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Instructional materials and English language vocabulary among middle basic education students at an educational institution in Loja, school year 2023-2024

Materiales de instrucción y vocabulario en idioma inglés, en estudiantes de educación básica media, en una institución educacional en Loja, durante el año lectivo 2023-2024

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

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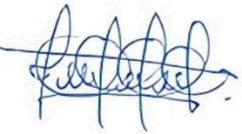
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Dedication

This curricular work is dedicated to God, for allowing me to complete this significant stage in my life and helping me achieve each of my goals. Similarly, to my precious parents, Hugo Lojan and Cecilia Caicedo, for raising me in the best possible way and contributing to the person I am today. In addition, to my little siblings, Mayely and Nicolas, for motivating me to keep going and always being ready to offer their support in one way or another. Furthermore, to my friends and classmates who helped and supported me during this stage. Finally, to all those who contributed in any way to my success.

Jocelyn Andrea Lojan Caicedo

Index of content

Index of tables:

Index of figures:

Index of annexes:

1. Title

Instructional materials and English language vocabulary among middle basic education students at an educational institution in Loja, school year 2023-2024

Materiales de instrucción y vocabulario en idioma inglés, en estudiantes de educación básica media, en una institución educacional en Loja, durante el año lectivo 2023-2024

2. Resumen

El vocabulario sirve de apoyo en todos los ámbitos de la comunicación, como la comprensión oral, la expresión oral, la lectura y la escritura. En este sentido, es útil aplicar una variedad de materiales instruccionales que atraigan y motiven a los estudiantes y les ayuden a mejorar su vocabulario en inglés. Por otra parte, el desarrollo de este estudio investiga el impacto de los materiales instruccionales en la mejora del vocabulario del idioma inglés entre los estudiantes de quinto grado de una institución de educación básica media en Loja durante el año escolar 2023-2024. Utilizando una mezcla de métodos cualitativos y cuantitativos, este estudio de métodos mixtos utilizó un diseño de investigación-acción entre 34 participantes escogidos por muestreo de conveniencia, empleando una intervención de ocho semanas en la que se aplicaron cuatro materiales instruccionales: rueda giratoria, juego de dados de vocabulario, imágenes y diadema de palabras, dirigidos a aspectos del vocabulario como significado, uso y forma. La recogida de datos incluyó pruebas previas y posteriores para medir la mejora del vocabulario, un cuestionario para recoger las percepciones de los alumnos y notas de campo para apoyar los datos cualitativos. Los datos cuantitativos se analizaron a partir de las puntuaciones obtenidas por los alumnos en las pruebas previas y posteriores a la intervención, y de las preguntas cerradas del cuestionario. A partir del análisis de los datos, las estadísticas descriptivas revelaron que, tras la aplicación de los materiales instruccionales en vocabulario, se identificó una mejora de 2,18 puntos entre las puntuaciones medias anteriores y posteriores, lo que demostró un aumento significativo del vocabulario. Los datos cualitativos se recogieron a partir de las respuestas de los estudiantes a las preguntas abiertas del cuestionario y de las notas de campo del investigador. Estos datos se analizaron mediante análisis temático y los resultados revelaron una aceptación general del material instruccional por parte de los alumnos. Los resultados sugieren que el uso de materiales instruccionales influyó significativamente en la mejora del vocabulario en inglés, y además aumentaron la motivación, el interés y la participación activa de los estudiantes. Estos hallazgos proporcionan valiosas recomendaciones a los actores educativos en Ecuador para mejorar los resultados del aprendizaje de idiomas.

Palabras clave: Mejora del vocabulario, rueda giratoria, material de imágenes, juego de dados de vocabulario, diademas de palabras.

Abstract

Vocabulary supports all areas of communication as listening, speaking, reading and writing. In this regard, it is useful to apply a variety of instructional materials that engage and motivate students and help them to improve their English vocabulary language. Moreover, the development of this study investigates the impact of instructional materials on enhancing English language vocabulary among fifth-grade students in a middle basic education institution in Loja during the 2023-2024 school year. Utilizing a mix of qualitative and quantitative methods, this mixed-method study used an action research design among 34 participants chosen by convenience sampling, employing six-week intervention in which four instructional materials were applied: spin wheel, vocabulary dice game, pictures, and word headbands, targeting vocabulary aspects such as meaning, use, and form. Data collection included pre-and post-tests to measure vocabulary improvement, a questionnaire to collect students' perceptions, and field notes to support qualitative data. Quantitative data analysis was gathered in the form of student's scores from the pretest which were administer before and the posttest after the intervention; and the questionnaire close-ended questions. From the data analysis descriptive statistics revealed that after the implementation of instructional materials in vocabulary, an improvement of 2.18 points was identify from the mean of pre- and posts scores, demonstrated significant vocabulary gains. Qualitative data was collected from student's responses from the open-ended questions of the questionnaire and researcher field notes. This data was analyzed with thematic analysis and the findings revealed a general acceptance of the student towards the instructional materials. The findings suggest that the use of instructional materials significantly influenced English vocabulary improvement, and besides they increased motivation, interest, and active students' participation. These insights provide valuable recommendations for educational stakeholders in Ecuador to enhance language learning outcomes.

Keywords: Vocabulary improvement, spin wheel, pictures material, vocabulary dice game, word headbands.

3. Introduction

In the globalized world, mastering vocabulary is widely recognized as a fundamental step in acquiring a new language, as it serves as a basis for developing other language skills (Mehta, 2009). In addition, a strong vocabulary foundation enables learners to engage in meaningful communication, comprehend texts more fully, and express themselves with greater clarity and precision (Ghalebi et al., 2021). In this context, in Ecuador, English is considered a necessary element in the curriculum of public and private institutions due to its importance in global communication (Lucero, 2023). Therefore, it is important for English teachers to emphasize vocabulary in their lessons, since it allows students to strengthen their abilities in listening, speaking, reading, and writing. Indeed, previous and accurate knowledge of vocabulary is a requirement for teachers to facilitate the development and acquisition of the four communicative skills (Dakhi & Fitria, 2019).

In light of this, during the pre-service teacher's practicum in 2022-2023, it was observed that students in the fourth, fifth, and sixth grades lacked vocabulary and showed low enthusiasm and motivation to participate actively in class. Additionally, there was a lack of instructional materials for students during the teaching process. Recent findings suggest that this issue is due to the lack of diverse materials and knowledge applied by teachers to motivate and encourage students to learn vocabulary effectively and improve their grades (Lopez, 2022). In the same vein, Tandoğan (2019) explained that the lack of vocabulary knowledge might be a critical factor in the language acquisition process of learners. Another author also revealed that "the low mastery of foreign language vocabulary is due to the fact that appropriate materials capable of arousing students' interest and motivation to learn have not been used" (Ghosn, 2023).

Considering these perspectives, instructional materials have been identified as a possible solution to address the identified challenges. This insight has led the researcher to formulate the following research question: How do instructional materials improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024? On this basis, the researcher formulated two research sub-questions: What is the effectiveness of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024? What are the students' perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?

Based on the aforementioned context, the research set as the main objective of this study to determine the influence of instructional materials in the improvement of English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024, and in order to achieve it, the researcher established two specific objectives as follows: to demonstrate the effectiveness of the implementation of instructional materials to enhance English language vocabulary; and to identify the students' perceptions about the use of instructional materials to improve English language vocabulary.

Additionally, many researchers have explored the efficacy of instructional materials on vocabulary acquisition and shown that implementing instructional material to improve the development of students' vocabulary acquisition has been highly successful for teachers. For instance, Bellido and Rico (2021), who conducted a study using a qualitative method, found that instructional materials developed the learning interest of the learners and the class becomes interesting when instructional materials are used in teaching. Likewise, the studies conducted by Jannah (2020) and Tandoğan (2019), proved that throughout instructional materials, there was a significant increase in students' vocabulary acquisition. In addition, Gbeyonron, Muhammad, and Iorember (2023), suggested the selection and use of accurate instructional materials for young learners, as their study was specifically focused on instructional materials used for adolescent learners, so it may be worth exploring their effectiveness among younger or adult learners to see if instructional materials work similarly or even more effectively with different age groups. For this reason, this research aims to bridge this gap by proposing instructional materials for young learners as a possible solution to increase vocabulary since vocabulary has an important role in foreign language acquisition, and studies have shown that using such materials can be beneficial for its improvement.

Furthermore, the development of this study is significant since it contributes to the educational and research field. For instance, this assists fifth-grade students in improving their vocabulary knowledge by providing an enjoyable learning environment, which increases participation and interaction in class. Moreover, this study also helps pre-service teachers improve their professional practice and investigative skills. Additionally, this study offers valuable insights for researchers, policymakers, and educators in Ecuador. By identifying effective instructional materials to enhance vocabulary learning, this research can contribute to improve learning outcomes and better prepare students for academic and professional success. Furthermore, it can serve as a basis for the integration of instructional materials into the national curriculum, promoting more interactive and engaging learning environments.

Overall, this study was conducted over a six-week intervention period, focusing on fifth-grade middle basic education students at an educational institution in Loja during the 2023-2024 school year. Likewise, the scope of the study includes assessing vocabulary improvement and student perceptions regarding the use of instructional materials. Furthermore, four types of instructional materials were used: Spin wheel, vocabulary dice game, pictures and word headbands aimed at developing the meaning, use and form vocabulary aspects. However, the study faced certain limitations, including the short duration of the intervention period and unexpected events, which may affect the generalizability of the findings.

4. Theoretical Framework

This section aims to provide scientific support for the development of this research work with relevant theoretical information collected from different authors who relate aspects of English vocabulary and different instructional materials. The contents of this theoretical framework are presented in three parts, the first one is related to the independent variable, which is the instructional materials. The second part corresponds to the dependent variable, which is English vocabulary, with its sub-themes, such as importance, types, aspects, challenges, and strategies. The third part examines previous studies that relate research on instructional materials and the improvement of English vocabulary learning.

In addition, the databases from which the relevant information was collected were ERIC, ResearchGate and Google Scholar, where the researcher selected research articles related to instructional materials and vocabulary. In addition, books, journals and websites also contain important information on the research topic that was used by the researcher.

4.1. Instructional materials

To begin to explore the concept of instructional materials, it is important to mention that during the research process, it was found that the term *instructional materials* is also called teaching materials, or teaching aids.

In this sense, according to Area (2020), "an instructional material can be defined as a cultural, physical, or digital object, elaborated to facilitate learning and improve understanding in a certain educational situation." Supporting this view, Agudzeamegah (2014), noted that these materials are used in classrooms to support specific teaching and learning objectives. Similarly, Bukoye (2019) explained that instructional materials are indispensable tools in the acquisition of every subject in a school curriculum, as they allow students a complete interaction with words, symbols, and ideas so they develop their skills in reading, listening, problem-solving, observing, thinking, speaking, writing, using media, and technology.

Furthermore, Abiodun et al. (2007, as cited in Bello and Alhassan, 2023) explained that instructional materials are everything that is used to facilitate, influence, support, or encourage knowledge, competencies, and skills acquisition. They are also those materials that are used by teachers to facilitate teaching and learning processes (Igwe, 2017 as cited in Festus et al, 2023). By synthesizing the ideas of various academic points of view, it can be concluded that instructional materials are all the materials that a teacher can use in the classroom to help improve and strengthen the acquisition of knowledge and skills of the students in the educational process.

4.1.1. Instructional materials and language acquisition

Instructional materials play an important role in facilitating language acquisition by providing structured, meaningful, and interactive experiences. In light of this, Krashen's Input Hypothesis (Krashen, 2009) suggests that learners acquire language when exposed to comprehensible input slightly above their current level. In this sense, instructional materials are context-rich that can provide this necessary input, supporting learners' gradual progress. Similarly, Vygotsky's Sociocultural Theory underscores the importance of social interaction in language acquisition, positing that learning occurs through mediated interactions with more knowledgeable peers or instructors (Mahn & John-Steiner, 2021). This theory supports the use of materials that encourage collaborative learning and meaningful exchanges by creating an environment that fosters individual language development while also cultivating a sense of community and shared learning among students (Bukoye, 2019).

4.1.2. Role of the instructional materials in EFL Lessons

The use of instructional materials is essential in classrooms as they facilitate language learning, catch students' attention, motivate students to learn foreign language, and support valuable input (Tomlinson, 2008). In other words, these materials are designed to fully engage learners and facilitate the transfer of knowledge from educators to learners. By integrating these materials into the teaching process, educators can simplify the learning experience, making it more authentic, practical, and engaging. In addition, it encourages active participation from both teachers and learners, which eventually improves knowledge retention, skill acquisition, and self-confidence (Eina and Ajayi, 2008 and Denga, 2003 in Muhammad Bello, 2020).

In addition, instructional materials are used to provide extra support and supplement the lesson content, enhance students' learning of new concepts, and provide practice opportunities (Eniayewu, 2005 as cited in Bello and Alhassan, 2023). Therefore, it is very important to use instructional materials in teaching to increase students' knowledge and to promote academic achievement, as they contribute to a more dynamic and enriching learning environment that benefits all learners.

4.1.3. Principles of instructional materials

According to Perry (2023), and Salandanan (2009, as cited in Amos et al, 2022), the teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the materials to be used in a lesson:

- **Goal-oriented design.** Instructional materials are designed with specific learning outcomes in mind. They are crafted to teach, guide, and reinforce particular skills or knowledge.

- **Engagement through impact.** Materials must grab the learners' curiosity, attention, and interest. This can be achieved through novel content like fun activities or games, variety in text types and formats, and attractive presentation with colors, white space, and appealing images.

- **Suitability**. The tutor should ensure that the materials are appropriate for students age, experience, and intellectual level. The legal, safety, and ethical implications of the materials should be considered, should not reflect antisocial attitudes, and should be free of bias. It must also achieve the objective of the lesson.

- **Simplicity and functionality.** Materials must be easy to use and manipulate for both teachers and students. Teachers should test the materials before the lesson to ensure they are functional and practical.

- **Authentic language use.** Materials must expose students to real-life examples of the language in context, such as authentic conversations, meaningful texts, or role-playing scenarios. This makes learning relevant and helps students connect classroom activities to the outside world.

- **Support multiple learning styles.** Instructional materials should be designed to cater to various learning styles. Visual learners benefit from visual aids like charts and diagrams. Auditory learners prefer listening tasks and spoken activities. Kinesthetic learners learn best through hands-on activities and role-playing. By providing a variety of activities, educators can ensure that all learners can engage with the material effectively.

- **Regency**. Instructional materials should be of the highest quality or close to it, and should not be outdated.

4.1.4. Benefits of instructional materials in EFL classrooms

In the view of Enabel (2019), instructional materials offer some benefits that enhance the learning experience for students. First and foremost, they provide learners with concrete examples and practical applications of abstract concepts, making the content more relatable and easier to understand. This support can make lessons more engaging and enjoyable, increasing the probability of active student participation (Enabel, 2019). Furthermore, instructional materials facilitate differentiated instruction by addressing diverse learning

styles and abilities, ensuring that most students have access to the information they need. In addition, the same author stated that these kinds of materials also serve as valuable tools for reinforcing key concepts, allowing for repeated practice and mastery of the information (Enabel, 2019).

Moreover, well-designed instructional materials can promote collaborative learning by encouraging group activities and discussions, fostering a sense of community among learners. Furthermore, the use of various instructional materials enables teachers to make English language learning more interactive and effective, resulting in better comprehension and retention of vocabulary and grammar (Enabel, 2019). Overall, instructional materials are essential tools that facilitate a more dynamic and successful language learning environment.

4.1.5. Challenges by using instructional materials in EFL lessons

According to Perry (2023), teachers face a number of challenges when using instructional materials, which can have an impact on the effectiveness of their teaching. One of the most popular challenges is often the cost of materials, as even with school budgets allocated to educational materials, the costs can be considerable, especially when teachers aim to provide a variety of materials tailored to their students. In addition, finding the right materials can be time-consuming, given the overwhelming number of options available; this makes it difficult for teachers to identify the most appropriate resources for each lesson.

Another difficulty is the alignment of materials with national standards, which means that some resources may not adequately cover the required content and leave learners underprepared. In addition, the effectiveness of instructional materials depends on teachers' familiarity with them: if educators lack experience with certain resources, their ability to use them effectively to achieve learning objectives may be compromised. These challenges highlight the importance of careful selection, planning and familiarity with the materials to ensure that they fulfil their role in the classroom (Perry, 2023).

4.1.6. Kinds of instructional materials

Within the criteria of instructional materials for English teaching, several classifications are given. One of the most outstanding is the one by Busljeta (2013), which divides instructional materials as follows: Two-dimensional materials are a form of an image or picture explaining the concept. Examples of such types of instructional materials are whiteboard writing, drawing, charts, posters, word walls, maps, diagrams, graphs, photographs, pictures, cartoons, flashcards, posters, comic strips, scrapbooks, etc. The three-dimensional materials are a representation of real objects or phenomena. These materials include models, mock-ups, dice, dioramas, globes, relief maps, specimens, puppets

holograms, etc. Furthermore, the audio and visual materials are used from preschools as well as university education. Additionally, audio-visual materials are widely used across educational levels, from preschool to university, with computers and the internet significantly enhancing students' learning experiences. Although the wide variety of instructional materials available, this research focuses specifically on spin wheels, dice games, pictures, and word headbands.

- **Spin Wheel**

According to Jaelani and Izati (2016, as cited in Rachmaida and Mutiarani, 2022), the definition of a spin wheel is moving about, changing direction, turning, or getting around. Therefore, a spin wheel is a circular object that can produce circular movement or turn around. Additionally, this material can be classified as a game that is relevant to the educational process (Putra et al., 2020). Moreover, Rahman, as cited in Bafadal (2019), expressed that the spin wheel is a material that actively engages all learners so that they become more active, engaged, improve, and enjoy the learning process. Similarly, research by Putra et al. (2020) found that the spin wheel not only enhances students' engagement but also improves their retention of the material by integrating both visual and interactive elements in the learning process. Consequently, the spin wheel serves as both an instructional material and a motivational aid, fostering a positive and dynamic classroom environment.

Furthermore, Aulia, as cited in Bafadal (2019), stated that a spin wheel is an instructional material in which a circle is divided into several sectors. There are questions for students to answer within the sector, which are listed in the form of a number in the sector of the circle. Although the spin wheel is a name generator, it is also used for learning vocabulary, because the teacher can show pictures in the wheel according to the class vocabulary, and students can answer the names of the pictures (Rachmaida and Mutiarani, 2022). Additionally, the same authors emphasized that this material is versatile and can be easily adapted to suit various subjects and learning objectives.

In this sense, Izati et al. (2016, as cited in Rachmaida and Mutiarani, 2022), explained the process of designing a spin wheel can involve using a round wooden board, cardboard and various other materials. However, it can also be created online, which is very convenient for classroom use. Having both alternatives the physical alternative, in case of problems with internet or electricity, and the virtual alternative, in projections so that you would have access to the tool without complications. Therefore, some materials that can be used include round wooden boards, pencils, pens, cardboard, scissors, and other craft supplies.

- **Pictures**

The use of pictures seems to be effective in teaching any kind of subject, as it provides a practical overview of an abstract concept. These materials facilitate the comprehension of information by the recipients (Putu, 2023). Similarly, Harmer (2001, p. 135) stated that some of the most appropriate uses of pictures are to present and prove meaning. This author also noted that "Teachers have always used pictures or graphics whether drawn, taken from books, newspapers, and magazines, or photographs to facilitate learning." Moreover, according to Werff (2019, as cited in Carolina & Khafidhoh, 2019, p. 34), pictures have many functions, with pictures teachers and students can practice vocabulary, practice structures of grammar, practice comprehension of listening, do activities of writing, do the free practice of speaking such as problem-solving activities, role plays, and discussions.

Additionally, Wright (1989, as cited in Siswanto and Asmasari, 2023) stated that "Pictures are media that can be applied in teaching and learning English. The pictures will motivate the students to get ideas, information and make the students more interested in studying English". The same author also expressed that pictures also support the student's ability to remember the words, meaning, and form of objects. One example might involve the teacher showing pictures while learners repeat the meanings with the help of mimicry, then the teacher can alternate the pictures and tell the children to say the meaning of the words, here the speed at which the teacher shows the pictures can be added to give it more dynamism.

According to Putu (2023), the use of pictures is a great option for teaching vocabulary since there is variety in choosing between cartoon pictures, real pictures, AI (artificial intelligence) generated images, and photos among others, which gives the possibility of generating versatility among students, the author also mentions that pictures can also be used virtually through a projector, which shows potential in engaging students. Additionally, Carney and Levin (2002) outlined seven principles of effective picture use, known as the "seven C's": concentrated (directing the reader's attention), compact/concise (worth a thousand words), concrete (representatively functional), correspondent (relating unfamiliar text to a reader's prior knowledge), codable (supporting mnemonic transformation), coherent (organizationally functional), and comprehensible (semantically functional).

- **Word Headbands**

According to Marie (2020), word headbands are interactive and dynamic instructional materials designed to enhance vocabulary learning through active participation and playful engagement. Their use is collaborative, for example, pairs or groups of students are needed

for implementation. The design is based on a headband with a space in the center to place a card, or flashcard or image, which is placed on the head.

In other words, students wear headbands with vocabulary words they cannot see, but their classmates can. Their task is to guess the word on their headband by asking questions or getting clues from their peers. Another way to implement this is to place jumbled words for the partner to decipher and write it on a piece of paper. This encourages students to think critically about the meaning, spelling, and use of words. The collaborative nature of the game fosters a supportive learning environment in which students can learn from each other, increasing both their vocabulary and their confidence in using new words (Quinchuela, 2023).

In addition, word headbands can be adapted to different proficiency levels. For beginners, the game can include more visual clues and simpler words, while for advanced learners it can incorporate more complex vocabulary and encourage the use of synonyms, antonyms or word/sentence formations (Quinchuela, 2023). This flexibility makes it a valuable tool for differentiated instruction. In addition, the material encourages the use of language in a meaningful context, as learners are required to think about how words are used in conversation and in written language (Umamoto, 2017). By making vocabulary learning fun and interactive, word headbands help learners retain new words more effectively and develops their general language skills in an engaging and memorable way (Quinchuela, 2023).
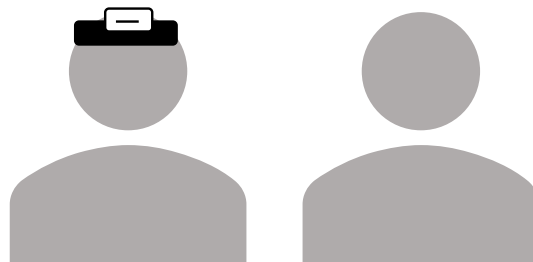

Figure 1. *Image of the way the players are positioned for the use of headbands.*
Note: Elaborated by the author

- **Vocabulary Dice Game**

A die (plural "dice") represents a solid object marked on all of its faces. The faces are usually all identical in shape, forming a perfect cube. The die can be "thrown" by rolling it in the air and letting it rest on one of its faces (Weisstein, 2006 as cited in Irawan, 2020). Notably, dice do not always contain numbers alone; they may include images, colors or letters, and they aren't always limited to six sides. This flexibility makes dice especially suitable as instructional materials in language education, as they can prompt a range of vocabulary exercises with each roll (Irawan, 2020).

In addition, the vocabulary dice game serves as a dynamic instructional material that diversifies traditional vocabulary learning. Thus, Shahul (2023), stated that this material can enhance and facilitate students' knowledge of words, for which students receive instructions on lexical knowledge throughout the game (meaning, synonymy, antonymy, pronunciation and spelling, making a simple sentence, and act it out). Moreover, this material is versatile, as it can be adapted to various levels of vocabulary difficulty. With this in mind, it is considered pertinent to say that the vocabulary dice game is one of the acceptable ways of facilitating students to learn vocabulary (Shahlul, 2023).

The benefits of the vocabulary dice game extend beyond vocabulary acquisition. These benefits include fostering social interaction, collaboration and teamwork. Shahlul (2023) also indicated that the competitive element and varied tasks associated with dice games increase motivation and reduce anxiety and stress in learners, especially younger learners. In addition, this material allows vocabulary practice in an environment where students can self-correct and receive feedback from their teacher, which strengthens their language skills and increases their confidence (Humaira and Andryani, 2017).

In classroom practice, this material can be incorporated into a variety of activities. Additionally, teachers can use the vocabulary dice game in warm-up exercises, or review activities (Nurazlinda and Zahraa, 2017). In some dice formats, additional elements such as pictures or question cards on specific topics for instance parts of the body, colors, animals or adjectives, can be included. Penalty or reward cards can further increase engagement by motivating learners with fun actions or challenges. For instance, the teacher can use the dice with different words on each face and on one side write an extra point; students roll the dice and draw an image representing the word that appears, reinforcing visual and verbal association (Shahlul, 2023).
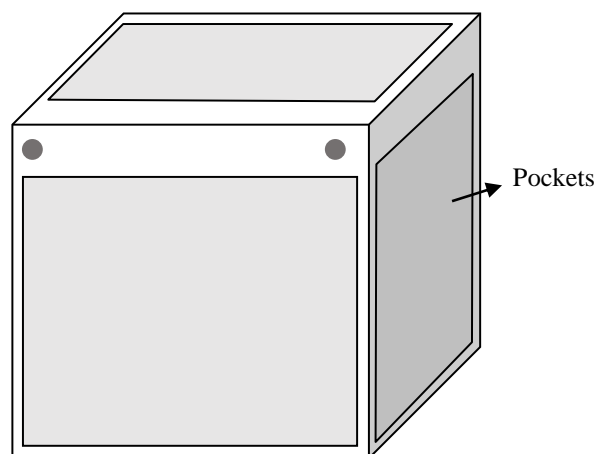

Figure 2. *Design of die model*
Note: Elaborated by the author

4.2.Vocabulary

In order to clearly understand the dependent variable vocabulary, the researcher has considered the interpretations given by different authors. To begin with, the Cambridge Dictionary states that vocabulary refers to "all the words that exist in a particular language or subject." Similarly, the Oxford Advanced Learner's Dictionary provided another definition of vocabulary, describing it as "all the words that a person knows or uses".

In addition, Brown (1995, cited in Maylani et al., 2021) highlighted the definition of vocabulary as a collection of words associated with a specific language or a range of words that an individual speaker of a language may employ. In the same way, Lessard-Clouston (2013) affirmed that the definition of vocabulary incorporates the entire words of a language that convey a particular meaning, in this sense, single items, phrases and multiword expressions are included.

Based on previous interpretations, the researcher concludes that the term of vocabulary can be perceived as the range of words that belong to a language, which can be applied by a particular person or group for communication purposes.

4.2.1. Importance of learning English language vocabulary in EFL

To highlight the importance of learning English vocabulary, the investigator mentions Wilkins (1972, cited in Lessard-Clouston, 2013) who wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). With this information, it can be understood that vocabulary is a fundamental component in English language learning since it allows students to produce language (Pratama and Hadi, 2023).

In addition to this, acquiring vocabulary is essential for communication, since it facilitates the development of the four main skills, such as listening, speaking, reading, and writing (Rasni et al., 2022). However, "without having ample vocabulary and the right strategy to obtain a new vocabulary, the learners will get difficulties optimizing their own abilities in learning English" Hamer and Lely (2019, p. 44). Therefore, vocabulary has an important role to play in foreign language learning, especially for the youngest learners (Syafrizal and Haerudin, 2018).

4.2.2. Types of vocabulary

According to Hatch and Brown (1995), vocabulary classification focuses on receptive and productive vocabulary.

- **Receptive vocabulary.** It describes words that students comprehend and employ when reading and listening but cannot actively use or produce when speaking and writing. In

other words, receptive vocabulary consists of words that children can identify and comprehend when they are used in a context but cannot accurately generate on their own (Stuart Webb, 2009 as cited in Christinawati, 2021).

- **Productive vocabulary.** In this type of vocabulary, productive vocabulary refers to the words that students truly know and can accurately use, and produce words in speech and writing. In this case, it is more than just recognizing or comprehending words, it requires deeper understanding and ability to actively apply words correctly in speech and writing (Stuart Webb, 2005 as cited in Christinawati, 2021).

4.2.3. Aspects of vocabulary

According to Nation (2020), knowing a word includes three main aspects which are form, meaning, and use.

4.2.4.1. Form. It includes its pronunciation or spoken form, spelling or written form, and any part of speech that makes up this particular element, such as a prefix, root and suffix (Nation, 2020). The same author also presented some activities that may be applied during form:

1. For spoken form: It refers to learning any new sounds that are not in the first language and at a more general level developing awareness of how sounds can fit together for example consonant clusters and consonant-vowel combinations. Some activities to develop spoken form can be pronouncing the words and reading aloud.

2. For written form: Learning the written form of words includes reading texts at the right level and writing words and sentences. Word and sentence dictation and finding spelling rules are good activities to increase written form.

3. For word parts: In the case of English, knowledge of word parts involves, first of all, being able to use the language system, and the next step involves the more gradual growth of knowledge of derivational affixes. To enhance this part of the form, activities such as filling in word part tables, cutting up complex words, constructing complex words, and choosing a correct form can be applied.

4.2.4.2. Meaning. According to Nation (2020), meaning comprehends how the form and meaning work together, that is, in other words, the concept and the elements it refers to, and the associations people think of when they think of a specific word or expression. The author also presented some instructions that can be applied during meaning:

1. For form-meaning connection: It is simply attaching a known form to a known meaning. Ex: matching words and definitions, discussing the meanings of phrases and drawings, labeling pictures and riddles.

2. For concept and reference: Most words have a core meaning that runs through all or most of their uses. Ex: finding common meanings, choosing the right meaning, semantic feature analysis, answering questions, and word detectives.

3. For associations: Some conventional associations include opposites, synonyms, and hyponyms, that can be established through deliberate learning, but there is likely to be little value in teaching them, there is also the knowledge of the word through common sense. This includes: explaining connections, making word maps, classifying words, finding opposites, suggesting associations and finding examples.

4.2.4.3. Use. Nation (2020), pointed out that it involves the grammatical functions of the word or phrase, the collocations which normally accompany it and, lastly, any restrictions on its use, in terms of register, frequency, level, and so forth.

1. For grammar: Part of word knowledge involves being able to use words. Part of this knowledge refers to linguistic systems and part to specific words. Matching sentence halves and putting words in order to make sentences are some activities to develop grammar.

2. For collocates: Collocations are not groupings of words but are typically regular combinations, some activities involve matching collocates and finding collocates.

3. For constraints on use: A fairly small number of words and phrases are characterized by restrictions on their use, and being conscious of these restrictions is one aspect of knowing a word. The most striking examples of this type of restrictions are swear words. Some activities could be to identify the restrictions and classify them. The author considered that some of the activities already presented could be classified under several aspects of what is involved in knowing a word.

Table 1.What is involved in knowing a word

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?

	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
Use	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note. In column 3, R refers to receptive knowledge, P = productive knowledge.
Obtained from Learning vocabulary in another language (Nation, 2001).

4.2.4. Challenges in teaching vocabulary

Vocabulary teaching involves some challenges that can impede effective language acquisition. One of the main difficulties is selecting appropriate vocabulary for students with different levels of language proficiency, as differences in students' abilities make it difficult to address everyone's needs in a single lesson (Suardi and Sakti, 2019). Similarly, the lack of materials and strategies that suit diverse learning styles can also affect vocabulary learning (Tandoğan, 2019). Also, vocabulary retention requires repeated exposure in a variety of contexts, but limited time in the classroom restricts this practice (Schmitt & Schmitt, 2020). However, while embedding vocabulary in meaningful contexts is beneficial for lasting retention, many teachers continue using traditional methods that do not promote deep understanding (Nurazlinda & Zahraa, 2017). Addressing these challenges requires teachers to adapt the way they teach to foster a more effective vocabulary learning environment.

4.2.5. Teaching English language vocabulary

In search of a method for teaching vocabulary, the intentional approach to vocabulary learning has been found to focus on the direct teaching of new words. Unlike incidental learning, where vocabulary is acquired spontaneously and unplanned, the intentional approach involves structured activities specifically designed to improve word knowledge. These activities may include the use of word lists, spaced repetition exercises, word games, and the study of definitions and uses in a variety of contexts. This method is effective because it allows students to focus on learning vocabulary in a systematic way, improving their retention and practical use in the language (Schmitt, 2000).

Moreover, Nation P. (2019) mentioned that, teaching vocabulary includes five jobs for the teacher. The first is planning, which ensures that vocabulary learning occurs in all four skills, more or less equally. The second is organization, which implies that conditions are conducive to vocabulary learning. These conditions include repetition, attention, elaboration, concentration, motivation, and use of words in a variety of contexts. According to the same

author, the third job is training, which involves helping learners master the most useful vocabulary learning strategies. The fourth is testing since it is difficult to plan a good vocabulary program without knowing the vocabulary level of the learners. Testing is also an important form of obtaining and giving feedback on progress. Finally, the fifth is teaching occurs when the teacher is the source of information and focuses attention. It includes both an explanation of words by the teacher and vocabulary exercises by the learners.

In addition, some strategies for teaching vocabulary should be considered, for instance teaching by active involvement is a strategy that explain us how traditional exercises can be considered old-fashioned teaching methods. However, they still have something to contribute to the teaching process. Through the exercises, pupils get used to the word and learn to recognize it. The teacher also makes sure that all students are immersed in the vocabulary. With this technique, the teacher encourages students to discover the meaning of the word through elicitation (Takač and Singleton, 2008).

Another one is teaching using pictures: Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. They serve as effective tools to clarify the meaning of unknown words. They should be used as often as possible. The compilation of images encompasses various forms such as posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs (Takač and Singleton, 2008).

Finally, Games are beneficial and effective strategies for learning vocabulary. They are motivating as they mainly involve friendly competition and create a collaborative learning environment in which learners can work together. They improve learners' communication skills and enable them to use the target language. Therefore, vocabulary games bring a real classroom environment and improve learners' use of English in a flexible and communicative way. These games may include hot potato, dice game, Spin Wheel, among others (Derakhshan & Khatir, 2015).

4.3. Previous studies

Various researchers have previously explored research topics associated with this study. In order to provide supporting evidence, Gbeyonron, Muhammad, and Iorember (2023) investigated the impact of instructional materials on teaching and learning English vocabulary among junior secondary school students in Yobe State, Nigeria. This experimental research compared an experimental group taught with instructional materials to a control group that received traditional instruction without these resources, with 30 students of the first-year

junior secondary school students in each group for five weeks. The findings revealed a significant difference in performance, with the group using instructional materials achieving higher scores. The study emphasizes the importance of incorporating instructional materials in vocabulary teaching, as they enhance students' understanding and retention of new words. Consequently, the researchers recommend the increased use of such materials in English language classrooms to improve student outcomes.

Similarly, the study conducted by Bellido and Rico (2021) revealed low vocabulary skills among Grade 9 students at Botolan National High School. Therefore, this research aimed to determine the vocabulary level of Grade 9 students using cue-association and visual strategies and then develop instructional materials to improve vocabulary skills and to describe the usefulness of the instructional materials by Grade 9 English teachers. The research question posed was how do English teachers describe the usefulness of the instructional materials? The study carried out a descriptive survey design with a pre-test and post-test questionnaire as the data collection instrument. Positive results were obtained as the findings revealed that the level of vocabulary skills improved after the use of three different instructional materials.

On the other hand, Lopez (2022) developed a study based on the lack of vocabulary skills among grade 7 students of Amontay National High School in the Philippines, its purpose was to improve vocabulary skills through the use of Interactive Information and Communications Technology (ICT)-Based Instructional Material in grade 7 students. This investigation aimed to answer the research questions: Is there any significant difference in the vocabulary proficiency level among grade 7 learners based on the results of the pre-test and post-test? And, Does the Interactive ICT-Based Instructional Material have the potential to develop vocabulary skills of the grade 7 learners based on the result of this study? The data collection was carried out through a pre-test, a post-test, and a survey. As a result, it was demonstrated the effectiveness of Interactive ICT-Based Instructional Material in developing the vocabulary skills of Grade 7 students.

In the same way, another study proposed by Jannah et al. (2020), explored the effects of using games on students' vocabulary mastery adapting in instructional material and media on 33 students of 6th semester. Some difficulties in mastering language skills highlighted the lack of vocabulary as the main reason to the develop the present investigation, which aimed to explore the effectiveness of using games in instructional material and media development classroom and also attempted to answer the question: Does the use of games affect student mastery among Instructional material and media development learners at the 6th semester? In

order to solve this interrogation this study adopted a qualitative methodology, using a vocabulary test and observations. At the end the investigation proved the improvement in vocabulary mastery among the students who showed high scores during the process. The study also concluded that the use of games also improved the enthusiasm and participation of students during classes.

Anas A. (2020), presented a study that involved the lack of successful vocabulary development in primary grade students from kindergarten to second-grade cause of the low varied instructional materials implemented in classes. According to this author, the purpose of this research was to find different ideas of research-based instructional materials to create with an application and also to create instructional material for enhancing the vocabulary development of primary-grade students. The researcher developed a content analysis to analyze empirical research and periodicals, news articles also were used to develop the question of How can primary grade teachers use a set of three content-creation tools, to create instructional materials to enhance the vocabulary development of their English Language Learners? At the end of the investigation, the researcher created ten materials based on her content analysis of 36 sources, which it was proved its potential to aid students in their vocabulary development.

Another study proposed by Tandoğan (2019), involved 67 upper-intermediate level students at the school of Foreign Languages, for six-week period, which was based on the low motivation and enthusiasm of students in learning vocabulary. The aim of this study was to investigate the effectiveness of instructional materials that were developed regarding Attention Relevance Confidence and Satisfaction (ARCS) model of motivational design and enhanced with augmented reality on students' vocabulary achieving and motivation. The study developed a mixed method approach and used a vocabulary achievement test as a pre-test and post-test. The result was noticeable for the experimental group in terms of motivation, the perceptions were highly positive among students, so it was concluded that when instructional materials are presented with mobile AR applications it can be effective for vocabulary achievement.

5. Methodology

The following section explains how the researcher conducted the investigation. This section is developed considering settings and participants, procedure, methods, research design and data analysis. In the section of settings and participants, a brief description of the participants and the research location was provided. The procedure section detailed the method and research design, explaining the step-by-step development of this work, followed by the data collection techniques and instruments. Lastly, the data analysis section explained the analysis of the information obtained from each instrument.

5.1. Settings and participants

The present research was carried out at the educational institution "Unidad Educativa del Milenio Bernardo Valdivieso" a public institution within the Seventh Zone of Education due to the administrative and geographic facilities it offered to the researcher. The institution is specifically located in Loja city in the south of Ecuador, in South America. Therefore, the geographical coordinates of this institution are -4,01038° o 4° 0' 37" South latitude and -79,1991° o 79° 11' 57" West longitude.

The participants in this research were a pre-service teacher who took the role of a researcher, and a group of fifth-grade students of an educational institution in Loja during the academic year 2023-2024. This group comprised 34 students, with 21 males and 13 females, all aged between nine and ten years old. The participants were selected using convenience sampling. This type of sample is based on the fact that respondents are chosen based on the convenience and availability of the researcher (Creswell and Creswell, 2008). In this case, the participants were specifically English students at the A1.1 level in accordance with the EFL Ecuadorian curriculum, following the language proficiency standards set by the Ministry of Education (Ministerio de Educación, 2016).

Furthermore, following the ethical principles of research, first, it was necessary to get the participants' consent (see Annex 6) that was asked before the intervention since they are still considered as minors. Second, for privacy purposes, all participants were given a code that worked as the research identification. Additionally, the intervention plan was developed in six weeks during the school year 2023-2024. In this intervention, the pre-service teacher used instructional materials to enhance English language vocabulary.

5.2. Procedure

5.2.1. Method

The present work developed a mixed method approach that combined qualitative and quantitative research approaches, allowing researchers to examine complex numerical and

descriptive information in detail (Taherdoost, 2022). Within this research, to collect quantitative data a questionnaire was performed (see Annex 3) to obtain students' perceptions about the impact of instructional materials on vocabulary learning. Furthermore, field notes (see Annex 4) were implemented at the end of each lesson to collect qualitative data. According to Gay et al. (2012), the main goal of qualitative research is to understand a social situation or activity as seen from the perspective of the research participants. In this way, it attempted to answer the sub-question which was: What are the students' perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?

On the other hand, quantitative research refers to the collection and analysis of numerical data to describe, clarify or regulate interesting occurrences (Gay et al. 2012). Therefore, the collection of quantitative data helped to identify and evaluate the effectiveness of instructional materials on English vocabulary level through the application of pretest (see Annex 1) and posttest (see Annex 2). This process addressed the sub-question: What is the effectiveness of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?

5.2.2. Research design

The present research followed the action research cycle model suggested by Kemmis and McTaggart (2003), which contributed to solving the problem of English vocabulary learning by using instructional materials. Subsequently, this research work consisted of a series of steps such as planning, action, observation and reflection (Kemmis and McTaggart, 2003). These stages were adopted by the researcher in this study:

5.2.2.1. Planning: The researcher initiated the phase of planning by identifying a problem in the vocabulary knowledge during internships. In this initial phase, the researcher was able to find additional information and developed a literature review in databases such as research articles, books, and journals about the problem and possible solutions, so it was possible to develop a more detailed diagnosis. Through this analysis, it was possible to state and define a research general problem that was addressed to ask how do instructional materials improve English language vocabulary among middle education students at a public institution in Loja, school year 2023-2024?

After that, the educational institution in which the intervention plan was carried out was identified. Then, the researcher requested official permission to carry out the intervention plan from the vice-director of the institution. After that, the official letter was delivered to the principal of the public institution who approved the application of the intervention plan for the

research. Moreover, the creation of lesson plans was proposed by developed by Jeremy Harmer (1998), following the model of lesson plan Engage, Study, and Activate (E.S.A.) which was aligned to facilitate the vocabulary acquisition using instructional materials in a period of six weeks. In addition, the researcher designed and validated the data collection instruments and the materials to be used within the intervention plan.

5.2.2.2. Action: In this section, the researcher applied the intervention plan, for which materials such as the dice game, pictures and the spinner wheel were used in each session of intervention considering the contents to teach.

The researcher considered some indicators when developing the lesson plan (Annex 8) within the instructional materials: dice game, pictures, word headbands, and the spin wheel. In the same way, vocabulary was considered by some indicators such as form (writing: spelling), meaning (associations/visuals), and use (grammar-word phrases). Which helped to fulfill effectively the objectives established. Likewise, the pre-test was also administered in the first class. Moreover, during the intervention plan, the teacher made use of a variety of materials in her classes, with the aim of improving students' knowledge.

5.2.2.3. Observation: During the application of the proposal, the researcher collected the data using field notes, where the researcher analyzed the behaviors on the application of instructional materials to improve English vocabulary level.

The time that was developed in the plan of intervention was six weeks of English classes. It was developed through on-site classes in the public institution which belonged to the selected group of learners in the city of Loja. The classes were developed by using a variety of materials such as dice game, spinner wheel, word headbands, and pictures, which helped to get the expected outcomes that were addressed to improve English language vocabulary.

5.2.2.4. Reflection: At the end of the intervention, the researcher applied a post-test to measure the English vocabulary knowledge of the fifth-grade of middle basic education students. This was with the purpose to identify the effectiveness of instructional materials on English vocabulary learning, therefore, to answer the first sub-question. Likewise, a questionnaire was implemented in order to know the students' perceptions about the application of instructional materials to English vocabulary learning.

This stage analyzed the results obtained from the intervention plan by interpreting the quantitative and qualitative data collected during the action stage. The general findings were reported by establishing conclusions and recommendations that helped to answer the

research-specific questions stated in this study and develop further research about the impact of instructional materials on English vocabulary learning.

5.2.3. Data Collection Sources and Techniques

Since the scope of this study was mixed method, the researcher employed a combination of techniques and instruments to collect information in order to know about the effectiveness of instructional materials in improving English vocabulary.

The first technique applied was the testing technique using the pre-test (see Annex 1) and post-test (see Annex 2) instruments. As Pan and Sana (2021) mentioned, pretests are the action of taking practice tests before an intervention plan, and not after. In this sense, the author used a pretest to determine the students' English vocabulary level and to consider some aspects of vocabulary such as form, meaning and use. On the other hand, Malik and Alam (2019) described a posttest as a test given to the students after a process of teaching. With this test, the researcher can measure the student's vocabulary after using instructional materials.

With this, the quantitative instruments such as pre-test, post-test, and questionnaire were designed based on the paper-and-pencil technique which is related to two categories: selection that included multiple-choice, and matching questions; and supply which is about questions that required writing a short answer (Creswell, 2012). Additionally, the researcher assessed students' development using a pre-test scoring guide and post-test scoring guide (see Annex 5). Finally, after obtaining the pretest and posttest results, the researcher compared them with an Interval Scale (see Annex 7) made by the researcher and based on a rubric designed for evaluating the achievement of the English vocabulary level.

In the same regard, it was applied the observation technique using field notes (Annex 4), as the instrument for documenting observations during each lesson. In other words, in this instrument qualitative data was collected as a description of events in the environment at a specific observation time (Taherdoost, 2022). In the same context, the researcher was a participant spectator of the situation observing and collecting data on the activities, people, and physical aspects of the setting through field notes. For this reason, they were written by the pre-service teacher at the end of each lesson.

Additionally, within this research work, the survey technique was applied using a questionnaire (Annex 3) that was a mixed instrument in which six closed-ended questions provided quantitative data and three open-ended questions that allow respondents to justify their choices, thus gathering qualitative data (Taherdoost, 2022) that enabled to reflect on the student's perceptions about the effectiveness of instructional materials on English vocabulary learning. These questions were elaborated using the Likert scale which offered multiple

categories from which respondents chose to indicate their opinions, attitudes, or feelings about instructional materials on English vocabulary.

5.3. Data analysis

The quantitative data collected from the pretest and posttest were processed using descriptive statistics (Creswell, 2012) and represented through two frequency tables and a bar graph designed with the Excel program, which helped the researcher to measure the central tendency (mean) of the scores obtained by fifth-year students in the three aspects of vocabulary such as "meaning", "use", and "form".

Likewise, the quantitative data gathered from the questionnaire were presented through descriptive statistics (Creswell, 2012) and illustrated with a table adapted to the Likert Scale (Creswell, 2012) and a bar graph that showed the students' perceptions of using instructional materials in the development of their vocabulary, motivation, and engagement. On the other hand, the qualitative information was analyzed based on thematic analysis (Creswell, 2012), which allowed the researcher to corroborate the findings by selecting the most important narrative data obtained from the qualitative data in the open-ended questions.

6. Results

In this section, the researcher presents the results obtained from both quantitative and qualitative instruments. The pre-test and post-test measured students' vocabulary levels, including the aspects of meaning, form, and use. Additionally, a questionnaire and the researcher's observations recorded in field notes, were employed to gather data on students' perceptions of the implementation of instructional materials to enhance vocabulary. The results collected from these research instruments are graphically represented in bar graphs and tables and are described in greater detail below.

6.1. Pre-test and Post-test

Objective one: To identify the effectiveness of the implementation of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024

Sub-question one: What is the effectiveness of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?
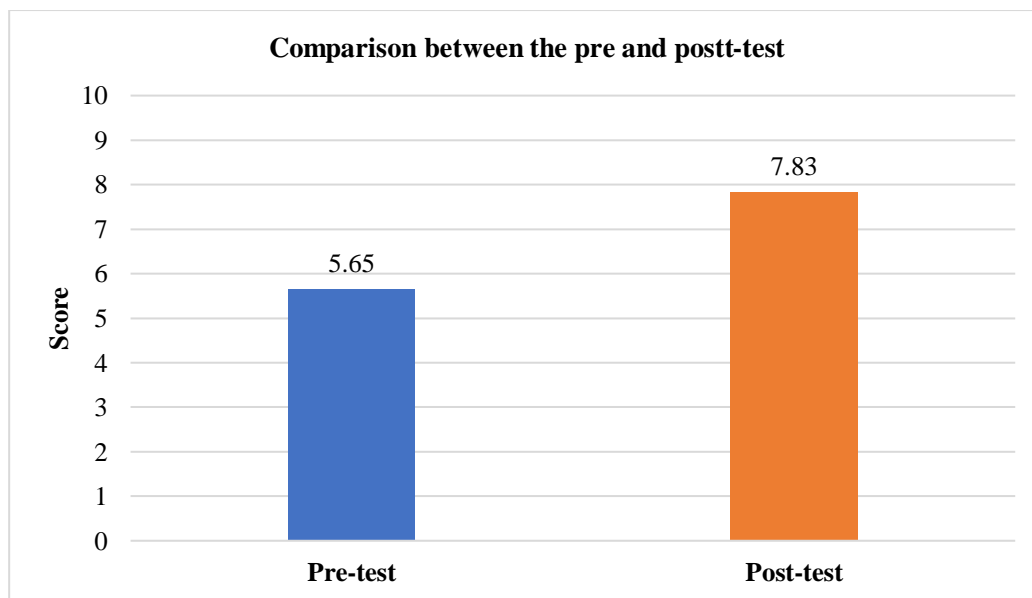
Figure 3. *Comparison between the pre and post-test*

In Figure 3, it can be seen the total mean score obtained by 34 students in the pre-test and post-test. In the pre-test, the students obtained a total mean score of 5.65/10, while in the post-test they achieved a score of 7.83/10. Comparing these results, there is a difference of 2.18 points indicating a marked improvement in the vocabulary aspects. This suggests that the use of the instructional materials helped the fifth-grade learners to increase their level of English language vocabulary.

6.2. Comparison of the results of the pre-test and post-test regarding the vocabulary aspects.

Table 2. Means score differences between the Pre and Post-test on vocabulary aspects.

Vocabulary Aspects	Pre-test	Post-test	Difference
Meaning (3/3)	1.73	2.66	0.93
Form (3/3)	1.44	2.52	1.08
Use (4/4)	2.48	2.65	0.17
Mean	**5.65**	**7.83**	**2.18**

Table 2 shows the results of the total mean of each vocabulary aspect between the pre and post-test. Across the three aspects of vocabulary: meaning, form, and use. It is important to highlight that the meaning and form were marked with a score of 3, while the aspect of use was designed a 4 score, obtaining a total score of 10.

Focusing on the details, the data indicates that for the "meaning aspect" in the pre-test, the students obtained a total mean of 1.73/3. While, in the post-test about the same aspect, students achieved a total mean of 2.66/3, indicating an evident improvement of 0.93 points. Concerning the "form aspect ", the students got a total mean of 1.44/3 in the pre-test. In comparison with the results achieved in the post-test, they obtained a total mean of 2.52/3, demonstrating a wide improvement of 1.08 points. Regarding the "use aspect," the students acquired a total mean of 2.48/4 in the pretest. In contrast to the results achieved in the post-test, where the students got a total mean of 2.65/4, reflecting an improvement of 0.17 points.

Overall, the findings obtained from table 2, demonstrated the effectiveness of the use of instructional materials, because the results in each aspect of vocabulary increased significantly after the intervention.

6.3. Comparison of the results of the pre and post-test with the interval scale.

Table 3. Comparison of the results with the interval scale.

Interval scale	Pre-test		Post-test	
	f	**%**	**f**	**%**
Deficient (0-2.99)	3	9%	0	0%
Regular (3-5.99)	13	38%	5	15%
Good (6-7.99)	17	50%	10	29%
Excellent (8-10)	1	3%	19	56%
Total	**34**	**100%**	**34**	**100%**
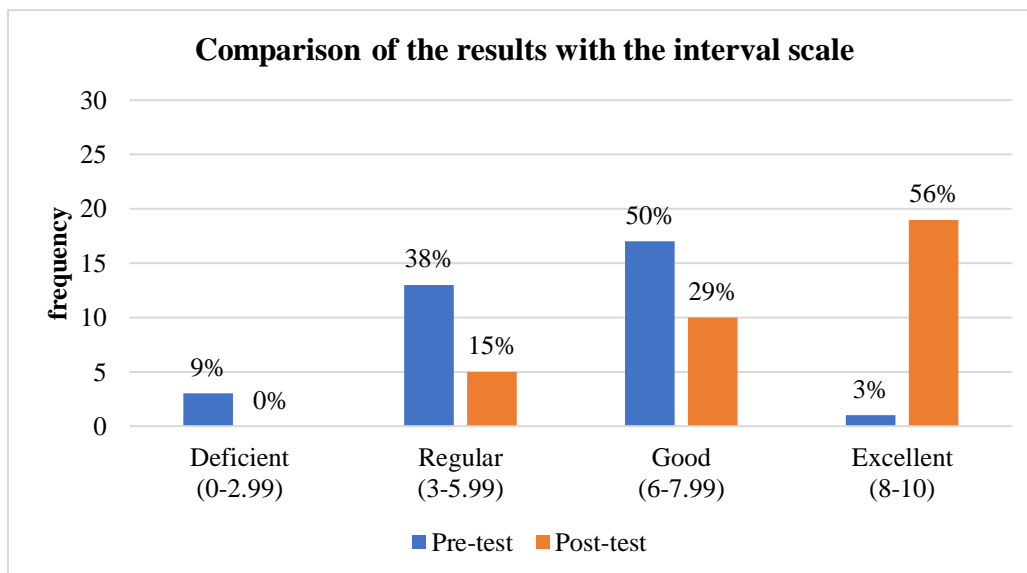
Figure 4. *Comparison of the results with the interval scale.*

The table and Figure compare the general results obtained in the pre and post-test with the interval grading scale developed by the researcher and based on a rubric designed for evaluating the achievement of the English vocabulary level. According to the results obtained in the pre-test, 9% of the students got a "deficient" grade, indicating that very few students had much difficulty in recognizing the meaning, written form and use of the words correctly. Fortunately, the post-test results decreased to 0%, demonstrating that none of the students had deficient vocabulary achievement.

Furthermore, 38% of the students acquired a "regular" grade on the pre-test, comparing these results with the post-test, only 15% of the students achieved this score. These findings show that a portion of students had some difficulties in recognizing the meaning, written form and correct use of the words, however, this number decreased after the intervention. In addition, in the pre-test, 50% of the students achieved a grade of "good," while in the post-test it was 29%, indicating a percentage difference of 21%. These results indicate that, after the intervention, few students had difficulties recognizing the meaning, written form, and use of words. Finally, 3% of students obtained an "excellent" grade on the pre-test. However, in the post-test, 56% achieved this score. This suggests that a large proportion of the students had no difficulty in recognizing the meaning, written form and use of the words.

Overall, these findings evidently revealed the effectiveness of the use of instructional materials, because the results of the pre- and post-tests demonstrated a remarkable progress in students' mastery of vocabulary.

6.4. Results of the Questionnaire

Objective two: To identify the students' perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024

Sub-question two: What are the students' perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?
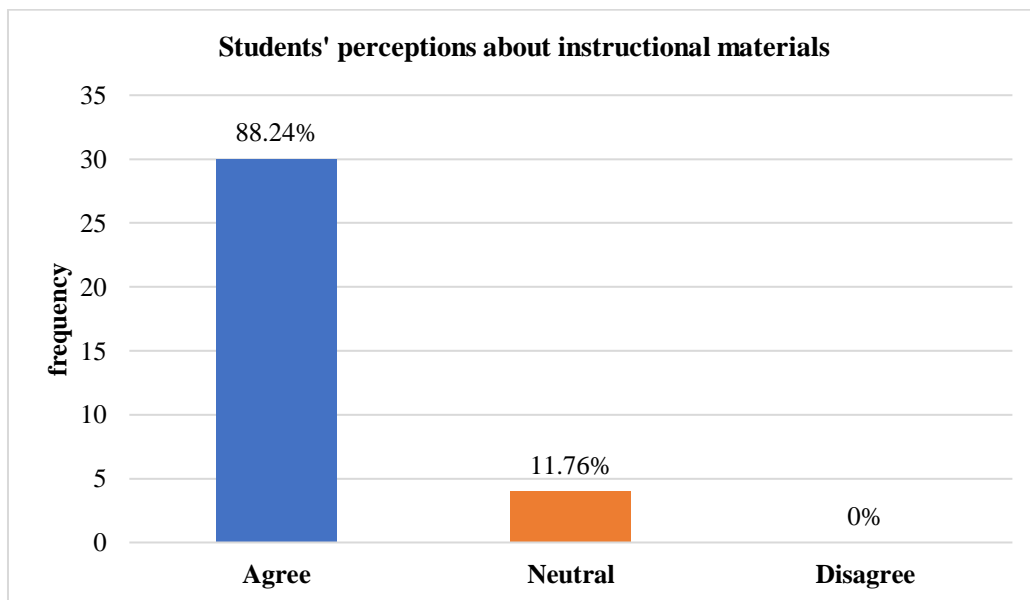
Figure 5. *Students' perceptions about instructional materials*

Figure 5 illustrates students' perceptions of using instructional materials to develop English language vocabulary. Specifically, it shows that 88.24% of the students agreed that they learned more vocabulary through the materials provided by the preservice teacher, while 11.76% of students held a neutral position, and no students expressed any disagreement. These results demonstrate that the use of these materials was useful and interesting for the students since it helped them to acquire vocabulary.

Additionally, the data in Figure 5 is consistent with the researcher's observations, which recorded that, the class environment was more enjoyable and manageable when these materials were used. The students were more engaged in the activities, and there was increased student participation. In addition, students mentioned that they had not had access to a variety of materials in the classroom, nor had similar materials been used before. Overall, these results reflect mostly positive students' perceptions of the instructional materials.
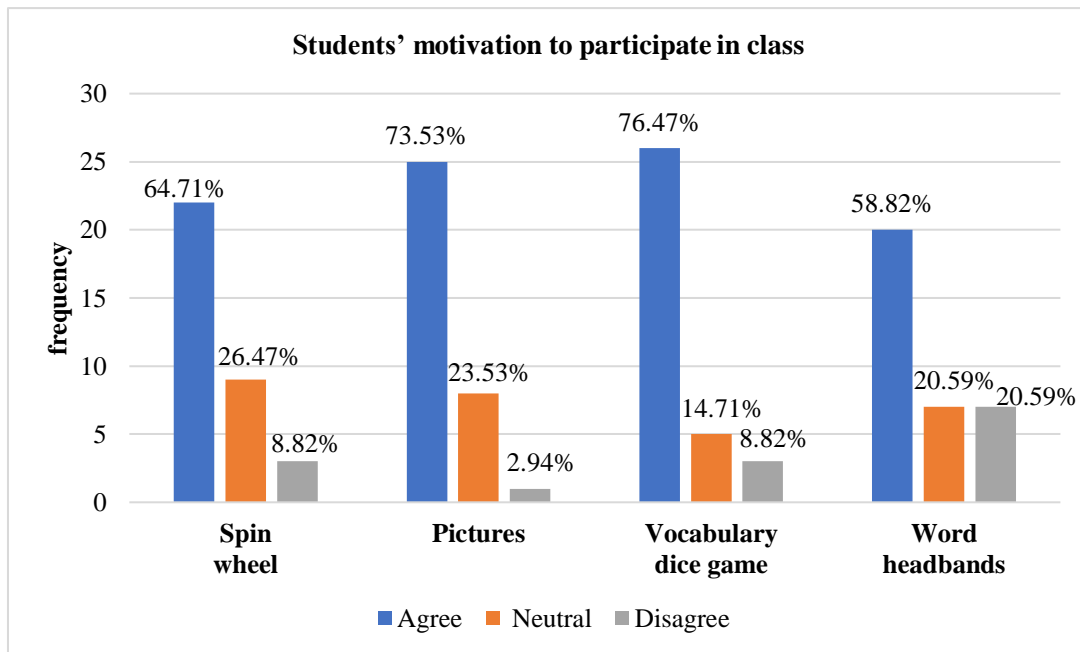
Figure 6. *Students' motivation to participate in class*

Figure 6 shows the different levels of agreement, neutrality, and disagreement expressed by the students on the motivation offered by the different instructional materials to participate in class. Overall, more than half of all students agreed that all instructional materials applied in the lessons increased their motivation to participate in class, although some materials motivated them more than others.

Focusing on the details, the instructional material with the highest agreement was the "vocabulary dice game," with 76.47% of students indicating that it motivated them to participate in class. This high percentage is corroborated by the researchers' observations, where there were phrases such as "the students participated in class with more enthusiasm", and "students showed more interest in the activities" It means that the material was highly effective due to it was more interactive and dynamic. However, 14.71% of the students remained neutral, and 8.82% disagreed, which could indicate that, although it is effective for many, a few students found it less attractive to participate in class.

The second instructional material in terms of agreement was "pictures," with 73.53% of students expressing that this material motivated them to participate in class. This finding is supported by the researcher's notes, as many students raised their hands to participate during the activity. Additionally, some students mentioned that seeing familiar pictures motivated them to participate in class. On the other hand, only 23.53% were neutral and 2.94% disagreed. This result indicates that pictures are useful and motivating, due to their ability to capture attention and facilitate visual learning.

The next one was "spin wheel," that had 64.71% agreement, indicating that it was positively received by the majority of students. However, 26.47% remained neutral and 8.82% disagreed, a low rate of disagreement that highlight its potential to motivate students to participate in class. From the observer's point of view, the use of the spin wheel involved all students, and many of them even liked to participate in spinning the wheel to find the word. Furthermore, at the end of the class, many students asked the preservice teacher to use the wheel again, a request corroborated by responses in the students' questionnaire.

Finally, the fourth material was "word headbands," with 58.82% of students stating that it motivated them to participate in class, representing the majority. Conversely, 20.59% of students expressed a neutral position, and the same percentage disagreed. These results suggest that while the majority found the "word headbands" motivational, a smaller group of students viewed it as less effective for encouraging participation compared to other materials. In the same way, this aligns with some students who noted that working in groups led to unequal contributions, resulting in certain members being less inclined to participate. Furthermore, from the observer's perspective, although there were some initial adjustments during implementation, there was active participation among the students afterwards.

On the whole, all four instructional materials effectively motivated student participation in class, showing strong positive responses among the majority of students. Furthermore, these materials also showed significant potential for creating an interactive and engaging classroom environment, promoting active participation among students.
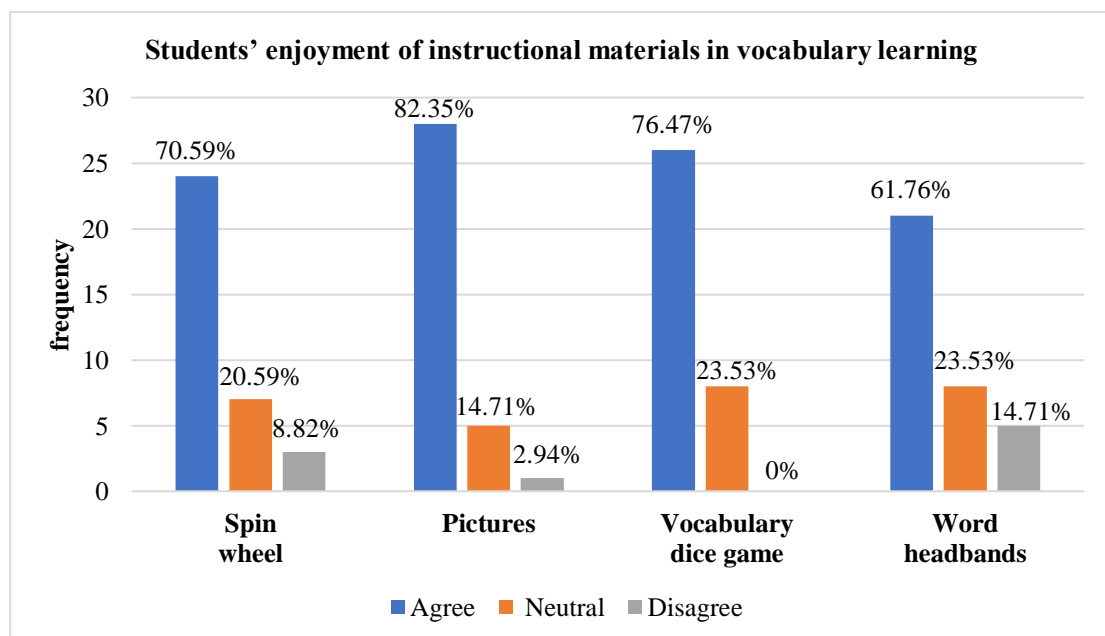
Figure 7. *Students' enjoyment of instructional materials in vocabulary learning*

Figure 7 illustrates the different levels of agreement, neutrality, and disagreement that students expressed about the instructional materials they enjoyed most for learning new words. Overall, the majority of students agreed that the "pictures," "vocabulary dice game," "spin wheel," and "word headbands" were the most enjoyable for learning new words. Although the 'word headbands' received slightly less agreement than the other materials, it was still favored by the majority of students, indicating broad acceptance across all materials used.

The instructional material with the highest level of agreement was "pictures", with 82.35% of students stating that they enjoyed using pictures to acquire new words. This high percentage is supported by the students' notes in the questionnaire, where they indicated that they found it enjoyable to use familiar or known pictures in class, which allowed them to really enjoy learning vocabulary. This is consistent with the researcher's observations, as students showed excitement, especially with cartoon pictures, suggesting that the pictures were perceived as engaging due to their ability to visually stimulate the students, which allowed them to connect more easily with the content. On the other hand, only 14.71% of the students were neutral and 2.94% disagreed, indicating a general broad acceptance of this material.

The second instructional material in terms of agreement was the "vocabulary dice game", with 76.47% of students expressing that they enjoyed using it. However, 23.53% of students remained neutral, and there were no students that disagreed. This result suggests that the dice game is considered dynamic and interactive, making it popular among students. Moreover, according to the observations, students showed cheerful and enthusiastic expressions, contributing to a positive classroom environment during the activity. Furthermore, responses to the open-ended questions indicated that students enjoyed using the vocabulary dice game because it was different, took them out of the routine, de-stressed them, as well as being visually appealing.

The third instructional material was the "spin wheel", which 70.59% of the students agreeing that it was enjoyable to use. However, 20.59% remained neutral and 8.82% disagreed. These results suggest that the spin wheel was generally viewed as a nice and attractive material, given that a large majority of students expressed enjoyment. In addition, researcher's observations indicated that students found it easy to complete activities with this material and demonstrated curiosity and excitement while waiting for the selected words. Some students also mentioned that this material was both fun and different, which is consistent with the observed results.

Finally, the "word headbands" obtained the lowest agreement, with 61.76% of students stating that they enjoyed using this material to learn new words 23.53% of students were neutral and 14.71% disagreed. These findings align with the researcher's observations, as many students actively participated and seemed enthusiastic about imitating the designated word, showing positive and excited attitudes. However, a few students appeared somewhat shy during the activity. According to the comments of some of the learners, the use of "word headbands" was enjoyable, as it made them laugh with their classmates", although some noted that contributions within the groups were unequal, overall, the material was well received.
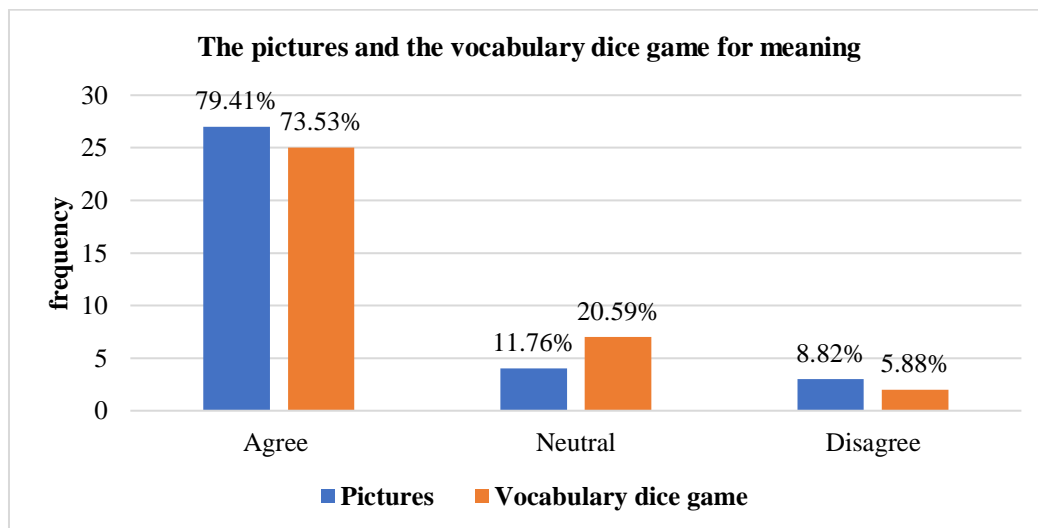
Figure 8. *Pictures and the vocabulary dice game to enhance meaning*

Figure 8 presents the students' perspectives on which instructional materials helped them to improve their understanding of the meaning of words. In this sense, the pictures reached a total of 79.41% while the vocabulary dice game reached 73.53% indicating that most students found these materials helpful to understand the meaning of the words. On the other hand, a small percentage of students answered neutral or disagreed.

According to the responses of students in the open-ended questions, they liked the two instructional materials very much because they allowed them to participate, have fun and de-stress. They found them interesting and eye-catching, which made it easy and entertaining to understand the words. In addition, there were some phrases like "I felt happy because I could better understand the meaning of the words" or "I liked the two materials because I could remember the meaning of the words when the teacher asked questions in class and even in the lesson". In the same sense, the observer's point of view suggests that the students were entertained, and were very willing to participate enthusiastically in the activities, it was also observed that when students worked with these materials in the class, there was excellent behavior, creating a favorable learning environment without signs of disruption.
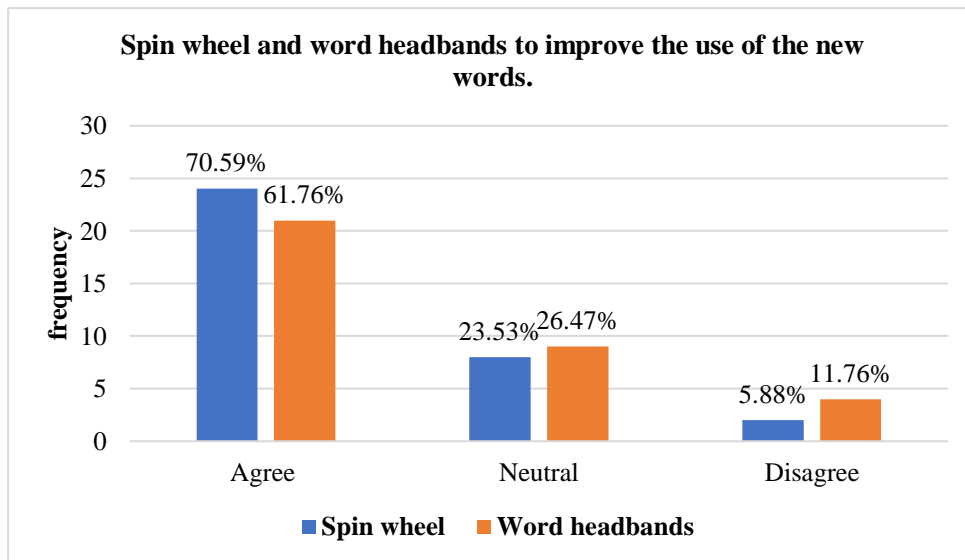
Figure 9. *Spin wheel and word headbands to improve the use of the new words.*

Figure 9 illustrates the students' perspectives on which instructional material was most helpful in enhancing their understanding of the use of new words. The spin wheel was favored by 70.59% of the students, while the word headbands were favored by 61.76%. In contrast, 23.53% of students were neutral about the spin wheel, and 26.47% held a neutral stance on the word headbands. A smaller percentage of students, 5.88% for the spin wheel and 11.76% for the word headbands disagreed.

In the case of the spin wheel, according to the open-ended question, students indicated that they found it interesting to use this type of material to improve their use of new words, as well as responses such as "I liked using this material because it allowed me to de-stress for a moment" or "when I answered the lesson, I remembered the spin wheel and was able to answer the questions". In terms of the researcher's observation, this material was easy to implement, the students worked actively showing interest and curiosity, in an orderly manner fostering a good study environment.

On the other hand, regarding the word headbands, there were many comments that indicated that they found the activity fun to do in groups because they shared with other classmates and it allowed them to be distracted, however some comments indicated that some students felt a bit shy to be involved, nevertheless they did the activity. In terms of the researcher's observation, the students seemed very animated in their participation. Also, more willingness was noted on the part of the girls than on the part of the boys because some of them felt shy to perform the mimics that appeared on the headband, on the other hand, companionship and teamwork were also observed during the use of word headbands.
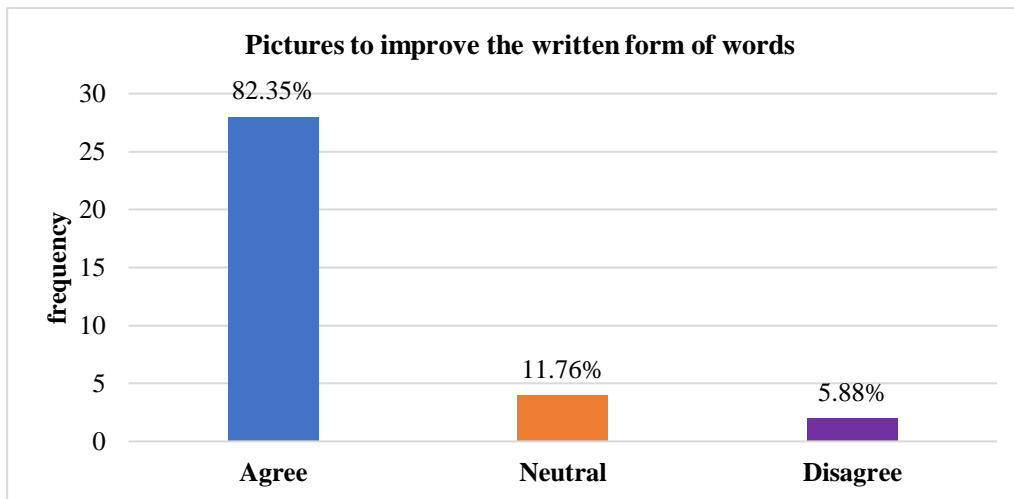
Figure 10. *Pictures to improve the written form of words*

Figure 10 presents the fifth-grade students' perspectives on the use of pictures to improve the written form of words. An overwhelming 82.35% of the students agreed that the pictures helped them to improve their spelling, indicating a high level of acceptance and perceived effectiveness of the visual method. Additionally, 11.76% of the students remained neutral, not deciding whether the pictures were helpful or not. Finally, 5.88% of students disagreed, showing that a minority did not find this strategy useful.

In addition, students found the use of pictures very enjoyable, they made special mention of the use of cartoon pictures, as they were very attentive in working with them and participating with them. Similarly, many students even remarked that they had fun, and also that it was easy to use this kind of material in the class. Furthermore, some learners indicated that thanks to this material they were able to remember the written form of the words in the lesson. Additionally, from the researcher's point of view, most of the time when working with pictures the students showed full attention in class, and their behavior was calm, creating a pleasant feeling. Regarding to the use, it was simple to administer during the lesson. These results highlight the overall effectiveness of using of pictures in teaching the written form of words.

7. Discussion

The following section presents the discussion of this investigation by providing a comparison of the results of this research with previous studies described above. In addition, this section mentions relevant information that is intended to answer each research question and identifies the limitations faced during the intervention.

The main research question proposed in this study was: How do instructional materials improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024? In response, the results of the pre-test and post-test (Figure 3) evidenced that the Spin wheel, pictures, vocabulary dice game and word headbands as instructional materials had a positive significant impact on the development of English language vocabulary because the students were able to improve the recognition of the meaning of new words, the written form and, use the words. These results agree with the statements of Gbeyonron et al. (2023), who found that the level of vocabulary improved after the use of specific instructional materials. The authors also stated that it developed the learning interest of the pupils and the class becomes interesting when instructional material is used. Similarly, Eniayewu (2005, as cited in Bello and Alhassan, 2023) stated that instructional materials promote academic achievement since they provide extra support to the lesson allowing students to enhance the improvement of learning new words. Likewise, the studies conducted by Jannah (2020) and Tandoğan (2019), proved that through instructional materials, there was a significant increase in students' vocabulary acquisition.

The first sub-question proposed in this research was: What is the effectiveness of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024? The results demonstrated that the use of instructional materials had notable effectiveness in the development of English language vocabulary among this group of students. To measure the effectiveness of this intervention, a pretest was used, in which, according to the interval scale (Figure 4), the students obtained a regular grade since their total mean was 5.65 out of 10. After the application of instructional materials, a posttest was used, in which the students obtained a good grade since their total mean was 7.83 out of 10 with a difference of 2.18 points. All these results reinforce the level of improvement that instructional materials had in the different aspects of vocabulary and also agree with the outcomes found in the research of Gbeyonron et al. (2023), who at the end of the investigation, the researcher used and proved its potential to aid students in their vocabulary development.

In addition, the second sub-question analyzed was: What are the students' perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024? The results obtained through the application of a questionnaire and the observations made in the field notes affirmed that the majority of students maintained a positive opinion toward the use of instructional materials during the intervention plan. Furthermore, the students indicated that their use engaged them and captured their attention allowing students to view instructional materials as a different way to have fun in an English class, especially to learn new words, and also it was considered one of the most awaited moments apart from warms up in the lesson which indicated that for students during the intervention there was a good environment of class. Thus, this intervention used different instructional materials, allowing students to feel motivated and interested in the class, which allowed them to develop the different aspects of vocabulary.

These results are supported by the research of Eina and Ajayi (2008), who stated that by integrating instructional materials into the teaching process, educators can simplify the learning experience, making it more authentic, practical, and engaging. Similarly, Muhammad (2020), emphasized that the use of instructional materials have a deep impact on learners' motivation for academic success by enhancing their cognitive levels. In addition, good instructional materials are designed to fully engage and facilitate the transfer of knowledge from educators to learners (Eniayewu, 2005, as cited in Bello and Alhassan, 2023).

Despite the positive results observed in this study, certain limitations may have impacted the findings. These included the short intervention period, the unequal contributions among students while using the word headbands, which resulted in some members being less inclined to participate at the beginning. Additionally, external factors such as different levels of prior knowledge and unforeseen events at school may have also impacted the results. Finally, the findings cannot be generalized, as the study conditions were unique in terms of participants, sample size, educational context, the research duration and unforeseen events.

In light of this, future research would benefit from employing a control group alongside an experimental group, as this could provide valuable comparative insights. Additionally, utilizing alternative methods for qualitative data collection, such as structured interviews, could offer a deeper understanding of student experiences. Furthermore, extending the observation period, exploring different grade levels, and working with other English language skills would contribute to a more comprehensive understanding of the effectiveness of the instructional materials.

8. Conclusions

This study has revealed that the use of instructional materials such as spin wheel, pictures, vocabulary dice game, and word headbands significantly influenced the improvement of the English vocabulary aspects, including meaning, use, and form. That is because, the application of these materials positively impacted the learning experience, as evidenced by increased motivation, interest, and active participation among the students, resulting in a noticeable improvement in their English vocabulary aspects.

Moreover, the findings clearly indicate that the implementation of the four instructional materials was effective. This effectiveness is due to the positive impact on vocabulary development, as evidenced by the improvement in the written form of words through the use of pictures. This was followed by the vocabulary dice game and pictures, which helped students identify the meaning of words, and finally, the spin wheel and word headbands, which helped students use words correctly. Consequently, these materials significantly enhanced the level of English language vocabulary among learners.

Furthermore, the results of this study also demonstrated mostly positive perceptions towards the implementation of instructional materials to increase students' English language vocabulary. It was because the students enjoyed, learned and felt motivated to participate in class. Likewise, they expressed that it was the first time they used this kind of materials, which provided them with an enjoyable, dynamic, and engaging learning experience.

9. Recommendations

Based on the analyses provided in the discussion and conclusions sections, and recognizing the effectiveness of instructional materials in the development of vocabulary in learners, the researcher suggests the following recommendations to promote the continuous use and diversification of these materials, and also enriching students' learning experience:

Firstly, it is recommended that researchers conduct longitudinal studies to track students' progress over time after using instructional materials. This also, would include observing how students apply the acquired vocabulary in various contexts. In addition, the effectiveness of these materials for different groups of learners and in different educational settings needs to be explored to better understand their impact.

In addition, policy makers should consider investing in the integration of instructional materials into educational curriculum to create a more interactive and engaging learning environment. It is also encouraged to provide professional development opportunities for educators to train them in strategies that will enable them to use these materials effectively in their classrooms, which will also contribute to the improvement of the academic community.

In addition, educators should incorporate a variety of instructional materials to make vocabulary learning more enjoyable and engaging for learners. By combining different types of materials, teachers can support a variety of learning styles and keep students motivated. Furthermore, by regularly rotating these materials, educators can prevent monotony in the classroom and maintain learners' interest, leading to more effective vocabulary acquisition.

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Annex 1. Pre-test

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: PRETEST

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code. …………………………………………..
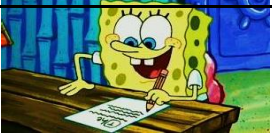
Date: ………………………………………….

MEANING. (Associations)

1. **Look at the pictures and match them with the name of the animal. (1 point / 0.20)**
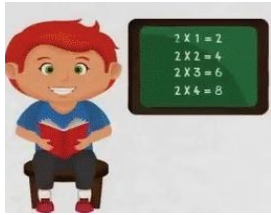
Picture	Name	Matching
0.	**J. Cat**	**0 - J**
1.	**A. Chicken**	**1 -**
2.	**B. Rabbit**	**2 -**
3.	**C. Parrot**	**3 -**
4.	**D. Mouse**	**4 -**
5.	**E. Cow**	**5 -**

2. **Read the statement and then circle the correct picture. (2 points/0,40)**(Concept and reference)

1. She washes a car	**A)**		**B)**
2. They play soccer	**A)**		**B)**
3. He does homework	**A)**		**B)**
4. She sings at home.	**A)**		**B)**
6. They listen to music.	**A)**		**B)**

FORM. (Spelling)

3. **Look at the pictures and complete the name of the subject. (2 points/0,40)**

Ar<u>t</u>s	M_____	M____
H_____	Sc_____	E_____

4. Underline the correct written for the days of the week. (1point / 0,20)(spelling)

    0.   **A) <u>Monday</u>**   **B) mondey**   **C) Mondey**

    1.   A) Tuesday   B) tusday   C) Tuesdey

    2.   A) saturdey   B) Saturday   C) Satursday

    3.   A) Wednesday   B) Wendsdey   C)weddnesdey

    4.   A) Fridey   B) Friday   C)Fraidey

    5.   A) sanuday   B) Satnday   C) Sunday

USE (Grammar)

5. Order the words to make questions. (2 point/ 0,50)

0. is /name /What /your /?	What is your name?
1. is / park /the /Where?	
2. is /Who /your /? /singer /favorite?	
3. ? /friend /is /your /Who /best	
4. your /is /birthday /? /When	

6. Look at the picture and circle the correct comparative. (2 points/ 0,50) (Grammar)

	1. Bart is _____than Lisa	A. taller	B. shorter
	2. Pink is _____than Goku.	A. tinnier	B. fatter
	3. Perlita is_____than Bob	A. bigger	B. shorter
	4. Olaf is _____than Elsa.	A. taller	B. shorter

THANKS FOR YOUR COLLABORATION!

Annex 2. Post-test

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: POSTTEST

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.
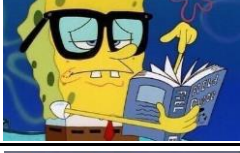
Student's code. …………………………………

Date: ………………………………………………….

MEANING.

1. Look at the pictures and match them with the name of the animal. (1 point / 0.20)

Picture	Name	Matching
0.	**Z. Zebra**	**0 → Z**
1.	A. Frog	1 →
2.	B. Snake	2 →
3.	C. Monkey	3 →
4.	D. Eagle	4 →
5.	E. Angel fish	5 →

2. Read the statement and then circle the correct picture. (2 points/0,40)

1. He studied for his exam yesterday.	A)	B)
2. They went to the supermarket in the morning.	A)	B)
3. She broke the mirror.	A)	B)
4. He painted yesterday.	A)	B)
5. He wrote on his diary.	A)	B)

FORM.

3. Look at the pictures and complete the name of the animal. (2 points/0,40)

B<u>ea</u>r	C_____	P_____
T_____	S_____	G_____

4. **Underline the word with the correct written form of the irregular verbs. (1point / 0,20)**

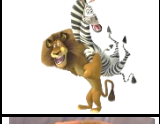   **0. Break:**   A) <u>Broke</u>   B) Brokes   C) Broked

    1. Drive: A) Drived   B) droves   C) Drove

    2. Eat: A) Eated   B) Ate   C) Ated

    3. Make: A) Made   B) Maded   C)Maked

    4. Sleep: A) Sleped   B) Sleptes   C) slept

    5. Think: A) Thought   B) Thinked   C) Thoughted

USE

5. **Order the words to make sentences in simple past tense. (2 point/ 0,50)**

0. English exam./studied/I/for the	I studied for the English exam.
1. visited/ my family in the morning./I	
2. the chocolate/He/ice cream./didn't like	
3. Ana/yesterday./at school/didn't dance	
4. in the park/walked/in the morning./She	

6. **Look at the picture, read the statement and circle the correct word. (2 points/ 0,50)**

	1. Gloria is _____than Marty.	A. bigger B. biggest
	2. Melman is the _____animal.	A. tallest B. more tallest
	3. Alex is _____than Marty.	A. more strongest B. stronger
	4. Alex is the _____ animal.	A. most aggressive B. aggressivest

THANKS FOR YOUR COLLABORATION!

52

Annex 3. Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity and honesty. Draw an (x), or a (✓) in the rectangle according to your answer. Your answers will be anonymous and confidential.

Student`s code. ……………………………………………..

Date: …………………………………………….

1. **I consider that I have learned more vocabulary by using Instructional materials** (Spin wheel, pictures, vocabulary dice game, word headbands).

☺ Agree	😐 Neutral	☹ Disagree

2. **Select from 1 to 3 which Instructional material motivated me to participate more in class.**

Instructional material	☺ Agree (3)	😐 Neutral (2)	☹ Disagree (1)
Spin wheel			
Pictures			
Vocabulary dice game			
Word headbands			

3. **Select from 1 to 3 which Instructional material did you like the most for learning new words.**

Instructional material	☺ Agree (3)	😐 Neutral (2)	☹ Disagree (1)
Spin wheel			
Pictures			
Vocabulary dice game			
Word headbands			

4. **The pictures and the vocabulary dice game helped me to understand the meaning of the words.**

Instructional material	☺ Agree	😐 Neutral	☹ Disagree
Pictures			
Vocabulary dice game			

Why?_____
_____

5. **The application of spin wheel and word headbands helped me to improve the use of the new words.**

Instructional material	☺ Agree	😐 Neutral	☹ Disagree
Spin wheel			
Word headbands			

Why?_____
_____

6. **The use of Pictures has contributed significantly to improving the written form of words.**

☺ Agree	😐 Neutral	☹ Disagree

Why?_____
_____

THANKS FOR YOUR COLLABORATION!

Annex 4. Field notes

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES			
Observation #:	1	**Date:**	April 30th, 2024
Participants:	5 "A": 34 Students	**Duration of the observation:**	45 min
Topic/contents:	At the zoo: -Vertebrate animals -Comparatives and superlatives	**Objectives:**	• To listen about animal comparisons at the zoo using listening strategies. *To identify the meaning of the vertebrate animals using the vocabulary dice game.
Descriptive Notes		**Reflective Notes**	
The students were enthusiastic as it was the first lesson, and we were going to use the first material, when the researcher introduced the dice, the students showed enthusiasm and positive attitudes towards the dice. the researcher explained and clarified the doubts of the students through a demonstrative example. By the time the die was rotated, the researcher showed the result to all the students by walking around the class so that everyone could observe, and every so often she allowed the students to rotate the die, which motivated them to participate. At the end of the class the students expressed that it was the first time they had used this marker and that they were very happy to use it.		At the moment of using the vocabulary dice the students were enthusiastic, they seemed happy and even told me that they had fun during the application of the instrument. The researcher found it easy to use the vocabulary dice game and sometimes the students even throw the dice to encourage participation, which attracts the students' attention. That is to say that all the students wanted to roll the dice, which is good because it encourages participation, however it must be taken into account during all the lessons that the students participate in the activities as not all of them can participate in one activity. During this activity, the students showed a good behavior.	

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES			
Observation #:	2	**Date:**	May 7th, 2024
Participants:	5 "A": 34 Students	**Duration of the observation:**	90 min
Topic/contents:	At the zoo: -Vertebrate animals -Comparatives and superlatives	**Objectives:**	• To listen about animal comparisons at the zoo using listening strategies. *To reinforce the use of vertebrate animals using the spin wheel.
Descriptive Notes		**Reflective Notes**	
At the beginning of this class, the students were curious to know which material would be used. As it was the first time using the spin wheel material, the teacher provided a thorough explanation of its use. Additionally, some questions about the use of the material were conducted to prevent any confusion during the activity. Additionally, since the classroom was large, I had to move around so all the students could see. With this, students showed happy faces, they showed great enjoyment during the spin wheel activity. At the end of this, students asked to use the spin wheel again, so I did and they told me to bring the wheel for the next class. All the students participated actively in the activity, and it was also completed within the estimated time		Reflecting on the activity, it is worth noting that the use of the material was easy to implement, the time was controlled at all times which also helped me to control the behavior of the students who were calm during the use of this material. The students responded positively and demonstrated a clear understanding, with no problems in handling the material. With this I can say that this material was well received by the students. Finally, the activity went smoothly and on time.	

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES			
Observation #:	3	**Date:**	May 14th, 2024
Participants:	5 "A": 34 Students	**Duration of the observation:**	90 min
Topic/contents:	At the zoo: -Vertebrate animals -Comparatives and superlatives	**Objectives:**	• To write a short paragraph about vertebrate animals using Comparatives and superlatives. *To reinforce the written form of vocabulary related to vertebrate animals using pictures.
Descriptive Notes		**Reflective Notes**	
The pupils were enthusiastic about the material they would use today. When the images were introduced, it was explained in detail how the images would be used during the course ensuring that there was no hesitation on the part of the students. A small example was also given as a demonstration for further understanding. In order for all students to participate, the researcher walked around the classroom showing the images. During the application of the images the students showed interest and as the images were familiar to them there was good participation with a positive attitude to respond, they also demonstrated good behavior, and tried to write the words correctly.		The class time was adequate, but for future lessons, I need to plan more activities in case the students finish earlier than expected. When we used the pictures, the students showed a curious face. The researcher finds the use of pictures easy to use. It was also identified that the use of big pictures helped specially in this big class with 34 students. During this activity, the students were silent and completely calm.	

Annex 5. Scoring Guide

Pretest

Pre-test Answer Key		
Meaning		
Question 1		
Question	**Answer**	**Points per item**
Look at the pictures and match the name of the animal.	1-C	0,20
	2-D	0,20
	3-B	0,20
	4-E	0,20
	5-A	0,20
Total points per question		1 point
Question 2		
Question	**Answer**	**Points per item**
Read the statement and then circle the correct picture.	1. A	0,40
	2. A	0,40
	3. B	0,40
	4. B	0,40
	5. B	0,40
Total points per question		2 points
Form		
Question 3		
Question	**Answer**	**Points per item**
Look at the pictures and complete the name of the subject.	Music	0,40
	Math	0,40
	History	0,40
	Science	0,40
	English	0,40
Total points per question		2 points
Question 4		
Question	**Answer**	**Points per item**
Underline the correct written form for the days of the week.	1. A	0,20
	2. B	0,20
	3. A	0,20
	4. B	0,20
	5. C	0,20
Total points per question		1 point
Use		
Question 5		
Question	**Answer**	Points per item
Order the words to make questions	1. Where is the park?	0,50
	2. Who is your favorite singer?	0,50
	3. Who is your best friend?	0,50
	4. When is your birthday?	0,50

Total points per question		2 points
Question 6		
Question	**Answer**	**Points per item**
Look at the picture and circle the correct comparative	1. A	0,50
	2. B	0,50
	3. A	0,50
	4. B	0,50
Total points per question		2 points
Total points		10 points

Post – Test

Post-test Answer Key		
Meaning		
Question 1		
Question	**Answer**	**Points per item**
Look at the pictures and match them with the name of the animal.	1-C	0,20
	2-D	0,20
	3-A	0,20
	4-E	0,20
	5-B	0,20
Total points per question		1 point
Question 2		
Question	**Answer**	**Points per item**
Read the statement and then circle the correct picture.	1. A	0,40
	2. A	0,40
	3. B	0,40
	4. B	0,40
	5. A	0,40
Total points per question		2 points
Form		
Question 3		
Question	**Answer**	**Points per item**
Look at the pictures and complete the name of the animal.	Crocodile	0,40
	Parrot	0,40
	Turtle	0,40
	Salamander	0,40
	Goldfish	0,40
Total points per question		2 points
Question 4		
Question	**Answer**	**Points per item**
Underline the word with the correct written form of the groups of vertebrates.	1. C	0,20
	2. B	0,20
	3. A	0,20
	4. C	0,20
	5. A	0,20
Total points per question		1 point
Use		
Question 5		
Question	**Answer**	**Points per item**
Order the words to make sentences in simple past tense.	1. I visited my family in the morning.	0,50
	2. He didn't like the chocolate ice cream.	0,50
	3. Ana didn't dance at school	0,50

Question	Answer	Points per item
	yesterday.	
	4. She walked in the park in the morning.	0,50

Total points per question		2 points

Question 6

Question	Answer	Points per item
Look at the picture, read the statement and circle the correct word.	1. A	0,50
	2. A	0,50
	3. B	0,50
	4. A	0,50

Total points per question		2 points
Total points		10 points

Annex 6. Informed Consent

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____ representante legal de el/ la estudiante _____, autorizo que mi representado sea partícipe del proyecto de investigación de Integración Curricular titulado 'Instructional materials and English language vocabulary among middle basic education students at an educational institution in Loja, school year 2023-2024' llevado a cabo por Jocelyn Andrea Lojan Caicedo, estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

 _____   ___ de _____ del 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 7. Interval Scale and Rubric

Qualitative scale	Quantitative scale
Deficient	0-2.99
Regular	3-5.99
Good	6-7.99
Excellent	8-10

Note:
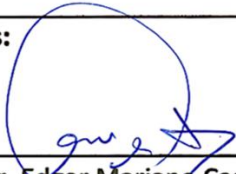
Rubric to evaluate vocabulary aspects

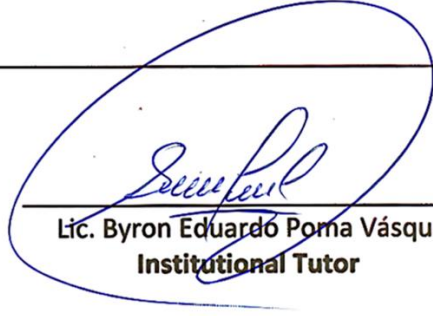| Grades / Aspects of Vocabulary	Meaning	Form	Use
Deficient	Student has a lot of difficulties to recognize the meaning of words.	Student has a lot of difficulties at the moment of writing words.	Student has a lot of difficulties to use words correctly.
Regular	Student has more or less difficulties to recognize the meaning of words.	Student has more or less difficulties at the moment of writing words.	Student has more or less difficulties to use words correctly.
Good	Student has few difficulties to recognize the meaning of words.	Student has few difficulties at the moment of writing words.	Student has few difficulties to use words correctly.
Excellent	Student does not have difficulties to recognize the meaning of words.	Student does not have difficulties at the moment of writing words.	Student does not have difficulties to use words correctly.

Annex 8. Lesson Plans

LESSON PLAN #1			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	April 29th-May 3rd, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Tuesday – 08:00 – 09:30		
Time per lesson:	90	**Language level:**	A1.1
Class/#of students:	5th "A": 34 students		
Topic:	Pre-Test		
Contents:	• Pre-test data collection instrument ● Reception of the signed informed consent documents.		
Lesson Objectives:	• To apply the pre-test data collection instrument to diagnose students' prior knowledge of vocabulary.		
Materials	• Pre-test data collection instrument • Informed consent document		

Engagement	Time
• **Warm up:** Teacher applies the squid game warm up, in which students walk and run around the classroom until the teacher says the phrase: " Let's play move, green light, freeze", then the students who are still moving will return to their seats. • Teacher checks the students' attendance and receives the informed consents signed by the parents of the students (See annex 1). • Teacher explains the purpose and the process that will be carried out during the application of the intervention plan of the research work. • Teacher explains step by step the indications to develop the pre-test instrument (see annex 2).	50 min

Study	Time
• Does not apply	-

Activate	Time
• Application of pretest. • Teacher presents the answers of the pretest.	60 min

Signatures:

_____
Mgtr. Edgar Mariano Castillo Cuesta
Academic Tutor

_____
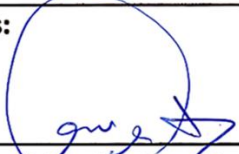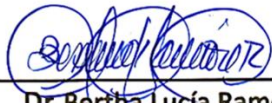Lic. Byron Eduardo Poma Vásquez
Institutional Tutor

_____
Jocelyn Andrea Lojan Caicedo
Preservice Teacher
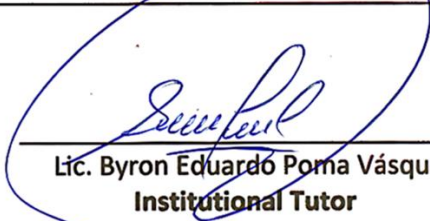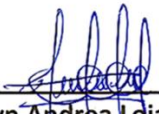
_____
Dr. Bertha Lucía Ramón Rodríguez Mg.Sc.
Thesis Director

LESSON PLAN #2			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	April 29th-May 3rd, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Wednesday – 8:45 – 9:30		
Time per lesson:	45	**Language level:**	A1.1
Class / # of students:	5th "A": 34		
Topic:	At the zoo		
Contents:	Listening, vertebrate animals and, comparatives and superlatives.		
Lesson Objectives:	• To listen about animal comparisons at the zoo in order to identify descriptive language. ∗ To identify the meaning of the vertebrate animals using the vocabulary dice game.		
Materials	• Speaker • Audio • Students' book • Vocabulary dice game		

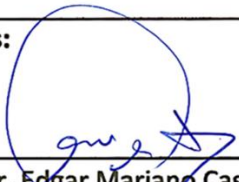| Engagement	Time
• Teacher informs the objectives of the class. • Teacher uses hot potato warm up to start the class using vertebrate animals. • Teacher reviews vertebrate animals using the hot potato warm up .	5 min
Study	**Time**
• Teacher asks students what they think the audio is about. • Teacher asks students to write on a piece of paper only the animals they think they will hear in the audio. • Teacher presents and repeats the audio (see annex 1) to students while they write down key words or words they picked up.	15 min
Activate	**Time**
• Teacher instructs students to develop 6 questions about the audio presented in the students' book in Exercise 2 on page 60, this activity includes questions like: Which animal is an amphibian, the frog of the turtle? • Teacher asks students to compare the answers of the previous activity with a classmate. • Teacher uses the vocabulary dice game (see annex 2), in which the meaning of vertebrate animals presented in the listening are written, the teacher rolls the dice and the students write only one animal that has been mentioned in the audio and that belongs to the	25 min

given category.
- Teacher asks students to present the animals they wrote in the vocabulary dice game.
- During the lesson, the teacher uses didactic currencies to maintain classroom management. Finally, the teacher finishes the lesson with a short reflection about the animals in the zoo.

Signatures:

_____
Mgtr. Edgar Mariano Castillo Cuesta
Academic Tutor

_____
Lic. Byron Eduardo Poma Vásquez
Institutional Tutor

_____
Jocelyn Andrea Lojan Caicedo
Preservice Teacher
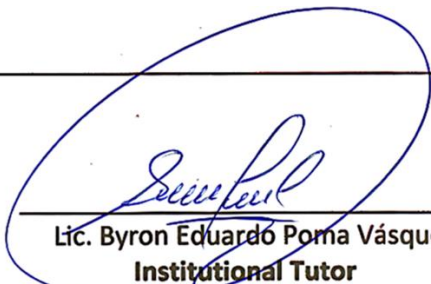
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Dr. Bertha Lucía Ramón Rodríguez Mg.Sc.
Thesis Director

LESSON PLAN #4			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 13th -17th, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg.Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Tuesday – 08:00 – 09:30		
Time per lesson:	90	**Language level:**	A1.1
Class / # of students:	5th "A": 34		
Topic:	At the zoo		
Contents:	• Vertebrate animals • Comparatives • Superlatives.		
Lesson Objectives:	• To write a short paragraph about vertebrate animals using comparatives and superlatives. ∗ To reinforce the written form of vocabulary related to vertebrate animals using pictures.		
Materials	• Pictures • flip chart • Bingo cards • Students' book • Worksheet		

Engagement	Time
• **Lead in:** The teacher plays a bingo game(see annex 1) which contains vocabulary related to vertebrate animals, comparatives and superlatives. • **Review:** Teacher uses this activity as review the vertebrate animals' vocabulary, comparatives and superlatives.	10 min

Study	Time
• Teacher informs students the objective of the class. • The teacher tells students that before starting the class there will be a vocabulary activity, for this, the teacher gives them a small worksheet (see annex 2) containing key letters, then the teacher tells the students that she will show some pictures (see annex 3) and the students will complete the name of the animal on the worksheet, the students will have less than a minute to write each animal, then the worksheets are removed and a review of the answers is done, then all students write in their notebook the words correctly written next to a drawing of each animal. • Teacher presents a picture (see annex 4) of a short example of what a paragraph looks like, with this the teacher shows what the students will be developing during the lesson. • Teacher explains the process of creating a paragraph and its parts, using a flip chart with the form of a hamburger (see annex 5).	30 min

68

	Time
• Teacher shows the example of the student's book on page 64 and analyze its structure. • Teacher writes some sentences on the flip chart to form a paragraph together with all the students.	
Activate	**Time**
• On the students' book page 65, exercise 1, students produce their own paragraph about visiting a zoo. • The teacher monitors the whole writing process of the students and resolves any doubts students may have during the development of their writing. • To assess students' understanding of the paragraph writing process, the teacher will take into account students' class participation when asking random questions about the parts of a paragraph. • The teacher will monitor the whole writing process of the students and resolve any doubts they may have during their writing. • During the lesson, the teacher uses didactic currencies to maintain classroom management. Finally, to end the lesson teacher says "hands up, hands down let's say goodbye, goodbye, goodbye".	50 min

Signatures:

_____
Mgtr. Edgar Mariano Castillo Cuesta
Academic Tutor

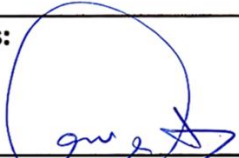_____
Lic. Byron Eduardo Poma Vásquez
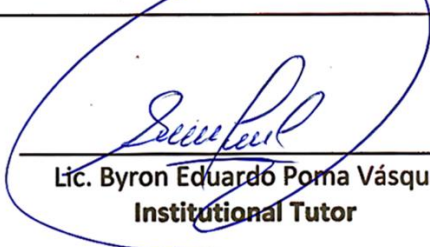**Institutional Tutor**

_____
Jocelyn Andrea Lojan Caicedo
Preservice Teacher

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Dr. Bertha Lucía Ramón Rodríguez Mg.Sc.
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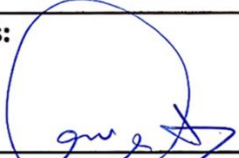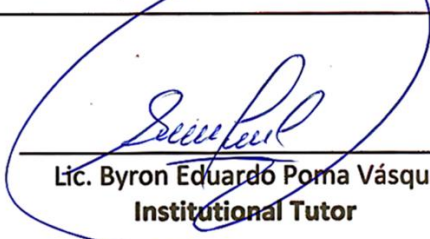
LESSON PLAN #5			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 20th -24th, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Tuesday – 08:00 – 09:30		
Time per lesson:	90	**Language level:**	A1.1
Class / # of students:	5th "A": 34		
Topic:	What did you do?		
Contents:	• Simple past tense • Regular verbs		
Lesson Objectives:	• To talk about actions and events in the past using regular verbs. ∗ To identify the meaning of regular verbs in past using the vocabulary dice game. ∗ To recognize the written form of vocabulary related to regular verbs in past using pictures.		
Materials	• Dice • Pictures • flip chart • flashcards • mini workbook		

Engagement	Time
Warm up: Teacher applies "imitates the card" game, which consists of following some movements presented in some flashcards, at the same time, a song is played so, when the song stops the students stop moving and imitate the last card for 5 seconds. The process is repeated 5 times. **Review:** Teacher uses "the verb guessing game" through verb flashcards in which students come to the front and imitate a verb written on the flashcard and students have to guess the verb, the vocabulary used will be basic that the learners have learnt before.	10 min

Study	Time
• Teacher informs students the objective of the class. • Teacher presents some pictures (see annex 1) and tells students to imitate the picture and repeat the verb in the present simple tense, then shows random pictures and they repeat and imitate the action verb. • Teacher asks students if they know what the past tense verbs are for and if they know some examples. • Teacher draws a timeline on the whiteboard to explain what an action in the past means, also the teacher uses flipcharts (see annex 2) to explain the 4 rules of how to write regular verbs in the past tense and uses as an example	30 min

the verbs mentioned above to transform them into the past tense, then together with the students they write the verbs in the past tense on the whiteboard, repeating the rules.	
Activate	**Time**
- Teacher writes regular verbs in past tense on the die, and tells the students that when the die is rolled, they will draw the action that comes out and write the verb, teacher will change the verbs on the die to obtain 5 drawings. Then the students exchange their work with a classmate next to them so that the students and the teacher can check that they have drawn and written the 5 verbs, and also that the drawings do not have to be perfect but identifiable. - Teacher sticks a picture on the wall and sticks 3 more verbs with different spelling on the board in a disorderly way so that students identify their correct spelling according to the rules before learned and join the picture with the correct word, the activity will be done in groups of 3 students, with different pictures and words in each round, in which they will have to compete to be the first classmate to select the correct answer. At the end of each round the teacher instructs all students to write the correct word next to a picture in their subject notebook. - Teacher sends a mini workbook to review the writing of verbs as homework. - To assess students' understanding of the action verbs in past, the teacher will take into account students' class participation when asking random questions about the meaning of the verbs in past. - The teacher will monitor the activities during the lesson and resolve any doubts they may have about verbs in past during the lesson. - During the lesson, the teacher uses didactic currencies and the call and response technique to maintain classroom management. Teacher ends the lesson with a short song about verbs: https://drive.google.com/file/d/1RHUwWnC8V-XjlyHR7ZllNdYx-yPsHkGj/view?usp=drive_link	50 min

Signatures:

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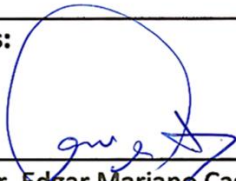
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LESSON PLAN #9			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	June 3rd – 7th, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Tuesday – 08:00 – 09:30		
Time per lesson:	90	**Language level:**	A1.1
Class / # of students:	5th "A": 34		
Topic:	What did you do?		
Contents:	• Simple past tense • Regular verbs • Irregular verbs		
Lesson Objectives:	• To talk about actions and events in past using simple past tense. ∗ To recognize the meaning and the written form of regular and irregular verbs in past using pictures. ∗ To improve the use of the verbs in past using the word headbands.		
Materials	• Pictures • Word headbands • Projector • Video • Board		

Engagement	Time
Warm up: Teacher forms pairs of students to play the card-catching game, in which the students are given a picture of people making figures with their bodies(see annex 1), then the teacher plays a song and the students dance, when the song stops the students must grab the card as quickly as possible, the students who do not grab the card must imitate the image for 10 seconds, then the cards are exchanged and the action is repeated 3 times. **Review:** Teacher dramatizes some random regular and irregular verbs and students guess the verb and says their past form.	10 min

Study	Time
• Teacher indicates the objective of the class. • Teacher makes a review on the writing of regular and irregular verbs in which the teacher gives students a sheet and indicates to put their name and surname on it, on this sheet are numbered pairs of words, then the teacher shows a numbered picture(see annex 2) corresponding to regular and irregular verbs and students enclose in a circle the word that is correctly written according to the verb in the image, on the sheet will be 8 pairs of words, at the end of the activity, the teacher keeps the sheet.	45 min

	Time
• Teacher explains the parts of a sentence and how to form sentences through a PowerPoint presentation with the theme of Minecraft (see annex 3), in which cartoon pictures are presented to form examples of sentences in the past tense. • The teacher uses pictures and time expressions to form sentences with the students and write them on the board. • Teacher presents a disordered sentence and students indicate how to form it, if the students have doubts on how to form the sentence, the teacher explains again.	
Activate	**Time**
• Teacher forms groups of 3 students and gives them a headband (see annex 4) and three cards, in each card there is a disorganized sentence written, one student uses the headband; a second student stands in front of the student with the headband and read the words to order the sentence with the third classmate and then they dictate it to the student with the headband to write the sentence on a piece of paper, then the roles are exchanged so that all members participate. • The teacher sends homework (see annex 5) in which, students have to complete a mini workbook to practice the spelling of the regular and irregular verbs and to practice sentences in their past form. • Teacher ensures that everyone understand the instructions using the thumbs technique, which is about rising or lowing the thumbs if they understand or not the instructions. • Teacher will monitor the activities during the lesson and resolve any doubts they may about verbs in past during the lesson. • During the lesson, the teacher uses didactic currencies and the call and response technique to maintain classroom management. • Teacher ends her class with a phrase to motivate the students in their studies: 'Ask yourself if what you are doing today brings you closer to where you want to be tomorrow', Walt Disney.	35 min

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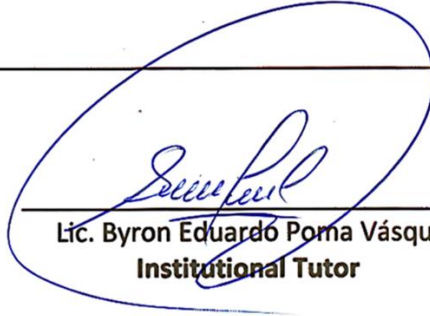_____
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LESSON PLAN #10			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	June 3rd – 7th, 2024	**School Year:**	2023-2024
Type of Institution:	Public (x) Private ( ) Fisco-Misional ( ) Municipal ( )		
Institutional Tutor:	Lic. Byron Eduardo Poma Vásquez		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.		
Preservice Teacher:	Jocelyn Andrea Lojan Caicedo		
Schedule:	5th "A" – Wednesday – 08:45 – 09:30		
Time per lesson:	45	**Language level:**	A1.1
Class / # of students:	5th "A": 34		
Topic/Contents:	Vocabulary related to: • Vertebrate animals • Comparatives and superlatives • Regular and irregular verbs		
Lesson Objectives:	• To assess the impact of using instructional materials on English language vocabulary acquisition by applying a test to evaluate student learning outcomes. • To identify the students' perceptions regarding the incorporation of instructional materials in their English language vocabulary acquisition process through the application of a questionnaire.		
Materials	• Test • Questionnaire.		

Engagement	Time
• Teacher informs students in detail about the instruments to be applied. • Teacher provides clear instructions, specifying the time limit for the test and how marks are assigned. Likewise, teacher encourages students to ask questions if any part of the instructions is unclear.	2 min

Study	Time
• Teacher reviews the key points and example sentences to remind students about the structures of the post-test questions.	3 min

Activate	Time
• Teacher monitors students while they develop the post-test. • Teacher clarifies instructions and offer guidance without giving direct answers. • Teacher gives a brief explanation about the last data collection instrument which is the questionnaire where teacher explains what it is about and how to be answered, then students develop the questionnaire. • Teacher says goodbye to the students thanking them for their cooperation and good behavior during the classes, likewise teacher wishes them all the best in their future and finishes the class by giving a small gift to all the students.	40 min

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Annex 9. Research Matrix

Theme	Instructional materials and English language vocabulary among middle basic education students at an educational institution in Loja, school year 2023-2024			
Problem	**Objectives**	**Theoretical Framework**	**Methodological design.**	**Techniques / Instruments**
General problem How do instructional materials improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?	**General Objective** To determine the influence of instructional materials in the improvement of English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024.	**Independent variable** 4.1 Instructional materials 4.1.1. Instructional materials and language acquisition 4.1.2. Role of the instructional materials in EFL Lessons 4.1.3. Benefits of instructional materials in EFL classrooms 4.1.4. Principles of instructional materials	**Research design** Action research, Mixed method, Intervention proposal, Instruments	**Testing Technique** • Pre-test • Post-test
Subproblems What is the effectiveness of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?	**Specific Objectives** To demonstrate the effectiveness of the implementation of instructional materials to enhance English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024	4.1.5. Challenges by using instructional materials in EFL lessons 4.1.6. Kinds of instructional materials **Dependent Variable** 4.2. Vocabulary 4.2.1. Importance of learning English language Vocabulary in EFL 4.2.2.Types of Vocabulary 4.2.3.Aspects of Vocabulary 4.2.4. Challenges in teaching vocabulary	**Intervention** Lesson Plan (ESA Model) • Engage • Study • Activate	**Observation Technique** Field notes
What are the student's perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024?	To identify the student's perceptions about the use of instructional materials to improve English language vocabulary among middle education students at an educational institution in Loja, school year 2023-2024	4.2.5. Teaching English language vocabulary 4.3. Previous studies		**Survey Technique** Questionnaire