participants of the group. Students are also expected to correct errors (be it pronunciation, spelling, or otherwise) and help them better understand the meaning of a new vocabulary.

4.1.6.3 Song. a good strategy to introduce new vocabulary is through the use of songs, and through repetition, children can learn the pronunciation of words in a more natural and fun way. The songs are a good warm-up activity to motivate and engage the students.

4.1.6.4 Role play- Dramatization. In 1998, Herrell mentioned that role-play is a “strategy that encourages learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way” as cited in (Herrell & Jordan, 2020, p. 47).The strategy of role plays by dramatizing the meaning of a word contributes to the creativity of students and retention of vocabulary.

4.1.6.5 Flashcards. are an effective strategy in teaching vocabulary as it is a visual source that allows the student to learn and understand the meaning of words.

4.1.7. Types of Ludic Activities

Many activities can be described as ludic. As Bernardo states when implementing a ludic activity in the classroom, teachers should consider the goals the activity is intended to achieve for their students (as cited in Cascante Aldaz, 2019). A clear context should be provided for using ludic activities that interest and engage their students. On the other hand, learners need to understand the motive and purpose of the activity. Therefore, students will discover that they are learning and playing at the same time when they participate in fun activities such as reading, writing, listening, and speaking.

The following ludic activities are among the strategies to increase English vocabulary in students:

4.1.7.1 Alphabet soup. This activity can be done in two ways, printed or that students create with the vocabulary given by the teacher, however, this is about looking for a word within several letters.

4.1.7.2 Bingo with images. It is played with tables divided into squares; in each painting, there is a drawing of an object, animal, action, etc. A student says the words he randomly takes out of a bag and the others make a mark on the drawing that represents it until the picture is completed.

4.1.7.3 Charades. Students must act on the selected vocabulary using cards, without using any words. This game helps students retain the meaning of vocabulary. You can work individually or in groups.

4.1.7.4 Complete the words. In a worksheet, the teacher must put several images of animals, colors, things, and sports, among others. Under each image should be put the incomplete name of the image, and a few blank lines for the student to write the word several times after completing it.

4.1.7.5 Continues the song. Through the songs, the children learn the sounds and pronunciation of the words. In this activity, the teacher pauses from time to time for the students to continue the song.

4.1.7.6 Crazy syllables. Like the previous one images are added, however here the complete words are divided by syllables putting them in a different order (vocabulary - ca/ bu / vo / ry / la), students have to order the words and then repeat them.

4.1.7.7 Crossword. In this activity, the teacher should deliver sheets where they have their respective tables. and can be images or definitions, according to the level of the student, of the word that goes in each row or column of tables.

4.1.7.8 Draw a word. Draw something that demonstrates the meaning of a word. This tool helps students learn, understand, and retain a new vocabulary word.

4.1.7.9 Froggy jump. Frog Jump is an online game from the educaplay platform where players have to make Froggy Jump through the boxes with the correct answers to your questions until they get her safely to the other shore. In this game, players will feel the thrill of answering questions against the clock, fighting to prevent the time and life counters from running out. Or not, because Froggy Jumps is adaptable: you can give it to players who prefer to move at their own pace, calmly, and with fewer stimuli. In this game, you can create very diverse questions and answers by combining texts, audio, images, and even animated gifs.

4.1.7.10 Hot potatoes. Is a children's game similar to musical chairs in which participants sit in a circle and pass a potato, or any other object, around the circle as fast as possible. The object of the game is not to be the one holding the potato when the music stops because the one who still has the potato will have to answer a question or pay for an item. This is a fun way to reinforce or remember vocabulary.

4.1.7.11 Matching words. using cards (half with the words and half with the definitions), students will have to find the matches to reinforce the vocabulary.

4.1.7.12 Open the box. Open the Box is a platform game that can be played in groups. Participants must choose a number and touch the box to open it and reveal the element contained inside, which can be questions or sentences to complete. Participants must answer correctly so they get a point, and the group with the most points at the end wins.

4.1.7.13 Worksheets. here you can develop various types of activities such as selecting one word with another, making cuts, and drawing among other things.

4.1.7.14 Zig zag game. Zigzag is a dice-based group game similar to Snake and Ladders; the difference is that each square contains a question or activity that the participant who falls must complete. The objective is to get to the last square by answering almost all the questions you get correctly.

These are some of the activities that can be used in the classroom to teach vocabulary. It is also essential to consider that these activities should be adapted to the level of the students.

4.3. Vocabulary

Teaching vocabulary is an essential component of foreign language learning. One of the most important aspects of literature is vocabulary, which is the knowledge of words and aspects of them such as their form or structure, which is their morphology, the use of the word, which is grammar, and finally the meaning of those words, in other words, semantics.

Nordquist (2019), defines vocabulary (also known as a lexicon or word stock from the Latin "noun") as all the words in a language that a particular person or group of people can understand. There are two main types of vocabulary, active and passive. Active vocabulary consists of words that we understand and use in everyday speech and writing.

In the same way, Ayube (2021), defines vocabulary as the knowledge of words and their meanings. She also points out that acquiring and practicing new vocabulary is a process that continues and increases throughout our lives, and it is far more than just memorizing and seeking out a definition. Therefore, vocabulary plays an especially important role in the teaching and learning process.

4.3.1. The Importance of English Vocabulary

In learning a new language, it is essential first of all to learn vocabulary, even before learning grammar. The reason for this is that if people have a broad knowledge of vocabulary,

they can understand each other even if they are forming grammatically incorrect sentences. Conversely, if people know grammar but do not have knowledge of at least basic vocabulary, they will not be understood by the listener.

Paguay (2019) emphasizes that vocabulary is an important factor in language acquisition that supplies the foundation for learner achievement in other English language skills. A strong vocabulary is essential for clear and effective oral and written communication. Similarly, Gultom et al. (2022) mention that vocabulary is important in developing language skills. A clear example is in speaking. Students will have trouble speaking English or will find it hard to choose the appropriate word to use when communicating with others if they have a poor vocabulary. Moreover, vocabulary is an important aspect of effective second language acquisition because, without a large vocabulary, the structures and functions that can be learned for full communication cannot be used (Gultom et al., 2022).

4.3.2 Aspects of English Vocabulary

Effective vocabulary teaching requires taking into account not only the words to be taught but also their learning load. The learning load of a word consists of considering the three aspects involved in the knowledge of a word, which are form, meaning, and use.

Nation (2022), outlines the implications of knowing a word, in the following table:

Table 1
What is involved in knowing a word?

Aspect	Component	Productive knowledge	Receptive knowledge
Form	<ul style="list-style-type: none"> • Spoken • Written • Word parts 	<ul style="list-style-type: none"> • How is the word pronounced? • How is the word written and spelled? • What word parts are needed to express the meaning? 	<ul style="list-style-type: none"> • What does the word sound like? • What does the word look like? • What parts are recognizable in this word?
Meaning	<ul style="list-style-type: none"> • Form and meaning • Concept and referents • Associations 	<ul style="list-style-type: none"> • What word form can be used to express this meaning? • What items can the concept refer to? • What other words does this make us think of? 	<ul style="list-style-type: none"> • What meaning does this word form signal? • What is included in the concept? • What other words could we use instead of this one?

Aspect	Component	Productive knowledge	Receptive knowledge
Use	<ul style="list-style-type: none"> • Grammatical functions • Collocations • Constraints on use (register, frequency...) 	<ul style="list-style-type: none"> • In what patterns must we use this word? • What words or types of words must we use with this one? • Where, when, and how often can we use this word? 	<ul style="list-style-type: none"> • In what patterns does the word occur? • What words or types of words occur with this one? • Where, when, and how often would we expect to meet this word?

Table adapted from Learning vocabulary in another language (p. 16). By Nation, 2022 Creative Commons Attribu-NoDerivatives 4.0 International.

4.3.3 Types of English Vocabulary

Vocabulary acquisition is categorized into two main groups, which are active and passive vocabulary. The first one refers to the knowledge of words that can be understood and used in a language by utilizing the productive skills that are writing or speaking. On the other hand, passive vocabulary is the knowledge of the meaning of the words, but they are not used in discourse; instead, the receptive skills of listening and reading are used.

Wollacott (2022) organizes the two categories with their respective subcategories as stated below:

4.3.3.1 Active Vocabulary. An active vocabulary is a word that a person uses. In addition, he details the two subcategories of active vocabulary which consist of speaking and writing.

Speaking demonstrates a person's knowledge of words. It involves an active demonstration that can also be supported by other features such as facial expressions, intonation, and the use of gestures to facilitate others' understating of the meaning. The knowledge of a word is evidenced by its successful use and pronunciation.

Writing is the active vocabulary equivalent of reading. Besides reading, it constitutes the basic core of the skills required for literacy. The writer proves his or her knowledge of a word in terms of its meaning and understanding of how to correctly spell and use it.

4.3.3.2 Passive Vocabulary. A passive word refers to a term that an individual understands but does not utilize.

Reading vocabulary is a passive vocabulary. In other words, it is the words that are understood by the reader while reading a written text. The person can recognize the shape of letters and how they relate to each other. In addition, this includes understanding the spelling of a word, its meaning, and the exact meaning in context.

Listening Vocabulary is also a type of passive vocabulary. The listener is able to relate spoken words to their meaning. In this level of comprehension, the context of the words, intonation, and if there is direct contact with the speaker, gestures, and facial expressions help. Like reading, listening is a form of vocabulary interpretation. (Wollacott, 2022)

4.3.4 Tiers of English Vocabulary

English vocabulary is divided into three levels. Knowledge of these levels (Basic, Low Frequency, High Frequency) is critical to aid teachers in properly finding and selecting the appropriate vocabulary to teach to students. By following these three levels, it becomes slightly easier to teach English to younger learners (Ankucic, 2019).

4.3.4.1 Basic or High Frequency. Basic vocabulary is a young child's first level of vocabulary, composed of all the basic and familiar words. These are English words that kids use in their everyday conversations. Children are usually exposed to basic vocabulary at an early age, which causes them to become familiar with the words. In short, basic vocabulary for children consists of sight words, adjectives, verbs, and nouns.

Per Ankucic (2019) the first level consists of basic everyday language words, and high-frequency words. With around 8000-word families in tier one, involving words such as "dog," "good," "phone," and "happy," for most learners, these words usually do not need to be taught explicitly. Nevertheless, explicit teaching is required to exploit this level of vocabulary to the fullest, especially for homophones and words with multiple meanings.

4.3.4.2 Middle frequency. This type of vocabulary is composed of content-specific words and is only required in a specific field, such as science, literature, economics, mathematics, history, etc. Examples of low-frequency words are metamorphosis, cell, particle, electricity, isosceles, etc.

Likewise, Ankucic (2019) mentions that Tier 2 words are the ones needed to comprehend and articulate complex ideas in an educational context. Level 2 includes vocabulary words such as "formulate", "specificity", "calibrate", and "hypothesize". These

vocabulary words are helpful across many subjects and topics, and their successful use can demonstrate a sophisticated understanding of academic language.

4.3.4.3 Low Frequency. This vocabulary includes words that are not used in a child's everyday conversations and are not learned naturally. These types of words are found in books and written texts. These words have multiple meanings and are used primarily in literature.

Examples of low-frequency words are Ambience, Articulation, Authoritative, Bias, Brainstorm, Clarification, etc.

Ankucic (2019) describes the third level as words that are not used frequently and are normally restricted to particular topics or subjects: words like "orthography," "morphology," and "etymology" in the field of linguistics, or "isosceles," "circumference," and "quantum" for the world of mathematics and physics. However, some of these words may also exist as Tier 1 or Tier 2 words but have a particular function and purpose as Tier 2 words, such as "substitute," "similarity," and "expression" in a mathematical context. These words should be explicitly taught in the context of their meaning and purpose in a specific unit of study.

4.3.5 How to Teach English Vocabulary

Marye (2020), establishes ten tips to help teachers to carry out effective teaching of English vocabulary in elementary education. These tips are summarized below:

4.3.5.1 Explicitly teach vocabulary words. When vocabulary needs to be taught, the teacher must select the words that he/she wishes to explicitly instruct his/her students. This can be a list of words from any of the three levels that he/she knows will be frequently used in-class topics. Alternatively, it can be a specific set of words that the teacher wants the students to use in their writing.

A random list of words that students will not mean, or use should be disregarded. The teacher should make sure that the students clearly understand the intent and reason for the words that are being explicitly taught.

4.3.5.2 Engage students in word study activities. The teacher has to spend time teaching students about Greek and Latin roots, prefixes, and suffixes, as well as other word parts that will help them gain a deeper understanding of the words, they read to effectively teach vocabulary to students.

Students will be able to apply these tools to their independent reading and improve their vocabulary once they have understood and learned to use these tools correctly.

4.3.5.3 Teach students to use contextual clues. Another skill that requires explicit instruction. Once students can effectively use contextual clues in order to recognize the meaning of unknown words, they are empowered to read and comprehend almost anything. This requires the teacher to make sure that students understand the five different types of contextual clues.

As a teacher, you need to take the time to introduce and model each of them. Also, make sure that students have plenty of opportunities to practice using contextual clues as they read. This is a skill that can be modeled during read-aloud or guided reading. The teacher can even gather students in a strategy group if they need additional support with this skill.

4.3.5.4 Provide students with many opportunities to read a variety of genres. This may be one of the most efficient, although most undervalued, strategies in teaching vocabulary. Students need to be given time to read a variety of genres. When students read more, the newer words they will learn. At the same time, the more exposure they have to new words, the more they will increase their vocabulary. Independent reading additionally provides students with the opportunity to independently implement all the vocabulary and word study strategies you have taught them.

4.3.5.5 Let students direct their vocabulary instruction. The teacher not only selects words for explicit vocabulary instruction but also lets the students suggest words. For example, the teacher could have an anchor chart in the classroom and the students could add any word they find that they are curious about. Perhaps it is a word they have read in a book or a word they have read at home. Whether students are curious about words, teachers want to foster that curiosity and teach them to deeply explore them.

Once a week or so, the anchor chart words are looked at and a few minutes are taken to explore each word. May ask students if anyone could recognize any part of that word or if anyone had seen that specific word before.

Feedback is given on the specific words and then a plan is made to figure out the meaning of the word. This is a wonderful opportunity to remind learners about what to do when new words are encountered.

4.3.5.6 Provide students with multiple opportunities to relate to new words.

Teachers need to provide students with an activity to have to relate to the words several times before they become part of their daily vocabulary, thus the teacher needs to find a way for students to interact with the words. He/she might consider the possibility of incorporating a routine for the word of the week or day, in which students relate to the new word in a variety of ways.

4.3.5.7 Assess vocabulary with authenticity. In any instructional process, assessment is an important part, to make sure that you are authentically assessing vocabulary, teachers should think about the objectives they want to achieve, such as

- Students can apply the new words in their discussions and writing.
- Students can understand and use academic language correctly.
- Students can correctly use their word study strategies to solve unfamiliar words.

Consider using a checklist rubric to periodically assess students' vocabulary growth, rather than giving them a random multiple-choice test or a weekly assessment in which they are asked to match terms to definitions.

Using this is a significantly authentic and more effective way to identify whether students are increasing their vocabulary.

4.3.5.8 Display a word wall in the classroom. Teachers should find a way to make these works accessible to students if they want them to use vocabulary words regularly in their discussions and writing. A word wall is an excellent option for students to see and use daily.

The purpose of a word wall ideally should be to help students remember and retain the meaning and definition of a specific vocabulary term. The best way to do this is to supply not only the definition but also an image clue/class to help them remember that term.

4.3.5.9 Make it fun. Word study can be fun. Vocabulary should not be dry or tedious. When students know more words, their world will be bigger and they will be able to read, understand and enjoy more books. The teacher should be engaging and enthusiastic about teaching vocabulary. Incorporating games or ludic activities into vocabulary instruction regularly is one way to do this.

4.3.6 English Vocabulary Acquisition.

The process of learning new words is called vocabulary acquisition. An appropriate vocabulary is required for educational success. At the time of a test, what would happen if a student did not know the words that appeared. Would he/she be capable of providing the correct answers? Most probably not, if he/she doesn't even know what the questions ask. Therefore, a teacher has the all-important job of teaching him or her the vocabulary which is needed to be successful both in and out of the classroom. Then how can you do it? Create a list of words that are critical for your students to learn both academically and thematically. Separate them into groups of several words to teach each week. When the list is ready, then you are ready to proceed to the three essential elements of vocabulary acquisition that you need to integrate into your activities (Alcocer, 2022).

4.3.7 Vocabulary Assessment

Knowing a good vocabulary enables you to effectively communicate with others and to succeed on standardized tests. Vocabulary is taught by teachers to both first language learners and foreign language learners. The methods of vocabulary assessment vary depending on the goal of testing vocabulary knowledge. Vocabulary can be assessed in several ways in the form of tests and quizzes. Using multiple assessments is ideal because each assessment has its limitations.

Some of the most basic options for the evaluation process are described by Gormandy (2017).

4.3.7.1 Define the word. One way to assess vocabulary is to ask a person for the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocabulary words is to give them a closed-book test in which they must provide the definitions. Depending on the grade level, this could involve writing the definition of each word, matching each word with its definition, or reciting the definitions of the words on the flashcards.

4.3.7.2 Choosing the correct word. Once students know what a word means, they can apply that knowledge to select the correct word from among several options. Assessments that require students to choose among similar words can be an effective way to assess vocabulary proficiency. An assessment such as this commonly confused words worksheet can reveal

whether a student knows the definition of a word well enough to discriminate between it and a similar term.

4.3.7.3 Complete the correct term. Instead of asking students to choose between two words to complete a sentence, you can also assess vocabulary with a basic fill-in-the-blank activity that requires students to complete sentences with a vocabulary word. For example, when your students are learning adverbs, these adverb fill-in-the-blank worksheets can help you assess their skills. This does not have to be limited to a particular part of speech but can be done with any list of vocabulary words.

4.3.7.4 Use the word in context. The real value of knowing a word is being able to use it in context. Assessing whether a learner can correctly use a word in context lets you know if they can apply their knowledge of the definition. One way to do this is to encourage students to write simple sentences with vocabulary words and then check their work to determine if they are using the terms correctly.

4.3.7.5 Identify the opposite. To move students to more advanced use of vocabulary terms, test their knowledge of vocabulary words by using antonyms. Instead of asking students to simply define vocabulary words, provide them with opposite terms to the words they are learning. Their homework? When presented with the antonym of a word, they will have to say which vocabulary word means the opposite. For example, if one of the vocabulary words is "used," provide students with the word "new" as its antonym. This assessment can be done orally or as a written test. These examples of antonyms for children can help you produce words to use (Gormandy, 2017).

4.3. Literature review

This section describes studies related to lesson study for teaching EFL vocabulary through ludic activities. This is done to establish a clear idea about lesson study in the EFL field and to show the basis for current research.

Table 2
Studies that researched the teaching of EFL vocabulary through the use of ludic activities.

Study	Country	Population	Methods	Level of Education
Albaladejo et al., (2018)	Spain	22 children	Experimental	Primary
Formadon & Sidabalok (2017)	Indonesia	Grade 11 students	Qualitative	Secondary

Study	Country	Population	Methods	Level of Education
Taghizadeh (2017)	Iran	350 Preschoolers students	Descriptive	Preschoolers
Imoula and Ould Braham (2018)	Argelia	Middle students	Mixed	Middle school
Nguyen (2021)	Vietnam	580 non-English majored freshmen	Experimental	University
Yudha and Mandasari (2021)	Indonesia	Students of junior high school	Qualitative	Secondary

This is a ranking of six previous relevant studies that used ludic activities to teach vocabulary in English as a foreign language.

Six studies were selected for this analysis. As Table 2 shows, these studies cover a wide range of contexts, from Spain to Vietnam, Indonesia, Iran, and Algeria, focusing on countries with English as a second language. Furthermore, these studies adopted different approaches: two of them adopted a qualitative approach, two others focused on experimental research, one used descriptive research, and finally one used a mixed methodology for its research. Finally, all the studies were conducted in different educational institutions, with two of the six educational contexts being secondary schools and the others ranging from primary, preschool, middle school, and university.

Another reason for selecting these papers is that most of them focused not only on students' achievement levels but also on their perceptions. This allowed the researchers to test whether the study through the ludic activities worked not only in the short term but also as a way to promote meaningful learning for the future. In addition, this work took into account the teacher's view of the process, thereby gaining a deeper understanding of how lesson study worked as a tool for professional development.

Albaladejo et al. (2018) conducted experimental research. The study aimed to investigate the effects of listening to stories, songs, and the combination of both on EFL vocabulary growth. and the combination of both has on vocabulary growth in EFL; and answer the following questions: What effect (if any) does exposure to target language input in the form of a) a story, b) a song, or c) a combination of story and song have on the acquisition of lexis by young preschool EFL learners? Does children's behavior during storytelling and song sessions affect the acquisition of new L.2 vocabulary? This study collected data through a pretest, posttest, and delayed posttest, which measure the level at which the students are at. The

results of this study were that they observed statistically significant differences in the influence of cue mode on children's ability to recall lexical items, as well as changes in this ability across the three time periods covered by the pretest and posttests. Finally, a significant interaction was also found between condition and time, indicating that the modes of cue presentation affected children's lexical recall scores differently across the posttests.

In Indonesia, a qualitative study was conducted with high school students; the authors of this study are Formadon and Sidabalok (2017). They aimed to use role play to persuade students to make connections between their vocabulary, comprehension, and the content they were studying. Data were collected by observing students in class and giving them a questionnaire at the end of the study. The results showed that the role- playing technique allowed the students to improve, especially in terms of vocabulary mastery. And their pronunciation is better than before, so the authors recommend that. for students who want to improve their vocabulary and comprehension, the role-playing technique is an excellent option.

In the same line of thought, Taghizadeh et al., (2017) conducted a survey of 60 preschool students, primarily female students. The objectives were to investigate (a) the effect of digital games, songs, and flashcards on the vocabulary knowledge of Iranian EFL preschool learners and (b) the young learners' performance on mid-course vocabulary tests with various topics. This research was designed to be quantitative, and the following instruments were used: a pretest, a posttest, and four mid-tests. Finally, according to the authors, the following results were obtained: there was a significant improvement in the vocabulary knowledge of all participants from pretest to posttest; there was no statistically significant difference between the vocabulary knowledge of students in the three groups who learned English vocabulary through digital games, songs, and flashcards; vocabulary learning through digital games showed the largest effect size; and there was a significant difference in the midterm tests of young learners with different topics, not only in each group separately but also when comparing the three groups with each other.

Aligned with the aforementioned information, Imoula and Ould Braham (2018) executed a mixed-methods investigation to find a way to help young English language learners must memorize the new vocabulary in their minds. The questions of this research were: do EFL teachers of the Algerian private middle school use educational crosswords in the classroom to teach English vocabulary to first-year students, and do first-year students of the Algerian private middle school have a positive attitude towards the application of crosswords to teach

English vocabulary? The instruments used to collect the data were a questionnaire, an interview, and a classroom observation. The findings of the authors' work revealed that all the participants from the two private schools claimed that their English teachers use crossword puzzles in teaching vocabulary. Finally, the results of their research affirmed that crossword puzzles are effective and useful techniques for teaching English vocabulary, especially for beginners.

Likewise, in order to answer how games affected Bac Lieu University Non-English-major students in their learning vocabulary, Nguyen (2021) conducted an experimental case study with two respective classes at Bac Lieu University, Vietnam. Thus, in one of the experimental classes, vocabulary was taught with cooperative vocabulary games in the practice and review phases. Because of the following main effects, the games could be used to improve the vocabulary learning of non-English speaking students at Bac Lieu University, according to the findings: First, the games brought relaxation and fun to the students, which helped them learn and retain new words more easily. In other words, students could be more interested in learning vocabulary. Second, the games often involved friendly competition and kept students' interest. These motivated English learners to get involved and actively participate in learning activities. Finally, the games created meaningful contexts for language practice. The more they practiced, the more they used the words. In this way, they learned better and achieved better results.

Finally, Yudha and Mandasari (2021) carried out a qualitative investigation with the aim of identifying students' improvement in their vocabulary proficiency after learning English using games. The participants in this study were high school students from Lampung Province. The data were collected using a questionnaire. The data in this research were analyzed using Creswell's method. The result showed that the use of games in English vocabulary learning is very effective because games are fun and fit the characteristics of children as learners.

The purpose of this research review is to help the reader learn about the benefits and importance of ludic activities for teaching EFL vocabulary in an effective and meaningful way. This is significant because ludic activities offer teachers a new way to teach in a motivating way whose main goal is to capture the students' attention and interest in learning EFL vocabulary. Much research has been conducted on the implementation of ludic activities in the educational context for teaching English.

More research and evidence are needed to obtain more results on the role of ludic activities in the educational field, especially in the EFL vocabulary learning process. Further research is important to focus on the elements of ludic activities most suitable to implement in class to make it interactive, focusing on EFL vocabulary teaching and not only on English teaching in general.

5. Methodology

5.1. Settings and participants

In the development of this research, work was carried out in a public institution in the city of Loja, which is located in the south of Ecuador. The geographical coordinates are a latitude of -3.99313 and a longitude of -79.20422. This study's intervention was conducted in on-site classes and covered a duration of ten weeks in a fourth-grade classroom during the 2022–2023 school year.

A convenience sampling method was used to select the participants for this study, in which members of the target population shared certain practical criteria, such as easy accessibility, geographic proximity, availability at a particular time, or ease of access to the researcher (Etikan et al., 2016). Consequently, the target group of this research was 26 fourth-grade students from a public institution in the city of Loja who shared common characteristics in terms of the level of A1 English proficiency. In addition, the participants were 26 students: twelve male students and fourteen female students, with an average age between eight and nine years old. Therefore, taking into account the age of the students, they were assigned a number or code that was followed by the ethical principle of privacy, and a consent form was signed by the representatives of the fourth-grade students (Creswell, 2012).

5.2. Method

A mixed method approach helped us collect, analyze, and "blend" quantitative and qualitative methods in the same study to understand a research problem (Creswell, 2012). In this regard, the combination of the qualitative and quantitative data collected provided a better understanding of the two variables. In addition, it provided an answer to the main question established by the researcher: How do ludic activities improve English vocabulary among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year? Consequently, this method allowed the researcher to fully understand the impact of ludic activities on EFL vocabulary learning.

5.2.1 Research Design

In this framework, according to Creswell (2012), mixed-methods research involves selecting the right instruments that yield useful data for the study. The instruments can be a test, questionnaire, checklist sheet, or assessment instrument that helps to measure, observe, or

document quantitative data. Similarly, according to Creswell (2012), in qualitative research, the researcher can collect non-numerical data to understand students' opinions or experiences; when a variable is used in this sense, the instruments can be an observation sheet, field notes, checklist, a questionnaire, or an interview.

5.2.2 Research Design

To carry out this action research cycle model, which contributed to the solution of a problem by being part of it, it was applied for the researcher. This model is appropriate for a researcher and future English teacher this study has been sequenced in the following stages suggested by Gerald Susman (1983), which has been adapted by the researcher: Diagnosing, action planning, acting and evaluation and reflection.

5.2.2.1. Diagnosing. This first stage involved the recognition of the problem. First, the researcher approached the institution, requesting the rector's permission to conduct the research. Also, with due permission, the researcher interacted with the fourth-grade students who were selected for convenience. Since, during the practicum, she was able to identify that most of the students at that level presented problems with vocabulary learning. After getting to know each other, the researcher applied to the target group the pretest designed precisely to evaluate the knowledge of EFL vocabulary appropriate to the level of the students according to the Ministry of Education, which was A1 level. After the results were in, the researcher took note of the problems the students had with this skill and consequently designed an action plan to address these challenges.

5.2.2.2. Action Planning. Once the main problem of vocabulary was identified, the researcher searched for information and alternatives to find possible solutions to the main problem and respond to it effectively. After this considerable search, the researcher determined that the strategy of ludic activities was a suitable alternative to improve EFL vocabulary learning in students.

Based on all these postulations, an innovative action plan was constructed that includes important strategies such as games, songs, and audio-visual aids, among other subcategories belonging to ludic activities that would improve EFL vocabulary learning in the target group. Besides, the plan was aligned to answer the main research question: : How do ludic activities improve English vocabulary among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year? And, to facilitate the answer to this research

question, three sub problems were established: (1) What is the level of English vocabulary learning by using ludic activities among fourth-grade students at a public institution in Loja City during the 2022-2023 school year? (2) What ludic strategies are appropriate for improving the English vocabulary among fourth-grade students at a public institution in Loja City during the 2022–2023 school year? (3) What are the students' perceptions about the influence of ludic activities on the development of English vocabulary learning among fourth-grade students at a public institution in Loja City during the 2022-2023 school year?

In order to successfully implement the action plan, ten lesson plans based on Gagne's nine events were designed by the researcher ([Annexe 5](#)). As Gagne et al. (2005) states, learning is centered on the development of skills from experience, in which the teacher is a designer of stimuli who seeks the attention and interest of the learner. In this sense, the lesson plans were divided into the following stages: warm-up and objective discussion, instruction and modeling, guided practice and less guided practice, independent practice, and finally assessment.

In the first stage, a warm-up and objective discussion, a playful activity was presented in order to capture the students' attention and stimulate the recall of their previous knowledge. In addition, to inform students of what was to be achieved at the end of the lesson, the objective was shared with them at the beginning of the lesson. The second phases of instructing and modeling were where the researcher presented the new content through flashcards or videos that were aligned to the EFL vocabulary teaching phase. The third phase was guided practice and less guided practice. In which the researcher used the activities to practice vocabulary, sometimes using ludic activities like crossword puzzles, word searches, and songs. The next phase is independent practice. In this phase, the students usually solve some worksheets in order to reinforce the knowledge learned during the class. Finally, in the evaluation stage, it was checked whether the learning results anticipated in the previously established objectives had been achieved (Gagne, 2005). Consequently, in this stage, the students developed the ludic activities through three digital platforms: word wall with the game of opening the box, titytap with a matching game, and finally educaplay with the frog jump game. These games contained questions about the topic learned in the lesson. In addition, it is important to note that the design of all lesson plans took into account the indicators of ludic activities such as motivation, fun, participation, and interaction.

5.2.2.3 Acting. In this phase, the investigator applied the action planned the action plan. As a result, the ten class plans were carried out once a week in public classes. Furthermore, the intervention took forty hours and forty thirty-minute weekly class periods during the school year 2022-2023. Furthermore, during the application of the proposal, the investigator collected data using various instruments such as checklists, pretest and posttests, and a questionnaire; in other words, research techniques that allowed for the collection of important information in order to identify the influence that ludic activities have. The flexibility of the plan allowed the researcher to make timely adjustments during the action phase by monitoring the strategies applied as an effective response to the questions guiding the research process.

5.2.2.4. Evaluation and reflection. The purpose of this stage was to analyze the results obtained from the intervention plan by interpreting the quantitative and qualitative data collected during the action through the pretest and posttest, the checklist observation, and the questionnaire. The overall results were reported, establishing limitations, conclusions, and recommendations that can help both answer the specific research questions posed in this study and develop new research on the topic. The report of the results is relevant because it could be used by a wide range of educators who are constantly looking for ways to improve their practice in the process of teaching English as a foreign language.

5.2.3 Data collection sources and techniques

The data for this study were collected using Gay et al. (2012)'s paper and pencil method, which includes two instruments, the pretest and posttest ([Annexe 1](#)), as well as a questionnaire ([Annexe 2](#)), to collect quantitative data (Creswell, 2012). The first instrument was used by the researcher to assess the students' vocabulary levels before implementing the intervention plan, whereas the posttest assisted in determining the improvement in EFL vocabulary learning, which was evaluated. This test was designed to collect quantitative data and consisted of five closed-ended multiple-choice questions developed using the selection method, in which students select the correct answer from a set of options (Gay et al., 2012). The results of the tests were compared to the grading scale, established by the Ministry of Education (2021), where the maximum score is 10 and the average score is 7 through the use of points based on criteria referenced by Gay et al. (2012).

The second instrument was used to collect accurate information on students' perceptions of ludic activities such as songs, role play, and games, among others, to improve EFL

vocabulary, in addition to stimulating motivation, student participation (Gay et al., 2012). In this regard, the researcher created a questionnaire with selection criteria (Gay et al., 2012), which includes nine closed-ended multiple-choice questions (Creswell, 2012). Furthermore, the observation method is a convenient and effective data collection method. For this reason, the researcher designed the checklists ([Annexe 3](#)), as a mixed quantitative and qualitative tool for collecting data while observing participants in their natural environment to determine whether linguistic activities stimulate motivation, participation, and variety.

The researcher assumed the role of participant-observer by interacting directly with the student during note-taking (Gay et al., 2012). In addition, the researcher serves as an active observer, developing and implementing ten lesson plans aimed at increasing students' English vocabulary by using ludic.

5.3. Data analysis.

For assessing the importance of the current study, further quantitative data analysis was done using descriptive statistics. Gupta (2021) defines it as the gathering, organization, analysis, interpretation, and presentation of numerical data in order to track the deviation of different values. Through the use of frequency tables and the most appropriate measure of central tendency to express the reality of the selected population, this methodology assisted the researcher in measuring the pretest and posttest and comparing the results with the rating scale provided by MinEduc (2016) ([Annexe 4](#)).

Furthermore, statistical formulas aided in the analysis of the student questionnaires and observation checklists, assessing the data in frequency counts (total number of occurrences) and giving a numerical index to them. A thematic analysis was utilized to analyze the qualitative data. This sort of analysis, according to Gay et al. (2011), focuses on discovering patterns in data by looking for similar themes or patterns that emerge from interviewee replies. The observation checklist notes were categorized to identify trends, which were then linked to lesson study activities, common experiences, and beliefs held by the researcher and colleagues. Finally, these patterns were classified into related codes, enabling data collection in manageable pieces and narrative presentation.

6. Results

The present segment shows the results obtained from the pretest and posttest data collection tools. These tools were used to measure the students' EFL vocabulary level through the aspects of form, meaning, and use. Additionally, the results of the questionnaire used to find out the students' perceptions about the ludic activities carried out in class under the measures of motivation, interaction, participation, and fun are also shown.

6.1 Pretest and Posttest Results

The pretest and posttest results enabled the researcher to identify the level of improvement in English vocabulary by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year.

6.1.1 Pretest Results

The results of the administered pretest used to measure the fourth graders' EFL vocabulary knowledge prior to the intervention plan are shown in Table 3.

Table 3

Results of the pretest on vocabulary knowledge performance of the fourth-grade students.

Students' code	Use 2/2	Form 4/4	Meaning 4/4	Total 10/10
4EBE01	0,00	2,4	0,8	3,2
4EBE02	0,00	2	1,6	3,6
4EBE03	0,00	2	2,1	4,1
4EBE04	2,00	1,8	3	6,8
4EBE05	0,00	2	2	4
4EBE06	0,00	1,6	2	3,6
4EBE07	0,50	2	1,6	4,1
4EBE08	0,50	2	1,6	4,1
4EBE09	2,00	1	1,2	4,2
4EBE10	1,00	2	3	6
4EBE11	0,40	1,2	0	1,6
4EBE12	2,00	2	1,2	5,2
4EBE13	2,00	0,00	0	2
4EBE14	0,00	1	2	3
4EBE15	0,00	1,4	0,8	2,2
4EBE16	0,60	2,8	2	5,4
4EBE17	0,60	2	2	4,6
4EBE18	0,60	2,8	1	4,4
4EBE19	1,20	1,5	2	4,7
4EBE20	0,00	1,5	0,8	2,3
Students' code	Use 2/2	Form 4/4	Meaning 4/4	Total 10/10

4EBE21	0,00	0	0	0
4EBE22	0,40	2,4	2	4,8
4EBE23	0,00	1,4	1,2	2,6
4EBE24	0,00	2,66	2,4	5,06
4EBE25	2,00	2,46	2,8	7,26
4EBE26	2,00	3,6	1,2	6,8
Mean	0,68	1,83	1,55	4,06

Note. 4EBE= Fourth year of Elemental Basic Education, 01= Students code

Based on the overall results, which show that 97% of the participants did not reach the average score (7/10) on the national rating scale, according to the Ministry of Education. After evaluating the students in relation to the form, use, and meaning of the vocabulary, the following results were obtained:

In the vocabulary “form”, where students were evaluated on their knowledge of how the word is written or spelled, an overall average of 1.83 out of 4 was obtained. Therefore, this aspect achieved the highest score because students have a slight knowledge of how certain words are spelled and understand their form.

In the “Use” aspect, where the students' knowledge of when and in what context they should use a word was evaluated by means of fill-in-the-blank questions, it was found that, in their use of words, the students had a low level of knowledge of the form of words, because their average is 0.68 out of 2 points. Therefore, it was deduced that the students had problems with the aspect of use since they did not recognize which was the correct word in the indicated context.

The last aspect which is “meaning”, where an image is related to its meaning as well as the Spanish meaning of the words, in a few words, students recognize the meaning of the vocabulary put in different ways. The average of this indicator was 1.55 out of 4 points.

Finally, the overall average of the students was 4.06 out of 10, which according to the grading scale is insufficient. Therefore, the students have a low level of EFL vocabulary, which causes a huge problem in the development of their linguistic skills because vocabulary is the basis for students to develop them. Having an opening due to this problem, the researcher decided to implement the ludic activities to improve English vocabulary in this study group.

6.1.2 Posttest Results

After the intervention plan, the results of the posttest administered to measure the EFL vocabulary knowledge of the fourth graders are shown in Table 4.

Table 4

Results of the posttest on vocabulary knowledge performance of the fourth-grade students.

Students' code	Use 2/2	Form 4/4	Meaning 4/4	Total 10/10
4EBE01	2,00	2,55	2,80	7,35
4EBE02	1,60	2,66	3,20	7,46
4EBE03	2,00	3,06	2,60	7,66
4EBE04	1,60	3,66	4,00	9,26
4EBE05	1,20	2,00	3,60	7,75
4EBE06	1,60	3,66	3,20	8,46
4EBE07	1,00	4,00	3,60	8,6
4EBE08	1,60	1,75	3,20	7,75
4EBE09	0,40	1,00	2,20	5
4EBE10	1,60	4,00	4,00	9,6
4EBE11	2,00	1,75	3,60	8,35
4EBE12	0,80	1,86	2,80	6,46
4EBE13	1,20	3,35	2,20	6,75
4EBE14	1,60	2,33	3,60	7,55
4EBE15	0,40	3,70	3,40	7,46
4EBE16	1,60	4,00	3,00	8,6
4EBE17	1,60	2,40	4,00	9,6
4EBE18	2,00	4,00	4,00	10
4EBE19	2,00	3,46	4,00	9,46
4EBE20	1,60	1,00	4,00	8
4EBE21	2,00	1,26	4,00	8,1
4EBE22	2,00	4,00	4,00	10
4EBE23	1,60	2,86	3,20	7,66
4EBE24	2,00	3,66	3,66	9,66
4EBE25	1,60	2,86	4,00	9,6
4EBE26	2,00	2,46	4,00	9,8
Mean	1,56	3,29	3,46	8,31

4EBE= Fourth year of Elemental Basic Education, 01= Students code

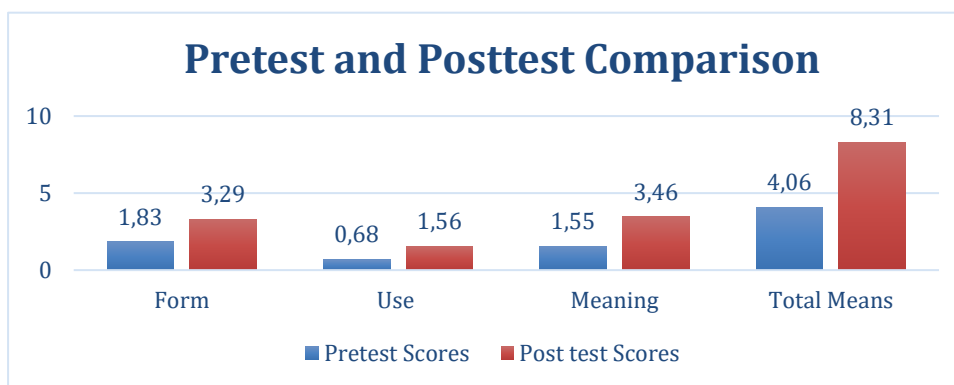
The average after the posttest was 8.31, which shows that 85% of the participants got a grade higher than the average (7/10), according to the Ministry of Education. Therefore, they obtained a very good level of EFL vocabulary. However, it must be recognized that 15% of the remaining participants did not obtain the average grade.

Based on the results, it can be observed that the aspect with the best performance was the "meaning" of vocabulary (3,46/4), since the fourth graders were able to relate the images

or words with their meaning. In the next aspect "Form"(3,29/4), the students showed a similar performance, showing that the students were able to recognize the form of the word, that is, how the word is written and spelled. On the other hand, the data showed that the students had slightly lower improvement in the "Usage" (1,56/2) aspect, due to the fact that they only partially recognized the grammatical structure and how to use the Wh question.

This result shows that the learners increased and improved their knowledge of the meaning and form of EFL vocabulary. However, despite the improvement in this aspect, the students still made small errors in the use of the vocabulary. Likewise, as mentioned above, 4 out of 26 students obtained an average of less than 7.

Figure 1
Pretest and posttest comparison



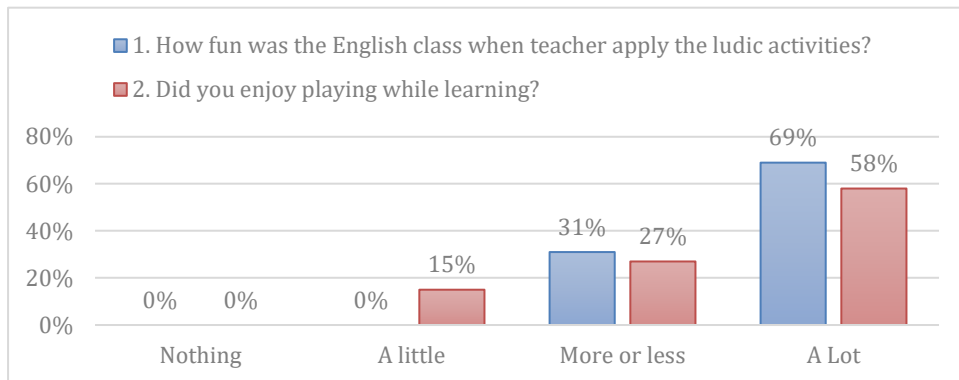
According to Figure 1, the degree of improvement that occurred as a result of the intervention plan based on the aim of to increase students' English vocabulary by using ludic activities among fourth-grade students is summarized. The indicators of meaning and form showed the highest average score with a grade of 3.46/4 and 3.29/4, respectively. While, "Use" got the lowest score (1.56/2). However, it is important to mention that the overall posttest average (8.31) was appropriately high for the expected average (7) as established by the national rating scale.

As could be noticed the difference in the total mean scores between the pretest and the posttest reflected a reasonable improvement in the students' English vocabulary proficiency, this was corroborated by the results of the questionnaire and the checklist, demonstrating that this was the effect of the application of ludic activities in the teaching of English vocabulary.

6.1.3 Questionnaire Results

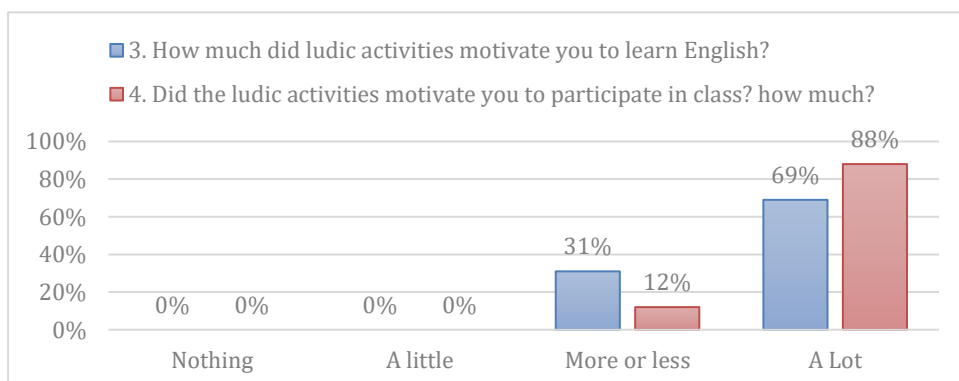
At the end of the intervention plan, a questionnaire was used to describe the students' perceptions about the influence of ludic activities on the development of English vocabulary learning of fourth grade students in a public institution in the city of Loja, during the 2022-2023 school year. The results are presented below.

Figure 2
Fun



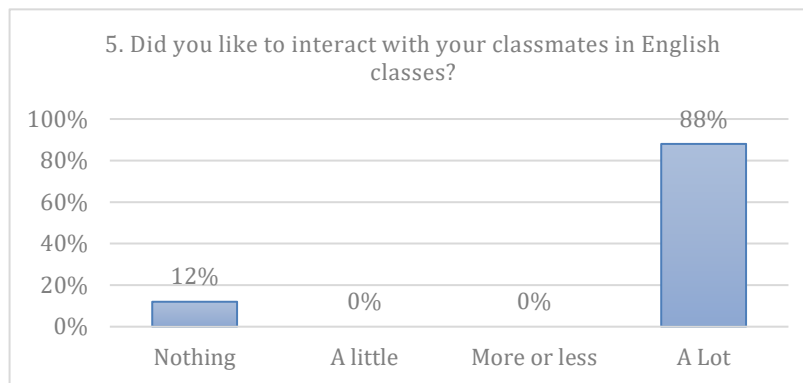
As a general trend, figure 6 shows that the ludic activities applied for teaching English vocabulary were fun. 69% of the participants found the ludic activities a lot of fun, and 58% of the students indicated that they enjoyed “a lot” playing while learning. Meanwhile, only 15% of the participants indicated that they enjoyed playing “a little” during the class. From the notes written by the researcher on the checklist, the researcher noticed that some students had problems solving certain activities such as scramble or crosswords, or they did not like the game because they did not understand it.

Figure 3
Motivation and Participation



As can be observed in figure 3, 69% of the students indicated that the ludic activities motivated “a lot” them to learn English, while 31% indicated that they felt “more or less” motivated. Similarly, 88% indicated that these activities motivated them to participate in class “a lot” more than a regular class. The fact that students are motivated in class is also reflected in the researcher's notes, who noticed that students love to play, and by putting these activities into practice, they feel more relaxed, participative and motivated to learn.

Figure 4
Interaction



As can be seen in figure 4, 88% of the students indicated that they enjoyed interacting with their classmates while doing ludic activities. In contrast, 12% indicated that they did not like interacting with their classmates at all. According to the researcher's notes, this is due to the fact that during group activities, some students did not want to participate or generated disorder, disturbing their classmates.

Table 5
Ludic Activities developed in the classroom

6. How much did you like the following ludic activities?	Nothing	A little	More or less	A Lot	Total
Draw a word	0%	0%	12%	88%	100%
Fill the gap	0%	0%	31%	69%	100%
Hot potatoes	0%	0%		100%	100%
Memory game	0%	0%	12%	88%	100%
Letter soup	0%	0%	0%	100%	100%
Song	0%	0%	12%	88%	100%
Zig zag game	12%	88%	0%	0%	100%
Frog jump	0%	15%	85%	0%	100%
Open the box	0%	3%	12%	85%	100%
Crosswords	0%	0%	12%	88%	100%

Bingo	0%	0%	0%	100%	100%
Scramble	39%	61%	0%	0%	100%
Role-play or imitation	0%	0%	15%	85%	100%
Flashcards or videos	0%	0%	12%	88%	100%

Table 5 shows the ludic activities developed in class. According to the perceptions of 100% of the participants, the activities they liked the most were hot potatoes, letter soup, and bingo. In contrast to the scramble and zigzag games, 100% of the participants indicated that they liked them little or not at all, which was supported by the researcher's notes, because the students had difficulty solving the scramble game and the zigzag game. Many students complained that their classmates did not work correctly or generated disorder. Therefore, the students did not like these activities.

6.1.3 Checklist Results

To analyze the second objective of using appropriate ludic strategies for the improvement of English vocabulary learning in fourth grade students of a public institution in the city of Loja during the school year 2022-2023, an observation checklist was used as an instrument to collect data, which are presented in the following tables.

Table 6

Ludic activities applied during intervention plan.

Ludic Activities: Song, hot potatoes, draw a word, letter soup, bingo, role-play or imitation.			
Criteria	Yes	No	Total
Students like to interact with their peers while doing a ludic activity	100%	0%	100%
Students feel fun while doing the ludic activity.	100%	0%	100%
Students participate more when the ludic activity is applied.	100%	0%	100%
Students have fun interacting with their peers during the activity	100%	0%	100%
Students are motivated in learning when presented with the ludic activity.	100%	0%	100%

As shown in Table 6, during the implementation of the games that included, songs, hot potatoes, draw a word, letter soup, bingo, role-play, or imitation, the students participated more, felt more motivated to learn the subject of the class, and had fun during the application of this activity. The researcher's notes show that the students' attitudes changed when the learning activities were used. They were more involved and active, and unlike when they did an activity from the book, they didn't want to do it.

Table 7*Ludic activities applied during the intervention that presented some problems.*

Ludic Activities: Fill the gap, frog jump, crosswords, scramble.			
Criteria	Yes	No	Total
Students like to interact with their peers while doing a ludic activity	70%	30%	100%
Students feel fun while doing the ludic activity.	80%	20%	100%
Students participate more when the ludic activity is applied.	70%	30%	100%
Students have fun interacting with their peers during the activity	50%	50%	100%
Students are motivated in learning when presented with the ludic activity.	80%	20%	100%

Based on Table 7, which presents the games fill-in-the-gap, frog jump, and crosswords, in general, the students did not feel motivated or have fun when performing these activities, since according to the researcher's notes, the students presented difficulties when solving these activities for example, in scramble, students could not sort the letters unless there was a picture reference to the word they had to guess. Likewise, in the crossword puzzles, some students indicated that they were confused about which squares each word went in, even though they were numbered.

Table 8*Ludic activities in groups applied during the intervention plan.*

Ludic Activities: memory game, zig zag game.			
Criteria	Yes	No	Total
Students like to interact with their peers while doing a ludic activity	60%	40%	100%
Students feel fun while doing the ludic activity.	80%	20%	100%
Students participate more when the ludic activity is applied.	80%	20%	100%
Students have fun interacting with their peers during the activity	80%	20%	100%
Students are motivated in learning when presented with the ludic activity.	80%	20%	100%

Table 8 summarizes the ludic activities developed in groups, in which the students did not feel very motivated to interact with their classmates, either because they did not want to participate or because they generated noise and disorder, so several students complained about their classmates. Likewise, the researcher wrote what the classroom teacher mentioned: "para los estudiantes de cuarto grado no le recomiendo hacer trabajos grupales debido a que generan mucho desorden y se pierde el tiempo agrupándolos." [for fourth grade students, I do not

recommend doing group work because it generates a lot of disorder and time is wasted grouping them together].

Finally, the notes written by the researcher in the checklists are as follows: First, some students lacked the necessary material for the class, so when developing the activities in the book, they had to join with another classmate, generating disorder. Likewise, some students did not attend class regularly, either due to domestic calamities or illness, so it was necessary to repeat the class topics on occasion to make them equal. In addition, the researcher found that when group work was done, more time was spent grouping them together than actually doing the activity, so some activities were left half done. Lastly, during the presentation of a video or an activity using the projector, the brightness of the classroom and the lack of an enlargement meant that the image was not sharp enough.

7. Discussion

The present research was conducted to increase English vocabulary through the use of ludic activities in fourth grade students of a public institution in the city of Loja, during the 2022-2023 school year. This section was designed to answer the three sub-questions of this research and to establish some of the limitations encountered during the intervention and suggestions for future research.

To answer the first question, which was: "What is the level of improvement in English vocabulary by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year?" The results obtained in the posttest showed a significant increase in the level of English vocabulary among the students. This improvement could be noticed due to the great difference between the pretest, which obtained an overall average of 4.06, and the posttest, which obtained an average of 8.31. Moreover, these results agree with those demonstrated in the study conducted by Albaladejo (2018), who mentions the significant difference in the results before and after applying the ludic activities to the improvement of English vocabulary. Moreover, this study clearly demonstrates that the application of ludic activities in teaching English vocabulary helps to improve students' level of English vocabulary, as it is consistent with those of other studies.

On the question "What ludic strategies are appropriate to improve English vocabulary in fourth grade students of a public institution in the city of Loja during the school year 2022-2023?" through the use of observational checklists, this study found that the application of ludic activities such as bingo, alphabet soup, and hot potatoes are appropriate activities in teaching English vocabulary to fourth grade students because these activities encourage them to be more active participants, making learning more effective and real for them. Therefore, this result reflects the work of Imoula and Braham (2018), who found in their work that ludic activities are appropriate, effective, and useful in teaching English vocabulary, especially for beginners. Therefore, the findings of this study agree with those of previous studies, stating that ludic activities are good for teaching English vocabulary because they keep students interested in learning.

Regarding the question "What are the students' perceptions about the influence of ludic activities on the development of English vocabulary learning among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year?" The results show that the students were more motivated, participative, fun, and interested in learning English vocabulary

when ludic activities were applied in the classroom. This can be corroborated by Nguyen (2021), who in his research found that during the application of the games or ludic activities, the students were more interested in learning and actively participated in the development of the activities. Consequently, the findings of this study are consistent with previous studies, as they demonstrate how the ludic activities changed students' perceptions positively, making them interested in learning English vocabulary.

During this intervention, the following limitations were encountered: the researcher found limitations that could influence the students' performance. For instance, some students were frequently absent and did not bring the class material. Another limitation was that a small percentage of students did not want to work in groups because of some bad behavioral classmates, so these students preferred to work individually.

Finally, it is suggested to further research where ludic activity strategies are presented at other levels of education in order to make the student's experience more entertaining. In addition, that research could be done for vocabulary instruction or focus on other English language skills.

8. Conclusion

Implementing ludic activities in the classroom could help students focus on learning and reinforcing their English vocabulary. In addition, these activities will allow the student to learn the form, use, and meaning of the vocabulary. It also keeps students engaged and allows them to practice writing and pronouncing new vocabulary, resulting in real and meaningful learning. Additionally, according to the results of the pretest and posttest, there was a notable difference between the averages; therefore, it can be concluded that the ludic activities help to improve the level of English vocabulary in fourth-grade students.

In teaching fourth grade students, who are considered children, an innovative, motivating, and fun teaching method that keeps the student engaged in learning should be considered. Therefore, ludic activity strategies are appropriate for the teaching-learning process since they fulfill these qualities. Among the ludic activities used during the intervention plan, three activities stood out because they helped the student practice vocabulary either in written or spoken form: hot potatoes, alphabet soup, and bingo. In addition, these three activities were the ones that most motivated the student to participate and learn.

Students' perceptions of the influence of the ludic activities on their English vocabulary learning were positive, considering that they had fun doing them and participating and interacting with their classmates. Moreover, the ludic activities applied in the class interested and pleased the students so they felt more active and interested in learning. Therefore, they made significant progress in their English vocabulary development.

9. Recommendations

Based on the above conclusions and results, it is recommended that teachers implement the use of innovative strategies such as ludic activities to improve the level of vocabulary in students, especially if they are beginners in the language, since these ludic strategies motivate students to learn.

Before using ludic activities, teachers should look for the best ones according to the level and age of the students. In the case of the fourth grade, group activities are not recommended, as well as scramble and crossword puzzle games. In addition, find activities that do not take too much time.

Finally, teachers should take the students' perceptions into account when applying the ludic activities. It is best to use the warm-up activities with fourth grade students to capture their attention and engage them in learning the new topic. Also use them at the time of practice so that they have fun while practicing the vocabulary.

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11. Annexees

Annexe 1. Pretest/Posttest; Answer Sheet



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EXTRANJEROS**

PRE/POST TEST A1 Level

Student:

Course:

Date:

Teacher: Emily María Asanza Maldonado

Please read carefully and answer the following vocabulary questions.

USE:






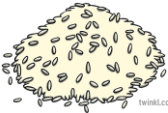
1. Choose the appropriate question word (2 points)

What – Who – When – Where

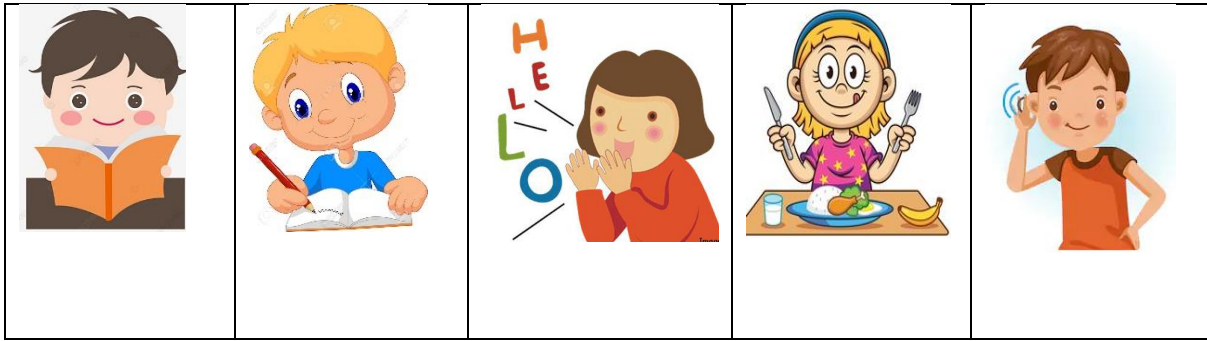
- a. _____ is your name?
- b. _____ is your best friend?
- c. _____ is the park?
- d. _____ is your birthday?

FORM

2. Unscramble the words (2 point)

 <p>omatoeto _____</p>	 <p>tleucet _____</p>	 <p>onrage _____</p>
 <p>tertbu _____</p>	 <p>rebad _____</p>	 <p>irce _____</p>

3. Look for the action verb names on the word search. Then write the names below the images. (2. points)



F	L	I	S	T	E	N
S	W	R	Q	K	D	S
H	T	W	T	A	L	K
W	R	I	T	E	R	X
E	A	T	R	E	A	D
R	V	O	P	S	K	A
J	S	V	O	Y	N	Y

MEANING

4. Select the correct meaning of the word (2 points)

Run: correr/saltar

Flour: harina /flor

Write: leer/escribir

Dance: bailar / dibujar

Jump: volar/ saltar

5. Complete the following sentences: (2 points)

				
He is a	She is a	He is a	She is a	He is a



PRE/POST TEST A1 Level

Student:

Course:

Date:

Teacher: Emily María Asanza Maldonado

Please read carefully and answer the following vocabulary questions.

USE:





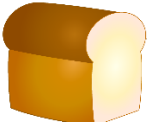
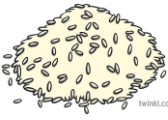
5. Choose the appropriate question word (2 points)

What – Who – When – Where

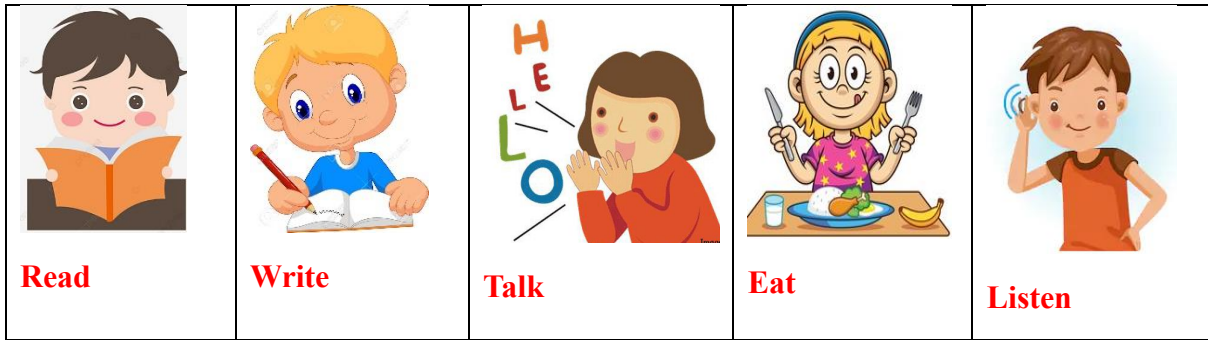
- a. **What** is your name?
- b. **Who** is your best friend?
- c. **Where** is the park?
- d. **When** is your birthday?

FORM

6. Unscramble the words (2 point)

 omatoeo tomatoe	 tleucet lettuce	 onrage orange
 tertbu butter	 rebad bread	 irce rice

7. Look for the action verb names on the word search. Then write the names below the images. (2. points)



Read

Write

Talk

Eat

Listen

F	L	I	S	T	E	N
S	W	R	Q	K	D	S
H	T	W	T	A	L	K
W	R	I	T	E	R	X
E	A	T	R	E	A	D
R	V	O	P	S	K	A
J	S	V	O	Y	N	Y

MEANING

8. Select the correct meaning of the word (2 points)

Run: correr/saltar

Flower: harina /flor

Write: leer/escribir

Dance: bailar / dibujar

Jump: volar/ saltar

5. Complete the following sentences: (2 points)

				
He is police	She is a carpenter	He is a chef	She is a pilot	He is a singer

Annexe 2. Questionnaire



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Survey

Student: _____

Date: _____

Instructions: Carefully read the sentences below about Ludic activities and answer honestly.



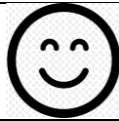











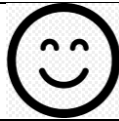



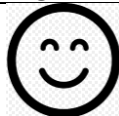

Survey made by: Emily Asanza Maldonado

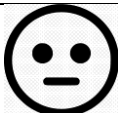



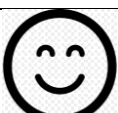

Age:

7	8	9
---	---	---

Are you a:



1. Did you like English class?			
			
Nothing	A little	More o less	A Lot
2. Did you like the ludic activities (Draw a word-Fill the gap-Hot potatoes-Letter soup -Role play- Song -Memory game-Crossword- Bingo-Scramble -Zigzag game-Frog jump- Open the box) presented in English classes?			
			
Nothing	A little	More o less	A Lot
3. How fun was the English class when teacher apply the ludic activities?			
			
Nothing	A little	More o less	A Lot
4. How much did these classes motivate you to learn English?			
			
Nothing	A little	More o less	A Lot
5. Did you like to interact with your classmates in English classes?			
			

Nothing	A little	More o less	A Lot	
6. Did you enjoy playing while learning?				
				
Nothing	A little	More o less	A Lot	
7. Do you think you learned more vocabulary by using the ludic activities? How much?				
				
Nothing	A little	More o less	A Lot	
8. Did you like the flashcards and visual aids used in the class?				
				
Nothing	A little	More o less	A Lot	
9. How much did you like the following ludic activities?				
				
Draw a word	Nothing	A little	More o less	A Lot
Song				
Zigzag game				
Fill the gap				
Memory game				
Frog jump				
Hot potatoes				
Letter soup				
Bingo				
Role play				
Scramble				

Annexe 3. Checklist



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Checklist

Class number:

Date:

Ludic Activity:

Criteria	Yes	No	Observation
Students like to interact with their peers while doing a ludic activity			
Students feel fun while doing the ludic activity.			
Students participate more when the ludic activity is applied.			
Students have fun interacting with their peers during the activity			
Students are motivated in learning when presented with the ludic activity.			

Notes:

Annexe 4. National Grading Scale

Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	≤ 4

Annexe 5. Informed Consent Form



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DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señor/a

REPRESENTANTE LEGAL

De la Unidad Educativa "Lauro Damerval Ayora"

Reciban un cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo/hija en la realización del proyecto de investigación: "Improving English vocabulary learning by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year" - "El mejoramiento del aprendizaje del vocabulario en inglés mediante el uso de actividades lúdicas en estudiantes de cuarto grado de una institución pública de la ciudad de Loja. durante el año lectivo 2022-2023", el cual está a cargo de la Srta. Emily María Asanza Maldonado, estudiante del octavo ciclo de la Universidad Nacional de Loja.

Yo, _____, con cédula de identidad _____, representante de la/el 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 representada/o, serán protegidos y manejados bajo confidencialidad por parte del investigador.

En conocimiento pleno me sirvo consentir y autorizar la participación de mi hijo/hija 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, del __ de _____ del 2022.

Firma: _____

Nombres y Apellidos: _____

Número de cédula: _____

Annexe 6. Lesson Plans

Lesson plan 1	
Class: Fourth-year	
School year: 2022 -2023	
N^a students: 29	
Age: 8 – 9 years old	
Topic: Words talk about school	
Language level: A1.1	
Institution:	
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C
Teacher:	
Date: October 24 th – 25 th , 2022	
Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Flash cards Worksheet	At the end of the lesson, students will be able to recognize words that relate to school. (uniform, backpack, lunch box, board, computer, teacher, student, classmates, classroom, office, gym, court, playground, hallway)
Warm-up and Objective Discussion	
<p>The teacher asks questions about the knowledge learned in the previous class. For example: When I want to do exercises, where should I go? Where does the school's principal work? When we want to go play, where do we go? In these questions, the students must answer with the vocabulary they have learned, such as gym, office, and playground, among others. The teacher explains to the students that they are going to learn and review the vocabulary of the school and that they are going to learn to recognize, write, and pronounce them.</p>	
Instruct and Model	
Instruct	
<p>First, the teacher shows the students the flashcards and asks them to match the images to their names. She says the names (uniform, backpack, lunch box, board, computer, teacher, student, classmates, classroom, office, gym, court, playground, hallway) out loud. of each one and asks the students to repeat after her.</p>	
Model:	
<p>Then she asks other questions, such as, "Who are you?" Who am I? What is the name of the place where we are? so that the students can answer using the vocabulary they have learned?</p>	
Guided Practice	
Pair work:	
<p>The teacher gives the students a worksheet with a crossword puzzle (a ludic activity) and explains that the students should fill it in with the name (Form) of what each image means, for example, number 1. The image of a slide with children playing (a playground) is shown, and then the teacher</p>	

tells them how to fill it in by drawing the crossword puzzle on the board.

<https://es.educaplay.com/recursos-educativos/13248385-school.html>

Less guided activities

Group work:

The teacher asks the students to get together in groups of 3, and on the same worksheet (on the back side) they have a word search activity in which they have to find all the vocabulary words they can find. In this activity, they have to find at least 8 words.

www.educima.com/wordsearches/words_about_school-f5b4948081ba8325f6c1d6053982c7ff

Independent Practice

Group work:

On the same worksheet, an unscramble is presented in which the vocabulary words (uniform, backpack, lunch box, board, computer, teacher, student, classmates, classroom, office, gym, court, playground, hallway) are disordered, and the students must try to order and write them correctly.

Assessment

Individual work:

Finally, present the images again and ask the students to mention the name of each one. In this way, the teacher can see if the students really remember the vocabulary and if they relate it correctly to the image.

Lesson plan 2	
Class: Fourth-year	School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old	Topic: Phonic “S”
Language level: A1.1	Institution:
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C
	Teacher: Date: November 1 st – 2 nd , 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)
Materials	Lesson Objectives
Module of 4 grade Flash cards Projector Worksheet	At the end of the class students will be able to recognize the meaning and imitate the pronunciation (form - speak) of the vocabulary learned with the letter s (snake, skirt, student, sun, snail, scissors, snacks, sit, sand, spider).
Warm-up and Objective Discussion	
<p>The teacher gives her students a sheet of paper with the lyrics of a song called "letter sound S", first she reads them how to pronounce each word, and makes them repeat it. Then she plays the song and asks them to sing along. She then explains the importance of learning the pronunciation of the letters and words.</p> <p>https://www.youtube.com/watch?v=zwupro4AVsY</p>	
Instruct and Model	
<p>Instruct The teacher presents some flashcards, where there are words (snake, skirt, student, sun, snail, scissors, snacks, sit, sand, spider) that begin with the letters, first shows the image and asks them if they know what it is called, and finally tells them the name. She asks them to repeat the words (snake, skirt, student, sun, snail, scissors, snacks, sit, sand, spider) after it.</p> <p>Model: The teacher asks, how does the snake do (sssssss) after the students answer that just like the snake they must say the word, so they don't pronounce it by marking the e. (eg pronounce estar instead of star).</p>	
Guided Practice	
<p>Pair work: The teacher asks students to copy the vocabulary words on a sheet of paper. After the students have copied the words, the teacher proceeds to remove the pictures, leaving only</p>	

the vocabulary. She then asks them if they like to draw and asks them to draw (a ludic activity) the meaning of the words. First, she chooses a word, for example, "scissors," and on the board she draws underneath the word. She tells them that this is the way they should do it.

Less guided activities

Whole class:

The teacher asks the students to sing song (a ludic activity) again to remember the pronunciation, then gives 12 students each a flashcard and asks them to paste it on the board correctly, matching the name with the picture. She then asks the students if it is correct, and if it is not, she asks other students who have not participated to come in and correct it.

<https://www.youtube.com/watch?v=zwupro4AVsY>

Independent Practice

Group work:

The teacher asked the students to get together in groups of 4 people and then gave each group a set of cards, which consisted of 24 cards divided into images and names (snake, skirt, student, sun, snail, scissors, snacks, tent, sit, sand, spider). She asks them if they have ever played the memory game and proceeds to explain to everyone how to play. Then she begins to go group by group, giving further instructions: It must be played in turns; she gives them an example, saying, "I start by looking for the pairs, and if I don't find them, I leave the cards on the table, and the next one passes, the teacher points to a student." If they find the pairs (the teacher shows them how to do it) and tells them that they must keep each pair.

<https://interacty.me/projects/17d2b53bb0956fe4>

Assessment

Individual work:

At the end of the memory game (ludic activity) with cards, the teacher instructs the students to come to the front one by one and present to the students the pairs she discovered, as well as pronounce the word aloud; in case of mispronunciation, the teacher corrects, and so on for each member of each group in orderly succession. The teacher tells them that they can play again, while the partners present the cards. When they finish the game again the students present their cards again to the teacher, saying the name correctly.

<https://interacty.me/projects/17d2b53bb0956fe4>

Lesson plan 3			
Class: Fourth-year	School year: 2022 -2023		
N^a students: 29 Age: 8 – 9 years old	Topic: Action verbs- Third person (s- es)		
Language level: A1.1	Type of institution: Public		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B</td> <td style="width: 50%;">Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C</td> </tr> </table>	Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C	Teacher: Date: November 7 th - 8 th , 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C		
Materials	Lesson Objectives		
Module of 4 grade Flash cards Frog jump game	At the end of the class students are able to describe daily routines and use verbs (come, go, speak, read, listen, write, eat, talk, drink, wear) in the present tense, and third person (add s or es).		
Warm-up and Objective Discussion			
The teacher tells the children that they will do a role play game, explains that she will pass to several children and give them a word (action verb), which they must interpret. The teacher will give them an example of interpreting and asks the students what they think I am doing? then asks them if they know how to say that word in English. And so on until the verbs (come, go, speak, read, listen, write, eat, talk, drink, wear) are finished.			
Instruct and Model			
<p>Instruct The teacher shows the images that represent the verbs that have been interpreted in the warmup. She tells them one by one the name and pronunciation. Then with other flash cards she starts to make them remember the pronouns, she points to an image of a girl and asks them how to say her in English, she shows several images that represent the pronouns and asks them questions. Then explain how to add the s or es depending on whether the pronoun is in the third person or not. He also adds flashcards pointing out the s or es rules.</p> <p>Model: The teacher performs an action, for example: she reads a book and tells the students I read a book. then asks a student to write on the board and asks the students: what does she do? they should answer: she writes, and so on with other students and other verbs. Here the teacher stresses the importance of knowing how to use the third person in the present tense. She also prepares the students for the following guided practice activity.</p>			
Guided Practice			
<p>Pair work: The teacher asks the students to do activity 3 of the module in pairs, where they must enclose the</p>			

correct verb according to what was explained previously about the third person. The teacher completes the first sentence with them.

Less guided activities

Pair work:

Students must complete the sentences using correctly the verb they see in the image on the side of the sentences, also they must take into account if it is third person or not. (Form/write, Use/present simple, Meaning of verbs)

Independent Practice

Whole class:

The teacher presents the flashcards with the verbs and pronouns and asks the students to place the noun correctly on each one, then asks them questions such as: this image corresponds to the noun? how do you say this? if any of them is wrong, she asks another student to correct it.

Assessment

The teacher explains about a game they should do at home, which is called jump frog, in which they must select the correct leaf to complete the sentences, in this way the frog jumps on that leaf, if it is not correct the frog is smeared. She also tells them that she will send them a link to a more detailed video of how to play and the link to where they should play.

Video link:

<https://www.youtube.com/watch?v=hvTZo6cGf4Q>

Game link:

<https://es.educaplay.com/recursos-educativos/13363315-.html>

Lesson plan 4	
Class: Fourth-year	School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old	Topic: Present simple
Language level: A1.1	Institution:
Schedule: Monday: 7:50- 8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50- 8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C
Teacher: Date: November 14th – 15th, 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Module of 4 grade Flash cards Game Speaker	At the end of the class students are able to describe daily routines using the verbs learned in the previous class (come, go, talk, read, listen, write, eat, speak, drink, dress).
Warm-up and Objective Discussion	
<p>The teacher tells students that going to play a game call hot potato then asks the students to form a circle, then passes them a marker and tells them that she is going to play a song and that when the song stops playing, the person who is left with the marker should say the name of a verb they learned in the last class. Then she gives them a pronoun and asks them to form a sentence in the present simple tense.</p> <p>She then goes on to explain that the present simple is used to describe daily routines and that they will learn this this week.</p>	
Instruct and Model	
<p>Instruct</p> <p>The teacher shows the sentences using the verbs learned in class and shows them the structure of the present simple using flashcards.</p> <p>The teacher reintroduces the personal pronouns and reminds them how to write the verbs according to the third-person rule.</p> <p>Model:</p> <p>The teacher presents a video of an activity where the students must complete sentences and shows them how to do it, explaining that in this way they will also be doing the following activities.</p> <p>Video link: https://youtu.be/iIQmMGR0LqY</p>	

Guided Practice
<p>Individual work: The teacher asks the students to complete activity 1 on page 8 of the module, in which they must complete the sentences using the do - does. The teacher helps them to complete the first sentence.</p> <p style="text-align: center;">Less guided activities</p> <p>Pair work: The teacher asks the students to form pairs to complete Activity 2 on Page 9 of the module, where they have to complete sentences using the correct verb in the present simple tense.</p>
Independent Practice
<p>Whole class: The teacher reads a poem to the students and then asks them to repeat it with her. Following the activity, the students must find sentences within the poem that mention daily routines.</p>
Assessment
<p>The teacher asks the students to do an activity in the module that presents them with incomplete sentences and in disorder, for example, "Wear - a uniform - Sally," and they must form the sentences correctly, describing a daily routine.</p>

Lesson plan 5		
Class: Fourth-year		School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old		Topic: Wh- questions
Language level: A1.1		Institution:
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C	Teacher: Date: November 21 st – 22 nd , 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)
Materials		Lesson Objectives
Module of 4 grade Projector Slides Zig zag game		At the end of the class students will be able to ask and answer basic personal information questions using the Wh- questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: Where do you live? Who are you? What color is it? etc.)
Warm-up and Objective Discussion		
The teacher presents students with a fill-the-gap game with the theme of the verb "be" in order to help them remember sentence structure. Then she explains that in the class they will see about the wh questions, indicating the importance of these when learning English. https://www.mundoprimeria.com/juegos-educativos/jueg-ing-grm-14		
Instruct and Model		
Instruct The teacher presents flash cards with the theme of "what questions" and indicates how the question should be structured. The teacher starts asking questions such as, "Who are you?" How old are you? Where do you live? among others. To reinforce the learning of wh questions, the teacher shows a video. Video link: https://www.youtube.com/watch?v=nfvmNQ0cfAs Model: At the end teacher shows other video, the video presents another game of filling in gaps, and she explains that in this way, they will complete the following activities (guided practice, independent practice) Video link: https://www.youtube.com/watch?v=aO8g1NCcH64		
Guided Practice		

Individual work:

The teacher asks the students to complete activity 1 on page 11 of the module, in which they must complete the sentences using the verbs in the box. The teacher helps them to complete the first sentence.

A. (is-are-**am**)

a. I **am** a teacher.

Less guided activities**Pair work:**

The teacher gives her students a worksheet, where she has some pictures with the Wh-questions (Where, what, when, who, how) and ask students to write the meaning of each word. The she asks them to complete the questions using the same Wh questions.

Independent Practice**Group work:**

The teacher asks the students to form groups of four and lends each group a die. She informs them that they are going to play the zigzag game, so she asks them to make a small piece of paper into a ball and paint it a color, so they can play. The game consists of the students forming sentences in the present simple tense with the words that are in each box; at the end, the winner will get a reward.

Assessment

The teacher projects a game consisting of a series of questions using the Wh questions, and asks students to raise their hands to answer correctly.

<https://www.tinytap.com/activities/g3qel/play/wh-questions>

Lesson plan 7	
Class: Fourth-year	School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old	Topic: Possessive Adjectives and Possessive Pronouns
Language level: A1.1	Institution:
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C
Teacher: Date: December 5th – 6th, 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Module of 4 grade Flash cards Projector	At the end of the lesson, students will be able to use the possessive adjective (use/meaning) (my, your, his, her, its, our, their), and possessive pronoun (use/meaning) (mine, yours, his, hers, its, ours, theirs) appropriately in sentences (form/ write).
Warm-up and Objective Discussion	
the teacher presents a song (ludic activity), with the pronouns, possessive adjectives and possessive pronouns for students to repeat the pronunciation. https://www.youtube.com/watch?v=7t23JK68Vhk	
Instruct and Model	
Instruct The teacher first presents flash cards with possessive adjectives, explains how to use them, and then presents sentences. Then the teacher presents a video where the possessive pronouns are explained again. Finally, teacher explains the possessive adjectives and pronouns with her own belongings and then with the students' belongings. for example: this bookmark is mine; the backpack is hers; my book is blue; his book is yellow; etc. Video link: https://www.youtube.com/watch?v=kyGyv_GISs	
Model: The teacher presents a fill-in-the-gap activity; the teacher will write (form) incomplete sentences on the board and give the students cards with possessive pronouns and	

possessive adjectives (use). She explains to the students how they will complete the sentence (meaning), and she models the first sentence.

Guided Practice

Pair work:

The teacher asks the students in the module to first read a lecture, then asks them to find the possessive adjectives and enclose them in a circle. Finally, using the possessive adjectives, the students must complete the sentences. The teacher helps the students complete the sentences.

Less guided activities

Pair work:

In the same module, the teacher asks the students to complete the following activities. The first one consists of completing the sentences by writing the boy's pronoun in its possessive form (the boy's). Then, looking at the image next to the sentences, they must complete them with the possessive pronoun.

Independent Practice

Whole class:

the teacher asks students to complete the assessment section of the module, which consists of completing sentences using possessive pronouns and possessive adjectives.

Assessment

The teacher introduces a game called open the box in word wall, and indicates that the students have to form groups to play it. She explains how the game will be played: each group has to choose a number that has a question that they must solve, which can vary from questions of meaning, for example, what does 'mine' mean? Other questions will ask you to complete sentences. In addition, the game includes jokers, who can steal points from another team, earn extra points, or earn their own.

<https://wordwall.net/es/resource/38777875/possessive-adjectives-and-possessive-pronouns>

Lesson plan 8	
Class: Fourth-year	School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old	Topic: Vocabulary for school subjects
Language level: A1.1	Institution:
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4to B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4to C
Teacher: Date: December 12th – 13th, 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Module of 4 grade Flash cards Projector Worksheet	At the end of the lesson, students will be able to write the vocabulary about school subjects (Spanish, English, math, science, technology, history, geography, art, music, P.E).
Warm-up and Objective Discussion	
The teacher presents the ludic activity called "draw a word," where she draws a word and the students have to guess what the drawing means; in this case, she draws, for example, a ball and asks them to relate it to a subject they have, which would be physical education; she also makes a sum and asks them to relate it to another subject; and so on. Then she explains to the students that learning vocabulary will help them improve their level of English.	
Instruct and Model	
Instruct The teacher first presents flash cards with the vocabulary for school subjects, explains how to use them, and then presents sentences. Then the teacher presents a video with the same vocabulary (Spanish, English, math, science, technology, history, geography, art, music, P.E).. Video link: https://www.youtube.com/watch?v=AnZxeX_8mVk	
Finally, the teacher presents some images and asks the students to relate the object in the image to the subject. for example, the square belongs to the math class, the world belongs to the geography class, etc.	
Model: The teacher presents other flashcards, divided into two sets: the first ones are only the images, and the second ones are the names (Spanish, English, math, science, technology, history, geography, art, music, P.E.). The teacher sticks on the board the images and asks the students to participate; after selecting the participants, she gives them the cards with the name, and she keeps one (technology) and looks among the images for the one that has something to do with technology, like a computer, and sticks the name next to it. She tells the students that they should do it one by one.	

Guided Practice

Whole class:

The teacher asks the students to open the module and look at the reading. She proceeds to read the story and asks the students to repeat along with it. She then asks the students to find within the reading the names of the subjects (Spanish, English, math, science, technology, history, geography, art, music, P.E.) they reviewed earlier and circle them.

Less guided activities

Pair work:

The teacher asks the students to do the module activity, which is similar to the model's activity; they should look at the statements and see which picture it belongs to (meaning). The language of the United Kingdom and the United States, for example, is represented in the second image, which depicts a child studying English. During the activity, the teacher helps the students.

Independent Practice

Whole class:

The teacher asks the students to think of four subjects that they like the most; for example, when I was in high school, my favorite subjects were English, math, technology, and art. Then she asks them to write the names of the subjects in the book and draw something related to that subject in a mind map, and in the center circle, draw themselves.

Assessment

Whole class:

The teacher gives the students a worksheet in which they must look at the image and correctly write the name of the subject that the image represents in the lines below.

Lesson plan 9	
Class: Fourth-year	
School year: 2022 -2023	
N^a students: 29	
Age: 8 – 9 years old	
Topic: Occupations	
Language level: A1.1	
Institution:	
Schedule: Monday: 7:50-8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4 B	Schedule: Monday: 7:50-8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4 C
Teacher:	
Date: December 19 th -20 th 2022	
Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Module of 4 grade Flash cards Projector	At the end of the class, students will be able to write sentences in the present progressive tense using the vocabulary learned in class about occupations (engineer, farmer, carpenter, fire fighter, hairdresser, veterinarian, police officer, chef, singer, pilot).
Warm-up and Objective Discussion	
<p>The teacher informs the students that they will participate in a role-playing game (a ludic activity) and that she will pass several children a word (an occupation) that they must interpret. The teacher will give them an example of interpreting and ask the students what they think I am doing. Then asks them if they know how to say that word in English. And so on until all of the words (engineer, farmer, carpenter, firefighter, hairdresser, veterinarian, police officer, chef, singer, and pilot) are completed. Finally, she explains the objective and the reason why they should learn the vocabulary, and she explains that they will also see the present progressive and its importance in English.</p>	
Instruct and Model	
Instruct	
<p>The teacher first presents flash cards with the vocabulary for occupations (engineer, farmer, carpenter, fire fighter, hairdresser, veterinarian, police officer, chef, singer, and pilot) and explains how to use them.</p>	

The teacher then demonstrated the use, form, and examples of the present progressive through flashcards. She also shows a video about the current progressive to reinforce the knowledge.

Video link: <https://www.youtube.com/watch?v=IGkxRXamy7Y>

Model:

At the end of the video, there is an activity in which students must recognize how the sentence would go in English in the present progressive. The teacher asks them to give the answer and then tells them if it is correct or not, and also tells them what the correct answer would be if it were not.

Video link: <https://www.youtube.com/watch?v=IGkxRXamy7Y>

Guided Practice

Whole class:

The teacher gives the students a worksheet, where they must circle and write the correct action shown in the image and then write the word to complete the sentence in the present progressive tense.

Less guided activities

Pair work:

The teacher introduces a bingo game in which the students will have some occupations on their bingo boards; they must pay attention to the teacher's dictation because she will dictate the names of the occupations, and they must mark each one; the one who finishes first will win a candy.

Created in: <https://aprendiendoconjulia.com/cartones-bingo-imagenes/>

Independent Practice

Whole class:

The teacher asks the students to think about what they want to be when they grow up and tells them, for example, "I wanted to be a doctor, but when I grew up, I realized that I didn't want to be a doctor, and I thought it would be better if I studied to be a teacher." Then she asks them to write in the module what they want to be and draw a picture of themselves working in their chosen occupation.

Assessment

Whole class:

The teacher asks the students to do the activity in the book, where they should write present progressive sentences with the vocabulary learned, for example.

artist or painter

Madelaine is an artist. She is painting a picture.

Lesson plan 10	
Class: Fourth-year	School year: 2022 -2023
N^a students: 29 Age: 8 – 9 years old	Topic: Present Progressive
Language level: A1.1	Institution:
Schedule: Monday: 7:50- 8:30 Tuesday: 10:20 - 11:40 N^a of periods: 3 Class: 4 B	Schedule: Monday: 7:50- 8:30 Tuesday: 11:00 - 12:20 N^a of periods: 3 Class: 4 C
Teacher: Date: December 26 th -27 th 2022 Book: Inglés 4to EGB – Recursos Educativos (educacion.gob.ec)	
Materials	Lesson Objectives
Module of 4 grade Flash cards Projector Speaker	At the end of the class, students will be able to write sentences in the present progressive tense using the vocabulary learned in class about occupations (engineer, farmer, carpenter, fire fighter, hairdresser, veterinarian, police officer, chef, singer, pilot).
Warm-up and Objective Discussion	
<p>The teacher introduces a game called "draw a word," which consists of her giving them a card with the occupations (engineer, farmer, carpenter, firefighter, hairdresser, veterinarian, police officer, chef, singer, and pilot) they saw in the previous class, and one student must draw something that relates to that occupation and the other students must guess.</p> <p>She then explains the objective and the reason why they should learn the vocabulary, and she explains that they will also see the present progressive and its importance in English.</p>	
Instruct and Model	
<p>Instruct</p> <p>The teacher explains the present progressive once more using flash cards and introduces some verbs that can be used to form sentences (help, grow, fly, drive, use, wash, rain, write, sit, run, swim, clap).</p> <p>Model:</p> <p>The teacher presents a video where the structure is presented again and several examples of sentences in the present progressive are presented. She indicates that they will construct sentences using the verbs from the flashcards in this manner.</p>	

Video link: [Learn English for Kids. Present Continuous Tense for kids - YouTube](#)

Guided Practice

Pair work:

The teacher asks the students to open the module and tells them that they are going to do Activity 1, which consists of reading the sentences in the present progressive tense and relating them to the occupations they have already learned.

The teacher helps them solve the first one, and he asks them the answers and corrects the incorrect ones.

Less guided activities

Whole Class:

In the next activity, the teacher asks the students to think about what they would like to do in the future and asks them to draw and write the name of that profession. She then asks them to make sentences similar to the ones they read in the previous activity but related to their chosen profession.

She gives them an example: "I want to be a teacher." I am going to teach English to my students.

Independent Practice

Whole class:

The teacher asks the students to complete the following writing activity, where they must use the verbs presented in brackets and write them in such a way that the sentence is in the present progressive tense.

Assessment

Whole class:

In the last activity, the teacher asks the students to write four sentences about what they are doing in school, telling them that they can use the verbs learned in that class or in previous classes. She gives them an example by saying "I am teaching fourth grade".