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"LUDIC STRATEGIES FOR THE ACQUISITION OF ENGLISH-SPEAKING LEXICON IN SECOND-GRADE STUDENTS FROM "VÍCTOR MANUEL PEÑAHERRERA" INSTITUTION IN THE ACADEMIC PERIOD 2021-2022"

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DEDICATION

I thank God for guiding me in every step of my life, especially during this stage of my life that has been very hard to get to the end. To my mother, who has always supported me despite my difficulties and failures. To my friends who have always been helping me with every word of encouragement or great advice on getting ahead.

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ABSTRACT

This study aims to encourage the use of ludic strategies based on didactic activities in The Oral Approach and the Total Physical Response as methods and approaches in the teaching-learning process for the acquisition of the English-speaking lexicon. This research work was carried out with second-grade students of General Basic Education at "Victor Manuel Peñaherrera" Institution in Ibarra city, Imbabura province. The methodology used for data collection was qualitative, quantitative, and mixed since it was designed as a survey and an interview to collect the data. A face-to-face interview was applied to the English teacher and an online survey to the students. The results showed that the students do not use ludic strategies, because the teacher is based on the use of the textbook and has little didactic material, which means that the students are not active learners and do not have meaningful learning. However, they are interested in developing their speaking skills through the use of ludic and interactive classroom activities. Based on this, it is necessary to implement a ludic strategies guide that includes didactic activities to develop the English-speaking lexicon in the students. Therefore, the main purpose of this guide is to generate motivational interest in students during their English language learning process to achieve a wide vocabulary and the development of speaking skills.

Keywords: Ludic strategies, didactic activities, The Oral Approach, English-speaking lexicon, Total Physical Response, motivational interest.

RESUMEN

El objetivo de este estudio es incentivar el uso de estrategias lúdicas basados en actividades didácticas en El Enfoque Oral y la Respuesta Física Total como métodos y enfoques en el proceso de enseñanza-aprendizaje para la adquisición del léxico de habla inglesa. Este trabajo de investigación fue llevado a cabo con los estudiantes de segundo grado de Educación General Básica de la Institución "Víctor Manuel Peñaherrera" en la ciudad de Ibarra, en la provincia de Imbabura. La metodología que se usó para la recopilación de datos fue cualitativa, cuantitativa, y mixta, ya que se diseñó una encuesta y una entrevista para recopilar los datos. Se aplicó una entrevista presencial al profesor de inglés y una encuesta en línea a los estudiantes. Los resultados mostraron que los estudiantes no usan estrategias lúdicas, debido a que el profesor se basa en el uso del libro y cuenta con poco material didáctico, lo cual genera que los estudiantes no sean aprendientes activos y no tengan un aprendizaje significativo. Sin embargo, ellos tienen gran interés en el desarrollo de la destreza del habla a través del uso de actividades lúdicas e interactivas en clase. En base a ello, es necesario la implementación de una guía de estrategias lúdicas que incluyan actividades didácticas para desarrollar el léxico de habla inglesa en los estudiantes. Por lo tanto, el objetivo principal de esta guía es generar el interés motivacional en los estudiantes durante su proceso de aprendizaje del idioma inglés para lograr alcanzar un gran vocabulario y el desarrollo de la destreza del habla.

Palabras clave: Estrategias lúdicas, actividades didácticas, Enfoque Oral, léxico de habla inglesa, Respuesta Física Total, interés motivacional.

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INTRODUCTION

English is considered the most important universal language in the world. In this context, the English teaching-learning process in current education is essential because it seeks to achieve appropriate academic training in students. Based on that, English language teaching has been evolving considerably, due to the use of innovative teaching strategies and methodologies used in class that helps in the development of language skills. In this sense, there are different types of methods, strategies, and techniques used by teachers who seek to promote autonomous learning and motivation, but it is necessary to take into account the needs of students and the learning styles of each one since the role of the teacher during this teaching process is to be a facilitator and guide.

Given this context, in the current situation of closing schools and institutions due to the pandemic, students are left without face-to-face classes, which is a great concern about how teachers are going to motivate and promote autonomous learning in students. In this case, strategies that encourage and support the development of English language skills become essential to reduce the potential effects of the crisis on the teaching process. Effective educational strategies include all the approaches that teachers can take to ensure that their students are equipped with the necessary activities to satisfy all learning styles and actively engage students in their learning process (Meador, 2019). In other words, teachers must be equipped with appropriate planning of innovative strategies to maximize their effectiveness and increase learning opportunities for students.

Using ludic strategies during the English teaching-learning process allows for the development of meaningful learning in students since they are considered a great educational alternative to innovative English language teaching using didactic activities. In this way, the designed proposal through ludic innovative strategies is suitable since they motivate students to be part of their learning. Didactic materials refer to any resource designed to help students improve their learning and knowledge through manipulation and experience (Lynch, A guide to didactic materials, 2021). Therefore, this research was carried out for the benefit of the second-grade students from "Víctor Manuel Peñaherrera" Institution, which is focused on a motivational emphasis to generate interest in the English learning process through ludic

strategies, which allows the development of the English-speaking lexicon in a better way.

The effective use of ludic strategies in an English class can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. Incorporating ludic strategies in the teaching process creates new possibilities in the design and planning of didactic activities with a motivational emphasis focused on students, which increases vocabulary acquisition to develop speaking skills effectively. Students who learn within a ludic framework feel more motivated during their learning process, have more creativity, less stress, and a much more positive learning environment (Edmunds & Lauricella, Ludic Pedagogy: schooling our students in fun, 2021). In this context, teachers who apply ludic strategies in their teaching methodology show their interest in improving student learning. In this way, students become active learners and teachers take the role of guide and facilitator.

This research work seeks to propose a didactic guide, which is focused on the use of ludic strategies in the English teaching-learning process. This didactic guide is considered support material for the teacher since it promotes vocabulary learning based on the established topics through didactic activities to develop an effective English-speaking lexicon in students. In this sense, students must be motivated and autonomously be part of their learning. Therefore, one of the alternatives that were taken into account in the English learning process is didactic activities, since if the English language is learned with a motivational emphasis focused on ludic strategies the achievement of the learners can be higher than in traditional teaching. As a result, students can interact effectively with the teacher during the class, since once they have acquired a wide vocabulary, they will perform their speaking skills fluently and naturally.

This research work synthesizes a brief summary of the components in each chapter:

Chapter I: It contains the bibliographic support related to the Theoretical Framework, the summary of the analysis of the research problem is shown from the Theoretical Foundation, and the characterization of the variables.

Chapter II: The Methodology used through types of research, instruments, and data collection techniques, population, operationalization of variables, and analysis of results.

Chapter III: The analysis and interpretation of the data collected in the survey with the students and the interview with the English teacher were carried out through statistical graphs and their respective interpretations.

Chapter IV: The proposal of a Ludic Strategies Guide for the acquisition of English-speaking lexicon in second-grade students. This guide is structured with 4 didactic activities focused on vocabulary acquisition to develop good performance in speaking skills. The fundamental reason, theoretical foundations, objectives, beneficiaries, impacts, and the development of the guide are detailed in this proposal.

Finally, conclusions and recommendations are established from the analysis of the results in this research work.

Problem

Ecuador is the country with the worst level of English in Latin America, only above Mexico. According to the EF English Proficiency Index (EPI) 2021, from the American company Education First, Ecuador has a score of 440/1000, which remains one of the two Latin American countries with the worst level of English language proficiency (El Comercio, 2021). This qualification is equivalent to an A1 level, very low. Although there is a slight improvement in 2020, Ecuador had a score of 411/1000. However, it fell to 90th place among 112 participating countries, while in 2020 it was 81st among 100 nations, since this decrease responds to the fact that more countries were included in the analysis, but it continues with a very low level of English language proficiency.

In this sense, Argentina and Bolivia were the countries with the highest rating in Latin America. For instance, Argentina scored 556 out of a maximum of 1000 points in the English Proficiency Index 2021. Therefore, this was the highest score among all Latin American countries included in the survey. In addition, Buenos Aires capital also received the highest English proficiency score among all the Latin American cities analyzed. Mexico and Ecuador received the lowest scores in the region, with at least 40 points below the regional average, which shows a great deficiency in English language learning (Statista, 2022). From the point of view of several educators, the current position in Ecuador shows the problems that students still have in their English learning process and they call for promoting teachers to use

innovative and attractive methodologies to develop the four basic skills: listening, speaking, reading and writing.

Despite some improvement in recent years, the English language level in Ecuador is low, since Ecuador ranks 90th among 112 countries surveyed in the 2021 EF EPI English Proficiency Index (Ecuador Positivo, 2020). According to Giorgio Iemmolo, EF Director of Academic Standards, the current position in Ecuador is due to the addition of 12 more countries in the latest survey, but it still suffers from a poor language teaching system (Cuenca High Life, 2021). On the other hand, in the national scores, there are novelties among Ecuadorian cities, Cuenca rated highest in English proficiency followed by Quito and Guayaquil. However, Manta, Latacunga, and Riobamba rated lowest. Based on that, Ibarra city is not the exception, there is still a great deficiency in the English teaching-learning process. Therefore, the problem found in the second-grade students at "Víctor Manuel Peñaherrera" Institution is that students feel afraid to participate in class since teachers do not include ludic strategies that encourage them to participate actively in class.

The effects of this situation on the English learning process have become a great challenge to achieve appropriate vocabulary development and improve speaking skills. In this context, both teachers and students have been involved in this new online teaching-learning process. One of the great challenges that teachers face is that they have a very basic understanding of technology and even they do not have the necessary strategies to conduct online classes, since they were not prepared for this change (Gautam, 2020). In this way, English teachers are only limited to the use of the book as pedagogical material. Therefore, teachers do not design innovative teaching ludic strategies that encourage the interest of students and establish assertive communication in the English language. This educational alternative would be very essential to motivate English language learning in students since it is very important for them to develop a wide vocabulary and answer the questions asked by the teacher in the English class.

Teachers had to make a big leap in their traditional pedagogy to a new change, which showed a great challenge that they had to face since they were required to move from face-to-face teaching to online teaching (Gautam, 2020). In this sense, teachers do not encourage students to be active learners and autonomously be part of their learning at an early age. In

addition, teachers have little didactic material using the textbook as the only resource and the use of traditional teaching methodology based on memorization as well, which shows students have little interest in participating in class since teachers also do not encourage communication and interaction through short conversations between them.

Finally, the online English teaching-learning process has generated great changes and challenges involving both teachers and students. Based on that, teachers continue to use traditional methodologies that prevent good English language proficiency, which causes poor participation by students in the class. In this sense, teachers are only limited to the use of the book, which shows a lack of teaching material to improve English language learning in students. As a result, students only memorize and repeat the words after the teacher, that is, they are not developing meaningful learning. In addition, students do not have a wide vocabulary to develop speaking skills fluently and naturally, since every time the teacher asks them about the topic in class, they are afraid to answer about it. In other words, students do not have a basic vocabulary about the topic and they feel afraid to participate actively in class.

Delimitation of the problem

This research work was carried out with second-grade students of Basic General Education at the "Víctor Manuel Peñaherrera" Institution, La Victoria neighborhood, Ibarra city during the 2021 - 2022 school year. One of the great problems shown is that teachers have little teaching material and use the traditional method based on repetition and memorization. Based on that, students are not motivated to learn the target language, which makes it very difficult for them to be active learners in class. On the other hand, teachers do not use different didactic activities that generate interest in the English learning process in students. In addition, the environment class is monotonous, that is, teachers do not have interactive didactic material, since they are limited to the use of the textbook. Therefore, teachers do not encourage students to generate interest to participate in the English class in an effective way, which prevents the development of speaking skills in a fluid and natural way.

Research problem statement

How does the use of ludic strategies develop the English-speaking lexicon in second-grade students at "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022?

Justification

This research work makes use of different didactic activities to encourage students to be active learners in the class. Therefore, this study is important because it analyzes the influence of ludic strategies as a motivational factor in the English learning process. Didactic activities are focused on interactive learning that develops vocabulary acquisition in a fun and easier way. In this sense, they are considered a support alternative that promotes the development of speaking skills in a fluid and natural way in second-grade students. In addition, it provides teachers with didactic material to help students improve their English-speaking lexicon in a better way. This study has great importance in the teaching process because it identifies the problem that students face when they learn the target language traditionally. Therefore, it is intended to show teachers the importance of how students learn the English language using ludic strategies.

On the other hand, this research work has great local, regional and national importance because all public, private, trustee, and municipal educational institutions around the country implemented virtual education due to the pandemic. Based on this, the objective that English teachers from now on is to strengthen English language teaching focused on the use of different didactic activities. Using these strategies allows educational innovation because they are considered necessary and valuable tools to improve both the English teaching-learning process as well as the performance of the teacher focused on pedagogical improvement. The use of ludic strategies encourages students to learn autonomously because they develop a strong sense of responsibility and learners can work on their learning. For this reason, students have the option to practice vocabulary related to the topic through the reinforcement of didactic activities.

Developing this research work has positive results since there are direct and indirect beneficiaries. The direct beneficiaries are the second-grade students at "Víctor Manuel Peñaherrera" Institution. Once the problems faced by students in their learning have been

identified, these ludic strategies are an interactive alternative to strengthen the development of the English-speaking lexicon to become active learners in class. In other words, ludic strategies are based on learning through a didactic way that promotes and encourages learning in a different way, where students enjoy, have fun, and learn at the same time. Using ludic strategies during their learning process increases their confidence to improve their participation in class and interaction with the teacher. Other direct beneficiaries of this research work are teachers since they have the opportunity to use the didactic material during their classes since ludic strategies work as a didactic resource in the English teaching process. Teachers have the opportunity to improve their methodology focused on the needs of students to achieve effective meaningful learning.

On the other hand, one of the indirect beneficiaries is the Educational Institution, since the performance of the students will show high progress in their initial academic stage. In addition, the Institution is recognized as an excellent model in the English teaching process, because it challenges the traditional way of teaching in class. Another indirect beneficiary is parents because they are the close guide to monitor their children when they have difficulties in their learning process. In this sense, parents are involved in the educational environment, since they are witnesses to the improvement in the speaking skills that their children have during each class participation. In other words, parents realize that ludic strategies are beneficial for students, since they allow them to generate self-confidence to express their ideas based on the learned vocabulary, either when the teacher asks them or when they can link several words to form simple sentences. Finally, the last indirect beneficiary is society because the didactic material is considered an academic contribution that generates a positive impact in "La Victoria" neighborhood.

The advantages of using ludic strategies in the English teaching-learning process are fundamental because they have a motivational emphasis focused on encouraging students to be active learners in class. For this reason, this research work is designed in the implementation of a didactic guide as support material to promote an innovative educational environment that generates curiosity and active learning development. In other words, this support material will create an interactive environment between teacher and students, which is necessary to maintain effective communication through the creation of spaces specially

designed to promote play, learning, reflection, and dialogue. In this way, the contribution of this educational proposal generates positive impacts such as social, academic, and cultural. As a result, this support material has specific objectives that aim to achieve educational innovation through the use of ludic strategies during the English teaching-learning process.

Social impact

Nowadays, it is essential to speak English fluently and naturally, since it offers all kinds of opportunities for communication, quality of life, and education. For instance, English breaks the barriers to communication because it has become the lingua franca in many countries, nations, and cultures. English is considered a global language after its evolution over the years, which is essential to develop English skills in a proper way to build confidence for global competition (Zagada, 2019). Around the world, people with different languages interact with each other, that is, they use English to communicate for different purposes.

Academic impact

The use of ludic strategies as a fundamental resource in the English teaching-learning process allows the design of any type of didactic activity focused on learning with a motivational emphasis in an interactive way. In other words, it allows the teacher the opportunity to choose and implement any didactic proposal to improve the development of student learning in an easier and better way. On the other hand, using this type of tool in class encourages students to be autonomous learners and generates interest in learning differently than the traditional one, which causes students to be part of their learning.

Cultural impact

Language and culture are not separate but are acquired together and each one of them generates support for the development of the other. The cultural impact on English language learning should focus on educating learning about the target language related to the linguistic diversity that contributes to the understanding, and analysis of different regions and cultures linked to tangible and intangible heritage (Northcote, 2021).

Objectives

General objective

- To determine ludic strategies for the acquisition of English-speaking lexicon in second-grade students at "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022.

Specific objectives

- To diagnose the ludic strategies that teachers use for the development of English-speaking lexicon in second-grade students at "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022.

- To establish ludic strategies that help in the development of the English-speaking lexicon through an academic guide for teachers and students at "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022.

- To determine conclusions and recommendations that help the development of English-speaking lexicon in second-grade students at "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1   Learning Theories

Learning is defined as a long-lasting change in behavior that is the result of experience, and it can be intentional or unintentional, conscious or unconscious, for better or for worse   (Surbhi, 2021). In this sense, learning theories develop hypotheses that describe how this process is carried out. Given this context, it is part of the human condition to crave knowledge, and as a result, some scientists, psychologists, and thought leaders have devoted their careers to studying learning theories (Fairbanks, 2021). The scientific study of learning began rigorously at the dawn of the 20th century, and from this period learning theories aim to understand, anticipate and regulate behavior through the design of strategies that facilitate access to knowledge. Therefore, teachers must analyze human development and multiple learning theories; which allows them to know the process of how humans learn, and especially how a child develops cognitively since all teachers need to be the most effective instructors in the classroom.

Current teachers need to be in constant training to be prepared to teach students every day and based on that, an important part of teacher training is understanding the different ways of learning. There are many established learning theories that teachers must consider in assisting students in their learning process. Therefore, teachers who understand learning theories can use different techniques to accommodate different types of learning. Learning theories are defined as a set of different concepts that seek to explain how people acquire, process, retain, and recall knowledge during the process of learning (Mustafa & Pinaki, 2021). Three main theories of learning have influenced the teaching and learning process in recent years. These learning theories include behaviorist learning theory, cognitivist learning theory, and constructivist learning theory. Constructivism would be one of the theories taken into account as a fundamental factor to promote knowledge development in students focused on this research work.

1.1.1 Behaviorism

Behaviorism formally began with the publication of 1913, when John Watson wrote an article called "Psychology as the behaviorist views it", which made several underlying assumptions regarding behavioral analysis (McLeod, 2020). According to behavioral psychology, there are two main types of conditioning such as classical and operant. First, classical conditioning involves a fundamental associative learning process identified by Pavlov. Classical conditioning is the process that occurs when an automatic conditioned response is paired with specific stimuli (Ibraheem et al., 2021). In other words, the neutral stimulus can be anything, as long as it does not provoke any type of response in the organism, but the unconditional stimulus is something that reliably results in a natural response. Second, operant conditioning was studied by behavioral psychologist B.F. Skinner. He believed that the best way to understand behavior is through the observation of the causes of an action and its consequences. Operant conditioning involves voluntary behaviors, that is, an association is established between a particular behavior and a consequence of that behavior (Vinney, 2018).

On the other hand, behaviorism refers that learning being strengthened through repeated action and imitation. In this way, having a systematic routine where knowledge emerges repeatedly will reinforce learning. Behaviorism is a pedagogical theory that defines learning as a process of knowledge acquisition that takes place through observation and imitation (Jackman, 2020). Besides, behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This learning theory states that behaviors are learned from the environment and that learning and behavior are the results of stimulus-response associations (Cherry, 2021). Therefore, behaviorism is key for educators because it affects the way students react and behave in the classroom, which suggests that teachers can influence how their students behave.

1.1.2 Cognitivism

Cognitive theory focuses on the conceptualization of the learning process of the students and addresses the issues of how information is received, organized, stored, and retrieved by the mind. Knowledge acquisition is described as a mental activity that is carried out through internal coding and structuring by the student. Cognitivism is a learning theory that focuses on the processes involved in the acquisition of knowledge and internal mental

structures, instead of the observed behavior (Rhalmi, 2020). According to cognitivism, students are active participants in their learning process. Students use various strategies to process and build their understanding of the content to which they are exposed. Students are not considered recipients that teachers fill with knowledge, but active participants in the learning.

Cognitive learning requires that teachers understand the cognitive profiles of students and that each student understands their cognitive strengths and weaknesses to develop the capacity for autonomous learning (Lynch, What is cognitive learning?, 2018). For example, teachers can use cognitive learning strategies to create a great learning environment for their students with the usage of. behavioral systems to encourage the improvement of students' comportment in class. Additionally, they can create a peaceful and informative classroom environment that helps students feel safe in learning. On the other hand, it is also valuable for teachers to work with parents to foster positive learning environments that extend beyond the classroom doors.

1.1.3 Constructivism

Lev Vygotsky and Jean Piaget were the authors who originated and promoted this theory during the 20th century. This theory is based on the idea that students are active learners in their learning process creating new ideas or concepts based on present and past knowledge. Constructivism is a learning theory that emphasizes the need to offer students a series of tools for them to build and create their knowledge since it encourages students to be an active part of their learning process (McLeod, 2019). In this sense, teachers have a great responsibility within the constructivist learning theory because they are facilitators that help students with their understanding, which makes students active to generate autonomous learning and organize their acquired knowledge. In addition, teachers are simultaneously in conversation with the students, that is, they create a learning experience that is open to new directions related to the needs of the learners in their learning process.

Given this context, teachers must apply the fundamental principles of this theory in their English classes, since the constructivist theory applied to education emphasizes that it is necessary to offer students a series of tools so that they can participate and build their learning. Therefore, students analyze previously acquired information, behaviors, attitudes,

or skills to achieve meaningful learning, which arises from their motivation and commitment to learning. Teachers must recognize how students use their own experiences, prior knowledge, and insights since the main goal in the classroom is to create a welcoming environment that promotes active participation in the students during their learning process (Serhat, 2021). In this way, teachers should guide learning by implementing group activities, creating collaborative dialogues, and facilitating interactive experiences in the classroom. As a result, students build their knowledge through the selection and organization of information from different sources, establishing relationships between the new learning material and their previous knowledge.

1.2   Second Language Acquisition

In a general sense, it is a term to describe learning a second language. According to Garibaldi (2013), states that**:**

> Second Language Acquisition refers to the study of how students learn a second language additionally to their first language. It is referred to as Second Language Acquisition, the process of learning any language after the first language whether it is the second, third, or fourth language. Therefore, any other language apart from the first language is called a second language or also referred to as a target language. (p. 2)

In other words, second language acquisition refers to the ability to speak a language other than the mother tongue. In some cases, second language acquisition is achieved at an early age when two different languages are spoken at home. Therefore, there are several ways to acquire a second language, but it is necessary to know the process of how to learn a new language, and what elements must be present for a successful acquisition of the language. Important people in history such as John Schumann, Avram Chomsky, Stephen Krashen, and Vygotsky have developed theories on how human beings acquire a second language, and how each one has affected learning over time. These theories include the acculturation model, sociocultural theory, universal grammar hypothesis, interlanguage theory, and Krashen's theory, which will be taken into account below since Stephen Krashen is the reference linguist in the study of the different models of foreign language teaching.

1.2.1 Krashen's theory

Krashen's theory of second language acquisition is widely known and well accepted because it has had a major impact on all areas of second language research and teaching. His theory is broken into five hypotheses that create a framework for teaching a second language: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis. Therefore, these hypotheses lay the foundation for communication-based teaching strategies that have become popular with many teachers nowadays. According to Krashen, there are two independent systems of second language performance, that is, acquisition is the product of a subconscious process while learning is a conscious process (Schütz, 2019). However, both of them play an important role in developing second language proficiency, but the acquisition is an essential factor since the developed competence through this system is responsible for generating language.

The learned language process and acquired language process are developed in different ways. According to Krashen (2002) language acquisition is very similar to the process children use in acquiring their first language, which requires meaningful interaction in the target language through natural communication. Error correction, as well as the explicit teaching of rules, are not important in language acquisition. Based on this, students learn effectively by focusing on the purpose of communicating rather than the structure of the language. On the other hand, language learning occurs through the formal study of rules, patterns, and conventions. In this sense, error correction and presentation of rules in the structure of the language must be taken into account, since they help the learners to arrive at the correct mental representation of the linguistic generalization.

1.3 Methods and Approaches

Throughout the history of English language teaching, different approaches and teaching methodologies have been tried for the benefit of students. Some of them are more popular and used than others, but all of them are focused on generating interest in learning. In this context, teaching a foreign language can be challenging, but at the same time rewarding work. Therefore, it is beneficial for teachers to be aware of the different methods and approaches to be used in class during the English teaching process since these

methodological elements encourage students to be active learners and create an innovative classroom environment. The combination of different teaching methods and approaches is something that teachers should know and put into practice in class to make each lesson motivating and interesting (Stets & Zawadi, 2021). Therefore, one of the most important things that teachers must decide is the type of teaching methodology that they will apply in class. Some of the methods and approaches that have established important contributions in the English teaching-learning process are detailed below.

Table 1

Methods and Approaches

Approach / method	Creators	Main features
Grammar Translation Method	Karl Plotz 1840 - 1940	- Classes are taught in the mother tongue. - A lot of vocabulary is taught in the form of lists of isolated words. - Little or no attention is given to pronunciation. - Reading of difficult texts is begun early. - It gives the chance of learning a new language using textbooks.
The Oral Approach and Situational Language Teaching	Harold Palmer and A.S. Hornby 1930 - 1960	- It relies on the use of situations to teach language. - Students are expected to listen and repeat what the instructor says. - Students have little control over the content. - The lessons are highly teacher-centered and the teacher is extremely active with timing, reviewing, testing, etc. - The ultimate goal is to have the students use the language in non-structured real-life settings.

Audiolingual Method	Nelson Brooks 1950 - 1960	• It is based on the structural view of language and the behaviorist theory of language learning. • Its objective is accurate pronunciation and grammar, and the ability to respond quickly and accurately. • Language skills are learned more effectively if they are presented orally first, then in written form. • Audio-visual aids are used. • Reading and writing skills may be taught but they are dependent on oral skills.
The Silent Way	Caleb Gattegno 1963	• It gives help only if necessary since it allows students to use their knowledge of language learning. • It allows students to tap out sounds to show what they have learned. • Errors are important and necessary for learning. • Silence is used as a tool since the teacher becomes less necessary to the learning process. • Progress is more important than perfection.
Suggestopedia	Georgi Lozanov 1970	• Comfortable environment. • Homework is limited. • Music, drama, and art are integrated into the learning process. • Peripheral learning is encouraged through the presence in the learning environment of posters and decorations. • The teacher assumes a role of complete authority and control in the classroom.
		• It develops an understanding of the new language before speaking.

Total Physical Response	James Asher 1969	• Moving the body helps language retention. • Spoken language should be preferred to the written form. • Observing and performing actions are both beneficial. • Students will speak when they are ready.
Communicative Language Teaching	Michael Halliday and Dell Hymes 1970	• It is a holistic approach. It doesn't focus only on the traditional structural syllabus. • It provides vitality and motivation within the classroom. • It is a learner-centered approach. It capitalizes on the interests and needs of the learner. • It emphasizes interaction as both the means and goal of language learning. • The emphasis is on oral skills before reading and writing.
The Natural Approach	Tracy Terrell and Stephen Krashen 1977	• It is based on observation and interpretation of how learners acquire both first and second languages in nonformal settings. • It focuses on input, comprehension, and meaningful communication. • It puts less emphasis on grammar, teacher monologues, direct repetition, and accuracy. • It develops communicative skills, and it is primarily intended to be used with beginning learners. • It is presented as a set of principles that can apply to a wide range of learners and teaching situations.

Task-Based Language Teaching	N. S. Prabhu 1980	• Its emphasis is on learning to communicate through interaction in the target language. • It introduces authentic texts into the learning situation. • It provides opportunities for learners to focus, not only on language but also on the learning process itself. • It attempts to link classroom language learning with language activation outside the classroom. • The main focus is meaning.
Gamification	Nick Pelling 2002	• It uses a range of elements from games to stimulate motivation. • It uses game mechanics or dynamic elements. • Freedom to make mistakes. • Immediate feedback (result).
Flipped classroom	Jonathan Bergmann and Aaron Sams 2007	• It provides an opportunity for students to gain their first exposure before class. • It provides an incentive for students to prepare for class. • It provides a mechanism to assess student understanding. • It provides class activities that focus on higher-level cognitive activities.

Own elaboration. Information retrieved from "Approaches and Methods in Language Teaching" by Richards, J., & Rodgers, T., Cambridge Language Teaching Library, 1986.

In this way, teachers have the option to choose the appropriate methods and approaches focused on the needs of students during the English language teaching process. Throughout history, each of them has contributed creative and attractive techniques that allow teachers to innovate their teaching methodology. Regarding this research work, a

greater focus will be given to the Oral Approach as the main axis. On the other hand, the Total Physical Response (TPR) will be analyzed to give much more emphasis to the improvement of speaking skills. In this context, both are based on a structural view of language, since a set of basic vocabulary elements are seen as the basis of language teaching.

1.4   Oral Approach

The Oral Approach and situational language teaching began with the work of British linguists in the 1920s and 1930s. It emerged as an improvement over the obsolete Direct Method since the Oral Approach was based on scientific research. In this way, H. Palmer, A. S. Hornby, M. West, and other British linguists, considering the scarce systematic foundation of the Direct Method, were the ones who carried out several studies to develop a scientific basis that would support the creation of an oral method. One of the main desires of the developers of this approach was to have a systematic way of English teaching. The Oral Approach is based on a structural view of language where factors such as speech, structures, and a focus on a set of basic vocabulary items are considered the foundation of language teaching (Richards & Rodgers, 1986). Therefore, both speech and structure were considered the basis of language, especially speaking skills.

In this context, Harold Palmer and A.S Horby were the most important linguists in this reform movement. Based on this, they proposed their theory that vocabulary was one of the most important aspects of language teaching. In this way, principles of vocabulary control were developed, where a guide was established with the necessary vocabulary to learn to speak English as a foreign language. Richards & Rodgers (1986) points out that "this led to the development of principles of vocabulary control, which were to have a major practical impact on the teaching of English in the following decades" (p. 32). In addition, grammar was also another relevant aspect of this approach. However, this grammatical conception was very different from the grammar-translation method, since this last approach is based on a universal grammar that is available for the study of all languages. Finally, these linguists elaborated a systematic study of the most important structures of the English language such as vocabulary and grammar.

1.4.1 Role of the teacher

This approach leads to threefold activities for a teacher, such as setting the stage for a new structure, introducing the model structure, and finally drilling and correcting (Hussain & Sajid, 2015). Based on that, in the presentation stage of the lesson, the teacher serves as a model, setting up the situation in which the need for the target structure is created and then modeling the new structure for the students to repeat. Then, the teacher becomes more like the skilled conductor of an orchestra. In this way, the teacher is a skillful manipulator, using questions, commands, and other signals to elicit correct sentences from the students. Therefore, the teacher is essential to the success of this approach, as the textbook can only describe activities that the teacher must perform in class.

1.4.2 Role of the student

In the early stages of learning, students are required to only listen and repeat what the teacher says and to respond to questions and commands (Hussain & Sajid, 2015). At first, students have no control over the content of learning, and they are often seen as likely to engage in undesirable behaviors unless skillfully manipulated by the teacher. Then, more active participation can be evidenced because the teacher encourages students to speak in class. For instance, students may fall into faulty grammar or pronunciation, forget what has been taught, or not respond quickly enough. In that way, students forget something have gotten such as incorrect vocabulary, etc. Therefore, students start to answer and ask questions, and controlled introduction and practice of the new language are emphasized by the teacher.

1.4.3 Types of learning and teaching activities

The Oral Approach is based on the use of situations to teach language, instead of giving translation or description of unknown words (Avazmatova, 2021). Therefore, teachers could use pictures, realia, and objects to teach in the classroom or they could explain vocabulary items through gestures and actions. In this way, students are required to listen and repeat what the teacher says, that is, they have no control over the content. Students only listen to the teacher, repeat, and answer commands or questions, and when students are introduced to reading and writing skills, they are also taught in-depth vocabulary and

grammar. In this context, the practice techniques often used are guided repetition and substitution activities, including chorus repetition, dictation, drills, controlled oral-based reading and writing tasks, and sometimes other practice techniques such as pair practice and group work.

1.4.4   Techniques and strategies

The Oral Approach employs a situational approach to presenting new sentence patterns and a drill-based manner of practicing them. Therefore, the activities are focused with a great emphasis on oral practice, grammar, and sentence patterns, and they are carried out as follows: listening practice, choral and individual repetition, elicitation, substitution, question-answer drilling, and correction.

1.4.4.1   Spaced repetition.

Repetition is something that teachers use daily to organize students in class because all learners must secure the new learning (Dominica, 2018). For that reason, the teacher should use spaced repetition as a teaching technique, since the idea is that effective repetitions ensure learning at any stage during the teaching process. Therefore, spaced repetition is an effective learning technique that involves taking the information that learners need to memorize and repeating it through increasing intervals of practice (Tamm, 2021). This technique helps the brain to remember more information by keeping new knowledge fresh in the mind and forces the use of active recall since the idea is to space repetitions or review sessions to increase memory retention capacity. Therefore, learning vocabulary once and then not practicing it in context will be very difficult to remember. In this context, the benefits of spaced repetition encourage a permanent and more vital memory formation in the learning process due to the principle of forgetting and retrieving.

1.4.4.2   Drilling.

It is a useful technique to introduce a new lesson or new elements of the language since it allows students to promote the acquisition of knowledge or skills by repeating a model provided by the teacher (Juicy English, 2019). For that reason, the teacher must use after teaching new vocabulary, grammar points, and sentence structures through repetitive practice. In this sense, drills are usually conducted chorally, that is, the teacher says a model,

and after all the students repeat it at the same time and then individually. This technique is used to practice grammar, vocabulary, and pronunciation, and especially it is focused on accuracy rather than fluency. In this context, it is used in some cases such as improving pronunciation in students, providing practice on difficult sounds, practicing chunks of the language in a safe environment, and memorizing common language patterns. There are different types of drills:

Table 2

Types of drills

No	Types of drills	Main features
1.	Simple substitution drill	• The teacher reads a sentence and the students repeat it. • The teacher calls out a word that the students must fit into the sentence.
2.	Question and answer drill	• The teacher gives students practice with answering questions. • Students should answer the teacher's questions very quickly.
3.	The expansion drill	• The teacher breaks down the line into several parts. • Students repeat a part of the sentence, usually the last phrase of the line.

Own elaboration. Information retrieved from "Types of drills in teaching English" by Juicy English, 2019.

1.5 Total Physical Response

Richards & Rodgers (1986) points out that "Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity" (p. 87). On the other hand, it involves a set of methods to collaborate in language learning, because it is based on various traditions, including developmental psychology, learning theory, and humanistic pedagogy. Based on that, it is a system that was developed by James Asher, Professor of Psychology at San Jose State University, California. In a developmental sense, Asher believes that adult target language learning should be similar to child first language acquisition. In other words, the

native language learning process involves understanding that comes before speaking, that is, the child first responds physically to commands and then verbally, since affective factors are very important in the learning process. Therefore, Asher argues that adults should recapitulate the processes by which children acquire their native language.

The Total Physical Response method is very effective and useful in the second language learning process since it consists of acquiring the target language in the same way that the mother tongue is learned. The purpose of Total Physical Response is to create a brain link between speech and action to drive language and vocabulary learning (Walton, 2020). Therefore, this method can be used to teach a wide variety of vocabulary, but it works best when teaching vocabulary related to action. In this context, teachers give commands to students in the target language with body movements, and students respond with full-body actions to show understanding of a message. In other words, a lesson in this method involves a detailed set of consecutive actions where students respond by imitating and performing the appropriate actions following instructions given by the teacher. In this sense, teachers should create a comfortable learning atmosphere to reduce the affective filter and encourage second language learning.

1.5.1 Role of the teacher

The teacher has a great responsibility to provide the best type of exposure to the language so that the student can internalize the basic rules of the target language. In Total Physical Response, the teacher plays an active role, since he/she directs the actions carried out by his/her students. In this way, the teacher is the one who decides what to teach, what content is appropriate, what support materials are used in class, and who directs the interactions, since the teacher is the one who creates suitable scenarios to encourage effective target language learning in students. Richards & Rodgers (1986) points out that "the teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably" (p. 93). Later, the teacher will be able to use common classroom objects, such as books, pens, pencils, posters, maps, and even additional materials to support teaching points, such as flashcards, realia, slides, and word charts.

1.5.2 Role of the student

Students have the primary role of listener and performer. Richards & Rodgers (1986) points out that "learners have little influence over the content of learning since the content is determined by the teacher, who must follow the imperative-based format for lessons" (p. 93). In other words, the basic task of the students is to listen carefully and respond through body movement to the commands given by the teacher. Therefore, when the educator interacts both with the whole class and with each student individually, the interaction begins when the teacher speaks and the students respond non-verbally. In this way, students can monitor and evaluate their progress, since they are encouraged to speak when they feel ready, that is, when enough knowledge of the language has been internalized. Once the students begin to speak in class, they will give instructions to each other generating meaningful learning.

1.5.3 Types of learning and teaching activities

Total Physical Response can be used to teach a variety of words and phrases, but it works best when teaching action-related vocabulary through body movement. Richards & Rodgers (1986) points out that "imperative drills are the best classroom activity in Total Physical Response" (p. 92). For this reason, teachers must prepare suitable activities and an appropriate environment to develop an effective target language learning. Based on that, teachers prepare and select the vocabulary they are going to teach. In this way, teachers will gather any equipment, props, or pictures they need to illustrate the meaning of the words. Then, teachers say the new word or phrases so that the students through the use of gestures, facial expressions, or body movements represent the meaning of the word. Other class activities mentioned include role-plays, which students should perform in everyday situations, such as in the park, at school, or in the supermarket, and slide presentations. Furthermore, teachers write the word or phrase where all students can see it so that they can make the connection between the oral and written words.

1.5.4 Techniques and strategies

In Total Physical Response, some activities can be mentioned that help to develop appropriately the target language learning through an interactive way, that is, incorporating the use of body movement into the vocabulary acquisition.

1.5.4.1   Group Singing.

Group Singing is a great tool for children since singing both the teacher and students can be considered a fun and exciting activity, where the participants are required to engage with each other (Bilingua, 2018). A renowned example of group singing with Total Physical Response is the classic "Head, Shoulders, Knees, and Toes." This song is so fun and easy to sing, as it also incorporates body movements that students can remember even if they cannot understand all the words. For this reason, this activity will help them remember the words more accurately creating a coherent oral expression after practice and reinforcement of their meaning.

1.5.4.2   Charades.

Charades is a helpful word guessing game for all students since it is considered a fun teaching method adapted to the preferences of the learners, which involves any student getting up and performing for the rest of the class (Bilingua, 2018). The rules of charades are informal, that is, a few basic rules apply and are generally agreed upon, which consists of telling the chosen students a vocabulary word or action that the rest of the class needs to say, and then they should get that answer from the class. For this reason, this activity is very useful because it helps assess the ability of the students as well as the ability of the class. Furthermore, the teacher can also allow students to be more competitive by dividing them into teams and taking turns, which prevents them from guessing the actions of the other team. In this way, the goal of this competition-focused activity seeks to help students become more involved in the game, which is beneficial for them in their learning process.

1.5.4.3   Storytelling sessions.

Stories are a great way to put vocabulary in context especially when they are introduced to students through easy vocabulary, wonderful places, and fantasies that they have never heard of or seen before (Bilingua, 2018). For that reason, incorporating gestures and body movements into any story allows students to learn more about life, the world, and even about themselves since interactively introducing a new vocabulary makes it more motivating to learn. Therefore, the teacher can choose a proper story about something that can involve vocabulary words more than once to encourage students to be creative and use

their imaginations to imagine the setting, the characters, and the overall story. For instance, if the vocabulary they just learned was about the five senses, an appropriate story would be Sally's first time in the park, in which the teacher should emphasize what he/she hears, sees, and smells using gestures and movements for each vocabulary word several times.

1.5.4.4 Simon says.

This is a classic game that involves choosing a boy to be Simon (Bilingua, 2018). The other students are to gather around Simon, who gives instructions by saying, "Simon says..." telling the participants to perform a physical action. For example, "Simon says touch his nose", "Simon says shake from side to side", and "Simon says turn around and put your hands up". Each time the students say a sentence they must start by saying "Simon says" and each student must perform the action.

1.6   Ludic strategies

The different strategies used by teachers help to facilitate the learning of foreign languages in students. The use of ludic strategies through innovative and motivating activities facilitates language learning since any activity that involves ludic as a resource is more motivating, relaxing, and meaningful. Siek (2016) states that:

> The ludic strategy (LS) is an approach to learning and teaching foreign languages originally rooted in humanistic psychology. It is not a method in itself but a strategy, meaning that it can be used to solve some language or pedagogic problems in the foreign language (FL) classroom. LS advocates learning and teaching foreign languages using leisure activities such as games, simulations, drama techniques, music, and literature. (pág. 99)

Ludic strategies are activities that include educational games, group dynamics, the use of dramas, board games, etc. Those activities are used by teachers to reinforce the learning, knowledge, and skills of students inside or outside the classroom. Therefore, didactic activities can be conceived as support material that promotes the learning process. In this way, didactic activities become the essential strategies for the acquisition of knowledge. Based on that, the teacher should focus on using appropriate pedagogy in the

English teaching-learning process. Learning is dependent on the pedagogical approaches that teachers use in the classroom.

1.7 English language

English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and some island nations in the Caribbean Sea and the Pacific Ocean. English is the first choice of foreign language in most other countries around the world, and it is that status that has given it the position of a global lingua franca (Potter, n, d). It is estimated that about a third of the population of the world, some two billion persons, use English now. English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education.

English could not be the most spoken language in the world, but it is the official language of 53 countries and is spoken by around 400 million people around the world (Naved, 2021). Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world. As a result, more and more people are spending time studying English as a second language. Many countries include it in their school curriculum to teach children this language from an early age. However, the true value of this language is that it helps to remove many barriers to communication, that is, to find a new job or travel the world. In other words, it helps to progress in life both personally and professionally.

1.7.1 Common European Framework of Reference for Languages

The CEFR has developed a description of the process of mastering an unknown language by type of competence and sub-competence, using descriptors for each competence. These descriptors were created without reference to any specific language, which guarantees their relevance and across-the-board applicability. The descriptors specify progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2). The Ministry of Education in Ecuador must into account that students should reach a certain level of English when graduating from Middle Basic General Education, in this case graduating from 7th EGB with an A2 level (Ministerio de Educación, 2019). In this way, a lot of the

language learned at these levels will be recycled in the first years of Higher Basic General Education.

Given this context, in keeping with the needs of a linguistically and culturally diverse population, the curriculum proposes a logic and framework for learning English. "The curriculum is designed to stimulate linguistic intelligence through language analysis and the comprehension of oral and written texts, which require critical thinking skills such as inference, analysis, and synthesis" (Ministerio de Educación, 2019, pág. 395). According to the Ministerio de Educación (2019) "the EFL curriculum guides learners towards being able to communicate and learn through a foreign language, in this case, English by placing importance on clear oral expression according to international standards (CEFR)" (pág. 395). For this reason, the established standards by the EFL curriculum in Ecuador for General Basic Education based on the Common European Framework of Reference for Languages, the output profile for the second-grade students should be a Pre-A1.1 Level.

Figure 1

Graphic organizer about English output profile from 2nd grade of General Basic Education to 3rd grade of High School in Ecuador

Note: Approximate English out-put profile knowledge levels. Adapted from "Currículo Nacional de inglés" by "Ministerio de Educación", 2019 (https://educacion.gob.ec/curriculo-lengua-extranjera/).

1.8   Four skills

In the English language learning process, four skills are basic to complete communication, which constitutes the central axis in the good proficiency of the language. The four language learning skills are a set of four abilities that allow a person to understand and produce spoken language for proper and effective interpersonal communication (Galaczi, 2018). Those skills are listening, speaking, reading, and writing, which each of them includes in turn a set of micro-skills. In this sense, the key factor of the four basic language skills is that they complement each other and can be divided as follows: listening and speaking are brain input skills, but reading and writing are brain output skills. Moreover, there are other skills such as pronunciation, grammar, vocabulary, and spelling that of them play an important role in effective English communication.

Teachers must set high standards for an ESL classroom since they must work to create the appropriate conditions for students to learn effectively and achieve the desired result. For the teaching of English to be successful, the four skills, reading, listening, speaking, and writing must be integrated effectively (Manaj, 2015). These skills should be addressed in a way that helps students meet the standards that teachers set for them and gradually develop their communicative competence. The integration of listening and speaking with reading and writing will make students good listeners, speakers, readers, and writers to communicate effectively. Mastering these skills is a gradual process in that teachers must expose students to gradually challenging tasks and materials.

1.8.1   Receptive skills

When learning a new language, students tend to first develop their receptive skills and then acquire productive capacity. For instance, reading skills can be a supporting factor in writing development, while listening can improve speaking fluency. Holmes (2019) states that receptive skills also known as passive skills, or reading and listening are often contrasted with productive skills in speaking and writing. Developing receptive skills can be challenging, especially when communicating with a fluent or native speaker. However, starting a conversation might be done with the relative facility, but maintaining one poses greater challenges.

Receptive skills like reading and listening are very important that all students must master when learning a new language. They are important skills because they surround the world and can be used for entertainment purposes. Receptive skills are necessary for many sources of information that are produced for a direct purpose, such as manuals and research articles (Pachina, 2019). Therefore, without the ability to read, students would not know how to use the information found in these materials. In that way, when it comes to listening to audio or instructions, it is impossible to get information or carry out an order if listening skills have not been acquired.

1.8.2 *Productive skills*

There are a lot of items to consider in the process of building a strong foundation for teaching English to speakers of other languages. Some of these include parts of speech, theories, methodologies, tenses, lesson planning, and testing. One of the most important parts of this process is teaching productive skills. Productive skills refer to the skills that enable the learners to produce language in written or spoken forms, as they both require some form of language output such as speaking and writing (Pachina, 2019). These skills are very fundamental because learners need to articulate words and write to produce language. Learners receive language by listening to conversations, music, podcasts, and audiobooks, among others.

Speaking and writing are the most tangible of the four language skills. In other words, they are the observable evidence of language acquisition. In that way, the more the speaker or the writer produces appropriate and coherent language, the more it has gotten of progress in the language system. According to Ivančić & Mandić (2014) while students produce a language, they must be simultaneously aware of the message that they are conveying, that is, the style and vocabulary they are using and ultimately of the correct grammatical construction. Therefore, teachers should take into account the linguistic knowledge and abilities of their students. On the other hand, teachers have to make their students practice speaking and writing as much as possible.

1.9   Speaking skills

The ability to speak with accuracy and fluently is something that students will develop during their time at school, and something that will help them during their life. According to

Srinivas (2019) speaking skills are defined as the skills which allow communication effectively, which means, they give the ability to convey information verbally and in a way that the listener can understand. Speaking skill is the most important skill to acquire foreign or second language learning. Learning how to develop English speaking skills is so important for ESL students since it is one of the most important parts of language learning because speaking is how it tends to communicate in everyday life. Speaking skills can be considered an important method of communication since allowing one to communicate with others and express thoughts or feelings.

Speaking skills are vital in the academic success of students and their future career prospects because they must not possess only academic proficiency, but also the required skills to improve their learning and employability prospects in the future (Lucanus, 2017). However, public speaking is one of the most feared ways of communication, especially for shy students who are afraid to speak. For that reason, students should learn the basics of oral communication at home in a comfortable environment and with the necessary resources to generate self-confidence in themselves to talk with others. Later, the school environment takes this learning to a higher level by teaching students how to interact with their classmates and teachers as well. Therefore, the quality of communication in student life will define a good speaking skill in their learning process.

1.9.1 Sub skills

The vocabulary factor is detailed through a great emphasis below since it was considered one of the speaking sub-skills that was taken into account in this research work.

a. Vocabulary.

Vocabulary development is evidenced when students understand the meanings and pronunciations of necessary words for communication. Students need to increase their vocabulary level to include words and expressions that are used more frequently in spoken English than in written English (Olvera, 2020)**.** In this sense, when they understand what a word means, they can realize what the word or sentence means in context, which is a fundamental key to having a conversation effectively. Therefore, in a daily life conversation, it is advisable to use vocabulary and phrases of common use, which is essential to exchange ideas, and opinions and especially to understand what the other person says to respond

appropriately. Based on this, the best way to increase new vocabulary is through reading and taking notes of new words helps as reinforcement to develop critical and abstract thinking.

A lexicon is the bridge between a language and knowledge and is often used to describe a speaker's knowledge of the words of a language (Sowa, n,d). Based on this, teaching vocabulary goes beyond memorizing words with flashcards, and not putting them into practice through a conversation in a real context will not be very effective to speak English fluently and naturally. Learning vocabulary is a process that begins with finding a word and ends when students can produce the word by forming complex phrases and sentences. On the other hand, the teacher should encourage and create a good environment using interactive activities such as dialogues and role-playing between students to increase their confidence to talk with others. In this way, when the teacher achieves the desired results through proper vocabulary teaching, students will have a wide lexicon that allows them to express their ideas and opinions through a good proficiency in the English language.

Words are the basic components of a language and having a wide vocabulary is essential, that is, all human beings need verbal language to express needs, thoughts, feelings, and emotions that can be understood and shared between people. In this context, most teachers recognize the need to teach vocabulary in the classroom to their students, due to it takes many encounters with a word in meaningful contexts for students to acquire it. According to Gleeson (2020) students can improve their active vocabulary that including all of the words they can comfortably use when speaking or writing. Therefore, effective lexicon learning in students requires that teachers understand how words are learned in contexts through conversation and reading. In this sense, teachers should take into account how the word relates to similar forms, how it can be used grammatically, and how it relates to other words.

b. Grammar.

Grammar is essential when learning a new language and the fewer mistakes from students make their speaking skills will be better. A good speaker does not have to use perfect grammar. However, it is a good idea for teachers to make sure that students master the major verb tenses. According to Olvera (2020) mastering grammatical structures through practice allows students to become aware of how grammatical rules are generally less formal in

speaking than in writing. All students, whatever their level, have questions and doubts about grammar while they are learning English. In this case, teachers should explain the verb tenses and grammar rules clearly and simply.

c. Pronunciation.

Pronunciation is a complex aspect with many sub-skills that can be practiced. On the other hand, the basic rule is that an average speaker can speak and be understood. According to Olvera (2020) students must know the key pronunciation and take it into account in difficult words and sentences because it helps to facilitate a better understanding of communication. Therefore, skilled students can use the pronunciation sub-skills to emphasize and make the communicative effect of their speaking more impactful. In that way, the pronunciation sub-skills include an emphasis on words and sentences, intonation, rhythm, and the use of the individual sounds of a language. A good way to practice pronunciation is through imitation. In other words, students should listen to how someone speaks with good pronunciation and try to imitate it as closely as possible.

d. Fluency.

Fluency relates to the speed and facility with which students perform in one of the four basic language skills. In that way, the concept of fluency is related to all four language skills but tends to be more associated with speaking. Fluency is about how comfortable and confident students feel speaking English. According to Olvera (2020) a large part of speaking skill development involves building confidence so that students can express themselves more spontaneously and quickly. If students can speak for an extended period, that is an indicator of high fluency. Therefore, students show good speaking with a logical flow without planning or rehearsing. On the other hand, it is also about showing a clear connection between each point that they are trying to say. This skill means that the teacher can follow what students are saying and does not get lost.

CHAPTER II

2. METHODOLOGY

2.1   Type of Research

This research work is focused on mixed research, in which quantitative and qualitative research methodologies complement each other to get complete and valuable data related to the research topic. According to Molina (2016) points out that "mixed methods research is the combination and integration of qualitative and quantitative methods in the same study" (p. 37). The general purpose and fundamental premise of mixed method studies are that the combined use of quantitative and qualitative approaches provides a better understanding of research problems and complex phenomena than either approach alone. This method has developed quickly in recent years, allowing researchers to explore diverse perspectives, since it has been emerging as a research methodology with a recognized name, especially in some fields such as education, sociology, psychology, and health sciences. In this way, two main factors must be considered that help researchers determine the type of mixed methods design that best suit their study: priority and implementation of data collection.

The first element, quantitative research is defined as a systematic process of gathering numerical data using sampling methods, sending out online surveys, and questionnaires to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020). This research work has quantitative data that were gathered through the collection and analysis of numerical information related to the variable, since the results were collected from the surveys applied to second-grade students from "Víctor Manuel Peñaherrera" Institution allowed answering the research question.

The second element, qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as texts, videos, photographs, or audio recordings collected using diary accounts or interviews to understand how people subjectively perceive their social reality (McLeod, 2019). Therefore, this study is qualitative because the information collected in the interview was face-to-face, that is, it was carried out in a spoken way. For this reason, a previous structured questionnaire was used in the interview, which consisted of eight open questions addressed to the specific participants who were three

English teachers at the Educational Institution. As a result, this instrument was useful to find out opinions and different points of view about the use of ludic strategies in the English language teaching-learning process.

Additionally, this research work has a descriptive scope since allowed an analysis of the collected information about the variables related to the research problem. Descriptive research is an appropriate choice when the research aim is to describe the characteristics of a population, situation, or phenomenon accurately and systematically (McCombes, 2019). Therefore, this study collected important data that was used to answer a wide range of questions about what, when, and how the research variables were related to the characteristics of the population. In this way, descriptive research has the option of using a wide variety of research methods to investigate one or more variables. In addition, this type of research does not answer questions about why a certain phenomenon occurs, since the researcher does not control or manipulate any of the variables, but only observes and measures them. In this sense, descriptive research is an appropriate option when the objective of the research is to identify characteristics, frequencies, trends, and categories based on established questions.

2.2   Methods

This research work used two methods that allowed to analyze the problem in depth and generate new knowledge related to the variables of this study. The methods used are inductive and deductive and are detailed below.

2.2.1   Inductive Method

Inductive reasoning begins with the observations and theories proposed towards the end of the research process as a result of them, it means, the reliability of a conclusion depends on the whole of the observations (Bradford & Weisberger, 2021). The inductive method goes from particular cases to the general, since in this case it was used to analyze and generate meanings from the data set collected in the interview applied to the English teachers at "Víctor Manuel Peñaherrera" Institution.

2.2.2   Deductive Method

The deductive method is a basic form of reasoning from the general to the specific, which begins with a general statement or hypothesis based on existing theory, and then

designing the possibilities to reach a specific logical conclusion (Bradford & Weisberger, 2021). This method was used to choose the research problem about the use of ludic strategies in the development of vocabulary in second-grade students at "Víctor Manuel Peñaherrera" Institution. This method was very useful, because it focuses on the numerical data collected through the survey, and then designing a research strategy to get a conclusion.

2.3   Techniques and Instruments

This research work used two techniques to collect information from the participants, both teachers, and students. The techniques used were the interview with the English teachers, and the survey with the students. The collected data allowed to get enough information about the use of ludic strategies in the English teaching-learning process. On the other hand, this research work used two instruments for data collection, both a structured interview and a questionnaire. These instruments were a complement to the techniques applied to collect essential information related to the variables of this study.

2.3.1   Interview (Structured Interview)

According to Houston (2021) an interview is a qualitative research technique that involves asking open-ended questions that allow gaining rich and detailed context through a conversation with respondents to collect elicit data about a topic. This research work used a structured interview and consisted of 8 open-ended questions and was applied to the English teachers at "Víctor Manuel Peñaherrera" Institution. This method allowed to find out and collect information about the use of ludic strategies by teachers in the development of vocabulary in students during their English learning process.

A structured interview is an organized data collection method that relies on asking questions in a set order focusing on different accurate answers to collect data on a topic (George & Merkus, 2022). Therefore, this research work used a structured interview considered a rigid research tool, since it allows little or no scope for the participants to obtain and analyze the results. Additionally, it is also known as a standardized interview and has a quantitative approach, although it can also be used in qualitative research if the questions are open-ended, this is less common. Closed questions can be included to understand the preferences of the interviewee, while open questions can be included to get details about a

particular section of the interview. In this way, questions in this interview are previously selected according to the goal of the required information.

2.3.2 Survey (Questionnaire)

According to Chipeta (2020) a survey is a numerical data collection tool used to gather close-ended responses from individuals or groups through a list of closed or multiple choice questions based on attitudes, behaviors, opinions, and other variables. The survey was applied to the second-grade students at "Víctor Manuel Peñaherrera" Institution. This instrument was a questionnaire that consisted of a list of closed and multiple choice questions that were well-designed and executed to ensure accurate results. In this sense, it allowed gathering information about the ludic strategies used by teachers in their classes to improve vocabulary development in the students during their English learning process.

A questionnaire is an information-gathering tool, that is, a type of survey that consists of a successive and organized series of questions used to collect useful information from respondents (Bhandari, 2021). Therefore, a questionnaire consists of a set of questions to be answered, which must always be clear and understandably, since this tool includes either written or oral questions and comprise an interview-style format. In this sense, a questionnaire can be qualitative or quantitative and may be conducted face-to-face, online, on paper, or by phone and does not necessarily have to be answered with a researcher present. Questionnaires are designed from open or closed questions and sometimes employ a mixture of both. In this way, open-ended questions allow respondents to answer in their own words while closed questions provide respondents with a series of predetermined responses they can choose from.

2.4 Research statement

How does the use of ludic strategies develop the English-speaking lexicon in second-grade students from "Víctor Manuel Peñaherrera" Institution in the academic period 2021-2022?

2.5   Matrix of operationalization of variables

Operationalization is the process by which concepts are linked to variables, which was an important step in the process of developing this research work. This process involved identifying a variable under study to represent each concept being measured since it began with a concept that was clearly defined and outlined by a theoretical foundation. Therefore, operationalization allowed to ensure consistency in the collection and analysis of data.

Table 3

Matrix of operationalization of variables

Variables	Indicators	Technique	Source of information
Independent variable **Ludic strategies** The ludic strategy is an approach to learning and teaching foreign languages originally rooted in humanistic psychology. It is not a method in itself but a strategy, meaning that it can be used to solve some language or pedagogic problems in the foreign language classroom.	• Benefits of didactic activities. • Importance of didactic activities. • Didactic activities in the English teaching-learning process. • Didactic activities in vocabulary development.	Interview	English teachers at "Víctor Manuel Peñaherrera" Institution
Dependent variable **Acquisition of English-speaking lexicon** Lexical Acquisition deals with how to get the vocabulary of a language or branch of knowledge through didactic methods.	• Gestures and body movement. • Pictures, objects, or realia to teach. • Drilling • Repetition • Storytelling	Survey	second-grade students at "Víctor Manuel

	• Charades		Peñaherrera"
	• Simon says		Institution
	• Interaction		

Author: Juan Carlos Solano

2.6   Participants

2.6.1   *Population*

According to Momoh (2021) a population is a large collection of individuals or objects known to have similar characteristics from which a statistical sample is drawn for a study. The whole population at "Víctor Manuel Peñaherrera" Institution is 645 students in the current school year but in this research work twenty-five second-grade students were considered (sample) from primary school. On the other hand, three English teachers were interviewed face-to-face, since any of them rotates in the assignment of second-grade in Basic General Education each school year.

Table 4

Population

Institution	Class	Students	Teachers	Total
"Víctor Manuel Peñaherrera"	2nd grade "A"	25	3	
Total		**25**	**3**	**28**

Source: English teacher from "Víctor Manuel Peñaherrera" Institution

Author: Juan Carlos Solano

2.6.2   *Sample*

No sample calculation was applied, as the population is less than 100 participants, Therefore, the statistical formula did not apply, due to the population being small. In that sense, the whole population was considered to carry out this research work. Based on this, the non-probability sampling technique was considered because each member of the population has a known chance of being selected. Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on subjective judgment since the participants are selected because they are easy to access rather than random selection (Showkat & Parveen, 2017).

2.7 Data analysis and procedure

The procedure to develop the methodology was carried out through the prior validation and authorization of the research instruments such as the interview and survey by two respective tutors of the English major. First, the selected tutor had the task of judging the content of the questions and through the respective acceptance, the instruments were approved as a first validation. Then, for the second validation of these instruments, another English tutor with experience in the research area was necessary. Once the instruments were authorized, the established formal process of having the permission of the respective authorities at "Víctor Manuel Peñaherrera" Institution was followed. In this way, the interview applied to the three English teachers was conducted face-to-face with prior authorization. Later, the survey addressed to the second-grade students was applied in coordination with the English teacher.

Finally, the information has been collected and subjected to a detailed analysis as well as the results must be interpreted through a tabulation for a better organization of the collected data. Through this stage, it was possible to collect the results according to the answers given by the surveyed population. Therefore, the results were simplified and tabulated to make a descriptive analysis. The data collected from the survey was detailed in tables where the alternative, frequency, and percentages of the collected responses are shown. In addition, pie charts were made in the Excel program with the percentages of each frequency. Based on this, it continues the development of the proposal.

CHAPTER III

3. DATA ANALYSIS AND DISCUSSION

This chapter shows the results collected both from the survey applied to the students and the interview with the English teachers addressed to a quantitative and qualitative evaluation, followed by a discussion of the results.

3.1 Analysis of the survey applied to second-grade students

Figure 2

Gender
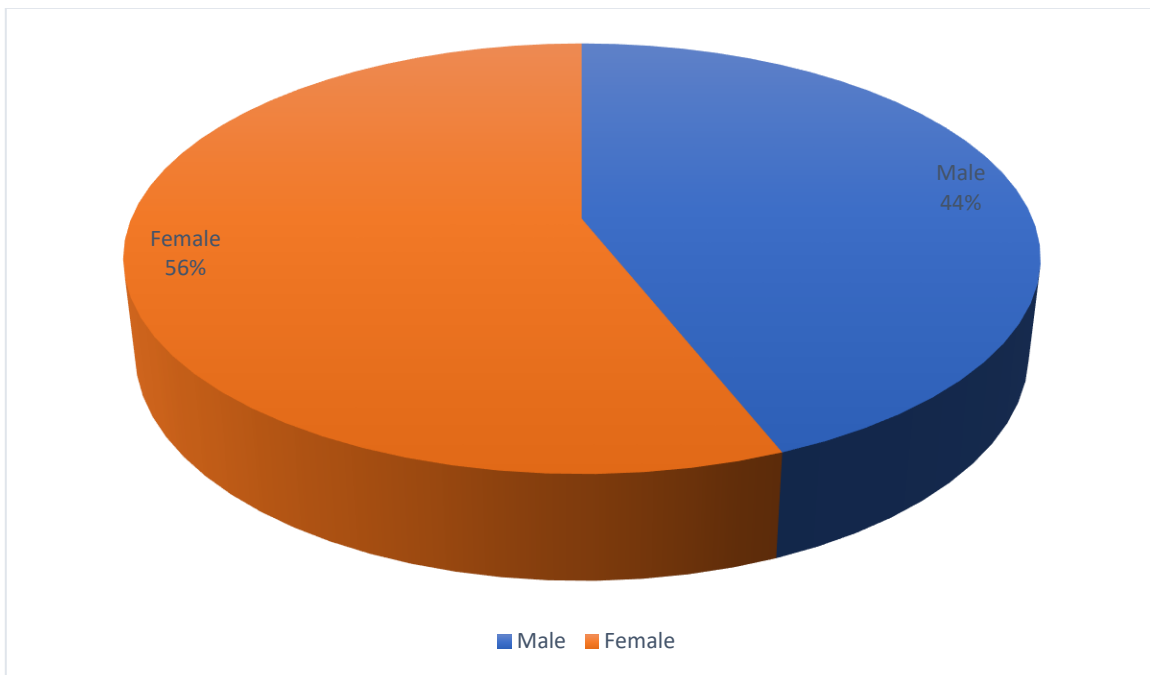
Source: Survey applied to students

Author: Juan Carlos Solano

The graph shows that most of the second-grade students at "Víctor Manuel Peñaherrera" Institution are female. However, in a smaller percentage, it can be seen that the male gender is less than half of the population. In this way, it can be considered that the female gender stands out in the presence of the male gender in the Educational Institution.

Figure 3

Age
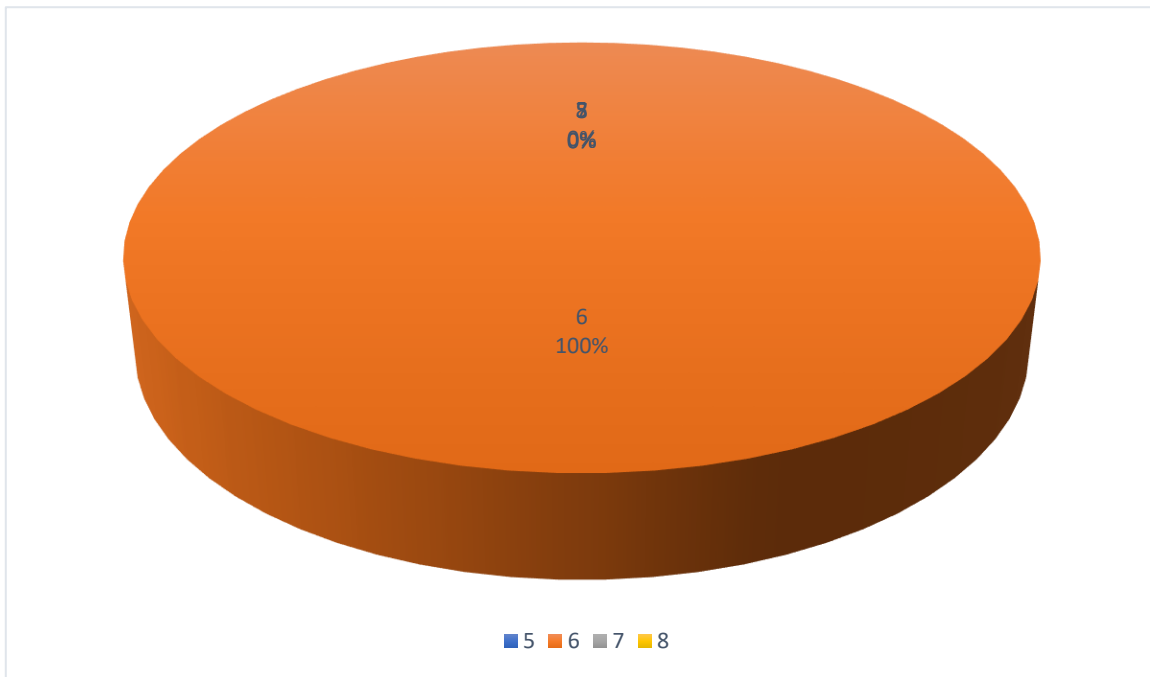
The graph shows that all second-grade students from "Víctor Manuel Peñaherrera" Institution are 6 years old. Based on this, it means that they are at the ideal average age to start elementary school. Therefore, it can be considered a great advantage to begin the academic stage from a correct early age.

Figure 4

Innovative and didactic activities
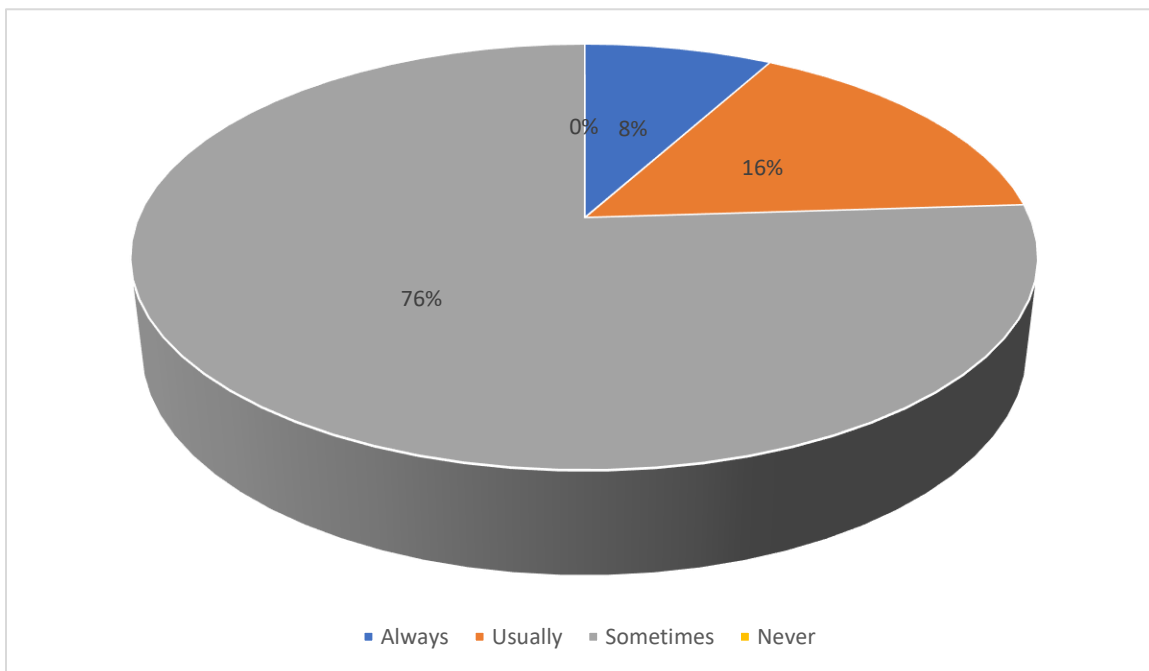
Source: Survey applied to students

Author: Juan Carlos Solano

Didactic activities are considered an educational resource that is used in the teaching process and meets with a growing interest and recognition at schools. In English language teaching, the teacher must use didactic resources as fun warm-up activities before the development of the class (Kozlova, 2021). However, some teachers think that educational didactic activities are a waste of time and prefer not to use them in the classroom, since they have sometimes been considered only for their only fun element. In this context, the graph shows that the teacher sometimes uses didactic activities as a motivating strategy in the class. On the other hand, a lower percentage of students consider that the teacher hardly ever uses them in class. Therefore, it can be said that the teacher considers that these kinds of activities are not an elemental resource in her English teaching process.

Figure 5

Didactic material in class
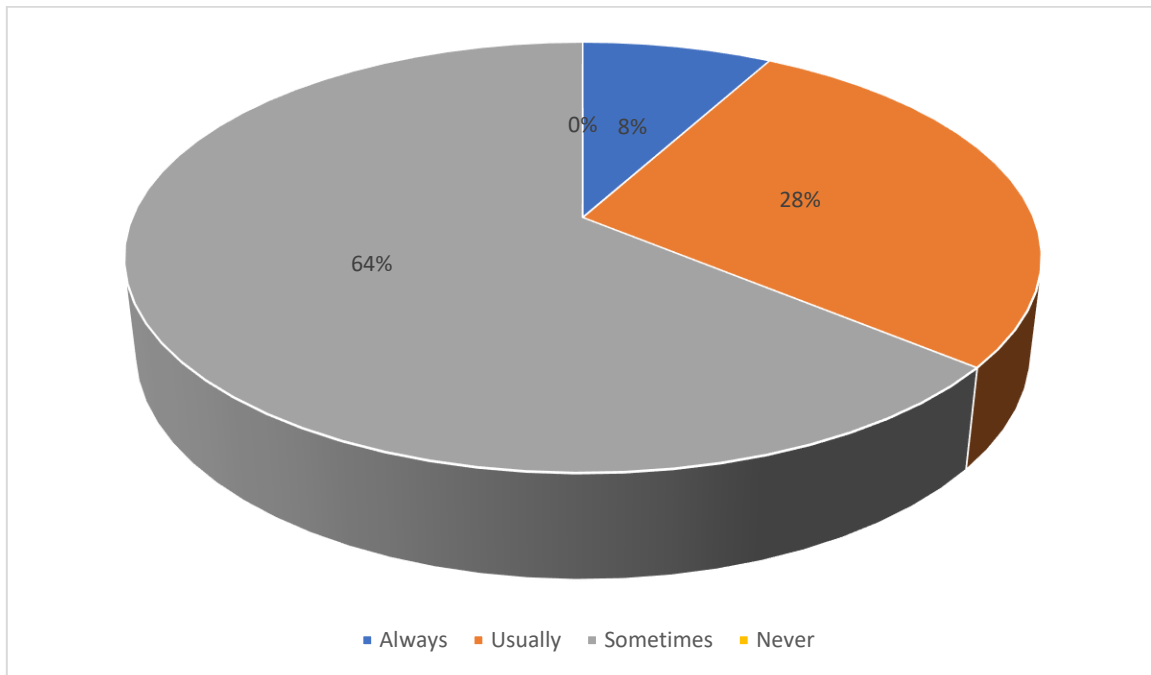
Source: Survey applied to students

Author: Juan Carlos Solano

The graph shows a large percentage that students sometimes use didactic material given by the teacher to improve vocabulary development in class. Consequently, in a lower percentage, it can be seen that students consider the teacher hardly ever uses this kind of material as a teaching resource during class. The teacher should take into account the appropriate didactic material through an interesting technique to make the students enjoy the teaching-learning process (Nisma, 2016). For this reason, teachers must promote students to take advantage of didactic material in their learning process, since the development of vocabulary through this resource is one of the most effective ways that can be applied in the teaching methodology. Therefore, the teacher should take into account didactic material in the class performance that constantly engages the students in creative language use.

Figure 6

Learning needs of each student
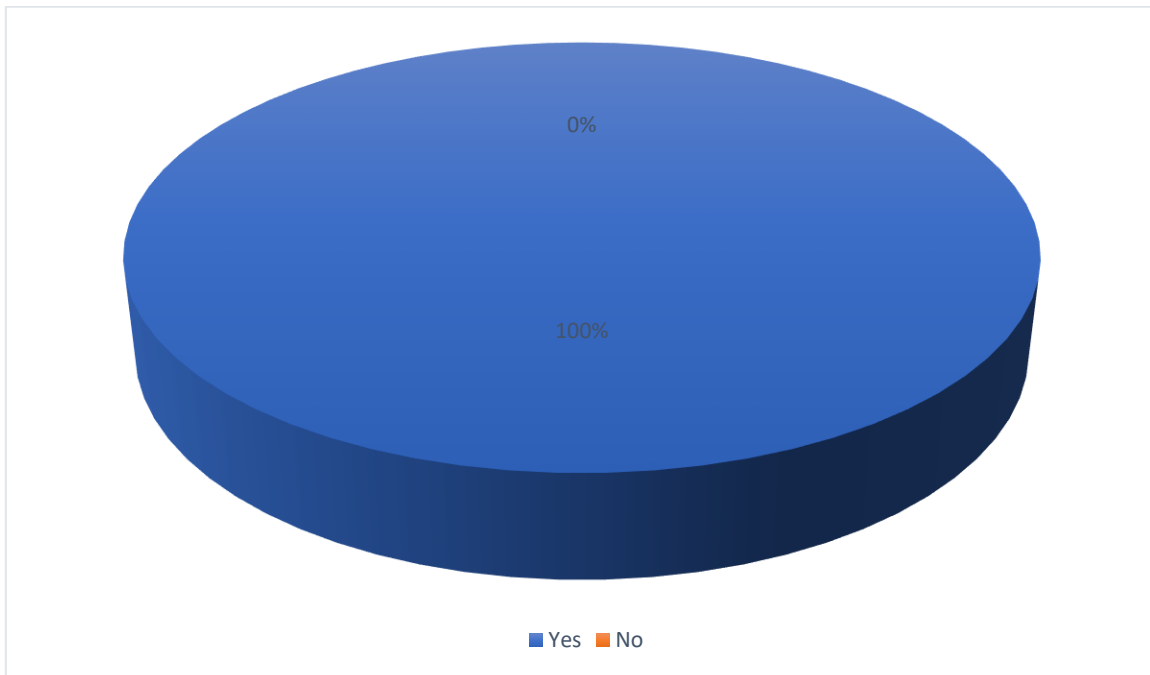
Source: Survey applied to students

Author: Juan Carlos Solano

Teachers should consider the different types of students they may have in their class. In this sense, using a determined curriculum for all students with different intellectual abilities is an important challenge for teachers. Therefore, teachers have the hard task of reinforcing all kinds of intelligence in each student. In this sense, it is a good idea to apply the students some Multiple Intelligence tests to see what kind of intelligence is outstanding for each student. The graph shows a unanimous result with a percentage of 100%, which means that all students agree that the teacher should identify the needs of each student during the English teaching process. The teacher can create a good learning environment that is suitable for each student, since students have different strengths, learning styles, and even learning potentials (Arulselvi, 2018).

Figure 7

Types of activities
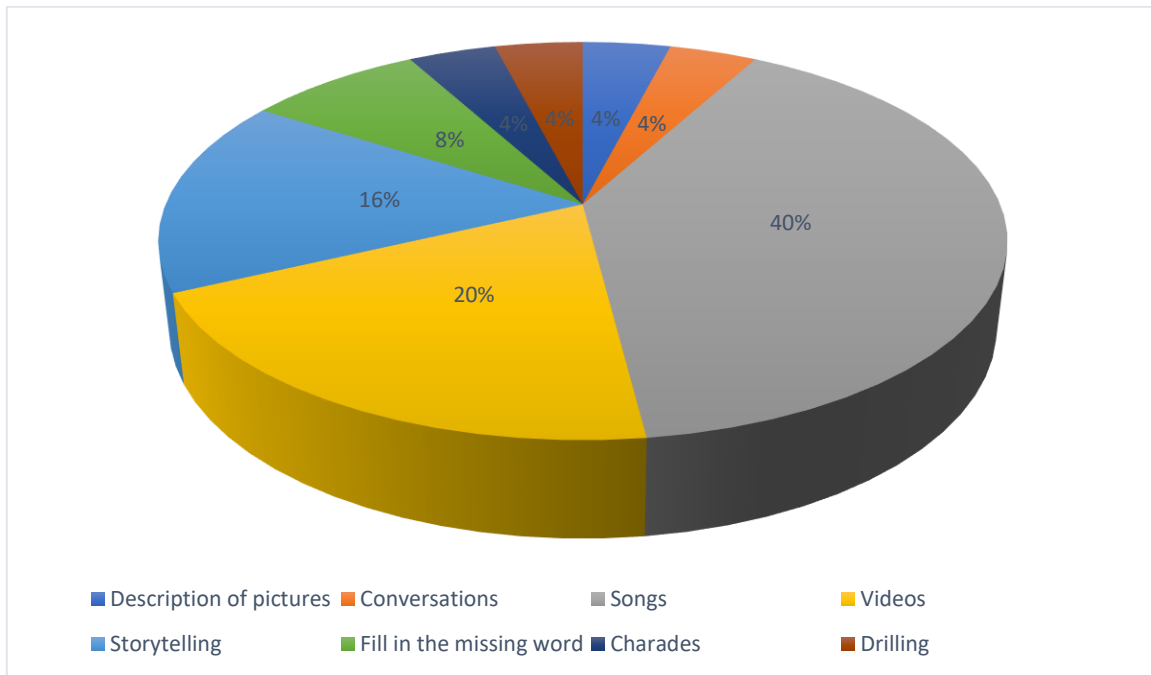
Source: Survey applied to students

Author: Juan Carlos Solano

Many outstanding studies have shown that including songs in the English learning process is a very useful tool. There is one important reason to use songs in educational settings like schools, one of them is that they can be used to teach different topics and language points (Hassani & Hadizadeh, 2021). Using a song is a great way to learn a new language, that is, it is easier for children to learn new words through the rhythm of a language. The graph shows that the data collected based on the activities used by the teacher in her class are very divided. However, most of the students emphasize that they develop new vocabulary through songs. In this sense, students show that songs are a useful tool where they learn new words through repetition. In this way, they develop vocabulary in a fun way during their English language learning process. Therefore, the teacher should choose songs with a lot of rhyming words for students to learn how words are linked together in connected speech.

Figure 8

Interactive teaching methodology
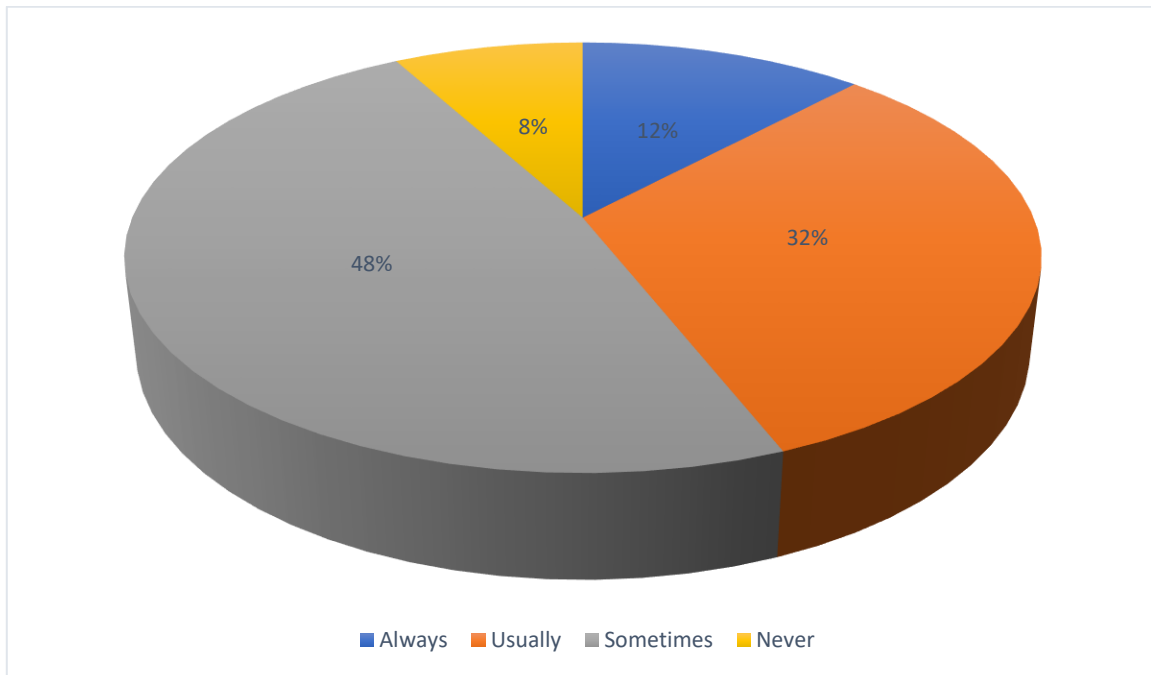
Source: Survey applied to students
Author: Juan Carlos Solano

There is no single method for developing vocabulary since students need a wide range of independent word-learning strategies. However, there are many ways that the teacher can help students to understand new words without making them feel discouraged. The graph shows a high percentage that the teacher sometimes uses an interactive teaching methodology to develop new vocabulary in students. In this sense, the teacher usually does not use an effective methodology to develop the English skills in the learning process. Teachers can encourage vocabulary development by having students connect new meanings to words they already know through interactive activities (Cox, 2019). For this reason, students must have explicit and huge vocabulary instruction to support their verbal and written communication.

Figure 9

Using technological apps
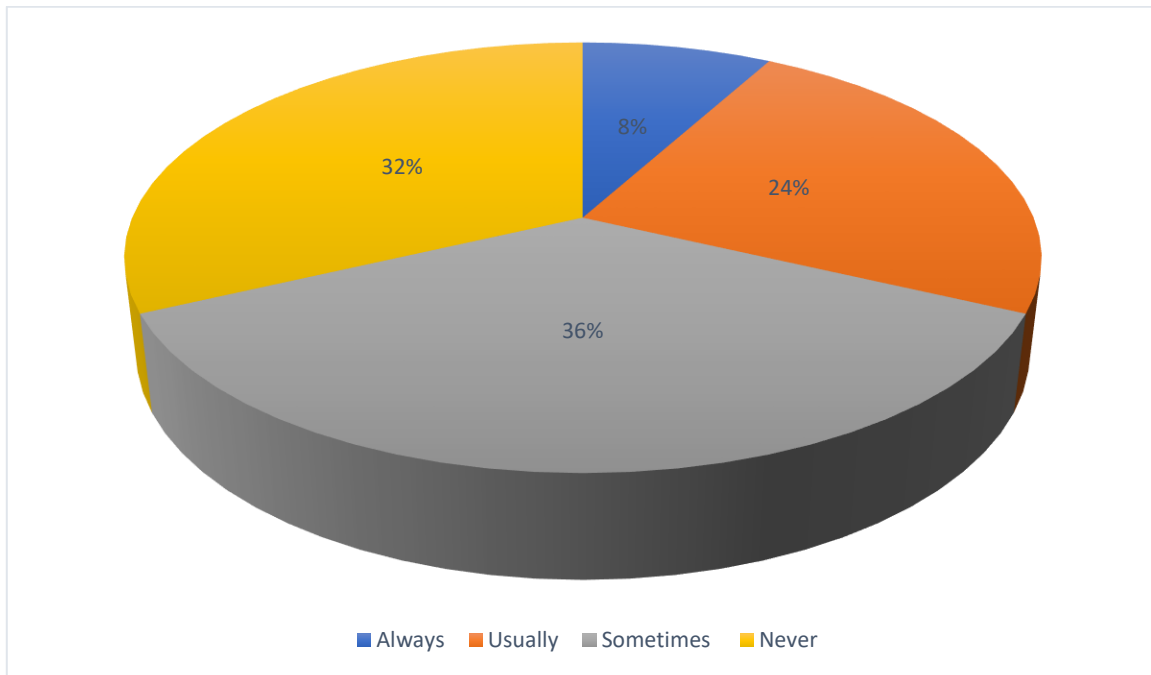
Source: Survey applied to students

Author: Juan Carlos Solano

English Learning apps can help to increase the lexicon in a simple and fun way. English Learning apps have been considered one of the most effective tools to learn English from anywhere in the world (Singh, 2021). In this sense, it has been quite a trend to learn any language through App-based learning, since it has been a revolutionary change. English Learning apps can be useful and can help a lot to improve the English language vocabulary. The graph shows that more than half of the students consider that the teacher does not use apps continuously during English class, which means students concluded that the teacher rarely used English learning apps in class to improve their vocabulary development.

Figure 10

Ludic strategies in the English teaching-learning process
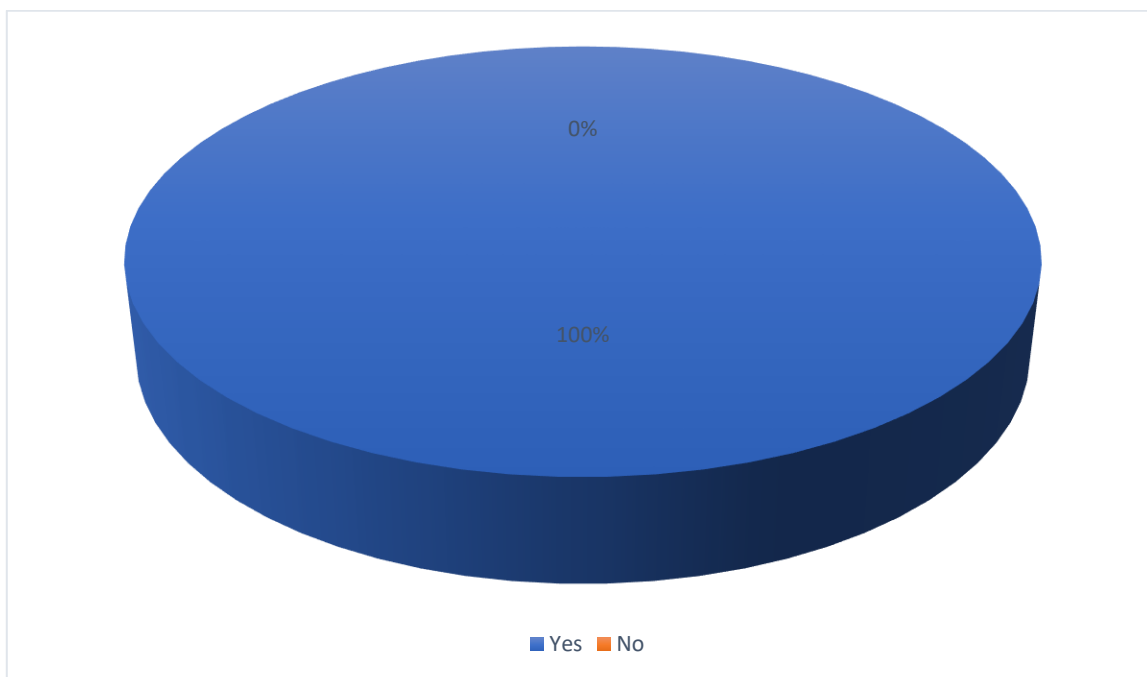
Source: Survey applied to students
Author: Juan Carlos Solano

Ludic strategies are a teaching method in the field of education since they motivate students to volunteer participation. Students who learn based on a ludic framework enjoy the learning process since ludic strategies develop and reinforce reading habits shaping dynamic and active students with a wide range and fluent vocabulary (Edmunds & Lauricella, Ludic Pedagogy: schooling our students in fun, 2021). In addition, ludic strategies promote interaction between students strengthening values such as cooperation and teamwork. In that way, ludic strategies such as didactic activities can be used to promote critical thinking and reasoning. The graph shows a unanimous result that represents 100% agreement by students according to the statement that ludic strategies play a fundamental role in the English teaching-learning process. Therefore, ludic strategies involve students in a way that fosters their creative imagination and enables indirect learning, since students can learn new concepts and stimulate their reasoning.

Figure 11

Good performance in the speaking skill
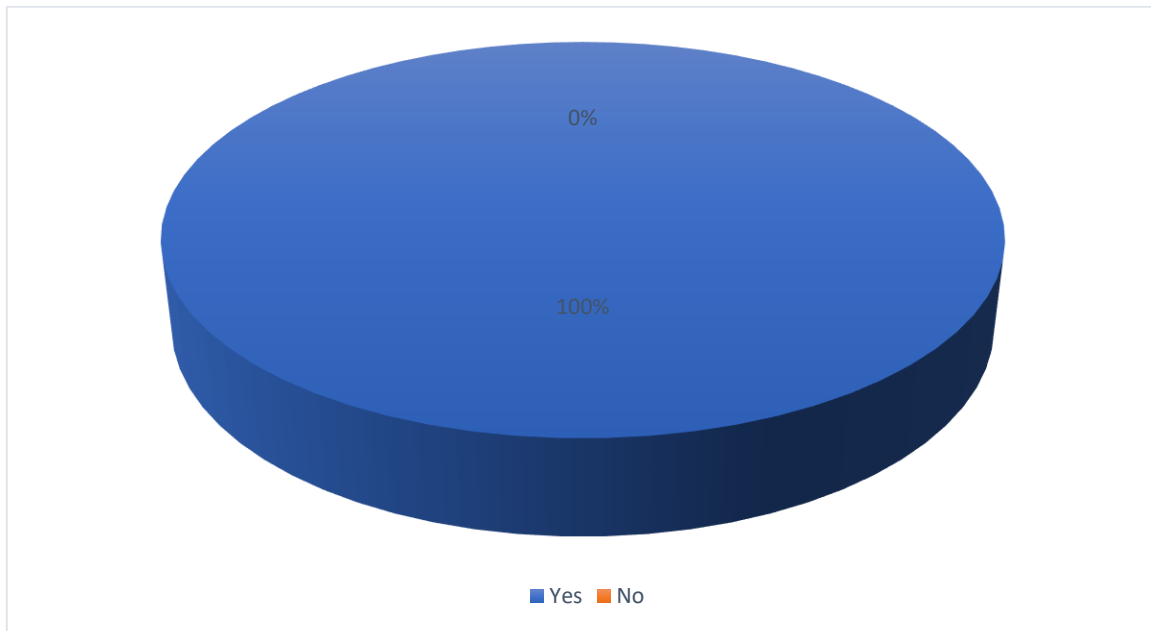
Source: Survey applied to students

Author: Juan Carlos Solano

Learning vocabulary is a constant process of language development by which people acquire words, that begin in the early years of life and it continues along the language learning process. Vocabulary is the main tool for students to have a good performance when they have to speak in an effective way (UK Essays, 2021). In this sense, students must be exposed to new words several times in different contexts to understand in a better way their meaning. The graph shows a unanimous response that represents 100% of the students surveyed. According to their opinion, they agree that learning a wide vocabulary from an early age is a great advantage that will help them in their future to have good performance in their speaking skills. For this reason, knowledge of vocabulary is widely considered the most elemental factor, since children will develop during their time at school, and it will help them to have good performance in their speaking skills. In this way, teachers should create a good classroom environment where students have real-life communication based on learned vocabulary, didactic activities, and meaningful tasks that promote speaking skills.

Figure 12

Level of participation in class by students
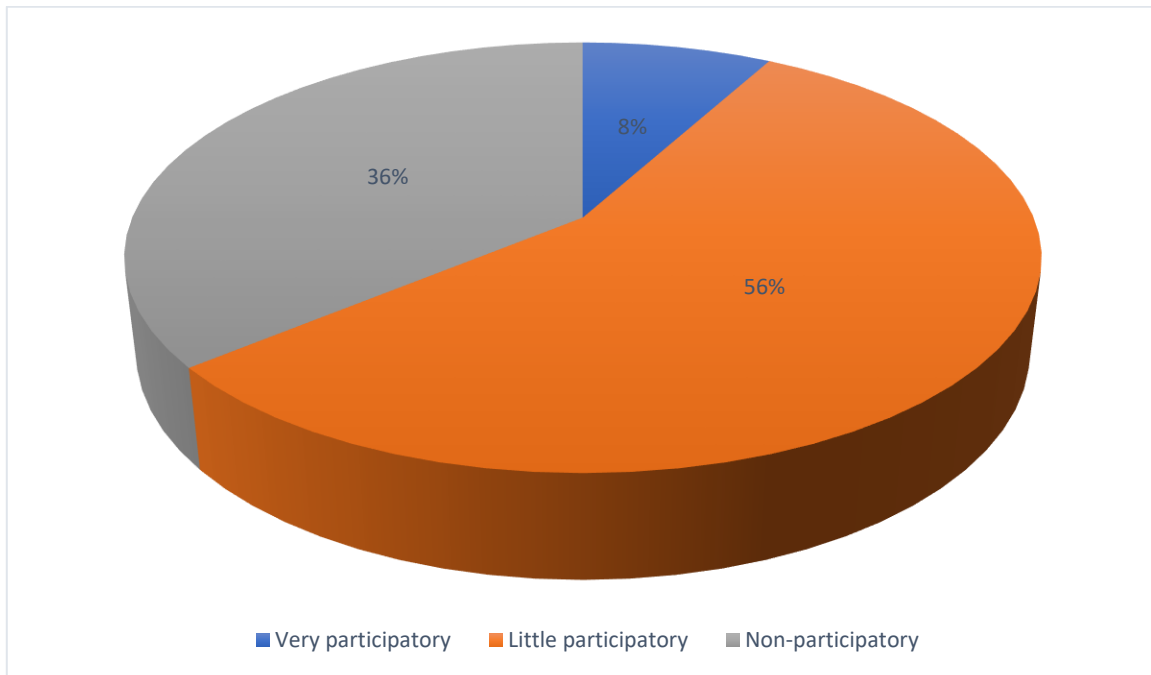
Source: Survey applied to students

Author: Juan Carlos Solano

There are several reasons why students choose not to participate in class, including lack of motivational interest, fear of making mistakes, or even when they are shy students. In the graph, it can be seen that the students have little participation in class, which shows that they are not active learners when the teacher asks them about the topic, or they are even afraid to speak. Additionally, it can be seen in another percentage that they do not prefer to participate in class and just listen to what the teacher says. For this reason, the teacher must create a good classroom environment to generate in students the security and confidence they need to speak. A good attitude of teachers toward their students can affect positively the class participation, that is, students are more likely to participate in class if they have a comfortable relationship with their teacher (Schritter, n, d).

3.2   Interview applied to the three English teachers

1.   From your point of view. How has changed the way of teaching English nowadays?

Teacher A: Irene Guacán

Nowadays the learning process has changed using the virtual form, which it difficult to know the real learning process.

Teacher B: David Villacrés

Due to the pandemic, we as teachers have had to find some new strategies to get the students' attention through technology.

Teacher C: Ximena Yandún

I consider that teaching English has changed with different aspects: materials, techniques, nowadays with virtual teaching.

Education has faced many changes during the current teaching process. One of the most drastic changes that teachers emphasize is virtual or online teaching, due to this new process the main challenges have been difficulty in practical work, interaction, monitoring of students, and especially Internet connection problems. In this way, teachers also evidenced that there is a great disadvantage in relation to the face-to-face teaching process since students do not show great performance in their learning.

2.   According to the current situation. What educational platform do you use in your English class?

Teacher A: Irene Guacán

Most of the students use Zoom, and the others use WhatsApp.

Teacher B: David Villacrés

Flippgrid, Kahoot, YouTube, zoom.

Teacher C: Ximena Yandún

Teams, zoom.

Teachers use Zoom, and Teams as appropriate platforms for their class performance. However, some students do not have a computer or a stable internet connection at home. Therefore, teachers have coordinated with parents that students who cannot join the

synchronous online class sessions will be excused. In this way, teachers have the option to send the tasks and answer any question through WhatsApp. For this reason, WhatsApp has been another means for teachers to keep in touch with students.

3.   In your opinion. Do you think that developing the English-speaking lexicon has been more difficult now?

Teacher A: Irene Guacán

Yes, it has become more difficult, because students are afraid to speak and avoid saying something. Another issue is the internet connection, which prevents appropriate learning in class.

Teacher B: David Villacrés

Yes, because when we were in a face-to-face class we needed fewer resources, and sometimes those were available in high school, now some students do not have a device to send important information and more resources to help them increase their lexicon.

Teacher C: Ximena Yandún

Yes, it is so difficult because the students do not want to use the camera and they are shy.

According to the teachers, second-grade students are afraid to speak during class. In other words, students are not active learners and avoid answering when teachers ask them about the topic. In this sense, teachers consider that developing the English-speaking lexicon in the students has been more difficult now. On the other hand, teachers emphasize that the instability of the Internet connection prevents good class development, and students sometimes have problems with the computer such as audio, camera, or screen issues. As a result, students do not understand or have a clear idea about the topic taught in class.

4.   What are the most common strategies that you use to develop the English-speaking lexicon in students?

Teacher A: Irene Guacán

Picture description, pair work, ask and answer activities.

Teacher B: David Villacrés

Peer evaluation, cooperative learning, flipped classroom.

Teacher C: Ximena Yandún

Warm up, brainstorm, output, role play.

Teachers use some activities to develop the English-speaking lexicon in second-grade students. One of them is picture description, which is an activity where the teacher shows a picture and asks students to find out words related to the picture. The teacher asks them to name the people, animals, and other objects, as well as the action taking place. Other activities are pair work and role play considered teaching techniques used by the teacher since allowing students to develop speaking skills because they interact with each other. Finally, ask and answer activities through cooperative learning are used by teachers when they want to ask any question interactively. In this sense, teachers say the name of any student and he/she answers the question. Then, the student says the name of another classmate.

5.   Have you used a specific app to develop the English-speaking lexicon?

Teacher A: Irene Guacán

No, I have not. Just at the moment of the virtual class.

Teacher B: David Villacrés

Not a specific.

Teacher C: Ximena Yandún

No

Teachers only focus on applying several activities during their class performance, instead of using interactive apps to develop meaningful learning in students. Using apps during the English teaching process can serve as an educational alternative to get some different purposes in a language class since those can provide a good classroom management integration. Unfortunately, teachers do not encourage students to practice vocabulary through a specific app to develop their English-speaking lexicon.

6.   What do you think about using ludic strategies to develop an English-speaking lexicon in students?

Teacher A: Irene Guacán

It could be perfect. I think all strategies that call students' attention will help them.

Teacher B: David Villacrés

It will be very useful to have more ludic strategies in class to give them more meaningful learning.

Teacher C: Ximena Yandún

I agree with ludic strategies.

Teachers agree that using ludic strategies is a good option to develop English speaking lexicon in the students. They emphasize that any activity or strategy that is applied in class must be useful, educational, and interactive. Ludic strategies are considered didactic activities that generate motivation in student learning, which they will feel more motivated in their English learning process. As a result, students will develop a wide vocabulary for better performance in their speaking skills.

7.   From your point of view. Do you think the game as a pedagogical and didactic resource helps the development of the English-speaking lexicon in students?

Teacher A: Irene Guacán

Yes, games are the main activity that students enjoy.

Teacher B: David Villacrés

Games and any other technique that facilitate the acquisition.

Teacher C: Ximena Yandún

Yes, I agree.

According to the teachers, using games in the English teaching-learning process can help increase student participation. Students enjoy learning another language through games since they have fun at the same time. Therefore, games can increase the general motivation of students, and they feel more motivated to learn, pay attention and participate in class activities.

8.   Do you consider important the implementation of a guide of ludic strategies that facilitate the development of the English-speaking lexicon?

Teacher A: Irene Guacán

Of course. It will help all teachers to work with a new alternative like ludic. I think we do not have techniques using ludic materials.

Teacher B: David Villacrés

Yes, sometimes we have the idea, but at the moment of application, there are some things to consider. The development of a guide will help us to apply strategies better.

Teacher C: Ximena Yandún

Yes, perfect.

Teachers support this great initiative based on the proposal about the implementation of a ludic strategies guide that encourages the development of English-speaking lexicon in the second-grade students at "Víctor Manuel Peñaherrera" Institution. In addition, teachers argue that this kind of guide can serve as didactic support material for students in their English learning process. Finally, they say that there was no opportunity to use techniques or any other resources using ludic materials in their lesson plans.

3.3   Discussion

Once the data from both the interview and the survey were collected, the problem could be evidenced due to the lack of use of ludic strategies during the English teaching-learning process. Based on this, second-grade students from "Víctor Manuel Peñaherrera" Institution showed a lack of motivation during their learning process, which was evidenced by the little participation in the English class and lack of interest in learning the target language, which means that students do not develop a wide vocabulary at their early age to be able to express their ideas through a fluid and natural way.

First of all, English teachers still use the traditional method based on repetition and memorization during their class performance and students just follow commands and instructions by them. In addition, teachers have little teaching material and use only the textbook as the only resource in their classes. Moreover, they do not promote a good environment in the classroom to motivate them to be active learners due to the little interaction between students, instead of encouraging students to use different interactive and didactic activities to improve their speaking skills. Furthermore, teachers do not foster to students to use technology through the use of different educational apps to learn new vocabulary and have fun at the same time.

Given this context due to the pandemic, teachers faced unexpected changes in their English teaching process, which evidenced the lack of use of several digital educational programs through technology. Additionally, internet connection problems generated some issues with the audio, camera, or frozen screen, which caused some students to be unmotivated during the online English class. In this way, one of the biggest changes they faced was adapting to virtual or online teaching and using new methods and techniques, instead of the usual face-to-face process that generated great challenges to achieve meaningful learning in students, such as difficulty in monitoring and guide in an effective way, the interaction between students, and answer any questions about the topic. Based on that, this educational process showed the lack of knowledge about the methods, approaches, techniques, and strategies by teachers to encourage students to be motivated in their English learning process.

Therefore, based on the questions asking about the use of ludic strategies in class, students show that there is a lack of implementation of didactic activities that have a motivational emphasis on the English language learning process in an interactive way. Consequently, based on this kind of questions in the survey where some didactic activities are shared with students, can be evidenced that they tend to like music and videos as a learning resource. For this reason, teachers have the opportunity to extend the choice of activities and can choose from a wide variety of options such as drilling, repetition, charades, and even other types of didactic activities such as educational games that involve pictures description, word games, fill in the missing letter, among others, where students agree that the teacher uses these resources in class as an interactive alternative.

Finally, the collected results show that students have a lack of interest in learning the target language due to the traditional method used by the teacher in class, which means that students are not active learners and they do not have a wide vocabulary to develop speaking skills effectively. Therefore, it is necessary to implement a ludic strategies guide to foster students to learn in an interactive way, where they learn and have fun at the same time. This guide is designed with some didactic activities to encourage students to learn on their own, that is, in an autonomous way to achieve a good proficiency in the English language, especially in the development of the English-speaking lexicon.

CHAPTER IV

4. PROPOSAL

4.1   Title

Ludic Strategies Guide to develop the English-speaking lexicon.

4.2   Rationale

This proposal is based on the contributions of some activities taken from The Oral Approach and Total Physical Response. The first one relies on the use of situations to teach language using fundamental elements such as pictures, objects, and or realia, to teach. The second one promotes teaching language or vocabulary concepts by using gestures and body movement to react to verbal input. In this way, it is also fundamental to have the student repeat it many times because repetition is the key to learning and understanding. For this reason, nowadays it is very important that at an early age they are encouraged to learn the target language in a didactic and interactive way. Therefore, providing an educational and methodological contribution to this English teaching-learning process involves the use of support material through the selection of different ludic strategies. In this way, these strategies are considered didactic activities that seek to promote learning and fun at the same time, which generates motivation for students to become active learners, especially those who are afraid to participate in class.

The contribution that this proposal intends is to develop the English-speaking lexicon in students and at the same time motivate them to be part of their learning in an active way. In this sense, students will develop a wide vocabulary based on meaningful learning, which is essential in the English learning process through effective interaction between students and even good teacher-student communication. In this context, the designed activities are easy to understand, which allows students to feel motivated to continue learning autonomously. The activities focused on the methods and approaches were taken from Total Physical Response and The Oral Approach to achieve a good environment, exposition of ideas, and classroom interaction, that is, those contribute to the improvement of social interaction between classmates, which makes this learning meaningful and valuable to them.

The topics of this proposal were designed based on the national English curriculum in the second grade of Basic General Education. The didactic guide includes 4 units that are basic topics of Basic General Education taken from the book of the Ministry of Education. On the other hand, students are expected to reach the Pre A1.1 level according to the Common European Framework of Reference for Languages. In this sense, this selection of units was proposed to cover the established parameters, and at the end of the lesson of each unit, there are some activities to evaluate the knowledge learned of each topic.

4.3   Theoretical foundation

This ludic strategies guide is considered an educational support resource, which is designed by a set of didactic activities to develop the English-speaking lexicon in students. For this reason, each ludic strategy was selected based on the main features of the methods and approaches such as the Total Physical Response and the Oral Approach that will allow teachers to innovate their didactic material during the English teaching process. In addition, students can improve their oral expression to achieve good communication between classmates and become active learners in each class participating fluently and naturally. Therefore, following an established method is necessary to motivate students, since learning English is a constant process where vocabulary knowledge is an important key to developing fluency and accuracy in speaking skills. This proposal seeks to generate interest in students in their English learning process, and once they have a wide vocabulary, they will be able to develop their speaking skills.

Given this context, this proposal is focused on the contribution that the Oral Approach helps to promote vocabulary development for the benefit of students. In this sense, vocabulary was considered one of the most important parameters of target language learning, and grammar was the implicit sentence patterns of the spoken language. The Oral Approach was based on the structural view, since both speech and structure were considered the basis of language, especially in speaking skills (Richards & Rodgers, 1986). In addition, it uses a situational approach to introduce new sentence patterns and a drill-based manner of practicing them. For this reason, the types of activities designed in this proposal include the use of objects, pictures, realia, actions, and gestures to demonstrate the meaning of new language items. Therefore, a useful technique was taken into account to introduce a new

lesson or new elements of the language, since drilling promotes knowledge development by repeating a model provided by the teacher. Moreover, spaced repetition was considered a teaching technique, since the idea is that effective repetitions guarantee appropriate learning at any stage of the English teaching process.

On the other hand, this proposal also involves the Total Physical Response, which focuses on the process of how children learn their mother tongue. In other words, this method is highly effective and useful for the English learning process, which involves approaching the other language in the same way that the mother tongue is learned. Total Physical Response is a language learning method that promotes vocabulary acquisition through the use of body movements (Richards & Rodgers, 1986). In this sense, the implementation of this system through the proposal allows the teacher to focus on the imitation of the natural process of vocabulary acquisition. Additionally, for this type of learning to become internalized, the teacher and any student must take on the roles of parents, either father or mother, and child, respectively. Therefore, students must respond through imitation using gestures and body movements after instructions by the teacher. In this way, the designed activities can always be used in a classroom, and they are more effective in certain specific situations such as group singing, charades, storytelling, and Simon says.

Finally, the contribution of this ludic strategies guide is considered an educational support material that allows for innovating the English teaching-learning process. In this sense, it is important to implement a Ludic Strategies Guide, which consists of 4 academic units according to the national curriculum of the English subject. Each one of them has 3 lessons that involve basic topics to acquire a wide vocabulary and effectively develop speaking skills. Therefore, both the teacher and students are aware that the implementation of these strategies allows for a better understanding of the topic since they are a reinforcement of each academic unit in class. In addition, the didactic activities generate interest to improve the English-speaking lexicon, since they encourage students to participate in their learning because those are known as motivating, fun, meaningful, and interactive strategies in this educational process.

4.4   Objectives

4.4.1   General objective

- To design ludic strategies based on the Total Physical Response and the Oral Approach to develop the speaking skills in the second-grade students.

4.4.2   Specific objectives

- To provide ludic strategies to encourage active participation and interaction between classmates in the second-grade students.
- To create didactic activities as educational support material to motivate the English learning process in the second-grade students.

4.5   Beneficiaries

4.5.1   Direct beneficiaries

First, the direct beneficiaries are the second-grade students at "Víctor Manuel Peñaherrera" Institution. The contribution of this Ludic Strategies Guide through didactic activities in the English learning process will be a good support material in class. Then, English teachers are also the direct beneficiaries, since one of the most relevant aspects of this research work has been to provide a guide with didactic activities as an educational resource. Teachers must take into account how to use the vocabulary already learned or the new vocabulary to develop meaningful learning in students. Finally, the direct beneficiary is the "Víctor Manuel Peñaherrera" Institution, because the implementation of this proposal is an academic contribution since it has the approval of the institution's authorities. For this reason, they are aware that the importance of using ludic strategies is essential in the curriculum during the English teaching-learning process.

4.5.2   Indirect beneficiaries

On the other hand, the indirect beneficiaries are parents, since in this process they have been the ones who guide their children through the monitoring of activities sent by the teacher. The role of parents in the academic stage is fundamental since they help their children to assume the commitment required in the fulfillment of activities and homework. In addition, they always give elementary support to carry out correct time management, that

is, they help them to be punctual in the established class attendance schedules and to keep their classwork in case of any question about the grade. Finally, another indirect beneficiary is society, since education is one of the main factors that generate the development of a country. Therefore, speaking English is essential to achieve better academic and professional progress.

4.6   Impacts

The positive impacts that this proposal tends to achieve are the following: educational, social, and cultural.

4.6.1   *Educational impact*

Ludic strategies for the development of the English-speaking lexicon generate a great positive impact on the English teaching-learning process. The contribution of a didactic guide using ludic activities is focused on the fun and learning at the same time, where students develop a wide vocabulary. In addition, the didactic activities involve educational games as an interactive element, since they are considered an alternative resource that generates motivation in student learning. In this sense, once students are motivated to learn new vocabulary in an interactive way that is different from the traditional one, they will feel encouraged to participate in class. Therefore, this proposal generates a great impact since students will autonomously be part of their learning.

4.6.2   *Social impact*

The didactic strategies are focused on the acquisition of vocabulary to improve oral production in students. In this sense, students learn a wide vocabulary that allows them to develop speaking skills effectively. Therefore, students achieve meaningful learning of the English language at an early age, which is essential to communicate with others. In other words, students will be able to express their ideas about each topic in a fluid and natural way. As a result, students will improve their social skills, that is, they can interact with the teacher voluntarily and actively. In this way, they will be active learners during class, which is beneficial to continue developing the good performance of their speaking skills.

4.6.3 Cultural impact

Enriching cultural knowledge in students is as important as learning a new language like English. When students learn the English language, they have the opportunity to get to know a different culture, that is, they extend their vision of the world and understand different styles of thinking. In this sense, learning English will not only be a great tool to travel or have an academic requirement, but it will also be a door to discovering new cultures and lifestyles. Therefore, students must be more motivated because getting to know a culture through learning a language like English is the means to have a more enriching intellectual, affective, moral, and spiritual life. In this way, the teacher must emphasize that language and culture are inseparable elements in the English teaching-learning process.

4.7   Development

The implementation of the Ludic Strategies Guide is focused on providing the teacher with different didactic activities that can be used to motivate students to develop the English-speaking lexicon interactively. This Ludic Strategies Guide has 4 academic units based on general knowledge topics of Basic General Education taken from the book of the Ministry of Education. Therefore, this guide is considered an educational support material, which includes the use of pictures, didactic objects, music, and videos to carry out some of the designed activities with the respective instructions for each topic.

Ludic Strategies Guide to develop the English-speaking lexicon

The Oral Approach

Total Physical Response

Pre A1.1

Index

Unit 1

Topics	Structure	Language Items	Vocabulary
Lesson 1: Greetings and Introductions			
Hello	Wh- question with verb to be: • What's	Hello. My name is María/Pedro. What's your name? Goodbye, Pedro/María.	**Words** Hello, name, your, good-bye, my, What's.
Lesson 2: Classroom objects			
Question What's this?	Wh- questions with verb to be: • What's	What's this? It's a book / pencil / an eraser window / desk / pen / ruler / bookcase, computer, clock.	**Words** a, an, book, it, is, eraser, pencil, door, window, desk, pen, ruler, bookcase, computer, clock, board, What's.
Lesson 3: I like / I don't like			
Question Do you like.......?	Auxiliar verb to ask: • Do	Do you like chicken / milk / cheese / bread / carrots / ice cream / eggs / grapes / chocolate / pizza / bananas / peas? Yes, I do. No, I don't.	**Words** bread / carrots / ice cream / grapes / eggs / chocolate / pizza / bananas / peas / Do / you / like / chicken / milk / cheese / I / yes / no / don't.

Unit 2

Topics	Structure	Language Items	Vocabulary
Lesson 1: Fruit			
Question What fruit do you like?	Wh- question with auxiliary verb to ask: • What fruit do	What fruit do you like? I like apples / tangerines / bananas / oranges / blackberries / grapes / melons / pineapples / lemons / strawberries.	**Words** oranges, blackberries, grapes, melons, pineapples, lemons, strawberries, What, fruit, do, you, like, I, apples, tangerines, bananas.
Lesson 2: Animals			
Farm Animals Question What animal is this?	Wh- question + noun: • What animal	What animal is this? Cow, horse, chick, sheep, duck, cat, dog, pig.	**Words** animal, is, this, cow, horse, chick, sheep, duck, cat, dog, and pig, What.
Lesson 3: Numbers			
Numbers from 1 to 10 Question How many animals are there?	How many + plural countable nouns. • How many	How many frogs are there? I see 9 frogs / dogs / ducks / birds / horses / ladybugs / fish / butterflies / monkeys / bees.	**Words** How, many, are, there, I, see, nine, frog, What, animal, are, these, dog, duck, bird, horse, ladybug, fish, butterfly, monkey, bee. **Figures:** 1 2 3 4 5 6 7 8 9 10.

Unit 3

Topics	Structure	Language Items	Vocabulary
Lesson 1: Colors			
Questions What color is it? What's your favorite color?	Wh-question + noun: • What color Wh-question with verb to be: • What's	What color is it? It's yellow. What's your favorite color? My favorite color is yellow/ blue/purple/orange/red/pink/green.	**Words** my, favorite, color, is, yellow, blue, purple, orange, red, pink, green, What, color, it, yellow, your.
Lesson 2: Clothes			
Questions What's this? What are these?	Wh-question with verb to be: • What's • What are	What's this? It's a jacket/shirt/t-shirt/dress/ sweater. What are these? They are shoes/jeans/socks/pants.	**Words** they, are, shoes, jeans, socks, pants, What, is, this, it, a, jacket, shirt, t-shirt, dress, sweater, are, these.
Lesson 3: Prepositions of place			
on-in-next to-behind-under Question Where is it?	Wh-question with verb to be: • Where is	Where is it? It's on/in/next to/behind/under the box.	**Words** it, is, on, in, next to, behind, under, the, box, Where.

Unit 4

Topics	Structure	Language Items	Vocabulary
Lesson 1: Parts of the body			
Question What part of body is this?	Wh-question+noun • What part	What part of body is this? This is my mouth/head/shoulders/knees /toes/ears/eyes/nose.	**Words** this, is, my, mouth, head, shoulders, knees, toes, ears, eyes, nose, What, part, of, body.
Lesson 2: Shapes			
Question What shape is this?	Wh-question+noun • What shape	What shape is this? It's a square/circle/triangle/ rectangle.	**Words** square, circle, triangle, rectangle, it, is, a, What shape, this.
Lesson 3: Jobs			
Questions What do you do? What's your dream job?	Wh-question+auxiliar verb to ask • What do Wh-question with verb to be • What is	What do you do? I'm a student. What's your dream job? I want to be a soldier/ driver/doctor/dentist/chef/lawyer.	**Words** do, I, am, a, student, What, you, is, your, dream, job, want, to, be, soldier, driver, doctor, dentist, chef, lawyer.

About this Ludic Strategies Guide

This guide is considered an educational support material to help students when they are just beginning to learn English.

For this reason, the guide includes didactic activities based on topics from the book of the Ministry of Education. According to the Common European Framework of Reference for Languages, the goal is to encourage students to have good proficiency in the English language at an early age.

Therefore, students will have a wide vocabulary to develop their speaking skills focused on the Pre A1.1 Starters level.

The Oral Approach

The Oral Approach employs a situational perspective to present new sentence patterns and a drill-based practice. Therefore, the designed activities are focused with a great emphasis on oral practice, grammar, and sentence patterns, and they are carried out as follows: listening practice, choral and individual repetition, elicitation, substitution, question-answer drilling, and correction.

Total Physical Response

In Total Physical Response, some strategies can be mentioned that help to improve the English learning process in an interactive way, that is, incorporating the use of body movement into the vocabulary acquisition. The designed activities include group singing, charades, storytelling, role play, and Simon says.

Unit 1

- ► **Greetings and introductions**

- ► **Classroom objects**

- ► **Likes and dislikes**

Greetings and Introductions
Lesson 1

Hello

Hello
My name is
María
What's your
name?
Pedro
Goodbye,
Pedro/María

ACTIVITY 1

Strategy: Spaced Repetition

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, a ball that can be thrown across the classroom.

Objectives:

After this lesson, the students will be able to:

· say hello and goodbye to the teacher and classmates.

· ask classmates their names.

Warm-up:

·The teacher begins the lesson with a song: Hello Hello! Can You Clap Your Hands?

https://www.youtube.com/watch?v=fN1Cyr0ZK9M

· The students repeat the song together with the teacher.

· Students imitate the gestures and movements used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

· The teacher asks the students what they say when they see someone they know.

· The teacher represents the greetings of both hello and goodbye.

· The teacher leaves the classroom saying "Goodbye". Then the teacher walks into the classroom again and says "Hello" to the whole class.

· The teacher repeats this introductory greeting process three times.

· During this stage, the teacher uses actions through gestures so that the students respond in an effective way.

· In this way, the teacher opens the classroom door and says: "Hello", incorporating movement through his hand representing a cup over his ear.

· The teacher uses the spaced repetition technique at 15-minute intervals to internalize the vocabulary.

· Therefore, students are expected to say "Hello" in a natural way every time the teacher enters the classroom.

· As a result, the teacher continues to come and go and expects students to say "Goodbye" and "Hello" to him/her each time he/she enters and leaves the classroom.

Retrieved from https://www.istockphoto.com/es/vector/profesor-entrando-en-el-aula-gm1182817218-332294319

PRACTICE

· The teacher asks some students their names and they respond as follows: My name is...

· The teacher writes on the board this introduction about a short conversation.

Student A: Hello

Student B: Hello

Student A: My name is Maria.

What's your name?

Student B: My name is Peter.

Student A: Goodbye Peter

Student B: Goodbye Maria

· The students have to practice this little conversation.

· The teacher asks the students to change their respective names.

· The teacher allows students to stand up and walk around the class to introduce themselves to their classmates.

· The students have to walk around the class and every time the teacher says stop, they have to find a partner.

· The students have to introduce themselves and greet as many classmates as possible.

Retrieved from http://cuatropecas.blogspot.com/2014/01/interaccion-social.html

PRODUCTION

- The teacher asks the students to sit in a circle.
-    The teacher holds a ball in his/her hand and introduces himself/herself to the whole class:
Hello.
"My name is _____"
Goodbye class.
- Then, the teacher throws the ball to any student who will repeat the same introduction.
-    All students have to catch the ball and introduce themselves as the example given by the teacher: hello, name, and goodbye.

ACTIVITIES
Hello and Goodbye

1. Paint with green color the hello hands and with blue color the goodbye hands.

2. Look and complete the correct names and greetings

Dora   Mario   Steven   goodbye   hello

Steven

_____   _____

_____   _____

3. Complete the following conversation with the correct words from task 2.

Hello.
What's your
.............?

_____

Hello.
My name is
....

Hello.
My name is
....

....
My name is
....

_____

4. Speaking activity

- The teacher in this activity will emphasize that students introduce themselves to each other.
- The teacher will ask the students to stand up and walk around the classroom. Then, the teacher will ask them to work in pairs.
- The students have to find a partner and introduce themselves to each other.
- The teacher asks them to ask the following 2 simple questions: For example:

Student A: Hello

Student B: Hello

Student A: My name is Martin.

Student A: What's your name?

Student B: My name is Simon.

Student A: Goodbye Simon.

Student B: Goodbye Martin

- Once the students have finished their short conversation, they will swap partners and introduce themselves again.
- For this activity, the teacher will give the students 6 minutes to interact with each other. When the students have finished, they will sit back in their respective seats.

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Classroom objects

Lesson 2

What's this?

Teacher: What's this?
Teacher: It's a board.
Teacher: What's this?
Student: It's a board.

ACTIVITY 2

Strategy: Drilling (Simple substitution drill)

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, flashcards, sheet of paper, and a poster about classroom objects.

Objectives:

After this lesson, the students will be able to:

- recognize the different objects around the classroom.

- substitute one or more keywords to say the new structure using the given sentence pattern.

Warm-up:

·The teacher begins the lesson with a song: ·What's this? What's that? - Exciting song - Sing along.

https://www.youtube.com/watch?v=oT8Spbv4y3s

An eraser. It's an eraser.

·   The students repeat the song together with the teacher.

·   Students imitate the movements used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

· Based on the previous lesson, the teacher greets the students at the beginning of the activity. The teacher says "Hello" to the whole class.

· The teacher emphasizes this aspect because it is important for the students to internalize the acquired vocabulary since it helps the children to feel comfortable in the following activities.

· In this way, the teacher chooses 12 things before the start of the activity, such as classroom objects.

· The teacher uses the drilling technique (simple substitution drill) through flashcards.

For example:

door / pencil / eraser / board / book / window / desk / pen / ruler / bookcase / computer / clock.

· First, the teacher starts the activity and shows each picture of the classroom objects to all the students. Then, the teacher starts an introductory performance with each object.

· In this way, the teacher gives the respective instructions and the students must follow them each time.

For example:

Board	Desk
Teacher: What's this?	Teacher: What's this?
Teacher: It's a board.	Teacher: It's a desk.
Teacher: What's this?	Teacher: What's this?
Student: It's a board.	Student: It's a desk.

· Therefore, the teacher asks these questions using all selected objects and the students answer them as in the example above.

PRACTICE

· The teacher uses flashcards in a didactic activity called: jump on it.

· The teacher divides the students into 2 teams for a relay race.

· Therefore, the teacher asks the members of each team to stand from corner to corner.

· The teacher distributes the flashcards on the floor

· The game takes place as follows:

Every time the teacher says the name of a classroom object, the students in each team must be ready to find the flashcard and say the respective object.

· In this way, a student from team A faces another student from team B.

· After hearing the name of the object said by the teacher, each student runs to find the respective flashcard.

· The first student who recognizes the appropriate object must jump on it and say its name to the whole class.

· The teacher stops the game when he/she has one student standing.

· As a result, the student who wins each round in this game gets a point for her/his team. In the end, the team with the highest score wins the game.

PRODUCTION

· The teacher places a poster with the classroom objects' vocabulary on the board.

· The teacher asks the students to go to the board so that they recognize the objects in a better way.

· The students point to the learning objects on the picture and say the correct word for each one. For example, It's a pencil, it's an eraser, and so on.

Retrieved from https://www.shutterstock.com/es/image-vector/teacher-standing-teaching-front-children-raising-530639380

ACTIVITIES

What's this?

1. Write the correct words for each picture in the blank spaces.

pencil

2. Identify and circle the correct word for each picture.

| desk | chair | book | pen |

| notebook | pencil case | board | compass |

2. Identify and circle the correct word for each picture.

bookcase	pins	clip	pencil
stapler	eraser	calculator	ballpoint
book	highlighter	scotch tape	paint
ruler	glue	beaker	computer
paper	pencil	file holder	map
door	clock	board	globe

3. Speaking activity

- The teacher asks the students to arrange their chairs in two circles, one inside the other.
- The teacher will provide a sheet of paper to the students, which is printed with pictures of classroom objects. The students inside the circle will be the ones with the sheets of paper.
- The teacher asks the students to show the sheet of paper to their partners who are in front of them. The students inside the circle ask for any object so that the others say the name of each one.

For example: :

Student A: What's this? Later, Student B: What's this?

Student B: It's a ruler Student A: It's a pen

- When a change is called, the outside circle must move to the next partner in a specific direction.
- Later, the students outside the circle will change turns and now they will be the ones to show the sheet of paper and the others will have to answer.
- The teacher will give the students 10 minutes for this activity.

I like / I don't like

Lesson 3

Do you like....?

Do you like chicken?

Yes, I do.
No, I don't.

ACTIVITY 3

Strategy: Drilling (Question and answer drill)

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, markers to draw on the board, flashcards about food, pen/pencil, and a bottle.

Objectives:

After this lesson, the students will be able to:

· answer simple questions in an affirmative and negative way.

· identify tastes and preferences through facial expressions.

Warm-up:

·The teacher begins the lesson with a song: Do You Like Broccoli Ice Cream?

https://www.youtube.com/watch?v=frN3nvhIHUk
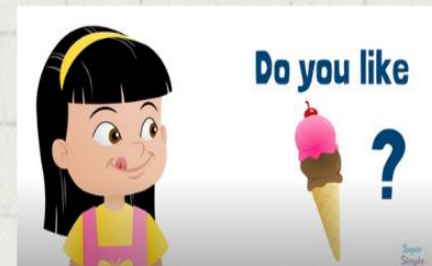
· The students repeat the song together with the teacher.

· Students imitate the gestures used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

· First of all, the teacher greets the students at the beginning of the activity. The teacher says "Hello" to the whole class.

· The teacher emphasizes this aspect because it is important for the students to internalize the acquired vocabulary since it helps the children to feel comfortable in the following activities.

· The teacher in this activity draws a happy face on one side of the board and a sad face on the other.

· The teacher takes a middle position by standing between the two faces and asking: Do you like ice cream? Therefore, the teacher jumps to the side of the board where the happy face is, and she/he says: Yes, I do.

· In the same way, the teacher repeats this process with a negative example: Do you like onions? No, I don't. The teacher now jumps to the other side where the sad face is.

· The teacher can ask more questions and repeat this process with more examples for students to associate both facial expressions and positive or negative responses:

For example:

Do you like milk/cheese/bananas/carrots?

· Therefore, students realize how to react to this question related to their personal tastes and preferences.
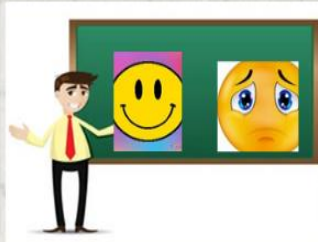
PRACTICE

· The teacher uses the drilling technique (question and answer drill). The teacher gives students practice with answering questions.

· The teacher has the following vocabulary list, which is used with the question: Do you like ....?

chicken / milk / cheese / bread / carrots / ice cream / eggs / grapes / chocolate / pizza / bananas / peas?

· Based on the previous activity, the teacher also uses flashcards to reinforce vocabulary and the appropriate response:

Yes, I do.

No, I don't.

· The teacher asks two or three students to go to the board to show the task performance. The teacher places the students in a middle position between the two faces. At this point, the teacher emphasizes to the students that there is no single correct answer, it just depends on their personal tastes, and there may be different answers.

· The teacher asks and shows the flashcard to the students and they have to answer the question and jump to either side.

- The teacher must put the order and after each answer before the next question, the students must return to a middle position. The rest of the students who did not participate can now join the activity.

PRODUCTION

· The teacher adds more vocabulary through 12 flashcards that will be used in this game called spin the bottle.

· The teacher asks the students to sit in a circle with a bottle in the middle.

· The teacher stands in the middle and spins the bottle. Once the bottle stops spinning it will point to a specific student.

· The teacher shows a flashcard to this student and at the same time asks a question.

For example:

Do you like chicken?

· The teacher emphasizes that this student must answer this question through a facial expression.

In this case, with an affirmative answer: Yes, I do; a happy face.

Or with a negative answer: No, I don't, a sad face.

· If the student answers the question correctly, he/she will be the one to spin the bottle and ask a question. If that doesn't happen, the teacher will continue to spin the bottle and ask questions in the same way.

Retrieved from https://www.wikihow.com/Play-Spin-the-Bottle

ACTIVITIES

Do you like ....?

1. Complete the questions with the correct words from the box. Then, choose your response and paint the sad or happy face in yellow.

bananas	eggs	grapes	pizza	carrots
bread	chicken	chocolate	milk	cheese

For example:

1. Do you like *grapes*? — Yes, I do / No, I don't

2. Do you like ....? — Yes, I do / No, I don't

3. Do you like ....? — Yes, I do / No, I don't

4. Do you like ....? — Yes, I do / No, I don't

5. Do you like ....? — Yes, I do / No, I don't

3. Write the names of each one.

Eggs
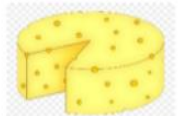
In the following table, answer in the first column about yourself. Then, ask a classmate and write the answers in the second column. Put a check ✔ or a cross ✗ to each one like the example below.

Do you like ……….	Me	Classmate
	✔	
	✗	

Paint the face that you consider appropriate during the performance of activities in Unit 1.

- 😃 = I did a great job at this today!
- 😐 = I was okay at this today. I can do this better tomorrow.
- ☹️ = I did not do this well today. I can definitely do this better tomorrow.

Today, I...

	😃	😐	☹️
followed school and classroom rules.	😃	😐	☹️
followed directions the first time they were given.	😃	😐	☹️
stayed on task and did my work.	😃	😐	☹️
listened when the teacher and other students were talking.	😃	😐	☹️
raised my hand and participated in class discussions.	😃	😐	☹️
finished my work on time.	😃	😐	☹️

Comments:

Student	
Teacher	

Unit 2

► **Fruit**

► **Animals**

► **Numbers**

Fruit

Lesson 1

What fruit do you like?

I like apples

ACTIVITY 1

Strategy: Drilling (Question and answer drill).

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, small plastic fruit to encourage class performance, flashcards about fruit vocabulary, a box to put the fruit inside, and small pieces of each fruit.

Objectives:

After this lesson, the students will be able to:

· say the different fruit.

· answer about their favorite fruit.

Warm-up:

·The teacher begins the lesson with a song: Learn 12 Fruits - What Fruit Do You Like?

https://www.youtube.com/watch?v=SAmMB5XpSeQ

· The students repeat the song together with the teacher.

· Students imitate the gestures and movements used by the teacher for each command during the song.

PRESENTATION

- The teacher can get small plastic fruit. The teacher uses the following vocabulary: bananas/oranges/melons/strawberries/grapes/lemons/apples/cherries/pears.

- The teacher puts 9 plastic fruits in a small box before class. Now the teacher opens the box and takes out a fruit and asks "What is this?" The teacher says the name of the fruit and repeats it three times.

For example:

Teacher: It's an apple, apple, apple.

- Then, the teacher pretends to bite and chew the fruit and at the same time says Delicious! He/she invites the students to take an imaginary bite and say the name of the fruit.

- In this way, the teacher encourages them to say "yummy!" or even "hiuu!". This process repeats with the rest of the fruit.

PRACTICE

- The teacher uses some flashcards about the different fruit and puts them on a table in the middle of the classroom.

- In this activity, the teacher stands in the middle of the class and holds a box where the students have to put the fruit flashcard in it. Therefore, the teacher calls the students by their names and tells them give me an apple, etc.

- Now, the teacher encourages each student to say the name of the fruit before putting it in the box. So, each of the students has to find the fruit and then put it in the box.

- After that, the teacher again takes out each of the 9 plastic fruits and says: I like apples, I like grapes. Delicious! and he/she puts them on his/her right side.

- Now, the teacher to counter that action takes another fruit and this time he says "Yiuuuh! I don't like melons, I don't like strawberries, but this time he/she puts them on his/her left side.

- Later, the teacher asks each student in this way:

For example:

Teacher: What fruit do you like?

Student: I like bananas.

- For this, the teacher will walk around the classroom asking each student the question.

PRODUCTION

- This activity requires a pre-class organizing. However, the teacher will bring small pieces of each fruit on a disposable plate for the students to taste.

- The teacher organizes the students in an appropriate way, so that each one of them has to guess which fruit is on each plate. They have to try them while the teacher asks them.

For example:

Teacher: What fruit do you like?

Student A: I like grapes.

Student B: I like bananas.

- For this, the teacher has to encourage the fruit vocabulary in the students through these expressions: "Yummy" and "Yiuuuuk" and make sure that they use the English fruit words.

ACTIVITIES

What fruit do you like?

1. Write the missing letters in each fruit.

b....n...n...s   ch...rr...e...s   ...p...l...s

l...m...n...   ...r...n...e...   g...a....e...

p...a...s   s...r...wb...r...i...s   m...l...n...

2. What fruit do you like? Write in an affirmative way or in a negative way, like the following examples.

I **like** bananas.

I **don't like** lemons.

1 ....

2 ....

3 ....

4 ....

5 ....

6 ....

7 ....

3. Speaking activity
Based on task 2, now the students have to ask 6 classmates about which fruits they like and which fruits they don't like. Then, you have to write their names in the column that corresponds to each answer.

like		don't like	
Name	Fruit	Name	Fruit
Marco	grapes	María	lemons

Animals

Lesson 2

Farm Animals

What animal is this?
Cow

ACTIVITY 2

Strategy: Group Singing

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video for the whole class, animal plastic toys for the class performance, flashcards about farm animals, and Old MacDonald song poster.

Objectives:

After this lesson, the students will be able to:

· say the eight farm animals.

· associate the animals with the sounds they make.

Warm-up:

- The teacher begins the lesson through a song: Old MacDonald Had A Farm - 3D Animation English Nursery Rhymes & Songs for children

https://www.youtube.com/watch?v=LIWbUjHZFTw

- The students repeat the song together with the teacher.
- The students imitate the movements and gestures used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

· The teacher gets farm animal plastic toys before class such as: cows, horses, chicks, sheep, ducks, cats, dogs, and pigs.

· The teacher will also get flashcards of the farm animals and put them on the floor.

· In this way, the teacher holds one of the animal plastic toys and says the word three times so that the students repeat the pronunciation and the sound that the animal makes as follows:

Teacher: "cow, cow, cow"

Students: "cow, cow, cow"

Teacher: "And a cow says….. Moo. moo, moo, moo"

Students: "Moo, moo, moo"

· Then, the teacher asks the students which flashcard (on the floor) is the cow.

·- The teacher encourages the students to point or touch the correct flashcard and then place the animal on its respective flashcard. This process should include all animals.

PRACTICE

· The teacher sticks the farm animal flashcards in the order of the song on the board. The teacher also uses the Old MacDonald song poster.

· The teacher shows what kind of movements the students should imitate. The movements and gestures to perform all together while each one sings the song are.

- While they sing "Old MacDonald" they pretend to take their suspenders off with their thumbs.

- While they sing in the cow part, they use their hands to milk a cow.

- While they sing the dog part, they use their hands to make dog ears on their heads.

- While they sing the sheep part, they try to imitate petting a sheep.

- While they sing the duck part, they open and close their hands in front of their mouths like a duck's beak.

- While they sing the pig part, they push the tip of their nose down with their finger.

· Then, the teacher plays the song and encourages the students to sing and perform the actions shown above.

· After that, the teacher asks all the students to guess the name of the animal again, but this time he/she will use the following questions and the students have to answer.

Teacher: What animal is this?

Students: Cow

Teacher: Really? What sound does a cow make?

Students: Moo!

PRODUCTION

- The teacher asks the students to stand in a circle. Then, the teacher randomly chooses a student who will go to the middle of the circle.
- The teacher shows the selected student a flashcard about farm animals where he/she has to imitate the sound the animal makes. In addition, students could use movements and gestures for better performance.
- The teacher asks the rest of the class to guess the animal and encourages them to say it in the following way:

It's a dog.

And a dog goes "guau guau".

- Once the students have guessed the correct animal, the teacher invites the student to say the name of another classmate. In this way, another participant will go to the middle of the circle to do this same performance with another animal.
- The teacher will encourage the participation of all students in this activity.

ACTIVITIES

What animal is this?

1. In the next picture, color each farm animal. Then, choose the name from the box of each farm animal and write below.

cow	horse	chick	sheep	duck	cat	dog	pig
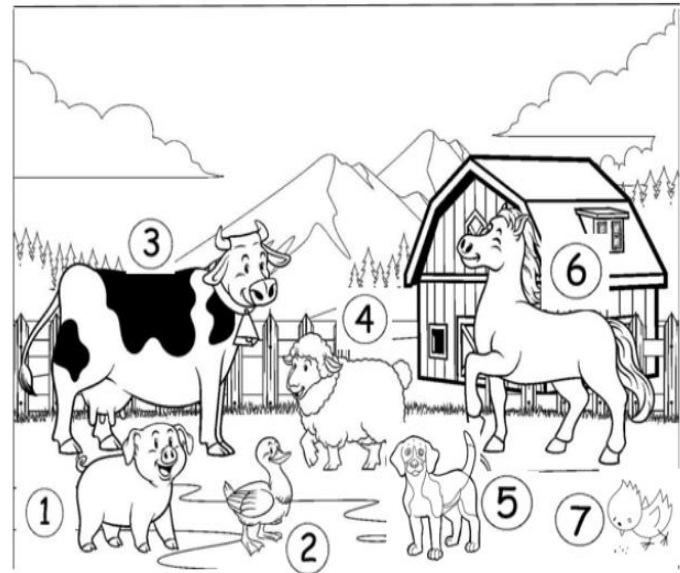
1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

2. According to the Old MacDonald Had A Farm song. Choose from the box and write the correct animal for each sound.

cow	horse	chick	sheep	duck	cat	dog	pig

1. ¡oink, oink!   ....
2. ¡cuaa, cuaa!   ....
3. ¡miau!, miau!   ....
4. ¡hiii, hiii!   ....
5. ¡muuu, muuu!   ....
6. ¡beee, beeee!   ....
7. ¡guau, guau!   ....
8. ¡pío, pío!   ....

3. Speaking activity

- The teacher will write on the board the vocabulary about the 8 farm animals seen in this lesson.
- The teacher asks all the students to arrange their chairs in two lines so that each child sits across from another.
- The teacher will give each pair one minute to talk to each other. The students have to guess about the farm animal and its respective sound.

Student A: Imitates the sounds of the animal.

Student B: Try to guess the correct animal.

For example:

Student A: muu muu

Student B: It's a cow.

- The students have to imitate the sound of the animals. They have as a guide the animals written on the board.
- Then, one line of students will move one seat to their right and face a new partner. These two students will talk for the next one minute at which point the same line of students will move one seat to the right again.
- The students keep going until each person in the moving line ends up back in the seat in which they started.

Numbers

Lesson 3

Numbers from 1 to 10

How many ducks are there?

Two ducks

ACTIVITY 3

Strategy: Storytelling

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video for the whole class, a big box to put the objects in, animal plastic toys to show the students in the class performance, some classroom objects, printed story 123-With-Lilly about Numbers from 1 to 10.

Objectives:

After this lesson, the students will be able to:

- count the numbers from 1 to 10.
· use numbers with a noun in a sentence.

Warm-up:

- The teacher begins the lesson through a song: How Many Fingers? | Kids Songs | Super Simple Songs

https://www.youtube.com/watch?v=xNw1SSz18Gg

- The students repeat the song together with the teacher.
- The students imitate the movements used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

- The teacher gets animal plastic toys and puts them on the desk. Animals that will be shown in class include:

dog / duck / frog / bird / horse / ladybug / fish / butterfly / monkey / bee

- Then, the teacher touches each animal plastic toy and slowly counts 1-2-3-4-5-6-7-8-9-10. This process is done three times with all 10 animals.

- Later, the teacher asks all the students to repeat it as he/she counts and touches each toy animal.

- In this way, the teacher asks two students to come to the front of the class to perform what the teacher previously showed, which is to touch and count the toy animal while the rest of the class pays attention and repeats as well.

· Now, the teacher puts the students in pairs and gives each pair a set of animal plastic toys and classroom objects.

For example: 3 animal plastic toys, 3 erasers, 3 pencils, and so on.

· The teacher monitors that the students count and touch the objects.

PRACTICE

·The teacher should have printed the story 123-With-Lilly about the Numbers from 1 to 10 through the use of animal vocabulary.

·The teacher reads aloud and shows the students the pages where there are pictures of animals with the respective numbers. Therefore, the teacher asks the students:

Teacher: What animals are these?

Students: Frogs.

Teacher: Yes.....How many frogs are there?

Students: I see 9 frogs.

Teacher: Let's count together.

Teacher and students: All together while the teacher points to each duck: 1,2,3,4,5,6,7,8,9.

Teacher: Good.

·The teacher constantly asks the students the number of animals counted throughout the story and they have to remember how many animals are on each page.

For example:

Teacher: How many birds are there in the story?

Students: 5 birds.

Teacher: How many horses are there in the story?

Students: 6 horses.

The teacher repeats this process with all the animals in the story.

PRODUCTION

· The teacher asks the students to sit in a circle to create a good moving environment.

· Now, the teacher takes a big box with multiple things from each category that will be used as teaching material.

· The teacher takes into account that the box must have several objects. For example: 3 animal plastic toys (dogs, horses, birds, frogs, ducks); 3 erasers, 3 pencils, 3 pens, 3 markers, and so on.

· The teacher puts these objects in the middle of the students on a table. After that, the teacher chooses a student and says: Pedro put three pencils in the box. The box would be on the desk next to the teacher.

· The teacher emphasizes that each time the student picks up an object, he/she has to count 1-2-3 as well.

· In addition, the teacher also asks the student to count the objects while he/she puts them in the box. This process involves the participation of all students.

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How many animals are there?

1. According to the number of animals in each one, look and complete the following table.

	two ducks
	five horses
	ten bees

2. How many animals can you see? Count the animals from the following picture. Then, list all of them like the example below.

I can see ......

1.   *six birds*
2.   .... dogs
3.   ....,... ducks
4.   .... frogs
5.   .... horses
6.   .... ladybugs
7.   .... fish
8.   .... butterflies
9.   .... monkeys
10.   .... bees

3. Speaking activity

-    The teacher asks all the students to arrange their chairs in two lines so that each child sits across from another.

-    The teacher will give a sheet of paper to all students. Then, the teacher will ask the students to draw some of their favorite farm animals. They will choose only one farm animal and they will have 4 minutes for it.

-    The teacher asks all the students to show the drawn animals to their partners. So, the teacher will encourage students to ask 2 simple questions to each other.

-    For this activity, the teacher will write the following 2 questions on the board.

For example:

Student A: What animals are these?

Student B: Horses

Student A: How many horses are there?

Student B: nine horses

-    The student B has to answer the correct animal and how many animals he/she can see. Then, they will change turns so that student A is now the one who answers the questions.

-    The teacher will give them 4 minutes to carry out this short conversation.

Paint the face that you consider appropriate during the performance of activities in Unit 2.

- ☺ = I did a great job at this today!
- 😐 = I was okay at this today. I can do this better tomorrow.
- ☹ = I did not do this well today. I can definitely do this better tomorrow.

Today, I...

followed school and classroom rules.	☺	😐	☹
followed directions the first time they were given.	☺	😐	☹
stayed on task and did my work.	☺	😐	☹
listened when the teacher and other students were talking.	☺	😐	☹
raised my hand and participated in class discussions.	☺	😐	☹
finished my work on time.	☺	😐	☹

Comments:

Student	
Teacher	

Unit 3

- Colors

- Clothes

- Prepositions of place

Colors

Lesson 1

What color is it?

It's yellow.

What is your favorite color?

My favorite color is yellow.

ACTIVITY 1

Strategy: Drilling (The expansion drill).

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, colored papers to all the students, flashcards about fruit vocabulary lesson, and classroom objects found in the class.

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Objectives:

After this lesson, the students will be able to:

· say the different basic colors.
· answer about their favorite color.

Warm-up:

·The teacher begins the lesson with a song: What's Your Favorite Color?

https://www.youtube.com/watch?v=zxIpA5nF_LY

· The students repeat the song together with the teacher.
· Students imitate the gestures and movements used by the teacher for each command during the song.

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PROCEDURE

PRESENTATION

- The teacher gets enough colored paper for each student (1 red per student, 1 yellow per student, 1 orange per student, etc).
- The teacher holds up the first colored piece of paper and says the colour. For example: red.
- The teacher asks the students to repeat in chorus and practice saying the color.
- Then, the teacher passes the colored paper around the whole class so that each student can hold and say all the colors.
blue/purple/yellow/green/pink/red/orange
- The teacher encourages vocabulary and pronunciation practice through this way including the rest of the colors as well.

PRACTICE

- The teacher arranges all the chairs so that the students sit in a circle. Then, the teacher distributes all the colored papers to the whole class, 7 colors per student.
- Now, the teacher is in the middle of the circle and shows a colored piece of paper. For example: blue.
The teacher says: My favorite color is blue and jumps at the same time.
- The teacher shows and says the color out loud to the whole class and when the students hear one of their favorite colors, they will stand up, jump and say the color out loud as well. Once the students have said it, they will have to sit down again.
- After that, the teacher shows flashcards about fuit vocabulary lesson and asks the different colors to each student.
For example:
Teacher What's this?
Student: It's an apple.
Teacher: What color is it?
Student: It's red
Teacher: And what is your favorite color?
Student: My favorite color is red.
- Based on the previous fruit lesson, the teacher puts all these sentences together in context.
For example:
Teacher: It's an apple. It's red. My favorite color is red.
Student: It's an apple. It's red. My favorite color is red.

PRODUCTION

- The teacher uses a game called the "spy". Therefore, one student is chosen to go to the front of the whole class.
- This student looks around the classroom and points to any colorful classroom object: I spy something (green/blue/red, etc).
- Then, the rest of the students take turns raising their hands and guessing what it is. The first student to guess correctly is the next "spy."

Retrieved from https://www.dreamstime.com/illustration/students-front-board.html
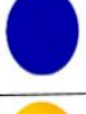
ACTIVITIES

What color is it?

1. Paint the landscape with the colors on the left. Then, write the name of each color.

green

2. Answer the following questions based on the table below.

Colors / Name	🟢	🟣	🟠	🔵	🟡
Tony	✓				
Linda			✓		
Bella		✓			
Alex				✓	
Rose					✓

a) What's your favorite color, Tony?   My favorite color is **green**.

b) What's your favorite color, Linda?   My favorite color is ....

c) What's your favorite color, Bella?   My favorite color is ....

d) What's your favorite color, Alex?   My favorite color is ....

e) What's your favorite color, Rose?   My favorite color is ....

3. Speaking activity

Based on task 2. Now it's your turn, walk around the classroom and ask 5 classmates using the question: What is your favorite color?. Then, fill in the blanks in the table below.

Colors / Name	🟢	🟣	🟠	🔵	🟡

Clothes

Lesson 2

What's this?

It's a shirt

What are these?

They are socks.

ACTIVITY 1

Strategy: Drilling (Question and answer drill).

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, old clothing items used in class as didactic material, flashcards based on clothing items vocabulary, sheet of paper where a person is printed for coloring, markers, and colored pencils.

Objectives:

After this lesson, the students will be able to:

- say the different clothing items.
- associate the different clothing items with their favorite color.

Warm-up:

·The teacher begins the lesson with a song: What's this? What are these?

https://www.youtube.com/watch?v=ogmVGs1HTus

· The students repeat the song together with the teacher.

· Students imitate the gestures and movements used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

- Before class, the teacher collects each item of old clothing (adult size).
- The teacher will have the following clothing items: shirt, pants, socks, jacket, shoes, dress, t-shirt, jeans, sweater.
- The teacher plans this fun activity where any student will wear the adult size clothing over their own clothing.-
- The teacher chooses any student who is going to dress up using as many different types of clothing as possible.
- In this way, the teacher takes out the first item. For example: a t-shirt, and says the word of the chosen item for the whole class. Later, the teacher helps the student to put it on, and after that, all the students repeat the name of this clothing item.
- The teacher emphasizes that the word is repeated in chorus and that everyone has said the word correctly. Then, the teacher moves on to the next clothing item until the student is really well dressed.
- Once the vocabulary with each item is finished, the teacher will help the student to undress.

PRACTICE

- Now, the teacher will use flashcards based on the same vocabulary about old clothes used in class as material. The teacher sticks the first flashcard on the board. After that, the teacher clearly writes the word below.
- The teacher does the same with all the other flashcards. Next, the teacher tells all the students to close their eyes. The teacher removes one of the flashcards from the board and shouts to the whole class "open your eyes".
- The teacher asks them to recognize and say the missing flashcard. This recognition process will be practiced until all the flashcards have been pronounced and repeated correctly.
- Therefore, the teacher randomly selects some students to answer the following questions:

Teacher: What are these?
Students: They are pants
Teacher: What color are they?
Students: They are blue

PRODUCTION

- The teacher organizes the students into groups of 5 people. Now, the teacher will give each group a sheet of paper where a sketch of a person wearing the different clothing items is printed in black and white to color.

- Each participant in the group will color any clothing item based on her/his favorite color.

- At the end, the teacher will ask each student for each group the same questions from the practice stage.

Lesson #1

ACTIVITIES

What are these?

1. Choose which of the 2 options is the correct question. Put a tick in the box and answer the questions.

Item	Question		Answer
sock	What's this?	☐	....
	What are these?	✓	*They are socks.*
jeans	What's this?	☐	....
	What are these?	☐	....
jacket	What's this?	☐	....
	What are these?	☐	....
shoes	What's this?	☐	....
	What are these?	☐	....
dress	What's this?	☐	....
	What are these?	☐	....
t-shirt	What's this?	☐	....
	What are these?	☐	....
sweater	What's this?	☐	....
	What are these?	☐	....

2. Underline with a colored pencil the correct question for each answer.

What's this? / What are these?	It's a shirt
What's this? / What are these?	It's a sweater
What's this? / What are these?	They're shoes
What's this? / What are these?	They're pants
What's this? / What are these?	It's a dress
What's this? / What are these?	They're jeans
What's this? / What are these?	It's a t-shirt
What's this? / What are these?	They're socks
What's this? / What are these?	It's a jacket

3. Speaking activity

- The teacher gives a piece of paper to the whole class so that each of the students draws a clothing item.
- Next, the teacher takes all the papers and distributes them again so that no one has their own drawing.
- The teacher invites them to participate in this activity. In this way, the first student goes to the front of the class.
- The teacher asks the student to show the drawing to the whole class. According to the drawing shown, the student asks What is this or What are these?. Therefore, the student who drew must recognize her/his drawing of her and stand up to answer the question.

For example:

Student A: What's this? or What are these?

Student B: It's a shirt or They are shoes.

- The student who answered the question will be the next to go to the front of the class and ask in the same way.
- All students have to go to the front of the class and ask their classmates one of the 2 questions. Therefore, each one has to participate in this activity and must pay attention to their own drawing.

Prepositions of place

is-on-uder-next to-behind

Lesson 3

Where's the pen?

It's on the table.

ACTIVITY 1

Strategy: Simon says

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, a box for the teacher and some boxes for the students, a teddy bear as class material, classroom objects used in class to practice prepositions, paper to draw the objects, and pen/pencil.

Objectives:

After this lesson, the students will be able to:

· say where the objects are using prepositions of place.

· use the singular form to answer the question.

Warm-up:

·The teacher begins the lesson with a song: Where is it? #2

https://www.youtube.com/watch?v=uDGwhiwwxXA

· The students repeat the song together with the teacher.

· Students imitate the pronunciation after the teacher during the song.

PRESENTATION

- The teacher gets a box and puts a teddy bear in the box. Later, the teacher takes out the teddy bear and shows it to the class. The teacher sits the teddy bear on the box and asks, Where's the teddy bear?
- At this point, the teacher introduces the preposition "on" while he/she puts the teddy bear on the box, and then repeats "It's on the box" three times.
- The teacher uses the "Simon Says" activity each time the teddy bear is placed in any of the three prepositions of place using the box to generate interest in the students. Therefore, the teacher says at the beginning the phrase "Simon says".

For example:

Teacher: "Simon says" put the teddy bear on the box. (the teacher puts the teddy bear on the box through body movement).

- After that, the teacher answers the question: Where's the teddy bear?

For example:

Teacher: It's on the box.

- The teacher carries out this same process with the rest of the prepositions "in" "behind" "next to" and "under".

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PRACTICE

- The teacher puts the students in pairs and gives each pair a box and asks them to use anything as classroom objects that can be used to practice prepositions.
- The teacher uses the "Simon Says" activity and gives the whole class the following instructions:
- Student A starts and says commands to the other student B.
- Then, they take turns and switch roles giving commands as well. During this activity, the teacher monitors each pair to ask them where the objects are based on the prepositions of place.

For example:

Student A: "Simon says" put the pen next to the box.

Student B: performs the action of putting the pen next to the box.

Teacher: The teacher asks both students: Where's the pen?

Students A and B: It's next to the box.

Retrieved from https://www.canstockphoto.com/students-and-teacher-in-the-event-room-44391201.html

PRODUCTION

- The teacher tells the students that they can use paper to play in groups of 5 people.
- The teacher begins the activity and asks each participant in each group to draw a dog in a car.
- The student has to draw the picture. Then, the teacher asks the student who drew the picture to say a new command and another student to draw the picture using the prepositions of place.
- Once they have finished drawing, the teacher asks each student in the different groups where each object is.

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Where is it?

1. **Complete the sentences using prepositions of place.**

Where's the ball?

in	on	under	next to	behind

It's .... the box.

It's .... the box.

It's .... the box.

It's .... the box.

It's .... the box.

2. Look at the picture and complete with the prepositions of place.

The cat is .... the chair.

The books are .... the clock.

The shoes are .... the table.

The clock is ....the table.

The dog is .... the box.

The chair is .... the table.

3. Speaking activity

The teacher organizes the students into pairs, and gives each of them a sheet of paper, which includes an empty classroom.

- The teacher asks the students to draw 4 classroom objects on the printed sheet of paper taking into account the prepositions of place.

- Once they finish drawing, the teacher asks them to exchange their picture with each other.

- In this way, the teacher suggests that student A ask the other student B, and then they take turns.

For example:

Student A: Where's the pencil?

Student B: It's on the table.

- When student A finishes asking about the drawn objects, the teacher asks student B to switch roles.

Paint the face that you consider appropriate during the performance of activities in Unit 3.

- 😃 = I did a great job at this today!
- 😐 = I was okay at this today. I can do this better tomorrow.
- 🙁 = I did not do this well today. I can definitely do this better tomorrow.

Today, I...

	😃	😐	🙁
followed school and classroom rules.	😃	😐	🙁
followed directions the first time they were given.	😃	😐	🙁
stayed on task and did my work.	😃	😐	🙁
listened when the teacher and other students were talking.	😃	😐	🙁
raised my hand and participated in class discussions.	😃	😐	🙁
finished my work on time.	😃	😐	🙁

Comments:

Student	
Teacher	

Unit 4

► **Parts of the body**

► **Shapes**

► **Jobs**

Parts of the body

Lesson 1

What part of the body is this?

This is my mouth

ACTIVITY 1

Strategy: Simon says

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, speakers, flashcards about the body parts used in the song "Head Shoulders Knees And Toes".

Objectives:

After this lesson, the students will be able to:

-   say the different parts of the body.

Warm-up:

·

Head Shoulders Knees And Toes (2019) | Noodle & Pals | Super Simple Songs

https://www.youtube.com/watch?v=RuqvGiZi0qg

·   The students repeat the song together with the teacher.

·   Students imitate the gestures and movements used by the teacher during the song.

PROCEDURE

PRESENTATION

- The teacher shows flashcards of the body parts used in the song "Head Shoulders Knees And Toes" to the students.
head, shoulders, knees, toes, eyes, ears, mouth, nose.
- The teacher asks all the students to touch the body part, that is, when the teacher shows the "head" flashcard, he/she makes everyone touch their heads.
- The teacher repeats with the students in chorus each word three times and then he/she asks his/her students to say each word individually.
- The teacher sticks the flashcards on the board, in front of the whole class. In this way, the teacher randomly touches each flashcard so that all the students touch that part of their body and say the word.
- After that, the teacher plans to do a final round of this starter activity with the flashcards in the correct order of the song.

PRACTICE

- The teacher uses the "Simon Says" activity, and goes directly to the game. So, the teacher says to touch your (knees)", while he/she performs the action and makes sure that all the students repeat the action.
- The teacher performs the actions taking into account the correct body movement and goes on to say "touch your eyes, touch your toes", etc.
- In this way, the teacher also at any time gives a command without the phrase "Simon says" Touch your nose. The first time, it may be that most students put their hands on his/her nose.
- The teacher emphasizes that when the phrase "Simon says" is not used, the students should not perform the action, because after using this activity in several lessons, the students will get used to it.
- The teacher does this activity faster and faster, since when any student makes a mistake, he/she has to sit down again. The last student standing is the winner.

PRODUCTION

- The teacher uses the flashcards so that the students can identify and say the different parts of the body based on movements and gestures.

- The teacher asks everyone to sit on the floor and face the front of the class. In this way, the teacher distributes the flashcards to each student, 2 different flashcards per student.

- The teacher points to one of his/her body parts and uses an action. For example: just point to the ears, hands up.

- All students with the ear flashcards have to stand up and perform the action. Next, the teacher walks around the class and asks them:

Teacher: What part of the body is this?

Students: Mouth

- The teacher continues with other words and different actions. For example: point to the knees and jump up and down, point to the nose and run in place, point to the eyes and turn around, point to the toes and wiggle, and so on.

Agregar textoRetrieved from https://www.dreamstime.com/stock-illustration-teacher-students-school-illustration-image77684926

ACTIVITIES

What part of the body is this?

1. Write the correct names of the body parts.

ears
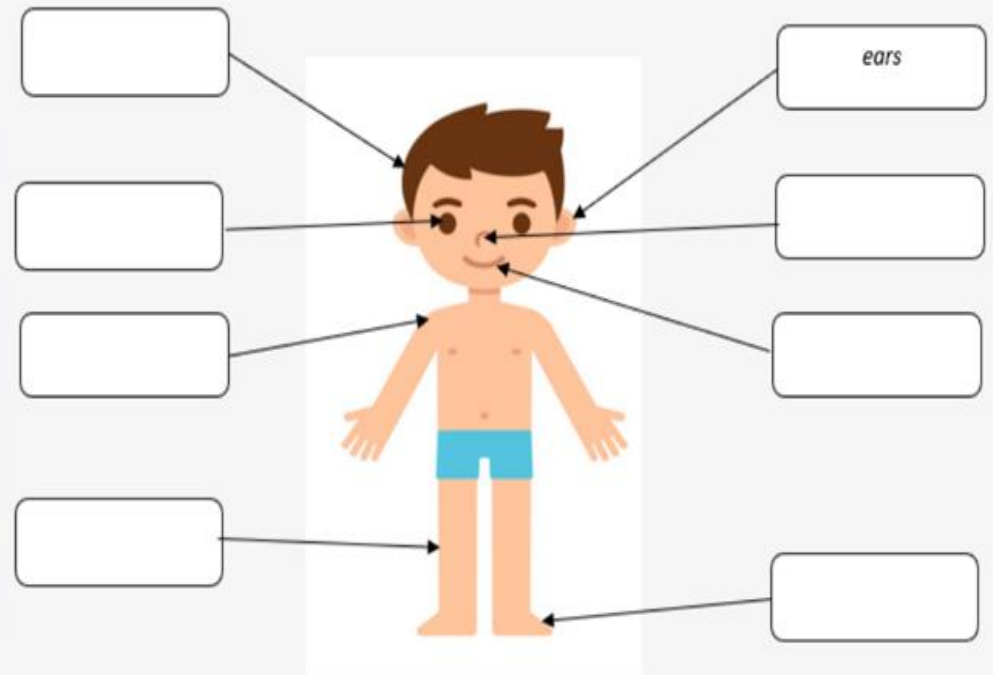
2. Write the correct number on each part of the body.

1. This is my head

2. These are my shoulders

3. These are my knees

4. These are my toes

5. This is my eye

6. This is my ear

7. This is my mouth

8. This is my nose
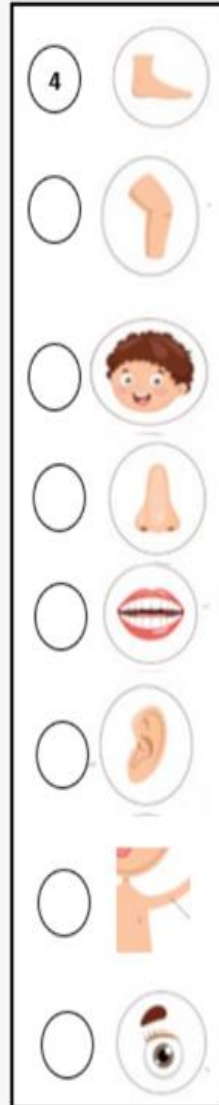
3. Speaking activity

- The teacher organizes the students to work in pairs.
- Each couple has to stand up and come face to face with each other.

Student A has to say commands for Student B to do. They have to use the "Simon Says" activity:

For example.

Student A: "Simon says" touch your shoulders.

Student B: Follows the commands of the student A. Student touches his/her shoulders.

- Students have to use each word about the body parts lesson.
- Then, the teacher asks them to take turns and do the same process.

Shapes

Lesson 2

What shape is this?

It's a triangle

ACTIVITY 1

Strategy: Drilling (Question and answer drill).

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, shapes on a big sheet of paper, and some pots of plasticine.

Objectives:

After this lesson, the students will be able to:

- say the different shapes.

Warm-up:

·The teacher begins the lesson with a song: What Shape Is It?

https://www.youtube.com/watch?v=9GFEjNL0XXw

·   The students repeat the song together with the teacher.

·   Students imitate the gestures and movements used by the teacher for each command during the song.

PROCEDURE

PRESENTATION

- The teacher gets the different shapes on a big sheet of paper that are enough for each pair of students.

square, circle, triangle, rectangle

- The teacher shows the big square to the students and repeats "square" in chorus. The teacher hands the square to one student who says "square" and passes it to another. This process repeats with each student saying "square" as he/she passes it.

- The teacher must do this activity for all the shapes shown. In addition, the teacher can also use vocabulary from previous lessons such as colors and sizes. For example, a big yellow square, a small blue triangle, etc.

- Now, the teacher extends the shapes on the floor in the middle of the class and asks everyone to stand around. Later, the teacher tells everyone to close their eyes because the teacher will remove a shape and say "Open your eyes". All students must guess which shape is missing.

PRACTICE

- The teacher tries to get the attention of all the students. The teacher holds up the shapes in front of the class, which were made to form a face picture.

- The teacher says that each shape forms some of the parts of the head. The teacher asks the students to say which shape corresponds to each part of the head.

For example:

Teacher: What shape is this?

Students: It's a triangle.

- The teacher asks all the students the type of shape that the students identify related to the parts of the head.

- In this way, the teacher associates the triangle with the position of the nose, a circle with the eyes, etc.

- The teacher continues doing this activity with all the shapes until he/she has a structured head.

- The teacher brings everyone's attention to the board, who will enjoy seeing a face picture grow from the shapes they have been playing with.

- Therefore, the teacher models and repeats the face vocabulary using the different shapes for the students. For example: a nose in the shape of a triangle, a mouth in the shape of a rectangle, etc.

PRODUCTION

- The teacher organizes the students to work in pairs and gives each pair the shapes.
- The teacher asks the students to use plasticine so that each pair can make the different shapes and form a Mr. Shape Head.
- The teacher monitors around the class and asks each pair: What shape is this?
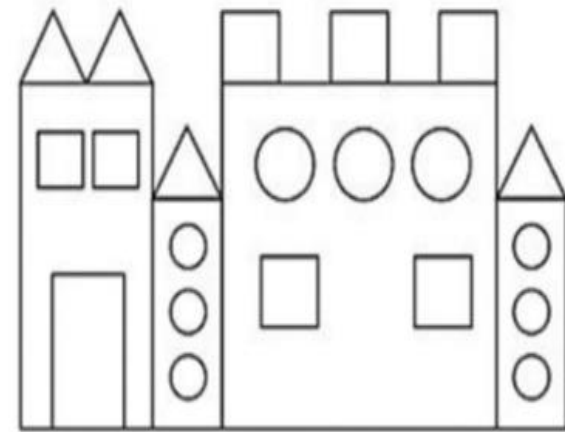- The students have to answer while they are creating shapes to form a head.

ACTIVITIES

What shape is this?

1. **How many shapes can you see. Count in a correct way and write the appropriate number.**

☐ = _____   △ = _____

○ = _____   ▯ = _____

2. Look at the picture. Match the shape with its respective object.

- The teacher organizes the students to work in pairs.
- The teacher also gives them some pots of plasticine.
- The teacher asks them to represent a house using the shapes made with plasticine.
- Then, each student in the pair takes turns saying what kind of shapes he/she used on each object to make the house.

For example:

Student A: What's this?

Student B: It's a window.

Student A: What shape is this?

Student B: It's a square.

Jobs

Lesson 3

What do you do?

I'm a soldier

What's your dream job?

I want to be a soldier

ACTIVITY 1

Strategy: Charades

Level: Pre A1.1

Age: 6-8 years old

Time: 40 minutes

Materials: Computer to play the video, projector to show the video to the whole class, flashcards about jobs vocabulary, markers, sheets of paper to draw the dream job.

Objectives:

After this lesson, the students will be able to:

· say the job they want to be in their future.

Warm-up:

·The teacher begins the lesson with a song: Jobs Song for Kids | What Do You Do? | Occupations

https://www.youtube.com/watch?v=ckKQclquAXU

· The students repeat the song together with the teacher.

· Students imitate the pronunciation after the teacher during the song.

PROCEDURE

PRESENTATION

- The teacher needs some jobs flashcards.
driver, doctor, dentist, chef, lawyer, soldier, student.
- The teacher uses the "charades" activity through gestures, movements or even the performance of actions for each job and the students have to guess which job it is.
- The teacher starts by looking at the first flashcard and performs one of the following actions.
For example:
- doctor, the teacher pretends to give a student an injection into his/her arm, and pretends to listen to his/her heart with a stethoscope.
- soldier, the teacher marches around and pretends to shoot a rifle.
- The teacher encourages everyone to shout out the different guesses. At this stage, it is okay if students shout out answers in their first language; since the teacher can correct and teach the new vocabulary later.
- As the students guess each job, the teacher sticks the flashcard on the board and repeats the English word 3 times. The teacher continues until all the jobs flashcards are on the board.

PRACTICE

- The teacher uses the game "paper, rock, scissers" flashcards. In this way, the teacher begins teaching and demonstrating the game.
- The teacher hands out a flashcard to each of the students. The teacher asks any student as follows
Teacher: What do you do?
Student: I'm a soldier.
- The teacher writes any answer on the board and repeats each sentence three times in chorus.
- Now, the teacher asks 2 students to stand up to model the game, just like this "rock, paper, scissors".
For example:
Student (winner): What do you do?
Student (loser): I'm a doctor (saying the job on his/her flashcard).
- The loser hands his/her flashcard to the winner. So, the teacher asks another student to come model with the winner: now one student has 2 cards and the other 1.
- The object of the game is to collect as many cards as possible.

PRODUCTION

The teacher writes the following sentence on the top of the board: "My Dream Job" and repeats it in chorus three times.

The teacher models the following example for students to better understand:

Under the "My Dream Job" title, the teacher will draw a picture of a job (for example, a lawyer) and have everyone try to guess what his/her dream job is.

Then, the teacher gives sheets of paper and ask the students to draw their dream job

and write the word. As they are drawing, the teacher goes around the classroom asking questions and giving lots of praise and encouragement.

When everyone has finished, the teacher asks each student to turn to hold up their picture and say "I want to be a/an ...."

ACTIVITIES

What do you do?

1. Find the following words about jobs in the alphabet soup.

U	E	D	D	I	D	D	E	C
D	N	R	O	O	W	E	T	N
D	D	I	I	S	C	N	E	E
I	N	V	R	D	E	T	R	S
C	H	E	F	D	R	I	O	T
O	N	R	U	A	E	S	A	R
D	I	T	U	S	N	T	E	I
M	S	O	L	D	I	E	R	M
I	W	L	A	W	Y	E	R	L

DRIVER	DOCTOR	DENTIST
CHEF	LAWYER	SOLDIER
	STUDENT	

2. Complete the crossword about the different jobs.
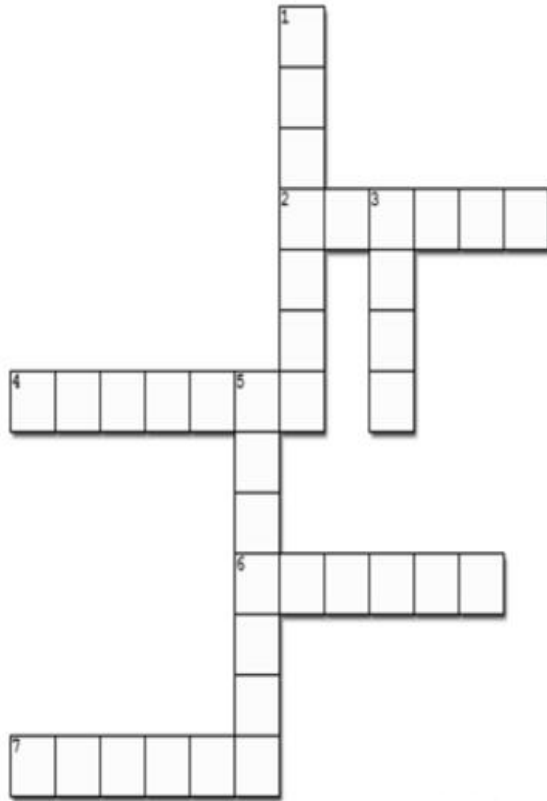
Created using the Crossword Maker o

Horizontal
2. This person works at the hospital
4. This person cures toothache.
6. This person uses a car to work.
7. This person works in a court

Vertical
1. This person studies a lot.
3. This person works in restaurants.
5. This person protects the country.

3. Speaking activity

Now, it's your turn to find out what your classmates' dream job is.
Walk around the classroom and ask 4 classmates:
What's your dream job?
Then, write the **name** and the respective **job** in the following table:

Classmate 1	Job
Classmate 2	Job
Classmate 3	Job
Classmate 4	Job

Paint the face that you consider appropriate during the performance of activities in Unit 4.

- 😊 = I did a great job at this today!

- 😐 = I was okay at this today. I can do this better tomorrow.

- ☹️ = I did not do this well today. I can definitely do this better tomorrow.

Today, I...

	😊	😐	☹️
followed school and classroom rules.			
followed directions the first time they were given.			
stayed on task and did my work.			
listened when the teacher and other students were talking.			
raised my hand and participated in class discussions.			
finished my work on time.			

Comments:

Student	
Teacher	

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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1   Conclusions

- This research work aimed to determine the use of ludic strategies in the acquisition of English-speaking lexicon in second-grade students at "Victor Manuel Peñaherrera" Institution. Based on quantitative and qualitative analysis, it was concluded that ludic activities generate great interest in their language learning process, naturally encouraging vocabulary development and pronunciation.

- Based on the survey, it was evidenced that the students showed they did not know about ludic strategies that include educational games, group dynamics, and work in pairs. However, they are interested in using these strategies to reinforce their knowledge and speaking skills inside and outside the classroom.

- The students feel motivated to learn the English language through ludic strategies, which are focused on cooperative, group, and individual work that involved visual and kinesthetic learning styles that were beneficial for their early age.

- The proposal allowed for improving the language learning process focused on the acquisition of English-speaking lexicon in students since ludic strategies are essential tools to develop different abilities and skills in students, and that teachers must take into account to reinforce learning and knowledge through a didactic and interactive way.

5.2   Recommendations

- The use of ludic strategies involves learning and didactic activities at the same time, which is necessary for teachers to teach the English language in the same way that students learned their native language: playing and exploring.

- Ludic strategies are valuable tools for children to learn in a good environment where they feel free and confident since these strategies are based on empirical teaching where educational games, imitation, and listening are the essential key to learning.

- Teachers should not be based only on the use of the textbook, or recordings that have a monotonous version of teaching, since students learn in a better way using ludic activities that encourage meaningful learning linked to their real lives.

- Repetition is one of the keys to getting students to internalize the knowledge received in class. However, even more than the teacher has the role of being a guide, facilitator, and excellent counselor during this process, the form must be changed and mechanical repetitions that are inappropriate must be avoided, that is, carrying out ludic activities that reinforce the repetition tasks in each topic must have some didactic objects, pictures, music, videos, and realia to create an innovative environment in class.

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ANNEXES

Annex 1: Formato de solicitud dirigida al Doctor Pepe Yandún Rector de la Unidad Educativa "Víctor Manuel Peñaherrera".

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 320-D
Ibarra, 01 de julio de 2021

Doctor
Pepe Yandún
RECTOR UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor SOLANO TACO JUAN CARLOS, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 100352208-1, para que obtenga información y desarrolle el trabajo de grado con el tema: "Ludic strategies for the acquisition of English speaking lexicón in second-grade students from "Víctor Manuel Peñaherrera" Institution in academic period 2021".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

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Annex 2: Formato de entrevista dirigida al Msc. David Villacrés. Docente de Inglés de la Unidad Educativa "Víctor Manuel Peñaherrera".

Msc. David Villacrés

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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT "VÍCTOR MANUEL PEÑAHERRERA" INSTITUTION

Objective. To establish strategies used by the teacher in the development of English speaking lexicon at "Víctor Manuel Peñaherrera" Institution.

1. From your point of view. How has it changed the way of teaching English nowadays?

   Due to the pandemic we as teachers have had to find some new strategies to get the students attention throug technology. Teaching nowadays is from my point of view better than before.

2. According to the current situation. What educational platform do you use in your English class?

   Flipgrid
   Kahoot
   Youtube.
   Zoom.

3. In your opinion. Do you think that developing the English speaking lexicon in the students has been more difficult now?

   No because when we were in face to face classes we needed more tech resources and sometimes they were not available in the high school, now that everybody have a device is easier to share with them more resources to help them increase their lexicon.

Annex 3: Formato de entrevista dirigida a la Msc. Irene Guacán. Docente de Inglés de la Unidad Educativa "Víctor Manuel Peñaherrera".

Irene Guacán.

UNIVERSIDAD TÉCNICA DEL NORTE

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT "VÍCTOR MANUEL PEÑAHERRERA" INSTITUTION

Objective. To establish strategies used by the teacher in the development of English speaking lexicon at "Víctor Manuel Peñaherrera" Institution.

1. From your point of view. How has it changed the way of teaching English nowadays?

   Nowadays The learning process has changed using the virtual form, which it difficult to know the real learning process.

2. According to the current situation. What educational platform do you use in your English class?

   Most of the students use ZOOM, and the others use whatssapp.

3. In your opinion. Do you think that developing the English speaking lexicon in the students has been more difficult now?

   Yes, it has become more difficult, because they are afraid to speak and avoid to speak, or in other way the internet conexion is low so they don't get the idea clearly.

4. What are the most common strategies that you use to develop the English-speaking lexicon in the students?

   - Picture description
   - Pair questionarie
   - Ask and answer activities.

5. Have you used a specific app to develop the English-speaking lexicon?

   No, I haven't. Just at the moment of virtual class.

6. What do you think about using ludic strategies to develop English-speaking lexicon in the students?

   It could be perfect, I think all strategies that call students attention'll help them.

7. From your point of view. Do you think the game as a pedagogical and didactic resource helps the development of English speaking lexicon in the students?

   Yes, the game is one of the activity enjoyed from the students, and it do two aims: learn and have fun.

8. Do you consider important the implementation of a guide of ludic strategies that facilitate the development of English speaking lexicon?

   Of course. It will help all teachers to work with new alternative like ludic "I think we don't have techniques using ludic materials".

Annex 4: Formato de entrevista dirigida a la Msc. Ximena Yandún. Docente de Inglés de la Unidad Educativa "Víctor Manuel Peñaherrera".

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Msc. Ximena L. Yandun N.

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT "VÍCTOR MANUEL PEÑAHERRERA" INSTITUTION

Objective. To establish strategies used by the teacher in the development of English speaking lexicon at "Víctor Manuel Peñaherrera" Institution.

1. From your point of view. How has it changed the way of teaching English nowadays?

   I consider that Teaching English has changed with different aspects: materials, Techniques. Nowadays with Virtual Teaching.

2. According to the current situation. What educational platform do you use in your English class?

   I use Teams, Zoom.

3. In your opinion. Do you think that developing the English speaking lexicon in the students has been more difficult now?

   Yes, It is so difficult, because our students don't want to use the camera and they are shy.

4. What are the most common strategies that you use to develop the English-speaking lexicon in the students?

1) Warm up.- activities.
2) Braimstore.- activities.
3.- Out put,- activities.
4. Role play.- activities.

5. Have you used a specific app to develop the English-speaking lexicon?

No.

6. What do you think about using ludic strategies to develop English-speaking lexicon in the students?

I agree with ludic strategies.

7. From your point of view. Do you think the game as a pedagogical and didactic resource helps the development of English speaking lexicon in the students?

Yes, I agree.

8. Do you consider important the implementation of a guide of ludic strategies that facilitate the development of English speaking lexicon?

Yes, perfect.

Annex 5: Formato de entrevista dirigido a los docentes de Inglés de la Unidad Educativa "Victor Manuel Peñaherrera".

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHER AT "VÍCTOR MANUEL PEÑAHERRERA" INSTITUTION

Objective. **To establish strategies used by the teacher in the development of the English-speaking lexicon at "Víctor Manuel Peñaherrera" Institution.**

1. From your point of view. How has it changed the way of teaching English nowadays?
2. According to the current situation. What educational platform do you use in your English class?
3. In your opinion. Do you think that developing the English-speaking lexicon in the students has been more difficult now?
4. What are the most common strategies that you use to develop the English-speaking lexicon in the students?
5. Have you used a specific app to develop the English-speaking lexicon?
6. What do you think about using ludic strategies to develop English speaking lexicon in the students?
7. From your point of view. Do you think the game as a pedagogical and didactic resource helps the development of the English-speaking lexicon in the students?
8. Do you consider important the implementation of a guide of ludic strategies that facilitate the development of the English-speaking lexicon?

THANK YOU FOR YOUR COOPERATION

Annex 6: Formato de encuesta dirigida a los estudiantes de segundo grado de la Unidad Educativa "Víctor Manuel Peñaherrera"

UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE SEGUNDO GRADO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA "VÍCTOR MANUEL PEÑAHERRERA"

Objetivo: Identificar qué tipo de estrategias lúdicas utiliza el docente en su clase para desarrollar el vocabulario del idioma inglés en los estudiantes.

Instrucciones: Estimados estudiantes, por favor lea atentamente las siguientes preguntas. Luego, responda de manera objetiva, debido a que sus respuestas serán de gran ayuda para el desarrollo del trabajo de investigación. Este trabajo de investigación busca identificar qué tipo de estrategias lúdicas utiliza el docente en su clase para desarrollar el vocabulario del idioma inglés.

- Marque con una X para seleccionar su respuesta.
- Solamente puede escoger 1 opción de respuesta.

Datos generales

Género

Masculino ( )
Femenino ( )

Edad

5 años ( )
6 años ( )
7 años ( )
8 años ( )

1. **¿El profesor utiliza actividades didácticas e innovativas en su clase de inglés?**

😀 Siempre   ( )

🙂 Casi Siempre   ( )

🙁 A veces   ( )

☹️ Nunca   ( )

2. **El profesor utiliza material didáctico en clase en su clase como recurso para desarrollar el vocabulario del idioma inglés.**

😀 Siempre   ( )

🙂 A menudo   ( )

🙁 A veces   ( )

☹️ Nunca   ( )

3. **¿El profesor usa actividades interactivas para incentivar el mejoramiento de tu destreza del habla, es decir, crees que tu profesor se enfoca en las necesidades de los estudiantes para generar interés en el aprendizaje del idioma inglés?**

😀 Siempre   ( )

🙂 Casi Siempre   ( )

🙁 A veces   ( )

☹️ Nunca   ( )

4. **De las siguientes actividades. ¿Cuál es la que más utiliza el profesor durante su clase para desarrollar la habilidad del habla, es decir, la capacidad que tiene el estudiante para producir el idioma inglés, permitiéndole comunicarse e interactuar con los demás?**

Adivinar la acción mediante mímicas   (   )

Conversaciones   (   )

Canciones   (   )

Videos   (   )

Completar la palabra faltante   (   )

Repeticiones   (   )

Contar historias   (   )

5. **¿Consideras que las actividades y recursos didácticos usados por tu profesor en clase se basa en una metodología de enseñanza interactiva para ayudarte a desarrollar tu vocabulario del idioma inglés?**

Siempre   (   )

Casi Siempre   (   )

A veces   (   )

Nunca   (   )

6. **¿El profesor usa aplicaciones tecnológicas para ayudarte a desarrollar tu vocabulario y mejorar tu destreza del habla?**

Siempre   (   )

Casi Siempre   (   )

A veces   (   )

😔Nunca   (   )

7. ¿Consideras que las estrategias lúdicas como son las actividades didácticas desempeñan un papel fundamental en el proceso de enseñanza-aprendizaje del idioma inglés?

Si   (   )
No   (   )

8. ¿Crees que la implementación de estrategias lúdicas en clase como las actividades didácticas te ayudarían en tu proceso de aprendizaje del idioma inglés, especialmente en el desarrollo del vocabulario del idioma inglés?

Si   (   )
No   (   )

9. ¿Crees que la implementación de estrategias lúdicas en clase como las actividades interactivas te ayudarían en tu proceso de aprendizaje del idioma inglés para tener un buen desenvolvimiento en la destreza del habla?

Si   (   )
No   (   )

10. ¿Como calificarías tu participación en clase, es decir, te consideras un estudiante participativo cada vez que el profesor pide que respondas a una pregunta o interactúes entre compañeros?

Muy participativo   (   )
Poco participativo   (   )
Nada participativo   (   )

GRACIAS POR TU COLABORACIÓN