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Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School

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DEDICATION

I dedicate this thesis to all English students who intend to learn a new language despite of the odds. Specially to students at República del Ecuador who were the main reason of this research. Moreover, a sincerely grateful to teachers who guide students towards new knowledge.

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I would like to express my most sincere gratitude to all the people who have been present in my life. First, I am grateful to my family for their unconditional support and their willingness to give me emotional support. Then, I would like to thank my friends who with their craziness, infected my life with joy. Finally, I extent my grateful to Universidad Técnica del Norte for giving me the opportunity to face new educational challenges and transform me into a better version of myself.

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Thanks for everyone.

Erika

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ABSTRACT

Vocabulary acquisition is an important part of learning English as a foreign language due to books usually emphasize new words in their content. Vocabulary instruction goes beyond learning words moreover, it is the basis for connecting knowledge with experiences, feelings, emotions, and ideas to obtain a meaning. There are a variety of strategies to improve vocabulary including figurative language strategies. Figurative language strategies belong to cognitive strategies that highlight the significance of cognitive processes to achieve meaningful knowledge in language learning. In this way, this research was focused on the development of strategies based on figurative language to improve vocabulary among ninth-grade students at República del Ecuador High School. This research employed a mixed approach to obtain qualitative and quantitative data from teachers and students about teaching vocabulary strategies, students' skills preferences, and the application of figurative language strategies. Moreover, this research used the interview and the survey as a tool for gathering information from the participants, they were directed to teachers and students, respectively. Consequently, teachers suggested that selecting an appropriate vocabulary, using target vocabulary, associating vocabulary with previous knowledge, and focusing on meaning, form, and use are fundamental aspects of teaching vocabulary. As well as students expressed that listening and writing are the preferred skills to develop vocabulary in English classes. Overall, the didactic guide was developed using figurative language strategies emphasizing activities that focus on students' experiences directing to meaningful learning.

Keywords: Figurative language, strategy, cognitive processes, vocabulary.

RESUMEN

El aprendizaje de vocabulario es una parte importante del aprendizaje del inglés como lengua extranjera debido a que los libros suelen hacer hincapié en las palabras nuevas en su contenido. La enseñanza del vocabulario va más allá del aprendizaje de palabras, es más, es la base para conectar el conocimiento con experiencias, sentimientos, emociones e ideas para obtener un significado. Existen diversas estrategias para mejorar el vocabulario, entre ellas las estrategias de lenguaje figurado. Las estrategias de lenguaje figurado pertenecen a las estrategias cognitivas que destacan la importancia de los procesos cognitivos para lograr un conocimiento significativo en el aprendizaje de idiomas. De esta manera, esta investigación se centró en el desarrollo de estrategias basadas en el lenguaje figurado para mejorar el vocabulario en estudiantes de noveno grado del Colegio República del Ecuador. Esta investigación empleó un enfoque mixto para obtener datos cualitativos y cuantitativos de profesores y estudiantes sobre las estrategias de enseñanza de vocabulario, las habilidades preferidas por los estudiantes y la aplicación de estrategias de lenguaje figurado. Asimismo, esta investigación utilizó la entrevista y la encuesta como herramienta para recabar información de los participantes, éstas fueron dirigidas a profesores y alumnos, respectivamente. En consecuencia, los profesores sugirieron que seleccionar un vocabulario apropiado, utilizar vocabulario objetivo, asociar vocabulario con conocimientos previos y centrarse en el significado, la forma y el uso son aspectos fundamentales de la enseñanza del vocabulario. Asimismo, los alumnos expresaron que escuchar y escribir son las destrezas preferidas para desarrollar el vocabulario en las clases de inglés. En general, la guía didáctica se elaboró utilizando estrategias de lenguaje figurado que hacen hincapié en actividades centradas en las experiencias de los alumnos y que conducen a un aprendizaje significativo.

Palabras clave: lenguaje figurado, estrategia, procesos cognitivos, vocabulario.

INTRODUCTION

English holds a prominent position as a widely spoken language around the world. Howson et al. (2013) remark that English is spoken and learned by a quarter of the world's population. Nowadays, it has become a necessary skill for gaining greater possibilities in higher education and professional roles. Hence, learning a foreign language demands effort, time, predisposition however, its benefits goes beyond personal development (Jasim, 2021). That is why, this research provides valuable insights into teaching and learning a language. Specially, vocabulary which is the core part of language acquisition and plays an active role into the integration of skills and subskills.

Vocabulary is not limited by expanding the number of words moreover, it facilitates conveying a variety of meanings, uses, and forms (Afzal, 2019). In this sense, vocabulary is an important component of the language because without a target vocabulary a learner may struggle in communication (Syafutra et al., 2023). Due to lexicon, students can understand and comprehend information, provide answers, express their ideas, feelings and emotions (Taylor, 2022). Hence, it is important to address the barriers that limit students' language development by using some specialized strategies.

Research Problem

Nowadays, one of the educational challenges is to provide meaningful learning experiences in the classrooms. In this way, it is necessary to investigate creative methodologies to foster students' abilities and encourage learning association (Smare, 2022). A well stablished approach must focus the attention on a student holistic development. According to Nilson (2020) "the central issue is, nevertheless, to find strategies to allow for and encourage all learners access their diverse linguistic resources as cognitive tools to support learning and confirm understanding in target language" (p. 119). In other words, achieving the proposed goals in a language requires adequate resources methodologies, and strategies that facilitate the development of learners' competences.

English as a Foreign Language (EFL) was stablished as a compulsory subject in Ecuadorian schools between 2016 and 2017 (Intriago et al., 2017). Considering the importance of education, the efforts to evidence a development at languages is pivotal. In this sense, the English Proficiency Index (EPI) created by English First (EF) an international language teaching company develops the largest world ranking of English proficiency where shows that Ecuador was positioned in 18 out of 20 place between Latin America countries (Education First, 2023).This data revealed that Ecuador has a low level of English and this situation makes a reflection on the contribution of English classes and the possibility to adopt new strategies.

Therefore, EFL curriculum establishes several levels of accomplishment based on Common European Framework of Reference (CEFR), which is an international standard for describing language ability. This framework describes the three major levels of proficiency which are basic user: A1, A2; independent user: B1, B2; and proficient user: C1, C2. This is applied in the Ecuadorian EFL curriculum, where the learners must achieve since A1.1 at elementary school to B1.2 until scholarship (Education, 2016). Nevertheless, in agreement with Benalcázar and Ortega (2019) "unfortunately, in most of the cases, high school graduates do not reach a minimum B1 language proficiency level" (p. 121). Furthermore, this situation may struggle performance at university, scholarships or professional performance.

Independently of the role, Ecuadorian EFL teachers must address useful tools, methods, and strategies to achieve the 21st century global skills stablished by Ministry of Education (2016). Despite of the based goals, teachers are influenced of external factors such as class conditions, time availability, and teaching aids (Tamayo & Cajas, 2020). Specifically, the time is an issue that confronts teachers' development because they must cope with four language skills just in five pedagogical hours per week. This limits the learners' interaction, and it becomes a challenge for teachers who must adapt several strategies to achieve the objectives while manage the time effectively.

Vocabulary knowledge is crucial for EFL learners' skills development; however, learning a foreign language can be ambiguous due to pronunciation, spelling, grammar, and meaning (Ansriani & Sriwahyuningsih, 2019). Those components may diminish the comprehension and confront students to remark differences of form, meaning, and use with their native language.

Besides, Boyd (2017) affirms that "acquiring new words and expressions is only a short-term triumph" (p. 2), In this sense, even if, students have developed certain skills and they have not acquired vocabulary, their fluency and accuracy will be limited.

Justification

The purpose of this research is to emphasize the role of vocabulary in language acquisition and the strategies aimed to improve it. Vocabulary is considered a tool for English learners because it allows or impedes the communicative competence (Alqahtani, 2015). The communicative process allows students to gather information while sharing their ideas, feelings, and emotions. Moreover, according to Suardi and Sakti (2019) "if language structure makes up the skeleton of language, then vocabulary that provides the vital organs and the flesh" (p. 93). Thus, development of skills and subskills are important to mastery English, but to add relevance it is necessary the vocabulary.

On the one hand, vocabulary refers to a set of words which encompasses to convey an idea. According to Abdelkarim (2017), vocabulary is main part of English "as students develop greater fluency and expression in English it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies" (p. 272). Sometimes, those strategies are translations and glossaries, that limited to a target vocabulary, and there are not well stablished techniques. For this reason, learning words must be strategic, and easier to apply new ideas to situations that are difficult for the learner.

On the other hand, figurative language strategies rely on literal and non-literal meaning to elucidate expressions. Boers (2011), emphasizes that "as students encounter a figurative expression during a classroom activity, the teacher may briefly point out semantic motivation for the figurative meaning" (p. 230). Besides, figurative language allows a fluency and expressiveness intentions. It also deals, with human cognition to contribute and integrate new knowledge.

Therefore, an organized cognitive process in children and young people contribute to excellent results when learning, remembering, and using specific vocabulary in context (Smith, 2019). In this sense, this process enables individuals to obtain knowledge, through seven sequential steps such as perception, attention, memory, language, and thinking (Augustyn, 2023). A study based on children's response demonstrates that the learner is motivated by a stimulus, regards to what,

when and whom they want to learn (Outters et al., 2023). As well as late childhood and adolescence are the optimal ages to learn a foreign language because at those ages, they present better cognitive maturity (Muñoz, 2022). Also, cognitive attainments are necessary to assimilate basic communication moreover learners have trouble expressing their ideas without a range of words.

Besides, this research will benefit EFL teachers and ninth grade students of "República del Ecuador" high school. Furthermore, students will develop their vocabulary acquisition while they learn some learning strategies. At cognitively domain the retentions and memory will enhance because of the introduction of emotional and vivid associations. Moreover, this research will indirectly beneficiate the high school community which is formed by teachers, parents, and students. The educational institution beneficiates by the opportunity to implement figurative language strategies across various subjects because these strategies are not limited to foreign language classrooms. This approach not only exposes students to a unique learning experience but also encourages them to embrace change and facilitates meaningful learning outcomes (Rodríguez & Cedeño, 2020).

Objectives

General Objective

- To determine figurative language strategies aimed to improve vocabulary in ninth-grade students at República del Ecuador High School.

Specific Objectives

- To collect academic information that supports vocabulary acquisition in young learners for the development of language skills.
- To select strategies based on the figurative language for the improvement of vocabulary in young learners.
- To design a didactic guide with figurative language strategies to enhance vocabulary in ninth-grade students.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English Language

According to Crystal and Robins (2023), language is "a system of conventional, spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves" (p.2). It is considered as a system of oral, written, or gestural symbols that allows to express ideas, thoughts, feelings, and emotions related to human experiences. Nowadays, English is an influential language for international communication between countries due to its variety of oral, written, and audiovisual resources. Besides, English is spoken and learned by more than a quarter of global population (Howson, et al. 2013). This language is also studied as a second and a foreign language in countries where the native language is different from English in order to provide competitive opportunities in educational fields and professional performance.

Therefore, English proficiency is the main descriptor of language knowledge, this enables to compare global evaluation schemes with the learners' level. In agreement with Cambridge University Press the three main levels are basic, independent, and proficient user established by the Common European Framework of Reference (CEFR), this supports a particular approach to achieve expected language learning and improve communication abilities (2013). Moreover, the reference contents were created to use in a variety of contexts with useful vocabulary and structures according to the levels. The main evaluated skills are reading, writing, listening, spoken interaction and production. Hence, the role of vocabulary in proficiency is to encounter the necessary word while identify and remember its use (Trim, 2011),

1.1.1. *English as a Foreign Language (EFL) in Ecuador*

English as a foreign language is defined by Fajila et al.(2016) "as the study of English by people who live in places in which English is not used as a means of first language communication" (p. 6). Currently, English has become the most common learned foreign language worldwide as well as the major trend in the development of linguistic approaches (González, 2018). Frequently, this language has presented in courses endorsed by English language institutions as example Cambridge University. In addition, EFL learners have been
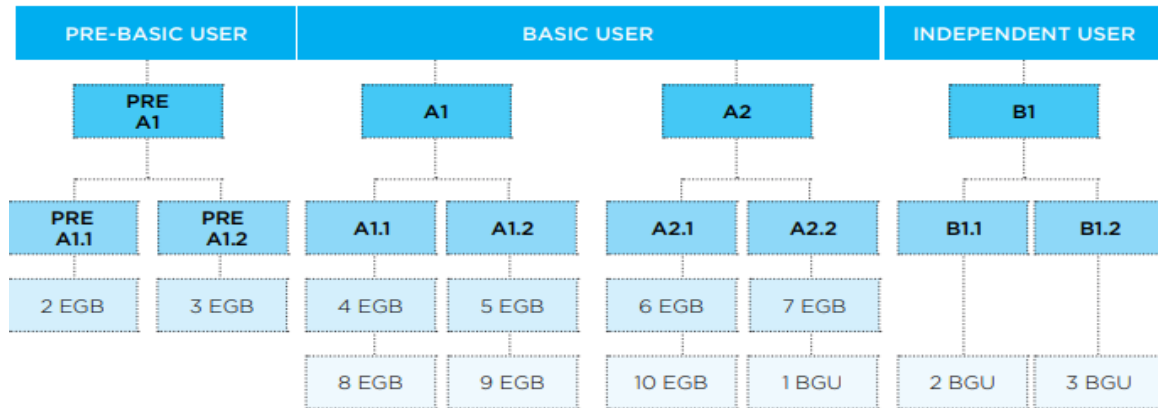
limited their practice to classrooms only, the little exposure and interaction makes irrelevant the language in daily life (Chanturia, 2016). Therefore, English is today a compulsory subject in many countries around the world.

English is the officially foreign language taught in Ecuadorian educational institutions, in this sense the educational ministry has implemented several policies focused on improving this language since 1992 (Ortega & Auccahuallpa, 2017). According to data presented by Calle et al. (2015 cited by Barre and Villafuerte, 2021) the foreign language in Ecuador has undergone changes over the last three decades. First, English was taught to high school students for an hour per week during the Galo Plaza Lasso administration in 1950. Because of the relevance of a foreign language in 1992 the Ecuadorian Ministry of Education and the British Consulate developed CRADLE project aimed to immerse students using local contextualization. However, the English proficiency was a greatest challenge for this reason it was implemented the English language as a compulsory subject in schools in 2016 and 2017 (Intriago et al., 2017). After several changes, English as a Foreign Language EFL in Ecuador is considered a necessary subject for the students' development and it is instructed from three to five hours a week.(Ministerio de Educación, 2016).

Nowadays, the Ecuadorian EFL curriculum emphasizes the application of content and language-integrated learning (CLIL) as the main teaching approach for English classes (Burgin & Daniel, 2023). This approach highlights the importance of teaching another content through a foreign language and considers aspects like physical, social, emotional, and cognitive growth (Ministerio de Educación, 2016). Furthermore, this curriculum considers the CEFR standards to develop students' skills in the classes, the contents provide opportunities to develop certain social abilities, thinking skills, and communicative competence. Nevertheless, the expected CEFR levels for the Ecuadorian curriculum are A1 until ninth grade, A2 until 1 baccalaureate, and B1 until the scholarship (Ministerio de Educación, 2016). The following figure presents information about English levels used in the Ecuadorian EFL curriculum.

Figure 1

Proficiency levels in EFL curriculum

PRE-BASIC USER		BASIC USER				INDEPENDENT USER	
PRE A1		A1		A2		B1	
PRE A1.1	PRE A1.2	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
2 EGB	3 EGB	4 EGB	5 EGB	6 EGB	7 EGB		
		8 EGB	9 EGB	10 EGB	1 BGU	2 BGU	3 BGU

Note: Taken from (Ministerio de Educación, 2016)

1.1.2. English Language Skills

Certainly, the basis of communication displays four main skills that occupy an active or passive place in the interaction. The human being acquires certain skills from birth, nevertheless a foreign language different from mother tongue is learned step by step emphasizing grammatical prompts. Based on Marlina (2018), listening, speaking, reading and writing are the four basic skills required to master a language. Thus, language skills knowledge enables to understand and use correctly individual words called vocabulary as well as grammar. Relatively, the four English skills are learned at the same time.

Receptive Skills: Listening and Reading. In English classrooms, a language is practiced by unnatural environments immersed in created situations. Besides, learning a new language represents a sociocultural challenge because of remarked differences (Nuraeningsih, 2022). Nevertheless, learners can involve deeply in American culture with passive skills which are listening and reading; they give attention to receipt sounds and written texts. By restating the author's view "it is an input skill which will help students to develop other language skills especially productive language skill" (Kholmurodova, 2021). It does mean that those skills are necessary to develop accuracy and fluency in an English learner. Furthermore, enhancing listening and reading fosters the understanding of vocabulary and literary devices.

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Productive Skills: Speaking and Writing. A foreign language as well as first language is acquired by exposure to language through interaction with other people. The active abilities are considered primary important in language development to communicate and convey ideas. (Shintani, 2018). On the one hand, writing skill is related to a composition of coherent use of words and phrases; some activities for fostering this skill are creative writing tasks. On the other hand, speaking is also known as interactive language that helps students to produce oral language, some exercises to engage speech are roleplay, debate, and dialogues (Dupont et al., 2020). Overall, usually English skills entails a combination of practice, language exposure and feedback.

1.1.3. Connection Between Vocabulary and Language Skills

The value of vocabulary in each language cannot be underestimated and rather than development of certain skills, it also impedes or allows successful communication. According to Lewis (Surmanove & Azimova, 2020) "when students travel, they do not carry grammar books, they carry dictionaries" (p. 146). Vocabulary has been identified as the most significant source for ESL and EFL learners because it differs from native language.

Additionally, the idea of vocabulary is a great source stablished a long time ago by Comenius in 1658 because it helps learners for inductively understanding. Furthermore, English vocabulary "is not only useful for personal growth; it is excellent for international business, trade, and professional communication" (Palate, 2021). In other words, vocabulary is important for social interaction and personal cognitive development, use of lexical structures is necessary to empower learners with critical thinking, creativity as well as lifelong learning.

In this sense, vocabulary is not only learned by exposure, but also by production considering that learners must have an active role in their vocabulary growth. There are two types of vocabulary which are receptive and productive. On the one hand, receptive vocabulary focus the attention on understanding "the ability to comprehend and understand language code" (Rejeki & Yuzar, 2020, p. 101). It means, that people recognize some vocabulary when they hear or read, it helps students to understand and comprehend texts and audios. On the other hand, productive vocabulary refers to words used for expressing something in written or spoken form (Graves et al., 2012).

In the same way, productive vocabulary allows the integration of words into everyday interactions. Therefore, both receptive and productive vocabulary involve learners on form, meaning, and use of words to recognize, understand, integrate, and produce concrete messages into the four language abilities.

1.1.4. Definition of Vocabulary

In fact, a good vocabulary knowledge should provide learners with opportunities for successful language development. Since a long time ago, some authors draw their attention on vocabulary strategies, and rather than just explore, they promote its utilization. As Rexlin (2015) states "vocabulary is the gateway to knowledge that unlocks the doors of sublime ideas to the readers" (p.1). Similarly Rupley, et al. (2012) asserts "vocabulary is the glue that holds stories, ideas and content together and that it facilitates making comprehension accessible for children" (p. 301). In other words, vocabulary is the key that distinguishes a language, if the language were a symphony, the vocabulary could be each musical note.

As well as musicians have a greater range of musical possibilities, learners can articulate complicated concepts, thoughts, and ideas using vocabulary as an artistic tool. The use of sophisticated vocabulary shows a well-developed level of communication, and it forms a less or advanced skills (Kilic, 2019). For this reason, a cultural background during formative years is an issue of an educational environment. People obtain gradually a target vocabulary influenced by social, educational, and cultural development it means a significative instruction.

Vocabulary acquisition plays a pivotal role in developing active and passive language skills, it significantly impacts learners' academic performance. It does not refer to a learner needs an extensive list of words, but also it conceptualizes the smart use of asserted knowledge in the competencies. For this reason, Kilic (2019) asserts that the word knowledge addresses three important components. Those are form, meaning. First, the form involves "knowledge of the spoken and written forms of a word in addition to the ability to recognize its parts" (p.3). Second, meaning refers to "understanding the form-meaning relationship, concept and referents that a word signifies, and its association with other words" (p.3). Finally, the use refers to "knowing the grammatical functions of the word, the collocations of the word and the constraints on the use of the word" (p.3). Molitas (2022) emphasizes that unlike grammar, teaching vocabulary effectively

must focus on all three aspects of vocabulary growth such as form, meaning, and use. Those components of vocabulary are indispensable to understand the pronunciation, grammar, context, and patterns which are useful for developing skills.

Table 1

Vocabulary knowledge components: form, meaning, and use

Form	Spoken	Prefixes
	Written	Suffixes
	Word parts	Root words
Meaning	Form and meaning	Context
	Concepts and referents association	Tenses
Use	Grammatical functions	Patterns
	Collocations	Word arranges
	Constraints on use	

Note: Adapted from Nation (2013).

1.1.5. Vocabulary in Exploring Meanings

Understanding a language is not only memorizing words, this explores many subjective and objective views and involves literally and non-literally meanings. Moreover, it requires understanding how a word and meaning can change depending on the context (Rao, 2017). In this sense, meanings are pivotal information of a word conveyed by associations with the real world (Amador et al., 2021). Additionally, learning vocabulary is a challenge because of its language aspects like pronunciation, grammatically use, written and spoken forms, and meaning. Assimilation of a meaning helps students to learn how to distinguish a word, how to conceive a concept and how to apply in the language skills.

1.1.6. Importance of Vocabulary Instruction

Vocabulary is a core part of language development because it leads to improve active and passive skills to enhance better communication. An instructional vocabulary refers to "an integral component of teaching children (…) through contextual and experience" (Rupley et al., 2012, p. 299). It is a systematic teaching and learning of minimal units and their meanings and use them into educational contexts. Vocabulary is not only words but also are the utilization according to

the context, specialization in different topics and areas, understand that a word has different meanings, a combination of words gives the right of way to phrases, and the function of the word. Therefore, English practitioners and trainers indicates that vocabulary acquisition addressed five main elements which are described at the table below.

Table 2

Elements of vocabulary acquisition

Element	Description	Examples
Incrementality	Understanding that word acquisition is a dynamic process where the capabilities are unlimited.	Encounter to see, recognize, use, and internalize new words and concepts throughout their lives.
Multidimensionality	Recognize that vocabulary interconnects various factors like semantics, context, culture, phonetics, and pronunciation to understand the meaning.	In English, it is usually to write a word differently from the pronunciation. **Example:** comfortable /ˈkʌmfˤtəbˤl/.
Polysemy	It is a phenomenon of meaning association with a particular word. A word can receive a meaning based on contextual use, semantic range, or word relationships.	This aspect adds a semantic richness of a language understanding. Words can change their function according to the context. **Example:** The word "book" can be a bound of written or printed sheets, or a word to buy a ticket for a reservation.
Interrelatedness	Understanding words in short compositions is a big deal of language acquisition that is why a word as a part of a system allows the use of deeper connections and comprehensive nuances.	Learners must link relationships among words. **Example:** synonyms, antonyms, collocations, idioms, and among others.
Heterogeneity	It is the variation of vocabulary acquisition by individual perspective. Sometimes learning syntax	The use of syntax in sentences addresses the parts of speech allowing that a word acquires a meaning depending on the

can be useful to understand the word function.	function in the sentence. **Example:** eyes Tom has two eyes. Tom eyes a beautiful girl.

Note: Taken from Harmer (2007)

1.1.7. Principles of Teaching and Learning Vocabulary

Teaching and learning vocabulary involve the exposure to a deep experience about processing a variety of definitional information, this occurs with native and foreign speakers who developed several forms to intense the vocabulary. Based on the ideas of Ismail et al. a group of researchers at Sultan Zainal Abidin University in 2017, propose ten core principles of teaching and learning vocabulary which are described below.

- Select appropriate words to consider the proficiency level it must be easy to convey form and meaning to use in always situations.
- Focus on different aspects of words to identify speech parts and the word- formation to easily obtain a combination starting from a root.
- Progress of vocabulary-related activities, to allow the opportunity to feel through sense organs and give a context to develop a particular task.
- Limit forced semantic elaboration during the initial stage of learning new words it does mean basic vocabulary to avoid confusion.
- Encourage interest among students during the learning process, in this stage is important motivation and attention towards.
- Accommodate the use of contextual cues, this refers to use of realia as a presentation of vocabulary it can be in pictures, experiences, graphic organizers, books, and among others.
- Expose learners to the use of dictionary especially with pictures or mother tongue references.
- Exercise, repetition by introducing words frequently inside the module; vocabulary acquisition is no more than extent of memorizing through repetition.
- Promote deliberate vocabulary acquisition; the meaning construction takes place in this stage

for rehearsal.

- Expose learners to exercises and activities other than memorizing words; avoid the use of only memorization for teaching vocabulary because it causes stress, confusion, and anxiety. Instead, the use of games, short cue stories, and free writing are good options. In this sense, vocabulary is based on challenges, at the same time trying to understand and use the language acquired (Ismail et al., 2017).

1.2. Language Acquisition Theories

Language acquisition theories investigate the complex processes by which people develop linguistic competence. The purpose of teaching a language based on theories is the acquisition through different perspectives. As Richards (2018) states "teachers entering the teaching profession need technical competence in teaching, and the confidence to teach according to proven principles" (p. 48). In this way, teacher development confronts a continuing process of self-discovery. Besides, Setiyadi (2020) explains "the assumptions about the nature of language can be different because different people may agree with certain assumptions while some other people may agree with other assumptions" (p. 8). For this reason, the principles for learning a language demand certain levels of comprehension at vocabulary, and grammar. Those representative learning theories are cognitivism, behaviorism, and constructivism.

1.2.1. *Constructivism*

Constructivism is a theory that emphasizes the construction of meaning itself through experiential knowledge and understanding. As explained by Tequis, constructivism offers explanations about how information is applied as well as how students might study to expand their knowledge (2022). Additionally, in constructivism, students have an active role in other words they build their discernment by thinking thoughtfully, mulling, and establishing bases. The learner will necessarily interact with the knowledge to acquire it. As Lao-tse said "If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn", that is the main objective of constructivism in the English language learning the acquisition of new wisdom based on previous situations.

1.2.2. Behaviorism

Behaviorism is a psychological theory focuses on observable behaviors modify by external stimuli and reinforcement. This theory suggests that a teacher must provide students with stimulus, indeed a respond will be practiced. Also, behaviorism explains individual variances in human learning styles and the impact of personality on learning (Pashayev, 2022). In accordance with this theory the repetition and practice are essential to encourage the meaning association. Furthermore, a teacher as a model of learning is who displays the observation and imitation of certain behaviors. Particularly, vocabulary presentation is one of the greatest behaviorisms precedents, as an example the modelling of pronunciation and use context clues.

1.2.3. Cognitivism

Cognitivism emphasizes the mental processes viewing a student as a data processor. As learners show physically and emotionally development through the years; the cognitive enhancement helps learners to think about the world around them. Cognitive development was considered by Jean Piaget's stages which emphasizes skills for certain ages. Besides, Vygotsky contributed with affecting cognitive development which highlights the importance of social environment (Khan et al., 2023). According to Ertmer and Newby (2013) "cognitive theories focus on the conceptualization of student's learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind" (p. 52). It refers to a certain system that involves successive lines in the quotidian, because learners always learn something.

Cognitive Processes in Learning a Language. The human mind was addressed to act independently, achieve goals, and choose optimal ways to conceive ideas (Kiely, 2014). Naturally, human beings learn from processes which evolves acquisition, comprehension, and application. Moreover, the acquisition of knowledge follows certain patterns, in particular learning vocabulary is a contribution of certain experiences collected since the interest of know something. In this sense, an effective vocabulary learning involves a combination of certain cognitive domains, those are attention, perception, memory, thinking, and language which are described below.

Attention. The significance of attention lies to obtain a clearly focus or thought consciousness on a specific object. It may defined as focusing on and processing a stimuli disregarding others (Calderwood, 2023). Attention underlies a neuronal processing from selected and non-selected information, this just differs on focalization, this is really important in vocabulary acquisition because it depends on the stimuli. A study conducted at Carnegie Mellon University in the United States indicates that the average student's attention span is approximately 15 minutes (Davis, 2020). There are four types of attention described below.

- **Selective:** It is the ability to focus on a particular stimulus while consciously blocking out others.
- **Divided:** It refers to the capacity to focus on many projects at the same time. Also, it is recognized as multitask.
- **Executive:** It assists in filtering unimportant characteristics of the environment and focusing on critical for personal goal achievement.
- **Sustained:** It retains concentration on one topic for an extended period (Singh et al., 2020)

Perception. Equally important is the interpretation of external referents which help learners to understand sensorial experiences. Thus, the sense organs such as eyes, ears, nose, tongue, and skin, play a significant role to transform stimuli into structured experience (Epstein et al., 2023). Additionally, the perception of stimuli usually addressed by vocabulary learning strategy, it impacts on understanding the context and future decision (Aprilani, 2021). There are three main perception's components described below.

- **Selection:** Sensory selection determines a subconsciously attention by colors, smells, flavors, textures, or sounds.
- **Organization:** It is an internal influence of how learner perceive the world through similarities, differences, and proximities.
- **Interpretation:** This schemata relates information previously stored and interpret a new experience (Alrman & Mata, 2023).

Memory. In the same way memory is the ability to encode, store and retrieve information to remember essential facts. Furthermore, memory is responsible for manipulating information to achieve the desired results for a successful teaching practice (Camacho, 2020). The capacity of memory storage works according with the stimulus allowing short-term and long-term memory.

- **Short term memory (STM):** The processed information is retained a few seconds or a short time. This is essential for passive skills in EFL la because it allows to solve problems.
- **Long term memory (LTM):** It preserves the acquired facts or information over an extended period even though indefinitely. This assents to transform behaviors, and it is an essential element for solve-problem and decision-making (Zlotnik & Vansintjan, 2019) .

Thinking. Moreover, thinking is the biggest mental process that had influenced by various factors like motivation, emotion, and environment. Equal as the lately process it receives information from previous stages and form concepts according to the previous knowledge (Cherry & Block, 2023). Also, thinking engage learner in making decisions based on perceptual thinking or concrete perception, abstract thinking or conceptual or symbolic, reflective thinking or experiential, creative thinking or inventive visionary and critical thinking. All of those, affect students to create a high reasoning.

Language. Another essential cognitive process is language, the process of understanding acquired knowledge to express ideas, feelings, and thoughts through spoken and written skills (Cherry, 2023). In this sense, language modifies people's interaction and behavior because helps us to categorize, associate and prevent consequences of communication.

In brief, cognitivism is a theory based on human learning through invisible processes have enormous importance in learner knowledge acquisition. This theory combines instinctive processing and directs learning while use the natural mental ability. Also, referring to vocabulary towards the learner be able to offer perceptions about personal experiences and the desire of learning using certain strategies.

1.2.4. Language Learning Strategies

Currently a variety of strategies can assist both students and teachers for a successful language acquisition. In this sense, Main (2022) affirms that "strategies are techniques and methods that a teacher applies to support students learning". It is an organized purposeful plan to reach something in a specific period. That is why the idea of personalizing strategies and utilize them for particular skill, promote the thinking awareness. There are three major strategies for teaching and learning a language, those are metacognitive, socio affective, and cognitive

Metacognitive Strategies. Metacognitive strategies encourage students for a consciously participation in the learning process. The metacognitive strategies improve students' solving skills allowing to plan, to check, to observe, to choose, to modify, to assess, and some other actions (Guner & Erbay, 2021).

Socio-affective Strategies. Socio-affective tactics making use of students' motivation and peer feedback while attain certain goals in EFL class. Also, those strategies work together to control emotions like anxiety and encourage learners themselves (Hakim & Suniar, 2019).

Cognitive Strategies. The goal of cognitive strategies is to acquire new information and connect it to old context, enhancing techniques for perception, storage, and memory. Those tactics evidence the importance of understanding a meaning, use context clues, related words, and analysis (Awinindia, 2023). Additionally, the cognitive learners will enhance the learning experience by the utilization of subjective experience. In agreement with Burns and Richards (Burns & Richards, 2018) "the learner's (cognitive) belief that improvement is possible and that the learner has the capacity to face the task". In this sense, cognitive strategies for vocabulary leads a progress of acquisition because promote the autonomy, idealization of opportunities, and long-term knowledge. For this reason, there are no other effectively way of teaching.

1.2.5. Figurative Language as Cognitive Strategy

Language refers to a specific structure that compose of two important elements lexicon and syntax. Using figurative language is cognition since its goal is to describe to people things, they may not know using figurative devices and become communication. Nevertheless, a learner can unintentionally attempt a comparison of those languages using figurative sense. According to

Merrian Webster figurative language are "words or phrases that are meaningful, but not literally true" (2024). Similarly states Tomczyk and Serva (Tomczyk & Serva, 2023) "figurative language refers to when authors use specific devices in order to extend the meaning of their words beyond the literal". In this sense, the communicative action can change specially the form of learn vocabulary using literary devices like the most recognized metaphor, simile, onomatopoeia, hyperbole, and alliteration.

The role of vocabulary in English language includes is a normal process to discover the references of the student's development environment. Moreover, Graves, August and Mancilla (2012) remark "vocabulary size is a very important matter of how many words students know and need to learn" (p. 11). For many children learning new words, mean the construction of a word bank by utilized a deeper cognition. Nevertheless, a range of vocabulary learned by classical memorization will be finishing in bored and frustrate learners. As Danesi's 2008 cited in (Doiz & Elizari, 2013) claims "the use of figurative language helps overcome some these hurdles by providing the means to expands the learners' vocabulary" (p. 47). The figurative language focuses the attention on the message that the listener or reader would be able to understand "used in a way that is different from the usual meaning, to create a particular mental picture" (Oxford University, 2022). It means that description by using comparisons, imaginative concepts, and a creative way is the figurative language it is a useful reference of a previous experience.

1.2.6. Figurative Language devices

Imagery. This device explores a deep insight on activate an imagination. In concordance with Bouchrika (2024) imagery "encompasses the use of literal or figurative language to add symbolism and enable the reader to imagine the world", in other words this type of figurative interpret the world through visual, auditory, olfactory, gustatory, and tactile imagery. Through the use of descriptive language writer can evoke emotions for instance: the rooster crowded at early dawn. In this imagery the rooster seems a starting day.

Alliteration. Alliteration is the repetition of sounds in short phrases to obtain a rhythmic effect. In this sense, this device provides lyrical ad emotive effect (Bude, 2021). Moreover, this technique helps the teacher to catch the students' attention because repeated sounds contribute at linguistic skills. Usually, alliteration is fundamental in tongue twisters for example Sally sells

seashells by the seashore.

Hyperbole. This is recognized as an exaggeration figure of speech in order to make a creative and funny descriptions. Hyperbole expresses a feeling or emotion even if the stretching differs from real world for instance, she had a brain the size of planet. The exaggeration gives the opportunity to be original and idealize many descriptions (Girik, 2015).

Metaphor. This figure of speech is fundamental at rhetoric which enables a comparison of two related or non-related things. This is a model of comparing characteristics of two things that are not alike but can be compared by looking for specific features. As Ryan (2023) states "metaphors are used describe an object or action by stating or implying that is something else", for instance the statement of love is a battlefield, where both elements are opposites but the significance reveals a vivid imagery.

Simile. This device is a creative way to stand out a direct comparison of two unlike things. Simile expresses a non-literal sense of common characteristics (Milner, 2023). It is imperative to highlight the use of an adverb -as; and a preposition -like in simile composition. For instance, he is big like a giraffe. In this case, a person and a giraffe do not have common characteristics rather than a size.

1.2.7. *Vocabulary Acquisition Strategies*

The internal processes aimed to enhance vocabulary acquisition directs EFL learners to interact with different stimulants and involve cognitive involvement. Those stimulants are activities used to activate knowledge and cognitive processes. According to Abdel and Rabaia (2022) "emphasizes that the use of these strategies helps learners to employ and develop a number of mental skills" (p. 33). The strategies related to figurative language are described below.

Comparisons. It is an association of two elements using particular generalities, one of the is well recognized and the other must take advantage of the popularity to establish a composition or function. They are usually immersed in the own definition where students come up with their ideas to relate something new (Abdel & Rabaia, 2022).

Student-friendly Definitions. This strategy is useful to bring students a simple target language that evidences a cognitive process individually, the student will be able to characterize the word and how it is typically used and explain the meaning using everyday language. In this strategy is important to create instructional contexts by the teacher (Chin-Wen, 2015).

Applying Target Words. Another environment for learning word meanings is provided by applying the target words. Students have another chance to comprehend the meaning of each word on a personal level when they are challenged to relate the target words to their own experiences. This enables the meaning of each word to be thoroughly processed (Derakhshan, 2015).

Defining Words Within Context. Sometimes students get confused about the use of words, because of the context implications. Context means the surrounding words and phrases, that the speaker or writer intends to communicate in a cultural or social context. Students can consider how a word is being used in certain situations and particular crucial terms with diverse meanings (Anderson & Shifrin, 2017).

Using Context Clues. As kids read, they come across a staggering number of words, therefore some experts think that even a slight increase in the usage of context cues could result in significant, long-term vocabulary gain (Dural, 2017). By examining the words and sentences around a word or phrase, one might infer its meaning by using context clues. Even if you do not know a word's exact definition, context cues can still help you make an educated assumption about its meaning through definition, synonym, antonym, example, and inference. Overall, the use of clues improves the comprehension of words in the vocabulary

Sensory Images. This is considered an artistic illustration to express individual views directly. Sensory images take advantage of imagery source, which details any situation. Also, it is an effective way to understand how a learner conceived an idea (Sharma, 2023).

Sketching the Words. In this case, visual representations of words are the best ideas to increase vocabulary and recall. It entails creativity to illustrate a certain term it is because of memorizing pictures for students who like drawing and propend the use of colors and forms in sequences (Perveen, 2016). Making a fantastic drawing does not require the learner to put in too

much effort. The sketch's clarity and ability to assist the pupil in relating to the word's meaning are key considerations.

Semantic Mapping. Students can learn more vocabulary terms and make connections between words by using semantic maps. To create a semantic map, learners need to select a primary word or subject that they wish to investigate; after that, students come up with other words or ideas and draw lines connecting them to the main term or idea. Each connection shows how the terms are related to one another to express familiarity (Yagoub, 2012).

1.2.8. *Teacher in the Application of a Learning Strategy*

The teacher is the person who helps learners to gain information, skills, and values in order to face challenges in the society. Rather than just teach students how to learn information, the instructor must provide opportunities for a holistic development. According to Ng, Leung, Su, Ng, Chu "a major part of teachers' responsibilities is to create meaningful learning environments to deepen students' learning experiences and boost their capacities" (2023, p. 138). Thus, the instruction must be strategic moreover if it is related to vocabulary, because it will process new data as retain and recall previous knowledge (Deshler, 2023). A teacher must be multitasking geniuses in order to set goals and achieve with the whole group, that is why some roles are designed for them, those are detailed below.

- Support the student's development of cognitive skills attention, perception, memory, thinking, and language to process information and remembering in long term.
- Promote meaningful learning experiences considering that everyone is a different world who encompasses in one group. Take into account information related to abilities, knowledge, experiences, and relevant information.
- Provide opportunities to demonstrate leadership, responsibility, and teamwork.
- Plan the activities considering the cognitive processes, teacher must follow the bloom's taxonomy to label the activities.
- Give explicit instructions to avoid confusion (Marzi & Boudehane, 2016)

1.2.9. Student in the Application of a Learning Strategy

The learner is the person who acquire knowledge, skills, or understanding as a result of study and experience. The cognitive strategies emphasize the active role of student rather than just respond a stimulus. This participation enhance the educational processes as noticed MacWatt and Sowerby (2018) "effective learner participation means that a good education can become relevant, valuable, and supportive of achievement and attainment" (p.2). Learners must think, explore, and comprehend that learning is a process in which questions like how do I do this? Which steps do I follow or what order? Are the basis of successful. Thus, a cognitive learner is the primary important part of all educational programs, and they have some determined roles to performance.

- Actively participation in solving problems, encourage learning, critical thinking and take advantage of opportunities.
- Provide opinions about the most important part of the topic (hardest or easiest)
- Organize, understand, and remember the information.
- Be aware of their thinking processes.
- Take ownership of their learning.(Marzi & Boudehane, 2016)

Overall, teachers and students' roles broadly influence in the achievement of a language acquisition. Successful learning is a collaborative effort between instructors and learners, this connection involves an association between peers, teachers to students, learner to subject and resources. As Obando, Guevara and Andrade (2017) state "the effectiveness of the learning and teaching process will depend how these interactions take place" (p.150). Due to the importance of individuals in the instructional process, it is significant an active and collaboratively participation of both members.

CHAPTER II: METHODOLOGY

Methodology refers to a set of approaches, methods, techniques, and instruments that are carried out during the research. A well-established methodology helps to minimize biases and maximize opportunities for effective results (Kristi, 2021). This chapter considers the mixed approach, the deductive method, and the instruments needed to obtain information about the variables.

2.1. Research Approach and Type of Research

The research approach refers to a strategy followed by a researcher to examine a phenomenon, answer questions, or test a hypothesis in a natural setting. Defining a research design includes a brief review of the problem of the study, subjective experiences, and the population of the study (McCombes, 2023). This research made use of the mixed method, a type of methodology that immerses both qualitative and quantitative research. The appropriate type of research must address characteristics like flexibility and applicability to minimize bias and maximize dependability.

Besides, this research applied the qualitative and quantitative method which combines both numerical and descriptive analysis about vocabulary and its strategies. According to Halcomb and Hickman (2015) it is mixed research and "presents an alternative methodological approach, combining qualitative and quantitative research approaches, (…) to explore complex phenomena in detail". Furthermore, the data collected gain deeper insight with narrative techniques because they support and explain the possible effects of the proposal.

On the one hand, qualitative research aimed to explore qualities, human behaviors, relationships, and patterns in social interactions. This is kind of inquiry that is naturalistic and deals with non-numerical data (Nassaji, 2020). Some tools used to apply this design are the questions, specialized open ended which provide notes and observations of participants. Thus, this qualitative research has reported the greatest criteria and evidence to enhance the data. As noted earlier to obtain accurate results, it is required to combine the participant's perspective from the collected data (Udoka, 2023).

On the other hand, quantitative research emphasizes statistical analysis to understand a phenomenon. This method usually studies the relationship between variables that are independent or dependent. Furthermore, quantitative research is "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" (Creswell, 2014, p. 41).

In the same context, this research aims to gain a deeper understanding of young learners to collect supportive data about vocabulary strategies. That is why, the descriptive research ascertains a valuable insight in variables relationship. This type of research involves in gathering data; describing events and organizing; tabulating; depicting, and describing the collected information (Sirisilla, 2023). In addition to a description, this process manages information collected by surveys, and interviews applied to English teacher and students. The selected characteristics connect individual and group interests. In general, the quantitative information will be tabulated by numerical data and complemented by some subjective views.

2.2. Research Methods

2.2.1. Deductive method

The deductive is a method of reasoning to infer logical summaries of a series of premises about a particular reality. The main objective is to know knowledge and important information before the evidence. In Dudovskiy's beliefs "deductive research approach explores a known theory or phenomenon and tests if that theory is valid in given circumstances (…) follows the path most closely" (2022, p. 26). This method explores wealth literature to increase the evidence of theories for teaching vocabulary. Overall, this research applied deduction as a fundamental type of reasoning. It deals with general information, theories, broad assertion, and then investigates.

2.3. Research Techniques and Instruments

The research technique is a way of performing a skillful activity previously planned. It depends on the objectives, discipline, and nature of the research because it generated potential knowledge of topic. Also, the utilization of a specialized technique facilitates gather data, process, and interpret information (Hassan, 2023). Moreover, a valid and reliable instrument connects the

variables and backgrounds to obtain authentic results. As Pandey and Mishra (2015) mention common types of data collection are primary and secondary, they are useful in case of facing a large sample. This research was applied survey and interview to get know about teachers and students' thoughts of figurative language strategies to improve vocabulary knowledge.

2.3.1. Survey

The survey is a technique for obtaining relevant information from the population of research. As state by Teachers Colleagues of Columbia University a survey "encompasses any measurement procedures that involve asking questions of respondents" (n.d. p.7). It is a type of technique used for a large population based on a specific design of questions that can be open or close-ended. The survey was applied to English learners of ninth grade in order to understand their subjective perspective about importance of vocabulary in the development of a language.

2.3.2. Interview

The term interview refers to the act of meeting someone to obtain certain information, in this case educational information. As Pandey and Mishra (2015) claim "interview is a two way method which permits an exchange of ideas and information" (p.59). Thus, an interview is complex and sensitive collecting data technique because it obtains subjective information. In this specific case, the interview was guide through a semi structured interview with open ended questionnaire. This tool was applied to ninth grade English teachers at República del Ecuador High School. The following table summarize methods, techniques, and instruments for the research.

Table 3

Summarize of methodology

Type of Research	Technique	Instruments	Analysis
Qualitative	Interview	Semi-structured questionnaire	Interpretive
Quantitative	Surveys	Structured	Statistical Interpretive

Note: Own elaboration

2.4. Research Questions

- Why is vocabulary acquisition in English language important?

- What are the strategies to improve vocabulary in young learners?

- How can Figurative Language Strategies help students to enhance vocabulary?

2.5. Population and Sample

This academic research selected as population students from República del Ecuador High School. This high school is located in Otavalo, El Jordan Parish on Sucre and Neptali Ordonez Streets, AMIE code 10H00398. It belongs to Imbabura Province in Ecuador. Additionally, this prestigious institution receives around 2 667 students per year (Infoescuelas, 2023). The high school offers two academic periods in the morning and afternoon for initial, basic education and baccalaureate.

This research was developed due to the students and teachers of ninth grade participation as well as the authorities' feasibilities. The target population is aged in 14 to 15 years old; they are distributed in four classrooms with an average of 40 students. Due to the fact of a large population for this project was calculated a sample. Also, the target population was considered common characteristics such as age, level of education, and scholar institution that is why it is finite and homogenous. The following formula was applied to determine the sample.

Figure 2

Sample calculation formula

$$n = \frac{Z^2 . p . q . N}{e^2 (N-1) + Z^2 . p . q}$$

Z=confidence level 1,96 (95%)
N=population 174
p=Probability of success 0.5 (50%)
q=Probability of failure 0.5 (50%)
e=margin of error 0,05
n=size of the sample

$$n = \frac{(1.96)^2 . 0.5 . 0.5 . 174}{(0.05)^2 (174-1) + (1.96)^2 . 0.5.0.5}$$

$$n = \frac{3.84 . 0.5 . 0.5 . 174}{(0.05)^2 (173) + 3.84.0.5.0.5}$$

$$n = \frac{167.04}{0.43 + 0.96}$$

$$n = \frac{167.04}{1.39}$$

$$n = 120$$

Note: Own elaboration. Calculation of sample ninth grade students.

Hence, the variables of research which are independent, and dependent will be interpreted by the association of real data. The mixed indicators of qualitative and quantitative carefully define the goals in the investigation. That is why the researcher must gather facts and some literature in primary sources documents, recordings, surveys, interviews, among others. As well as secondary and tertiary sources like thesis, journal articles, dictionaries, encyclopedias, among others.

2.6. Procedure and Data Analysis

The collection of the data aimed to select strategies for vocabulary improvement was developed in the selected institution. The instruments were applied to English teachers as well as ninth graders taking into account the previous sample calculation. On the one hand, the questionnaire made up of eight open-ended questions was applied to two English teachers; those responses were recorded audio only due to confidentiality. Then, that information was descriptive tabulated using the

content analysis to emphasize their qualitative views. On the other hand, the survey was applied to ninth-grade learners during the English classes. According to the pre-determined sample, the survey was applied only to 120 students who were chosen randomly from the four classes. At the end of data collection, it was tabulated using pie charts to show the differentiated answers and infer about their responses.

CHAPTER III: RESULTS AND DISCUSSION

The interviews were conducted with English teachers to gather theoretical, experiential, and practical insights on effective teaching strategies addressed to improve vocabulary acquisition among ninth-grade students.

5.2.Teacher's Interviews

Question 1: Do you consider that ninth-grade students have acquired A1-level vocabulary, as defined by the Common European Framework (CEFR)?

- **Teacher A**

There exists a range of proficiency levels in the ninth-grade students. While a considerable number belong to the advanced group, there is also a group that demonstrates slower skill development.

- **Teacher B**

The proficiency level is a huge concept that determines certain knowledge at that level. However, the majority of ninth-grade students demonstrate a well-developed competence close to the A1 standard. There is a reasonable group with great knowledge, but a minority of students may not fully achieve the proposed learning objectives.

- **Analysis**

Data revealed that the English level proposed by the Common European Framework and adopted by the Ecuadorian curriculum for ninth-grade students can be considered achievable. However, as the teachers claimed, there is an excellent group in ninth grade, but also there are students better developed than others. This could have been caused by the differentiated students' backgrounds and the information presented by the teachers based on the curriculum. Overall, teachers ensure that level A1 in vocabulary is almost adequate (Saputra & Abdul, 2014).

Question 2: What role does vocabulary play in the development of English language skills?

- **Teacher A**

The vocabulary plays an important role in the development and management of four skills. For example, learners need the words to understand the listening, reading, speaking, and writing activities.

- **Teacher B**

Vocabulary is the most important part of the language because it links ideas, sentences, and phrases. Without vocabulary, it is impossible the communication.

- **Analysis**

Vocabulary learning is a crucial aspect of language learning and use. Therefore, vocabulary makes a language's essence (Rexlin, 2015). This question is aimed to determine the role of vocabulary in the learning process. Teachers stated that vocabulary is primarily important in the development of language skills which are reading, writing, listening, and speaking. Those active and passive skills require a well-developed vocabulary to facilitate communication. In this sense, the conception of vocabulary goes beyond just learning words instead, the lack of linguistic key is the failure to understand a foreign language (Casas, 2018).

Question 3: Based on your experience, what strategies do you typically use to develop students' vocabulary?

▪ **Teacher A**

It is important to select adequate vocabulary to teach using different strategies. Sometimes the use of images, body language, songs, and games are useful for catching the students' attention. As well as the use of translators and dictionaries must increase vocabulary. Also, the use of vocabulary must increase from basic to advanced words according to the contents and grammatical structures.

▪ **Teacher B**

The most important thing that teachers can do to help students develop their vocabulary is to encourage them to be exposed to the language. The strategies based on audiovisuals are useful for students' vocabulary. Usually, in the class are descriptions, sing songs, reading, role plays, and storytelling to practice vocabulary.

▪ **Analysis**

It is important to highlight that a strategy is a defined plan which includes objectives, tactics, and resources (Saputra & Abdul, 2014). Based on the data above, strategies for teaching vocabulary are commonly used to develop vocabulary through English language skills. Both teachers have mentioned the use of receptive vocabulary encourage to collect, understand, and use the knowledge. Also, both are familiar with sensorial strategies using music, videos, images, and audiovisuals. So, it is necessary to show them cognitive strategies specifically those related with figurative language, that will help students to improve their understanding of vocabulary

Question 4: What factors negatively affect the learning of English vocabulary in ninth grade students?

▪ **Teacher A**

Use of non-suitable vocabulary for a specific level for example the use of advanced vocabulary in A1 learners or the contrary, both situations can disrupt learning. Furthermore, the use of isolated words or without context does not allow interaction between different skills.

- **Teacher B**

English components for vocabulary. This can represent a negative point for learning because the function depends on the context. For example: cognates, idioms, and pronunciation. The phrase English is different when you pronounce, write, and listen.

- **Analysis**

This question is completely necessary because we need to know which will be factors that negatively affect the vocabulary acquisition in young leaners. We have noticed that teachers have different misconceptions, but they provide a great insight into vocabulary level, isolation, vocabulary components, multifaceted nature of English, and the functions of the language. One of the teachers indicated the importance of integrating language skills because of language contexts, also the use of adequate target vocabulary according to the level. Also, the second teacher explained the relevance of nature of English and considered various aspects based on writing, reading, and listening. Overall, recognizing the complexity of English language is important to make effort to foster an effective learning environment and achieve the different proficiency levels.

Question 5: Have you ever heard about figurative language? If you are familiar with the topic, please explain it.

- **Teacher A**

Yes, I have. I heard about it a long time ago, I understand that figurative language is presented in poetry.

- **Teacher B**

No, I have not. It can be related to Idioms in English.

- **Analysis**

In agreement with the collected data, English teachers do not well-known figurative language, they exhibit a basic understanding and associating it with poetry and idioms. Also, the teacher is who will guide students to understand and appreciate the strategies acknowledge, so it is

necessary to introduce them to ways of using words beyond literal meanings. As Galantomos (2021) states, figurative language is special communication which appears in several languages; additionally, it is easy to paraphrase and constitute the same meaning, this process just enhances the highest students mental abilities.

Question 6: Have you ever applied figurative language activities to teach vocabulary in English classes?

- **Teacher A**

Figurative language is already applied in English classes, not at all but we use songs and tongue twisters to develop pronunciation. Currently, we work based on a project from all subjects also it involves Literature.

- **Teacher B**

No, I have never applied figurative language in my classes.

- **Analysis**

This question was asked in order to see if teachers have applied figurative language activities in English classes. The teachers' responses suggest that there were not well-defined opportunities to use figurative language to teach vocabulary. Also, figurative language can be implicit in activities like in songs and tongue twisters, but it is not pivotal. Therefore, the advantages of using figurative language strategies have not been evidenced. According to Peel et al, (2023) the figurative language can shed new light on teacher thoughts focusing on what students are feeling and thinking even if they cannot read their brains.

Question 7: Do you think that strategies based on figurative language can help teachers in the presentation of vocabulary at English classes?

- **Teacher A**

Yes, they do. The most important part about strategies is the application because both teachers and students are witnesses of advantages at development of skills.

- **Teacher B**

Of course, any strategy that focuses on fostering proficiency in spoken and written English among students is without a doubt highly beneficial.

- **Analysis**

According to the interviews, both teacher A and teacher B emphasizes the significance of applying strategies based on figurative language regarding the benefits for ninth grade students. Also, they alight that as effective implementation can result in an English proficiency. It is important to highlight that learning strategies refer to specific actions that a learner takes to make learning meaningful, without complications, enjoyable, student centered and experiential (Mizumoto, 2018). Overall, a well applied strategy for teaching vocabulary considering the pedagogical hour must select, store, retrieve information.

Question 8: Which aspects are fundamental to teach vocabulary in English classes?

- **Teacher A**

✓Select appropriate vocabulary to teach.

✓ Focus on the meaning, form, and use of words.

✓Use the target language.

✓ Teach vocabulary in context.

✓ Expose learners to use a dictionary.

✓ Pronunciation exercises

✓ Associate vocabulary with previous knowledge

✓ Using previous knowledge is necessary for learners because they can easily remember something that they practice. For example, to do a recipe.

Other: _____

- **Teacher B**

✓Select appropriate vocabulary to teach.

✓ Focus on the meaning, form, and use of words.

✓Use the target language.

✓ Teach vocabulary in context.

✓ Expose learners to use a dictionary.

✓ Pronunciation exercises

✓ Associate vocabulary with previous knowledge

✓ Using previous knowledge is necessary for learners because they can easily remember something that they practice. For example, to do a recipe.

Other: _____

- **Analysis**

This question aimed to gather information about their knowledge of vocabulary instruction, their familiarity with figurative language, and their ability to apply effective teaching strategies. Those answers provided were based on her pedagogical expertise and understanding of the role of vocabulary in English language development. They state that a teacher must focus attention on target vocabulary accordingly the level and gradually add more information. An instructor must provide meaningful contexts because words have different form and use; therefore, those relevant aspects must emphasize the interaction between teacher and student at vocabulary acquisition. Finally, traditional strategies are useful too, in particular the use of dictionary helps students to have an independent success feeling because sometimes they can get confused of new words but if they can find their meaning and use them. Overall, strategies are the greatest tool of teachers to guide students during the emblematic trip of learning a language.

3.2. Survey Results from Students

This section will present the findings of a survey carried out among of ninth-grade students at República del Ecuador High School. The objective of this survey is to identify effective figurative language strategies regarding vocabulary improvement in English classes. The collected data will be depicted in a statistical chart to delineate pertinent details.

3.2.1. General Information

Figure 3

Participants' gender
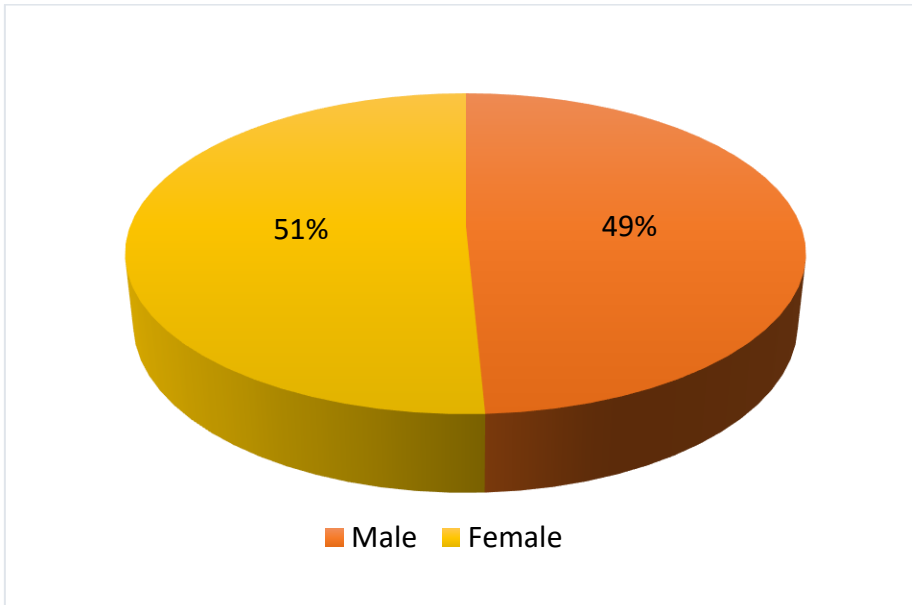
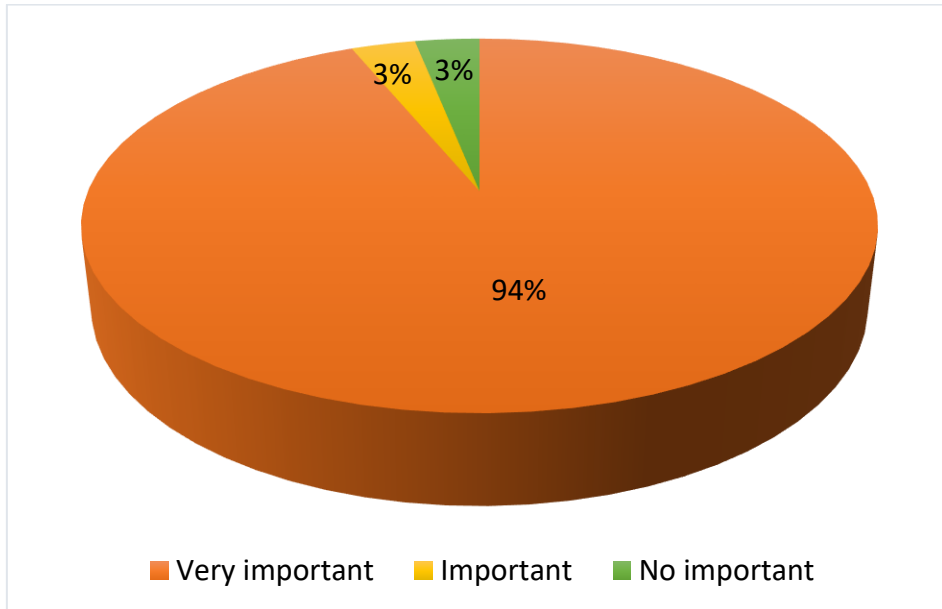*Note:* Own elaboration. *Source:* Survey June 2023.

The informative data collected from population concerning the gender distribution in ninth grade shows a well distributed group with 49 % of male and the 51% of female participants. This data indicates that there is not a significant gender gap, and it could help to gather reliable information on both genders. Furthermore, it is imperative to underscore that students at that level are 14 to 16 years old, as Piaget cited by Mcleod (2024) affirms that during the formal operational stage morality and ethics are determined by gender towards, also this stage priories the abstract thinking, higher order reasoning and logical hypotheses.

3.2.1. Analysis of Students' Perceptions About Vocabulary Acquisition

Figure 4

Importance of vocabulary in English language

Note: Own elaboration. *Source:* Survey June 2023.

The pie chart provides information about the importance of vocabulary for ninth grade students. According to their reality, the largest proportion depicts an agreement with the question, indicating that 94% of the total sample believe that vocabulary is crucial for learning English. Conversely, around 3% of the sample perceive vocabulary as irrelevant for the acquisition of a language. Moreover, another 3% express that vocabulary is important for language acquisition. Additionally, ninth-grade students provided reasons for their answer; for example, to travel around the world, be capable of communicating with foreign people, learn something new about language, and avoid difficulties in the subject. Overall, according to Abdelkarim (2017) vocabulary is a critical tool for a successful communication, it impedes or allows the development of skills. Besides, vocabulary knowledge facilitates language usage and contributes too vocabulary growth.

Figure 5

Difficulties in vocabulary acquisition

Pie chart legend: A)Very difficult, B)Difficult, C)Neutral, D)Easy, E)Very easy. Values: 1%, 12%, 17%, 23%, 47%
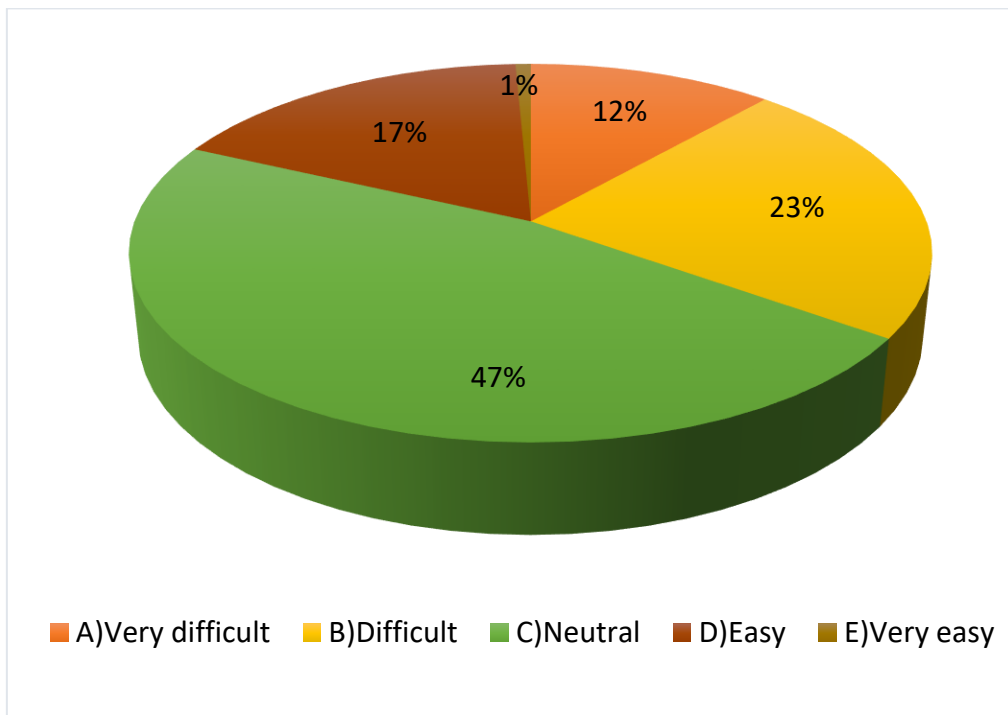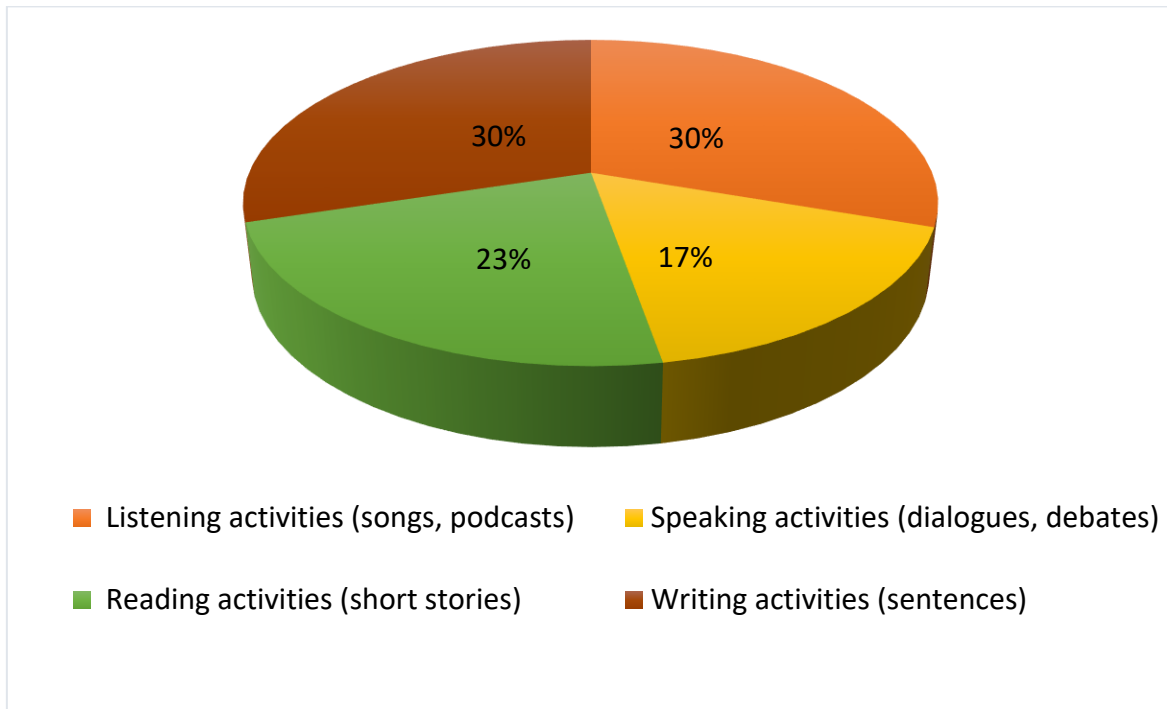
Note: Own elaboration. *Source:* Survey June 2023.

This chart displays received responses from ninth-grade students about degree of complexity involved in acquiring vocabulary. This refers to a level of complexity that students exhibit at comprehension, retention, and assimilation of new vocabulary. According to the data, 47% of the population considered that vocabulary is not really complicated. Following that, 23% of the total believe that acquiring vocabulary is a challenge while 12% perceive that demands effort. Rosyada and Apoko (2023) suggest that four factors demand significant attention for the vocabulary development, those are pronunciation, words length, meaning and spelling. Otherwise, around 17% of learners' responses evidence that learn vocabulary is effortless. Overall, the data collected shows that despite vocabulary is the core part of language, it is neither complicate nor easy somehow.

Figure 6

Vocabulary in language skills

30% 30%

23% 17%

- Listening activities (songs, podcasts)
- Speaking activities (dialogues, debates)
- Reading activities (short stories)
- Writing activities (sentences)

Note: Own elaboration. *Source:* Survey June 2023.

In the pie chart above, it is shown relevant data about four skills development activities and students` preferences during English classes. Based on the data above, listening and writing activities are preferred by students. Both listening and writing are fundamental for the language enhancement, that is why about 30% of the sample has chosen them. Also, reading activities cover about 23% of the sample. Then, speaking activities are the least preferred of young students with 17% of the total. It means that students prefer activities based on listening, reading, and writing. In this way, students are more susceptible to receptive activities such as songs, podcasts, stories, tales, and among others. In fact, the acquisition of receptive vocabulary is crucial to influence the production of writing and speaking.

**Figure 7**

Students' strategies to learn vocabulary
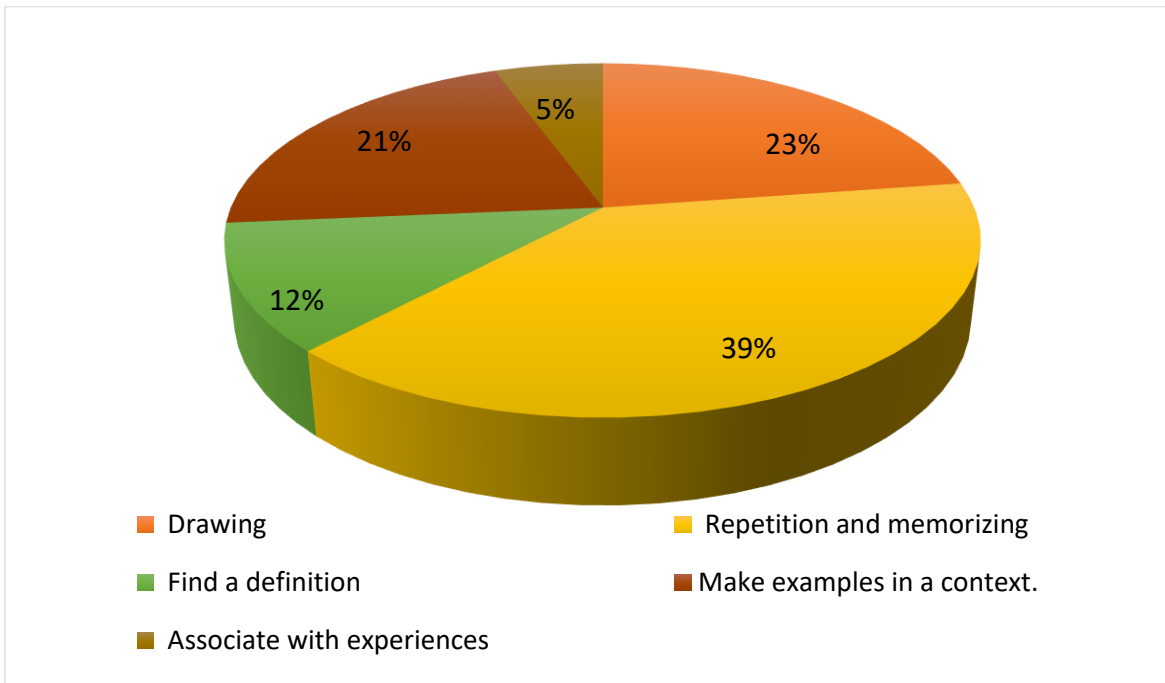
This figure illustrates the information about strategies used by young learners to remember vocabulary for English classes. The largest portion with 39% corresponds to repetition and memorizing. Foreign language learners use this strategy because it is more efficient but there are other strategies that they can use. Although, making examples in context and drawing are different strategies in methodology. They are the same because make use of previous knowledge. Furthermore, over 12% of the total prefer to find a definition of the learned words. It means that young students in ninth grade suggest that is relevant to use strategies based on a traditional way however it can be because of the methodology of the traditional education.

Figure 8

Strategies to improve vocabulary
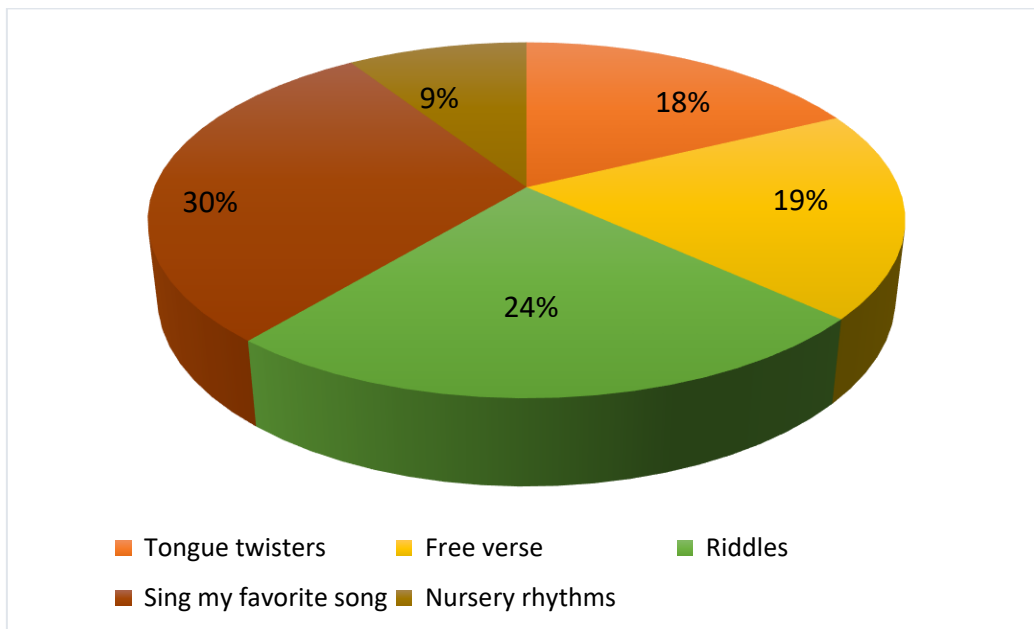
Note: Own elaboration. *Source:* Survey June 2023.

This pie chart provides information related to the activities that students would enjoy in English classes. Those presented activities have been designed to apply figurative language in lessons specially to teach vocabulary. The data shows that over 30% of students would like to sing their favorite song. In this sense, vocabulary taken from songs is influential and would captive students' attention because "music offers a versatile way to look at the language and can be used to reinforce and improve speaking, listening comprehension, vocabulary and phrasing" (Hatimah et al., 2018). In this sense, music contemplates a good strategy to improve vocabulary because the composition has rhythm, melody, and harmony. These aspects are fundamental to applying figurative language. In this strategy, the teacher will apply repetition also memorization, both elements of cognitive development. Thus, about 24% of the sample considered that riddles would be a good strategy to improve vocabulary. Then, riddles are figurative question that provides clues or secondary meaning to be answered (Bardhi, 2021). Otherwise, tongue twisters and nursery rhythms are considered by 18% and 19% of the total sample. Showing that nursery rhythms have not been well received.

3.3. Discussion

The results from both teacher interviews and student surveys offer a comprehensive understanding of the relevance of vocabulary acquisition in ninth-grade English at República del Ecuador High School. Those findings highlight the importance of language proficiency levels and reveal the role of vocabulary as a necessary element in teaching strategies.

The role of vocabulary in English language skills is pivotal as discussed by teachers, emphasizing that listening, reading, speaking, and writing activities always come up with a basic knowledge of words. Similarly, this was evidenced in the student survey, where preferences for writing and listening activities were predominant, highlighting the connection between vocabulary with language skills in students' learning processes

Therefore, teachers' interviews provided valuable insights into the strategies employed for developing students' vocabulary. Both teachers emphasized the importance of selecting appropriate vocabulary and using variety strategies, including images, body language, songs, and games. Hence, the survey applied to students revealed that songs are useful to learn vocabulary, indicating a preference for active engagement in repetition and memorization.

The teacher interviews also shown that application of figurative language strategies must be useful to encourage student to learn vocabulary. Teachers admitted that figurative language should incorporate into their classes. This corresponds with the student survey findings, where students expressed interest in activities incorporating figurative language, particularly through singing favorite songs, and riddles. There is an opportunity for instructional practices to be enhanced and emphasize the explicit inclusion of figurative language in vocabulary acquisition.

In conclusion, both teachers and students' findings suggested that vocabulary is a significant part of English language development, and it contributes to proficiency. Additionally, a holistic understanding of the meaning, use, and form of vocabulary through the application of instructional strategies will be a foundation to better classroom performance with well-determined strategies, activities, and preferences.

CHAPTER IV: ACADEMIC PROPOSAL

Title

Go Beyond Words! Use of Figurative Language to Improve Vocabulary

4.1. Rationale

Learning a foreign language can be a challenge for both learners and teachers. English as a foreign language is currently one of the relevant subjects in Ecuadorian educational programs. Therefore, this language has become necessary for personal growth because of the advantageous opportunities that English provides. Thus, the main goal of language learning is to achieve communicative competence by developing certain skills and subskills. However, developing communication also requires a basic knowledge of vocabulary in order to express simultaneously any idea, feeling, or emotion. The ability to select adequate words and employ them in a variety of language structures to convey ideas is the objective of vocabulary knowledge.

Furthermore, vocabulary is traditionally learned through memorization strategies, but it is not the only strategy to improve vocabulary knowledge. Due to the complex components of learning new words, it faces a variety of barriers, allowing the use of different strategies to improve vocabulary. Those aspects are incrementality, multidimensionality, polysemy, interrelatedness, and heterogeneity which emphasize that words acquire meanings according to their use and function. They recognize that English is different when spoken and written because of the pronunciation. Lastly, words are part of an open system where connections are essential to link variations of a word, for this reason, this proposal was inspired by the idea of providing figurative language strategies to take advantage of vocabulary and facilitate students' knowledge.

Additionally, figurative language strategies in language instruction not only enhance students' vocabulary but also allow imaginative, creative, and experiential learning. It promotes language engagement and encourages learners to express themselves. Therefore, learning a language by exposure to figurative language directs to cognitive development. The mental processes involve attention, perception, memory, thinking, and language which allow a meaningful association between experiences and knowledge.

4.2. Theoretical foundations

The process of acquiring vocabulary in English as a Foreign Language EFL is a complex operation that requires consideration of cognitive matters. Some researchers emphasize the importance of cognitive processes and understand the significance of essential vocabulary to communicate. Therefore, learners and teachers must assimilate that vocabulary commands communication and without a range of words, learners have trouble expressing their ideas. Besides, the incorporation of specific strategies aimed to improve vocabulary benefits the whole development of language instruction. Moreover, it allows students to correlate the strategies with other educational fields and feel confident with their knowledge because learned vocabulary through experiences and association allows a long-term memory and active language knowledge.

Figurative language is a common comparison using stylistic resources to evoke sensory effects. This type of language usually deviates from a conventional meaning but maintains is significance. In this way, the teacher may briefly point out the semantic motivation for the figurative meaning as students encounter a figurative expression during a classroom activity (Boers, 2011). Since the purpose of figurative language is to describe something using comparisons, it is a form of cognition. However, a student may inadvertently try to compare those languages through metaphorical reasoning.

When conveying a vivid and imaginative meaning, learners can expand and enrich their creations using literary devices. Those devices are imagery, metaphor, simile, hyperbole, and alliteration. At the beginning, metaphor and simile are comparison of two different things highlighting one special characteristic. Besides hyperbole is an exaggeration of certain characteristics to produce an impressive effect. After that, alliteration is the repetition of sound s making a rhythm effect. Finally, imagery which emphasizes the use of sense organs to express feelings and emotions in a written text.

General Objective

- Design a didactic guide for vocabulary improvement through figurative language strategies.

Specific Objectives

- Select figurative language strategies for teaching and learning English.
- Determine interactive activities based on figurative language strategies according to English language skills.
- Socialize the didactic guide to English teachers and ninth-grade students at República del Ecuador High School.

4.5. Units Development

Table 4

Didactic guide units' development

Units	Lessons	Objectives	Grammar and Vocabulary	Strategies and Literary devices
Unit 1 *Like father, like son!*	**Lesson A** My family and me	Students will use the present simple tense to talk about family members and their personalities.	Simple present tense: to be. My family tree. Descriptive adjectives	-Semantic mapping -Comparisons -Sketching words Metaphor Alliteration Simile Imagery
	Lesson B My free time activities	Students will use the present simple tense to talk about lifestyles and free time activities.	Routines and free time activities Simple present tense likes and dislikes	-Comparisons -Applying target words -Student friendly definitions Metaphor Alliteration Simile Hyperbole
Unit 2	**Lesson A** My potential abilities	Students will use modal verbs to talk about students' special abilities.	Simple Present tense Modal verb can Comparatives and	-Comparisons -Student friendly definitions -Sensory images

It is a piece of cake!			superlatives adjectives	Metaphor Simile Hyperbole
	Lesson B My eating habits	Students will talk about their favorite food and eating habits	Simple Present tense Food Pyramid Countable and uncountable nouns	-Sensory images Imagery Alliteration
Unit 3 *Go down in history*	**Lesson A** They were successful.	Students will use the past simple tense to talk about people's lives in the past.	Simple Past tense: to be. Adjectives of personality and value Years and dates	-Applying target words -Using context clues -Sensory images Metaphor Simile Imagery
	Lesson B Unforgettable moments	Students will use the past simple tense to talk about personal experiences in the past.	Simple Past tense Regular verbs in the past tense Time expressions in the past	-Applying target words -Semantic mapping -Using context clues Alliteration Imagery Simile

GO BEYOND WORDS !
Use of Figurative Language to Improve Vocabulary

GUIDEBOOK

By: Erika López

What is figurative language?

Figurative language refers to phrases that are meaningful but not literally. The main goal is to intense the message with complex descriptions and adding feelings and emotions based on previous experiences.

Literary devices

Metaphor

A comparison of two objects or actions by stating or implying certain atributes.

Example: He is a walking dictionary.

Simile

A comparison of two unlike things using connecting word "like" and "as".

Example: She is sweet as honey.

Hyperbole

It is an extremely exaggerated form to describe something.

Example: He could eat a whole cow.
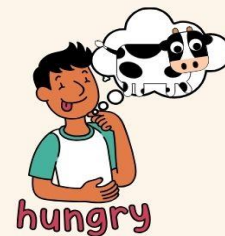
Alliteration

It is the repetition of sounds in short phrases to obtain rhythmic effect.

Example: Swan, swam over the sea, swim, swan, swim.

Imagery

It is a symbolic description through visual, auditory, olfactory, gustatory, and tactile senses.

Example: His coat felt as a velvet curtain.

How to improve vocabulary using figurative language strategies ?

Figurative language is cognition in order to describe using whereby known words and occurrences in another.

Take into account the following steps to apply figurative language.

1. Select the appropriate target language according to the topics and context.
2. Evoke emotions, feelings, and experiences related to the topics.
3. Strike a balance, use literal sections and straightforward content (use literary devices).
4. Relate to your mother language.
5. Be creative and experiment!

How will students learn?

Language acquisition is a complex operation that involves cognitive, social, and environmental factors. The combination of exposure, practice, and feedback among certain skills and subskills produce a language. Cognitive learning develops the idea that learners will remember concepts if they analyze them on their own and expose the importance of the processes of learning described below.

Attention

Perception

Memory

Thinking

Language

Cognitive processes
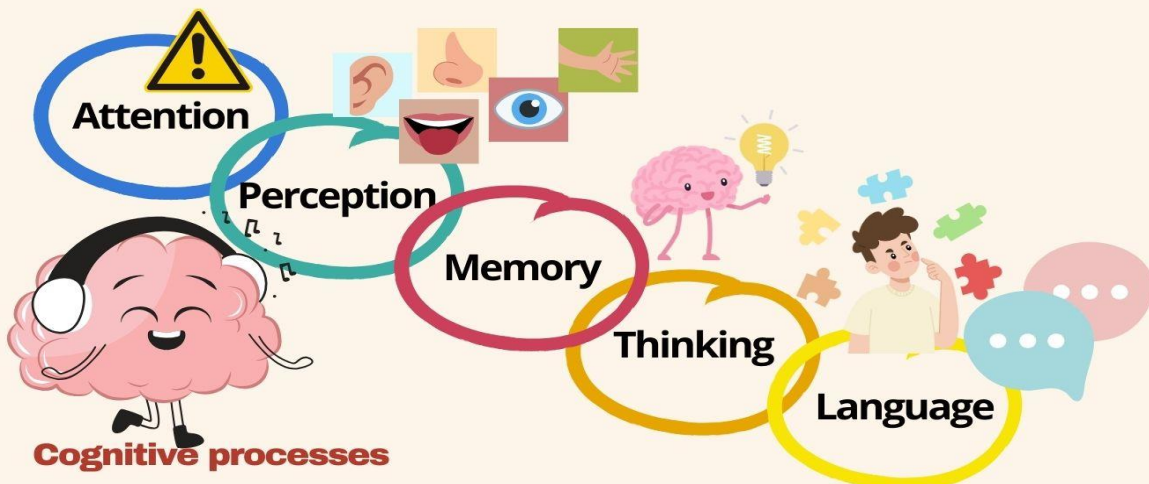
Analogies, similes, and Comparisons

Associate two elements using particular generalities, one of them must be well recognized and the other must take an advantage of the popularity.

Friendly definitions
Characterize the new word and how it is typically used, and explain the meaning using everyday language.

Applying target words
Provide target words for specific purposes, and relate to personal experiences.

Defining words within context
Context means surrounding words and phrases, it helps students to guess the speaker and writer's purposes.

Sensory images

Take advantage of imagery sources to express representations of certain terms.

Sketching words
Visual representations of certain terms, relate to students' perceptions.

Semantic mapping
Select a determined word and while using questions make connections.

To compare, you can make use of metaphor, simile, and hyperbole, and to create sensory images you can make use of imagery, and alliteration

Introduction

The academic guide, titled "Go beyond words! Use of figurative language to improve vocabulary" serves as a compilation of adaptable sources with their respective guidelines about figurative language as a strategy to explore the transcendent literal and non-literal vocabulary. Vocabulary acquisition goes beyond simple memorization of words, its basis is to connect cognitive processes with contexts, experiences, feelings, emotions, and ideas to new knowledge. In this way, enriching meaning develops vocabulary and enhances receptive and productive language skills.

Therefore, the guidebook's content is based on real data collected from both perspectives, the learner and the instructor. There was an evident tendency to learn vocabulary from reading and listening resources rather than speaking and writing. Also, in agreement with the instructors, the use of several strategies aimed to improve not only vocabulary but also language skills is significant.

Overall, this academic guide is aligned with language standards provided by the Ecuadorian Ministry of Education 2016, and the topics related to students' workbooks. Also, it covers the fundamental vocabulary, grammar, and language skills to allow the proposed educational objectives. This guide was designed with specialized activities for teaching and learning support.

Index

UNIT 1

Like father, like son.

My family and me .
My leisure time.

Informative Data	
Unit 1: Like father, like son	**Lesson A:** My family and me

General Objective
To use the present simple tense to talk about family members and their personalities.

Specific Objectives
To design a family tree by sketching family vocabulary.
To use literary devices to talk about descriptive adjectives.

Grammar	**Focus skill**	**Strategies**
Simple present tense	Reading	Semantic mapping
Vocabulary:	**Complementary skills**	**Literary devices**
Family	Writing	Metaphor
Descriptive adjectives	Speaking	Alliteration
		Hyperbole
		Imagery
		Simile

Lesson Template

Stage	Procedures
Warm-up	**Semantic Mapping**
	Write the word "Family" on the board and ask students to suggest all the words that they can associate with it.
	Provide markers and let students write while a teacher joins it to the principal word.
	Help students with information questions to activate their knowledge.
	Example: Who is your father's mother? Who makes awesome food? Who plays soccer with you? Who is fashionable?
	There are no wrong and right answers, teacher must encourage the students' active participation during the activity.
	This activity can be used to introduce a new concept and remind previous vocabulary.
Presentation	**Activity 1**
	-Introduce the reading "Like father, like son" in order to present vocabulary about family and descriptive adjectives. This vocabulary was taken from the English module for ninth graders.
	-Before reading, let students look for new vocabulary and answer the possible questions.
	-After reading, ask students to answer the questions about the topic.
	-Encourage students to read that new vocabulary using the whole sentences as a guide using context clues to derive meaning.
	-Use synonyms and antonyms to remember the descriptive adjectives.
	-Present the grammar prompts related to simple present tense.

Practice	**Activity 2**
	Write useful expressions about family like using descriptive adjectives.
	For example, He is fun (place adjective after the verb to be)
	He is a fun person (place adjectives before nouns)
	Ask students to create a family tree and think about their personality.
	Ask students to write at least 10 descriptions of their families' personalities.
Production	**Activity 3**
	Ask a thinking question if animals were personality adjectives
	1. What kind of animals would they be?
	2. Where do they live?
	3. What do they look like?
	Encourage students' participation using any kind of reward.
	Explain how the sketching words strategy works and provide templates.
	Students will design ten mnemonics using a descriptive drawing according to the adjective, a meaning, a synonym and antonym, and an example.

Lesson A
Semantic Mapping
WRITING

1. Fill in the blank spaces with family members. Use the clues below.

Family

_____ _____

Uncle _____ Mother _____

Cousin Brother _____
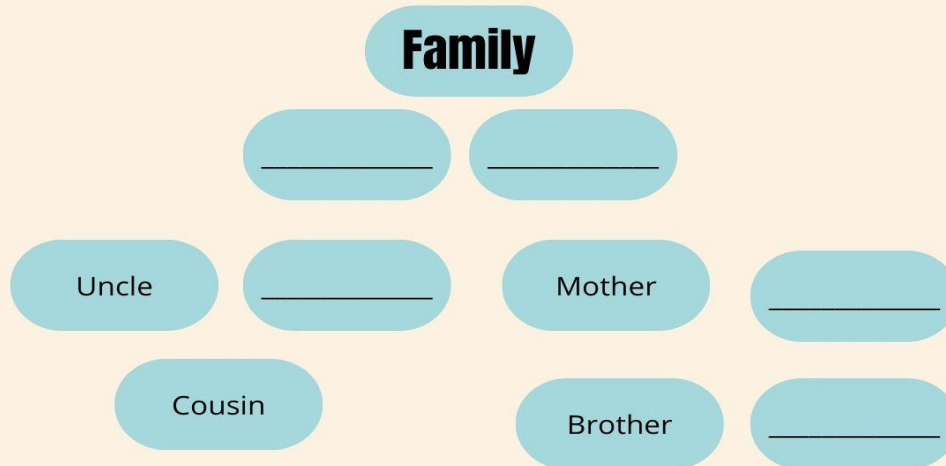
2. Use the family members' clues

1. I am older than you. I am your mother's mother, not your father's father.
Who I am? _____

2. I am older than you Dad, yet not your brother, In the family, I am like no other.
Who I am? _____

3. My mother and your mother are sisters. We share those twisters.
Who I am? _____

4. I am a man. When I got married, I called your mother's mother ma'am.
Who I am? _____

5. Your mother is my mum. Your father is my dad. It is not bad. I am not a boy.
Who I am? _____

3. How do you say those family members in your language?

Family in-law: someone who is a relative because of a
marriage

sister-in-law _____   brother-in-law_____
daughter-in-law_____   son-in-law_____

Stepfamily: formed when one adult and a new couple bring
children from a previous relationship.

stepfather_____   stepmother_____
stepson_____   stepdaughter_____

Activity 1

1. Read the article and answer the questions.

Like father, like son

Bob Marley
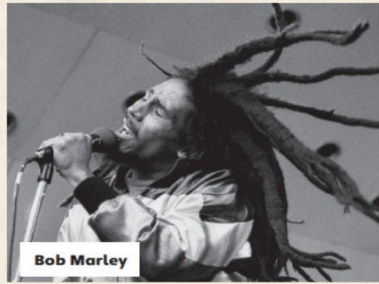
Ziggy Marley

Bob Marley (1945–1981) is often called the father of reggae. His melodies were whispers of wisdom carried by the wind. His eldest son Ziggy (1968–) has closely followed in his father's footsteps and is a very respected reggae musician. He was born in a quiet city called Kingston, Jamaica in 1968. He has been a musician since he was ten, when his father bought him his first guitar. Ziggy remembers his father as an outgoing and a fun person. He also recognizes just how serious and relaxed he was for his age. Spiritually, and mentally, he was a much more evolved person. So, the legacy extends beyond the notes and chords is how you become a good human being, and how you continue to be alive in people's hearts, making noise against injustice, standing up against racism, as a person, as a human being.

"That's the real legacy."
Ziggy

Comprehension questions
1. What are the names of the two people?
2. Where is Ziggy from?
3. Why are they famous?
4. Are there new vocabulary for you?
5. What is the meaning of "Like father, like son" ask to your teacher.

2. Write the antonyms of those words. Compare the answers

fun _____
shy _____
quiet _____
nervous _____
sporty _____

Activity 2

READING

**1. Complete the text using the adjectives below. There are more words than you need.**

fun	serious	shy	outgoing	quiet
noisy	nervous	relaxed	sporty	lazy

Hello everybody. I'm Jane. I'm 13 and this is my family.
My mom's name is Emma. She's from France. It's a big country in
Europe. She is ___*sporty*___ and _____ **(a)**. She has many
friends because she's very _____ **(b)**.

My dad's name is Pete. He isn't French. He's American. He's a chef.
I love his food. He's _____ **(c)** but _____ **(d)**. He
tells jokes all the time. He isn't a _____ **(e)** person.

2. Complete the family tree.

Grandfather   _____

_____ _____ _____ _____

me   cousin

_____ _____
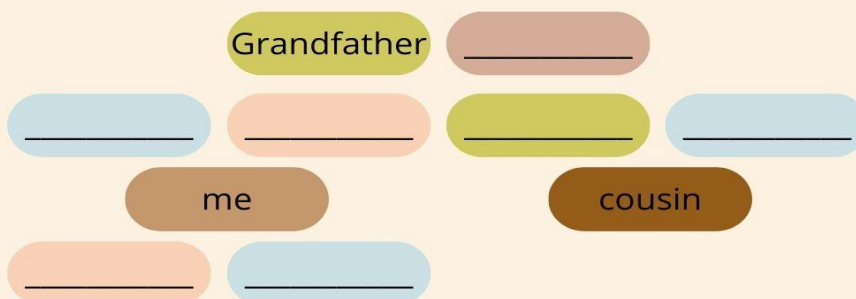
3. Write sentences using simple present tense and adjectives for personality. Share with your classmates.

Example
My father is a fun person.

_____
_____
_____
_____
_____

Key expressions:
"He is like my brother" means he is similar to my brother

Activity 3
Sketching Words

SPEAKING
1. Answer the questions below
   If animals were personality adjectives

   1. What kind of animals would they be?
   2. Where do they live?
   3. What do they look like?

2. Use the template below to create a graphic representation of people's personalities.
3. Look for a meaning, it can be from a dictionary.
4. Write an example using adjectives for personality

Meaning
Giving pleasure, especially because of being not at all serious.
Synonym: enjoyable
Antonym: serious
Example: She is a fun person because it is enjoyable past time with her.

Meaning: _____
_____
_____
Synonym:_____
Antonym: _____
Example:_____
_____
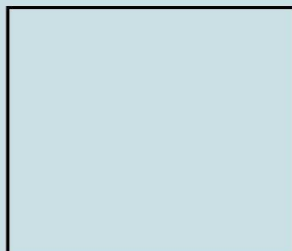
Meaning: _____
_____
_____
Synonym:_____
Antonym: _____
Example:_____
_____

Informative Data	
Unit 1: Like father, like son	**Lesson B:** My free time activities

General Objective

To use the present simple tense to talk about lifestyles and free time activities.

Specific Objectives

To create collocations of verbs, do, make, play, and go in order to create an alliteration source.

To identify key expressions about lifestyle.

To use literary devices to create students' friendly definitions.

Grammar	Focus skill	Strategies
Simple present tense	Reading	Comparisons
Likes and dislikes		Applying target words
	Complementary skills	Student-friendly definition
Vocabulary	Writing	
Routines	Speaking	
Free time activities		**Literary device:**
		Metaphor
		Alliteration
		Simile
		Hyperbole

Lesson Template	
Stage	**Procedures**
Warm-up	**Abstract picture** -Draw a big rectangle on the board and ask students to draw squiggles, doodles, and shapes with different colors. -Ask the class what they think the picture represents and write the ideas. This activity encourages the students' participation using their imagination.
Presentation	**Activity 1** -Ask students to think about the activities that they do in a week and create two lists one on the left and another on the right.

	-Encourage students to write complete actions
	For example: watch TV, play soccer, and read a book.
	-Direct the students' attention to verbs like; do, make, play, and go.
	-Show students that some verbs are repeated actions, and it is possible to create new phrases with them.
	-Write other phrases by the combination of two columns and ask for possibilities
	For example:
	Watch TV
	Play video games
	-The phrases with "watch" are watch TV and watch video games
	-On the other side with "play" the phases are: play video games and play TV
	-Help students to select the correct phrases and eliminate the others using the questions: Is this phrase possible? Is this correct? Can we play TV?
	-Present the grammar prompts related to like, love, and prefer.
Practice	**Activity 2**
	-Remind students of the previous vocabulary of free time activities. This vocabulary was taken from the English module for ninth graders (p. 12-13).
	-Use listening to enhance the pronunciation of free-time activities and compare them to student's leisure time.
	-Ask students to complete the survey "What kind of Hobbyist are you? To determine students' personalities.
	-Encourage students to share the results with the class. If the students do not want to participate, develop a dynamic.
	For example: Nursery rhythm "Eeny, meeny, miny, moe"
	Eeny, meeny, miny, moe,
	Catch a tiger by the toe.
	If he hollers, let him go,
	Eeny, meeny, miny, moe
	-Helps students to use the vocabulary prompts and the suggested questions and answers.

Production	**Activity 3**
	-Explain to students how figurative language works to develop a meaning.
	-Direct the students' attention to idiomatic expressions about the kind of person. This vocabulary was taken from the English module for ninth graders.
	-Read and provide a subjective meaning with examples, and then students must guess the meaning.
	-Help students to use the learned vocabulary and encourage participation. There is no right or wrong answer.
	-Student will complete the examples with idiomatic expressions and write their definition of two expressions.

Activity 1

APPLYING TARGET WORDS

WRITING

1. Answer the questions below

1. What do you do in a week?

2. What activities do you enjoy the most?

3. What activities do you dislike the most?

2. Write your free time activities in two columns and create new phrases.

Verbs	Nouns
go	to the park
watch	TV
play	video games

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

3. Write your new phrases about free time activities
   Example: go to the park, ~~go TV, go video games~~

_____
_____
_____
_____
_____

Ask your teacher to correct your phrases

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Activity 2

LISTENING

1. Listen to the sounds and number the activities according to the order you hear. Then, write a tick in the activities you like to do.

play video games   chat with friends   play sports   play a musical instrument

hang out with friends   go to the movies   read   listen to music

2. Complete the survey with the verbs in the Word Bank. Then, answer by selecting one option.

What Kind of Hobbyist Are You?

Quiet   Energetic   Artistic

Word Bank
- relax
- read
- exercise
- ~~sleep~~
- play
- sing
- write
- watch
- take

a. When it's Sunday morning, do you prefer...
1. _to sleep_ late?
2. _____ TV?
3. _____ a book?

b. When you meet your friends, do you like...
1. to hang out with them and go to places?
2. _____ soccer or basketball?
3. _____ at a karaoke club?

c. When you go on a vacation trip, do you prefer...
1. _____ all day at the hotel?
2. to enjoy all the attractions the place offers?
3. _____ photographs of the city?

d. When you feel stressed, do you like...
1. to take a shower?
2. _____ in a park?
3. _____ a poem?

Points: _____

1 - 4 points: You're a **quiet** hobbyist. You like to take it easy!
5 - 8 points: You're an **energetic** hobbyist. You love to get your body moving!
9 - 12 points: You're an **artistic** hobbyist. You like to express yourself through art.

Key Expressions
Take it easy: to relax

3. Share your results with your classmates

REMEMBER!

To ask someone about your free time activities, you can use:

Questions	Answers
What do you like to do in your free time?	I like to hang out with my friends.
How about you?	I love to play video games.
	I prefer to listen to music.

Activity 3

STUDENT FRIENDLY DEFINITIONS

READING

1. Look at the pictures about idiomatic expressions and their explanations below

A person who likes to sit all day in front of the TV. He is sedentary

couch potato

A person who likes to do everything in the morning.

early bird

A person who does a lot of activities at work.

busy bee

A person who i likes to stay up late at night. He is an evening person-

night owl

2. Complete the sentences with the idiomatic expressions

a. Charles is a _____. He likes to sit all day in front of the TV. He's sedentary.
b. Cynthia is an _____. She's a morning person. She likes to do everything in the morning.
c. Mathew is a _____. He does a lot of activities at work.
d. Kate is a _____. She's an evening person. She likes to stay up late at night.

3. Be creative! Write a definition of the idiomatic expressions below.

THE SMART COOKIE

_____
_____
_____
_____
_____
_____

THE GOOD EGG

_____
_____
_____
_____
_____
_____
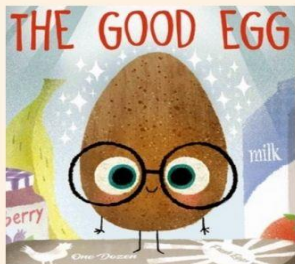
UNIT 2

It is a piece of cake
My potential abilities
My eating habits

Informative Data	
Unit 2: It is a piece of cake	**Lesson A:** My potential abilities

General Objective
To use modal verbs to talk about students' special abilities.
Specific Objectives
To determine specific abilities and their relationship with intelligence.
To compare abilities using comparatives and superlatives.
To use literary devices to create students' friendly definitions.

Grammar	Focus skill	Strategies
Simple present tense Modal verb can **Vocabulary:** Comparatives and superlatives adjectives	Writing **Complementary skills:** Reading Listening Speaking	Comparisons Student friendly definitions Sensory images **Literary device:** Metaphor Simile Hyperbole

Lesson Template	
Stage	**Procedures**
Warm-up	**Find a lie** -Give directions about finding a lie activity and proportionate an example. -Students will think about three special abilities and compare them to something related. **For example:** Swim: it can relate to a fish, a famous swimmer Michael Phelps (something that expresses a well-developed ability or the contrary) I can swim like a golden fish (lie). I can't jump over a car (truth). I can walk for a long time (truth). -Ask students to take out a piece of paper and write the three abilities, two truths and a lie. -Collect the notes and distribute them so each student must have a different one. -Ask some students to read loudly in front of the class and guess which ability is the lie. -The owner must affirm or deny the suggestion. This activity encourages the students' participation using their imagination.
Presentation	**Activity 1** -Introduce the reading "Multiple Intelligences". This text was taken from an English module for ninth graders (p. 36) -Direct the students' attention to the useful expressions chart. -Use the multiple intelligences chart to determine the students' dominance. -Read aloud and emphasize pronunciation.

	-Ask students to complete the informative chart using their personal information. -Assess students during the development of activity. -Encourage students to share their information with the class. If the students do not want to participate, develop a dynamic. -Write an easy tongue twister on the board and ask students to read it. **For example:** If you can't can any candy can How many candy cans can a candy Canner can if he can can candy cans? -Depending on the arrangement of the class, the teacher can start from the right, left, or the middle. -The first student, who cannot pronounce very fast starts with the presentation of information. This activity can be used to enhance vocabulary through repetition of words
Practice	**Activity 2** -Introduce the listening activity about "The fastest men of the Earth." -Explain to students about the comparisons using hyperbole a kind of exaggeration. **For example** Comparative: He runs with the wind Superlative: He can finish a race before you blink. Flash would need a telescope to see him. -Show the different rules and guess for a literal meaning. **For example:** Comparative: He is fast<u>er</u> than her. Superlative: He is the fast<u>est</u> -Help students to develop a comparison using hyperbole, simile, or metaphor. -Assess students during the practice. -Students will create a comparison using figurative devices about an adjective. -Ask students to complete the activities about comparatives and superlatives. The information was taken from the English module for ninth graders.
Production	**Activity 3** -Explain to students how figurative language works to develop a meaning. -Direct the students' attention to idiomatic expressions about abilities. This vocabulary was taken from the English module for ninth graders. -Read and provide a subjective meaning with examples, and then students must guess the meaning. -Help students to use the learned vocabulary and encourage participation. There is no right or wrong answer. -Student will match the meaning with idiomatic expressions and write their definition. -Encourage students to use idiomatic expressions.

Lesson A

COMPARISONS
READING
1. Look at the information about making comparisons.

The comparison demonstrates that one thing is like another in some way.

1 Look for specific characteristics.

For example:
He swims very well.
His swimming skills are excellent.
The movements he makes in the water are extraordinary.

2 Select another object, animal, person, or place with similar characteristics.

For example:
Characteristic: Speed
He is fast.
Leopard is fast.
Usain Bolt is fast.
Korean public transport is fast

3 Make use of comparative words like, as, or direct comparison.

For example:
He is like Ronaldinho.
He plays soccer as Lionel Messi.
He is the successor of Cristiano Ronaldo

2. Write you own comparisons.

Characteristic:_____	
Something similar:_____	
Direct comparison: _____	
Use like-as:_____	

Characteristic:_____	
Something similar:_____	
Direct comparison: _____	
Use like-as:_____	

Characteristic:_____	
Something similar:_____	
Direct comparison: _____	
Use like-as:_____	

Activity 1

READING

1. Look at the multiple intelligences chart. Then, answer the questions and identify your dominant intelligence.

1. I can do calculations quickly.   (yes) (no)
2. I can analyze and identify patterns in data.   (yes) (no)
3. I can learn using songs and melodies.   (yes) (no)
4. I can play a musical instrument or sing very well.   (yes) (no)
5. I can interact with others easily.   (yes) (no)
6. I can understand others' emotions.   (yes) (no)
7. I can paint and draw impressive paintings.   (yes) (no)
8. I can visualize objects in my mind.   (yes) (no)
9. I can act and dance very well.   (yes) (no)
10. I can learn through practical experiences   (yes) (no)
11. I can write beautiful poems.   (yes) (no)
12. I can tell funny stories.   (yes) (no)

Type of intelligence	Question
Logical-Mathematical:	1-2
Musical:	3-4
Interpersonal:	5-6
Visual-Spatial:	7-8
Kinesthetic:	9-10
Verbal:	11-12

2. Use the chart to discover your intelligence and relate it to your abilities. Then, complete the sentences with your information.

My abilities
I can

_____
_____
_____
_____

Intelligences
I have

_____
_____intelligence/s

Useful expressions:
Use quickly, easily, and very well to describe actions.

Activity 2

1. Complete the profile with the numbers you hear.

The Fastest Men on Earth

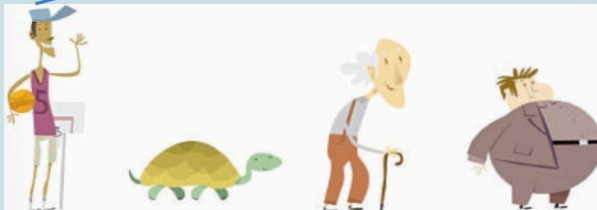| Ussain Bolt	Tyson Gay	Asafa Powell
Age: ___ Height: 1.95 m.	Age: ___ Height: 1.80 m.	Age: ___ Height: ___ m.
Weight: ___ kg.	Weight: ___ kg.	Weight: 85 kg.
Best record: 100 meters in 9.58 secs.	Best record: 100 meters in 9.69 secs.	Best record: 100 meters in 9.72 secs.

2. Write the antonyms of those words. Match the opposites.

a. thin   b. young   c. short   d. fast

Comparative

He runs like the wind.

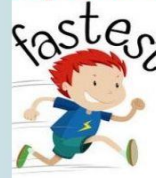*Example:*
*He is fast**er than** her.*

tall   _____   _____   _____

Superlative

He can finish a race before you blink. Flash would need a telescope to see him.

Example:
*He is **the** fast**est**.*

Be creative! Write your own comparsions

3. Complete the comparisons with the correct form of the adjectives

a. Asafa is *heavier than* ___ Tyson, but Ussain is ___ *the heaviest* ___ of the three. (heavy)

b. Asafa is _____ Ussain, but Tyson is _____ of the three. (short)

c. Tyson is _____ Ussain, but Asafa is _____ runner of the three. (slow)

d. Asafa and Tyson are the same age, but Ussain is _____ of the three. (young)

Activity 3
STUDENT FRIENDLY DEFINITIONS

1. Look at the pictures about idiomatic expressions and their examples below.

IT'S A PIECE OF CAKE

EXAMPLES

1. The instrumentation fits the vocal so perfectly, it's mind-blowing.

2. The test was a piece of cake. I finished half an hour early.

3. Some results presented yesterday are quite mind-blowing.

4. She is very good with languages, so learning French was a piece of cake for her

5. That is a mind-blowing concept, but it is inspiring.

6. The job was difficult at first, but now it is a piece of cake.

IT'S MIND BLOWING

2. Match the idiomatic expressions with their meanings.

It is a piece of cake	It is mind blowing

Very easy to do.   Without complications.   Overwhelmingly

Extremely impressive.   Easy as eat a pie.   Surprising

Show how pleasant is the task.   Extremely exciting   Simple

Straightforward   No troubles finding the solution.

Intensely affecting the mind especially in emotional

Informative Data	
Unit 2: It is a piece of cake	**Lesson B:** My eating habits

General Objective
To talk about students' favorite food and their eating habits.
Specific Objectives
To gather food vocabulary, idiomatic expressions, and imagery of gustatory senses
To use countable and uncountable nouns
To share information and experiences about food.

Grammar Simple present tense **Vocabulary** Food pyramid Countable and uncountable nouns	**Focus skill** Writing **Complementary skills:** Reading Speaking	**Strategy:** Sensory images Student friendly definitions **Literary device:** Imagery Metaphors Simile Alliteration

Lesson Template	
Stage	**Procedures**
Warm-up	**Memorizing words** -Give directions for the development of the activity -Divide the class into two equal groups as possible, also the board. -Ask students to create a list of words that they already learned and write them on the board without order. -Both groups A and B must memorize their words. -One student from each group will go to the board's opposite list. Student A in the list B and on the contrary. -The rest of the group will close their eyes for 30 seconds while the student on the board will erase two words and write "reminding word" -At the end of the 30 seconds students will say the erased words. -The group that remembers more erased words is the winner. This activity encourages the students' participation in a group and the use of remembering strategies.
Presentation	**Activity 1** -Introduce students to poetry reading, reminding them that poetry has an exclusive repetition element that provides rhythm. -Help students to understand the rhythm in poetry using examples. **For example:** **The frog** The frog cro<u>ak</u>, It jumps into the lake with a po<u>ke</u> It swims and hops ar<u>ound</u> Making splashing s<u>ound</u>s -Emphasizes the pronunciation to make rhythmical sounds. -Ask students to read the poetry and answer the questions.

	-Direct students to food categories emphasizing the groups: grains, veggies, fruits, oil, dairy, and meat and beans. - Encourage students to select a word and possible rhythms, making use of dictionaries, translate, or apps for pronunciation (To phonetics). **For example:** Bread, spread, head, dead Grapes, shapes, crepes, frappes Fish, wish, dish, squish, bluefish, catfish, dogfish, globefish, jellyfish. -Present the grammar of countable and uncountable nouns. This activity can be used to enhance vocabulary through repetition of words
Practice	**Activity 2** -Introduce students with some questions about a real or imaginative recipe. It can be pizza, lasagna, salad, milkshake even though salad cake, and pizza milkshake, among others. -Ask students questions about quantities of the recipe's ingredients. **For example:** How much sugar do we need? How many eggs do we need? -Encourage students to say ingredients with their respective containers or measurements. Help students to select the adequate container or measurement. -Ask students to select their recipes and write the ingredients. -Direct students to a listening activity about sequencers to organize ideas and imperatives -Encourage students to share their answers with the class.
Production	**Activity 3** -Explain to students how figurative language works to develop a meaning. -Direct the students' attention to the pictures about idiomatic expressions. This vocabulary was taken from the English module for ninth graders. -Ask students to remember a dish that evokes disgusting, delicious, and perfect. -Help students to share their ideas using the learned vocabulary. There is no right or wrong answer. -Student will match the meaning with idiomatic expressions and write their definition. -Request students to use a dictionary or translate to find a definition of gustatory sense flavors. -Encourage students to use the previous vocabulary and grammar to write about their favorite food.

Lesson B
SENSORY IMAGES

1. Look at the picture about sense organs. Then, match the descriptions.
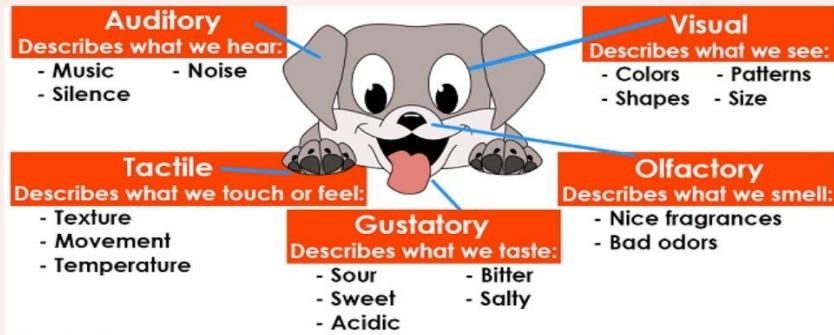
Examples:

This ice cream is a pleasant and sugary experience. The satisfaction makes her happy.

Her tongue gets tangy and sharp because of this acid sensation.

The intense flavor of the seasoned meat is a hot sensation in her mouth.

2. Match the picture with the characteristic sensations.

a. delicious
b. spicy
c. hot
d. sweet
e. yuck
f. yummy
g. disgusting
h. delightful

Lesson B
Activity 1
READING

1. Read the poem about food. Then, pay attention to the pronunciation a the end of the verses.

Chocolate

By: Alexa M.

Chocolate is sweet
and so good to eat.
I like whenever
I like a good treat.

In brownies and cookies
and chocolate cake,
it adds extra sweetness
to everything you bake

White chocolate, dark chocolate
and milk chocolate galore.
I know I could eat
100 pieces or more!

2. Answer the questions

1. What is the main topic of the poem?
2. How does chocolate add sweetness to threats?
3. What is the chocolate recipe that you like the most?
4. Which words contribute with rhythm to the poem? Write below.
5. Write your own rhythms using food vocabulary.

3. Categorize the vocabulary about food. Use the food pyramid.

Word Bank

a. pear   m. pasta
b. cheese   n. yogurt
c. beans   o. lettuce
d. rice   p. oatmeal
e. apple   q. butter
f. chicken   r. oil
g. carrot   s. potato
h. bread   t. beef
i. fish   u. orange
j. milk   v. spinach
k. banana   w. egg
l. tomato

Grains | Veggies | Fruits | Oil | Dairy | Meat and Beans

Reflect on Grammar

Countable nouns Food / Things we can count. They have singular and plural forms.	Singular: **a** pear / **an** apple Plural: two pears / three apples
Uncountable nouns Food / Things that we cannot count. They don't have a plural form.	milk - beef - spinach

Activity 2

1. Reflect on Grammar about countable and uncountable nouns.

Reflect on Grammar		
Quantities		
Questions		**Answers**
How much + uncountable nouns		• a lot
		• some
How much sugar do we need?		• a little
		• 2 cups
How many + countable nouns		• a lot
		• some
How many eggs do we need?		• a few
		• 2

Containers		
a / two / three	box(es) of carton(s) of cup(s) of glass(es) of jar(s) of	milk water yogurt juice
Measurement Words		
a / two / three	pinch(es) of loaf(ves) of slice(s) of serving(s) of tablespoon(s) of	salt bread cheese fruit sugar

2. Choose one of your favorite recipes. Write the ingredients of your favorite recipe. Use the containers and measurement words.

My favorite recipe: _____

Ingredients:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

3. Look at the pictures about preparing a recipe. Then, listen and order the pictures.

a. ☐ **Finally, cut** into bars. **Be** careful! **Don't cut** yourself. **Ask** for help.

b. ☐ **After that, add** the oats and the cranberries to the mixture.

c. ☐ **Next,** bake the mixture for 30 minutes. **Don't burn** yourself.

d. ☐ **Next,** in a smaller bowl **mix** the flour, salt, and cinnamon. Then, **add** this to the yogurt mixture.

e. ☐ **Then, cool** completely on a wire rack for 20 minutes.

f. ☐ *1* **First,** in a bowl **put** a glass of water and **mix** the sugar, yogurt, eggs, and oil.

Key expressions

Imperatives help us to give instructions or warnings.

Add the sugar.   Don't cut yourself.
Yummy! Delicious   Yuck! Disgusting

4. Share your answers with your classmates. You can add emotion with key expressions.

Activity 3
STUDENT FRIENDLY DEFINITIONS

1. Look at the pictures about idiomatic expressions. Then, answer the questions.

a

b

c

1.1. Write three dishes that evoke the previous emotions in you.

a. _____

b. _____

c. _____

1.2. Use your dictionary to write a definition of gustatory sense.

Sour_____

Sweet_____

Acid_____

Bitter_____

Salty_____

1.3. Match the idiomatic expressions that show like or dislike with the pictures in exercise 1.

It is not my cup of tea.

It is a finger-licking good.

It makes my mouth water.
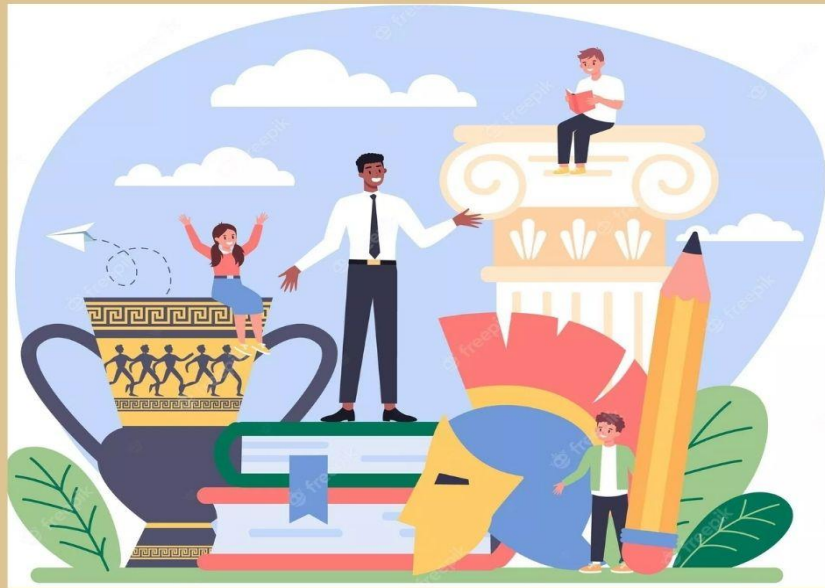
2. Be creative! Use the information above to write about your favorite food. Use the idiomatic expressions to add emotion.

_____

_____

_____

_____

_____

_____

UNIT 3

Go down in history

They were successful
Unforgettable moments

Informative Data	
Unit 3: Go down in history	**Lesson A:** They were successful

General Objective
To use the past simple tense to talk about people's lives in the past.
Specific Objectives
To investigate about amazing characters in the past.
To identify function of the vocabulary (noun and verb).
To design a calligram about idiomatic expressions.

Grammar	Focus skill	Strategies
Simple past tense: to be	Reading	Applying target words
		Using context clues
Vocabulary	**Complementary skills**	Sensory images
Adjectives of personality	Writing	
and value	Speaking	**Literary device:**
Years and dates		Metaphor
		Simile
		Imagery

Lesson Template	
Stage	**Procedures**
Warm-up	**Word use**
	-Direct the students' attention to the pictures about professions.
	-Divide the class into three collaboratively groups as equal conditions as possible.
	-Ask students to select a picture of a profession
	-Write three categories in the board in order to make a list with the students' participation. The categories are subject, object, and verb.
	-Present informative questions to help students understand the main goal of the activity.
	For example:
	What comes to your mind when I said "teacher"?
	What are other forms of say teacher? Maybe professor.
	What objects does a teacher use? Perhaps a marker
	What does a teacher do? Maybe teach.
	-Encourage students' participation to complete the categories
	This activity encourages the students' participation using their previous knowledge.
Presentation	**Activity 1**
	-Ask students to think about famous people in the past.
	-Encourage students' participation using questions
	For example:
	Who was the first woman in the space?
	Who did invent the car?
	Who did create the computer?
	-Direct the students' attention to the short biographies about famous people in

	the past.
	-Show students some adjectives which describe people in the biographies.
	-Present the context clues strategy to get an exact word.
	-Help students to understand the definitions of the adjectives for describing people.
	-Present the grammar prompts related to simple past with verb to be.
Practice	**Activity 2**
	-Remind students of the previous vocabulary of describing people in the past. This vocabulary was taken from the English module for ninth graders.
	-Use the listening resource to complete the information about "The People's Princess".
	-Ask students to research about four important characters in the past to develop a timeline.
	-Encourage students to share their characters with the class. If the students do not want to participate, develop a dynamic.
	For example
	Tell a name with "A"
	All of the students must say a name started with the mentioned letter. The first student who repeat the name will share the results.
	-Helps students to use the vocabulary prompts and the suggested questions and answers.
Production	**Activity 3**
	-Explain to students how figurative language works to develop a sensory image.
	-Direct the students' attention to calligrams about idiomatic expressions in the past. This vocabulary was taken from the English module for ninth graders.
	-Emphasize the importance of sensory images and the use of silhouettes according to the meaning.
	-Read the meaning and helps students to guess the idiomatic expression.
	-Help students to use the learned vocabulary and encourage participation.
	-Student will create a calligram with a idiomatic expression and write their definition.

Lesson A

APPLYING TARGET WORDS

1. Look at the pictures and write on subjects, objects, and actions related to the professions.

Teacher

Subject: instructor, professor, Miss, educator
Object: Board, marker, desk, book, class
Verb: Teach, read, show, instruct, encourage

Doctor

Subject:_____
Object:_____
Verb:_____

Musician

Subject:_____
Object:_____
Verb:_____

2. Divide those words into subjects, objects, and actions according to their function.

bake	play	chef	bowl	player	field	cut
cook	practice	chop	boil	knife	cooker	fridge
ball	artist	do	enjoy	runner	uniform	oven

Subject	Object	Action
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 1

READING

1. Read the following famous characters' descriptions. Then, use the context clues to get the meaning of words in bold.

Einstein, Albert (1879-1955)
He was born in Germany. He was a **successful** physicist. He wasn't a philosopher, but he was respected and recognized for his ideas about physics and life. His most important work, the Theory of Relativity, was very popular and revolutionary.

a. _____

Kahlo, Frida (1907-1954) and Rivera, Diego (1886-1957)
They were born in Mexico. They were **passionate** painters. They loved art and were interested in colors, figures and paintings all the time. They weren't politicians but important ideologists.

c. _____

Philopator, Cleopatra VII (69- 30 BC)
She was born in Egypt. She was the Queen of Egypt when she was only 17 years old. She was a courageous woman in a world governed by men. She was a **brave** woman. She wasn't afraid of anything.

b. _____

Mother Theresa (1910-1997)
She was born in the Republic of Macedonia. She was a **compassionate** nun. She was a humanitarian and generous with poor and sick people. She was also a **hardworking** leader. Most of the time she was at work with people.

d. _____ *religion*

LIKE 👍

2. Check the best definition for the words in the previous excercise.

a) "She was a **hardworking** leader. Most of the time she was at work with people"

☐ Helps people in need.
☐ Works very hard.
☐ Loves a particular activity

b) "They were **passionate** painters. They loved art and were interested in colors, figures, and paintings all the time"

☐ Helps people in need.
☐ Loves a particular activity.
☐ Has great courage.

c) "He was a **successful** physicist. He was respected and recognized for his ideas about physics and life"

☐ Works very hard.
☐ Gets recognition for his labor.
☐ Shows love for others.

d) "She was a courageous woman in a world government by men. She was a **brave** woman"

☐ Loves a particular activity.
☐ Helps people in need.
☐ Has a great courage

e) "She was a **compassionate** nun. She was humanitarian and generous"

☐ Helps people in need.
☐ Loves a particular activity.
☐ Has great courage.

Activity 2

WRITING

1. Reflect on the grammar of simple past tense with the verb to be.

Reflect on Grammar

Simple Past Tense with the Verb To Be

Use it to talk about origin, age, identity, location and personality in the past.

Affirmative			Negative		
I	was	3 years old.	I	was not	in France.
He She It	was	Spanish.	He She It	was not wasn't	afraid.
You We They	were	leaders.	You We They	were not weren't	politicians.

* Use **was / were born** to refer to place and date of birth. I /He/She/It **was born** in England. We /You / They **were born** in Mexico.	* Contracted forms was not = **wasn't** were not = **weren't**

2. Listen and complete the information in the chart.

The People's Princess
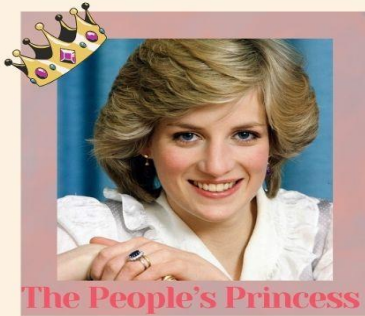
Name: Diana Spencer
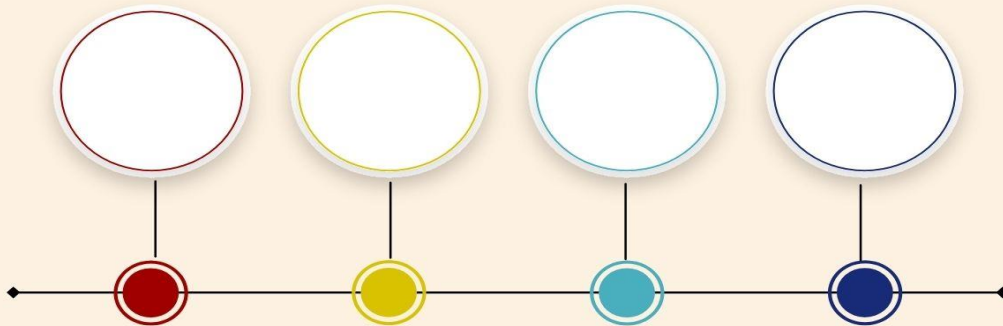**Date of birth:**_____
Origin: _____
Occupation: _____
Personality: _____
Death: _____

2. Choose four characters that you admire of the past. Then, research basic information and write on the timeline.

Key pronunciation
The pronunciation of the year is divided into two segments
19 98 nineteen ninety-eight
14 92 fourteen ninety-two
18 00 eighteen hundred

Activity 3
SENSORY IMAGES

1. Look at the calligrams below and find the idiomatic expressions. Then, match with their meanings.

a

The secret idiomatic expression is:
_____

Meaning
You can do whatever you want.

b

The secret idiomatic expression is:
_____

Meaning
An effort is destined to fail. You can't do anything to win.

c

The secret idiomatic expression is:
_____

Meaning
To be succesful despite the difficulties.

2. Be creative! Design your own calligram. Use the step below.

_____
_____
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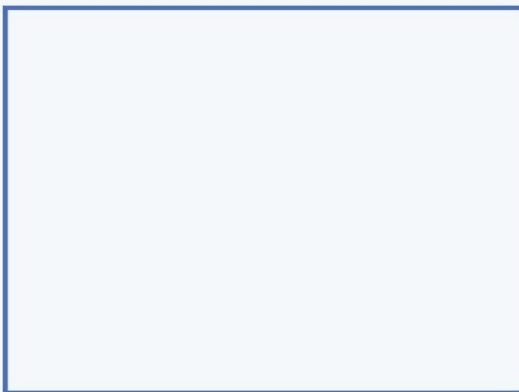
1. Select an appropriate word, phrase, or sentence.
2. Choose a figure that represents the phrase.
3. Drawn the silhouette and fill with the phrase in different directions and sizes.
4. Be creative! provide a meaning.

Informative Data	
Unit 3: Go down in history	**Lesson B:** Unforgettable moments

General Objective
To use the past simple tense to talk about personal experiences in the past.
Specific Objectives
To identify alliteration literary device in English songs.
To learn about time expressions in the past
To use idiomatic expression in a short description of an experience.

Grammar	Focus skill	Strategies
Simple past tense	Reading	Applying target words
		Semantic mapping
Vocabulary	**Complementary skills**	Using context clues
Regular verbs in the past	Writing	
Time expressions in the past	Speaking	**Literary device:**
		Alliteration
		Simile
		Imagery

Lesson Template

Stage	Procedures
Warm-up	**Repetitive sounds**
	-Ask students about their favorite songs. Then, present the alliteration figurative device as a repetitive use of similar sound.
	-Emphasize the importance of repeated sounds to create a rhythm in the songs.
	For example:
	Every breath you <u>take</u>
	And every move you <u>make</u>
	Every bond you <u>break</u>
	Every step you <u>take</u>
	I'll be watching you
	-Encourage students to share their favorite song with the class and the rhythms.
	-Play the song once and ask students to listen carefully the rhythms. Repeat the song and ask students to count the times of a certain word.
	For example: How many times did you hear the word "take" in the song?
	This activity encourages the students' listening ability.
Presentation	**Activity 1**
	-Direct the students' attention to the four family photographs.
	-Ask students to recall a similar experience with their family and share with the class.
	-Match the photographs with the correct description, highlight the underlined words: scary, fun, awesome, and unforgettable.
	-Require student to create their own sentences using the words in the last exercise.
	-Collect different experiences from the classmates
Practice	**Activity 2**
	-Direct the students' attention to the board and explain the pronunciation of the

	past tense regular verbs. -Ask students to enclose past tense verbs using different shapes according to the pronunciation /t/, /id/, /d/. -Encourage students to read using the correct pronunciation. If there were mistakes, the teacher will correct. -Guide students to recall an experience in the past. Use the time expressions in the past. **For example** When I was five Two months ago Last year Yesterday -Give examples using the previous vocabulary. **For example** I danced salsa with my friend yesterday. Camila invited us the dinner in a fancy restaurant two months ago. -Ask students to write their own experiences using the verbs in the past and the time expressions.
Production	**Activity 3** -Direct the students' attention to the riddle 　　When the day after tomorrow is yesterday, then today will be as far from Wednesday as today was from Wednesday when the day before yesterday was tomorrow. **What day is today?** -Help students to understand the riddle and guess the answer. The answer is yesterday. -Direct the students' attention to idiomatic expressions: I felt like a million dollars, it gave me the creeps, and I was down in the dumps. -Ask students to read the paragraph and guess the meaning of those idiomatic expressions. -Help students to use the learned vocabulary and encourage participation. -Students will select an experience and write in the pre-designed schema, they must add place, time and the events. Also use the idiomatic expressions.

Lesson B
ALLITERATION

LISTENING
**1. Listen to the song "Every Breath You Take" by The Police.
Pay attention to the underlined words.**

Every breath you take

Every breath you <u>take</u>
And every move you <u>make</u>
Every bond you <u>break</u>
Every step you <u>take</u>
I'll be watching you

Every single <u>day</u>
Every word you <u>say</u>
Every game you <u>play</u>
Every night you <u>stay</u>
I'll be watching you

Oh, can't you see
You belong to me?
How my poor heart aches
With every step you take?

Every move you <u>make</u>
And every vow you <u>break</u>
Every smile you <u>fake</u>
Every claim you <u>stake</u>
I'll be watching you

Since you've gone, I've been lost without a <u>trace</u>
I dream at night, I can only see your <u>face</u>
I look around, but it's you I can't <u>replace</u>
I feel so cold and I long for your <u>embrace</u>
I keep crying: Baby, baby, please

Mmm, mmm, mmm, mmm
Mmm, mmm, mmm

Oh, can't you <u>see</u>
You belong to <u>me</u>?
How my poor heart aches
With every step you take?

Every move you <u>make</u>
And every vow you <u>break</u>
Every smile you <u>fake</u>
Every claim you <u>stake</u>
I'll be watching you
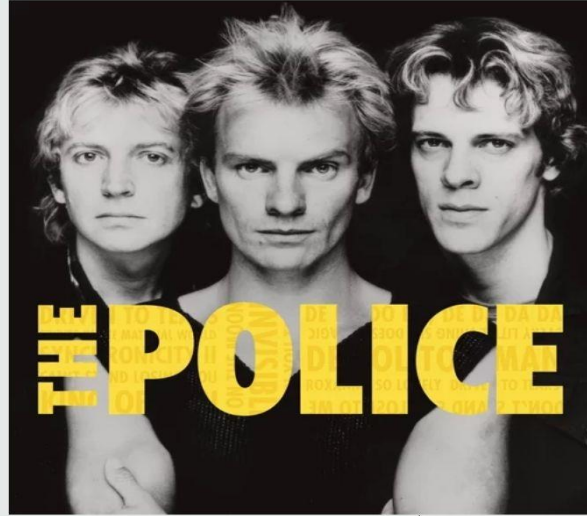
2. Answer the following questions.

a) How many times did you hear the word "take"?
_____

b) How many times did you hear the word "every"?
_____

c) What are the words that rhyme with "take"? Make a list.
_____
_____
_____

Activity 1

APPLYING TARGET WORDS

WRITING

1. Look at pictures about memories of the past. Match the photos with the corresponding descriptions.

1. I was nervous the first time. Flying higher was <u>scary</u>. You know, this sport is a little dangerous.

2. That Halloween was a lot of <u>fun</u>! We played with friends, enjoyed our candies, and laughed. All a kid needs!

3. When the band arrived, I was in shock. I'm serious! That party was <u>awesome</u>! Everybody likes it!

4. That Christmas with my parents was <u>unforgettable</u>! It's a day I will always remember!

2. Complete the following meanings with the underlined words in the exercise 1. Then, ask to your partner similar anecdotes.

A(n)_____ experience is an event you never forget.

Experience: _____

If something is _____, you feel very nervous.

Experience: _____

A(n)_____ experience is fantastic, spectacular.

Experience: _____

When an experience is _____ , it is entertaining. You have a great time.

Experience: _____

Activity 3
USING CONTEXT CLUES
READING

1. Read carefully the following riddle and guess the answer.

When the day after tomorrow is yesterday, then today will be as far from Wednesday as today was from Wednesday when the day before yesterday was tomorrow. What day is today?

Answer: _____

MONDAY   **WEDNESDAY**   **FRIDAY**   **SUNDAY**

TUESDAY   **THURSDAY**   **SATURDAY**

2. Read the following text and complete the chart with information.

> Yesterday, *I felt like a million dollars* after passing my final tests, so I slept all afternoon. When night fell, I noticed a strange shadow outside my window, **it gave me the creeps!** And I remembered that earlier that same week **I was down in the dumps.** Due to a disagreement with my best friend, I knew that without hesitation he could come to my rescue, so I called him and he bravely came.

What happened? _____

Where? _____

When? _____

3. Choose personal experience and write in the schema. Use the idiomatic expressions.

What happened? _____
_____
_____
_____

Where? _____
_____
_____
_____

When? _____
_____
_____
_____

ANSWER KEYS

Unit 1

Lesson A: My family and me
Strategy: Semantic mapping

1. Fill in the blank spaces with family members. Use the clues below.
2. Use the family members' clues
Answers
a) grandmother
b) grandfather
c) aunt
d) father
e) sister.

3. How do you say those family members in your language?
Answers
Family in law
Sister-in-law: cuñada; brother-in-law: cuñado
daughter-in-law: nuera;   son-in-law: yerno
Stepfamily
Stepfather: padrastro;   Stepmother: madrastra
Stepson: hijastro;   stepdaughter: hijastra

Activity 1
Strategy: Comparison

2. Answer the comprehension questions
Students own answers

3. Write the antonyms of those words.
Answers
a) **fun:** serious
b) **shy:** outgoing
c) **quiet:** noisy
d) **nervous:** relaxed
e) **sporty:** lazy

Unit 1

Lesson B: My free time activities
Activity 1
Strategy: Applying target words

1. Answer the questions below
a) What do you do in a week? ***Students own answers***
b) What activities do you enjoyfthe most? ***Students own answers***
c) What activities do you dislike the most? ***Students own answers***

2. Write your free time activities in two columns and create new phrases.
3. Write your new phrases about free time activities.
Example of answers
Go: outside, to the park, to the gym, to the movies
Play: soccer, video games, sports, a musical instrument
Chat: with friends, chat online
Read: books, magazines
Listen: to music, to podcasts

Activity 2
Strategy: Applying target words
1. Listen to the sounds and number the activities according to the order you hear.
Answers
1. Chat with friends
2. Listen to music
3. Play video games
4. Read
5. Play a musical instrument
6. Go to the movies
7. Hang out with friends

Then, write a tick in the activities you like to do.
Students own answers

Activity 3
Strategy: Applying target word
2. Complete the sentences with idiomatic expressions
Answers
a) couch potato
b) early bird
c) busy bee
d) night owl

Unit 2

Lesson A: My Potential Abilities
Strategy: Comparisons

1. Look at the information about making comparisons.
2. Write your own comparisons.
Students own answers

1. Look at the multiple intelligences chart. Then, answer the questions and identify your dominant intelligence.
Example of answers
My abilities
I can do calculations quickly, I can understand others' emotions.
Intelligence
I have logical-mathematical and interpersonal intelligence.

Activity 2
Strategy: Comparisons

1. Complete the profile with numbers
A*nswers*
Usain Bolt
Age: 24
Height: 1.95 m.
Weight: 93.9 kg.
Best record: 100 meters
in 9.58 secs

Asafa Powell
Age: 29
Height: 1.90 m
Weight: 85 kg
Best record: 100 meters in 9.72 secs

Tyson Gay
Age: 29
Height: 1.80 m.
Weight: 75 kg
Best record: 100 meters
in 9.69 secs

2. Write the antonyms of adjectives. Match the opposites
Answers
a) thin: fat
b) young: old
c) short: tall
d) fast: slow

3. Be creative! Write your own comparisons
Students own answers

4. Complete the comparisons with the correct form of adjectives.
Answers

a) heavier than; the heaviest

b) shorter than; the shortest

c) slower than; the slowest

d) the youngest

Activity 2
Strategy: Student-friendly definitions
1. Look at the pictures about idiomatic expressions and their examples below
Answers
It is a piece of cake: b, d, f
It's mind-blowing: a, c, e

2. Match the idiomatic expressions with their meanings
Answers
It is a piece of cake!

Very easy to do   easy as eat a pie   simple
without complications   straightforward
show how pleasant is the task.

It is mind-blowing!

 Overwhelming   extremely impressive   surprising
intensely affecting the mind especially in emotional

Unit 2

Lesson B: Eating habits
Strategy: Sensory images

2. Match the picture with the characteristic sensations.
Answers
a) yummy, sweet
b) yuck, disgusting
c) spicy, hot
d) delicious, delightful

Activity 1
Strategy: Sensory images
2. Answer the questions
a) What is the poem about?
b) How does chocolate add sweetness to the threats?
c) What is the chocolate recipe that you like the most?
d) Which words contribute to the rhythm of the poem?
e) Write your own rhythm using vocabulary food?
Students own answers

3. Categorize the vocabulary of food.
Answers
Grains: rice, pasta, oatmeal, bread
Veggies: tomato, lettuce, carrot, spinach, potato
Fruits: pear, apple, orange, banana
Oil: oil
Dairy: milk, yogurt, cheese, butter
Meat and beans: beans, beef, chicken, fish, egg

Activity 2
Strategy: Applying target words
2.Choose one of your favorite recipes. Write the ingredients of your favorite recipe. Use the containers and measurement words.
Students own answers

3. Look at the pictures about preparing a recipe. Then, listen and order the pictures.
Answers
a) 6
b) 3
c) 4
d) 2
e) 5
f) 1

Activity 3
Strategy: Student friendly definitions
2.Write three dishes that evoke the previous emotions in you
Students own answers

3. Use your dictionary to write a definition of gustatory sense
Answers
Sour: having an acid taste like lemon or vinegar
sweet: a small shaped piece of sweet food made with sugar.
bitter: having a sharp, pungent taste or smell; not sweet.
salty: tasting of, containing, or preserved with salt.
3.Match the idiomatic expressions that show like or dislike with the pictures in exercise 1
Answers
a) it makes my mouth water
b) it is a finger like good
c) it is not my cup of tea

3.Match the idiomatic expressions that show like or dislike with the pictures in exercise 1
Answers
a) it makes my mouth water
b) it is a finger like good
c) it is not my cup of tea

Activity 2
Strategy: Applying target words

1. Reflect on the grammar of simple past tense with the verb to be
Answers
Students reflection.

2. Listen and complete the information in the chart.
Answers
Name: Diana Spencer
Date of birth: July 1st, 1961
Origin: British
Occupation: Princess
Personality: shy and quiet
Death: August 1997

3. Choose four characters that you admire of the past. Then, research basic information and write on the timeline.
Students own answers

Activity 3
Strategy: Sensory images

1. Look at the calligrams below and find the idiomatic expressions. Then, match with their meanings.
Answers
a) The limit is the sky
b) It is a losing battle
c) All against the odds

2. Be creative! Design your own calligram. Use the steps below.
Students own answers

Lesson B: Unforgettable moments
Strategy: alliteration
1. Listen to the song "Every Breath You Take" by The Police. Pay attention to the underlined words.

2. Answer the following questions.
a) How many times did you hear the word "take"? Nine times
b) How many times did you hear the word "every"? Fifty two times
c) What are the words that rhyme with "take"? Make a list.
take, beak, strake, fake, make, aches,

Activity 2
Strategy: Semantic mapping
1. Look at the information about past tense regular verbs pronunciation and making connections.

2. Follow the guidelines to make connections.
Answers
Enclose the verbs with -t pronunciation in a square.
asked, stopped, liked, talked
Enclose the verbs with -d pronunciation in a triangle.
traveled, played, trained,
Enclose the verbs with -id pronunciation in a circle.
celebrated, wanted, invited

Activity 3
Strategy: Using Context clues
1. Read carefully the following riddle and guess the answer.
Answer: yesterday

2. Read the following text and complete the chart with information
Answers
What happened? He felt scared
Where? At house
When? Night

3. Choose personal experience and write in the schema. Use idiomatic expressions.
Students own answers

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The following data suggests that vocabulary acquisition can still be considered a promising language aspect to research. The research highlights the importance of using figurative language strategies to enhance vocabulary in young learners, which after an exhaustive analysis concludes that making learning different from usual is already an achievement.

- Lexical knowledge is not only the foundation for the development of English productive and receptive skills but also allows mental processes. Figurative language as a strategy provides a variety of devices to analyze information based on potential previous knowledge those are alliteration, hyperbole, metaphor, simile, and imagery. The strategies were selected considering the main Cognitivism principles organization, repetition, and memorization. The research was conducted based on a primary and secondary basis, where there was evidence of the importance of English vocabulary for communication. The instruments applied to ninth graders at República del Ecuador High School showed that figurative language was an unexplored field however, this would help students to integrate vocabulary into their tasks. Also, students considered that memorizing vocabulary could represent a big challenge because it holds everything.

- The academic guide was designed, incorporating the most affordable strategies to contribute to the understanding of strategies. This resource empowers both teachers and students to takeaway of creativity. It was structured to highlight the importance of feelings, emotions, and ideas to express students' arguments while taking into account valuable information for each English lesson.

5.2. Recommendations

It is highly recommended that teachers and students alike continue investigating useful strategies to improve vocabulary. Actively seeking and incorporating strategies into the educative context will evidence a lot of benefits. In fact, the utilization of strategies related to figurative language demands continuous practice in stylistic resources like poetry, songs, rhythms, and novels. In this sense, figurative language can be applied in various contexts and classes.

It is worth trying to be creative. Learning a language is a journey surrounded by many obstacles in vocabulary, grammar, and pronunciation. Teachers and students must add playfulness and creativity using figurative language in the class. However, it requires clear commands, meaningful resources, good assessment, and the ability to be creative.

Teachers, beyond their role in imparting subject and guiding students to success, they represent the motivation, and leadership above a language. On the one hand, learning a language requires perseverance where trial and mistakes are bread and butter or everyday experiences. On the other hand, the development of language demands practice where proficiency is the key to success.

This academic guide was developed as an academic source, there were collected strategies specifically for vocabulary enhancement. Nevertheless, figurative language is a multi-purpose because it can afford to other subjects just with the pertinent application.

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ANNEXES

Ibarra, 14 de junio del 2023

Doctora

Sandra Guevara

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-2023" Previo a la obtención de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Erika Estefanía López Toapanta
172753045-1

Research topic: Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-20223

INTERVIEW FOR TEACHERS

Objective: This interview aims to select appropriate figurative language strategies regarding vocabulary improvement used in English classes.

Directions: Answer the following questions with accurate information.

The collected data will solely be used for academic purposes.

1. **Do you consider that ninth grade students have learned the vocabulary of A1 level according to the Common European Framework?**

2. **What role vocabulary plays in the development of English language skills?**

3. **What strategies do you use for teaching vocabulary in English lessons?**

4. **What factors negatively affect the learning of English vocabulary in ninth grade students?**

5. **Have you ever heard about figurative language? If you are familiar with the topic, please explain it.**

6. **Have you ever applied figurative language activities in English classes?**

7. **Do you think that strategies based on figurative language can help in the presentation of vocabulary in English classes?**

8. **Which aspects are important for teaching vocabulary in English classes?**
   - ☐ Select appropriate vocabulary to teach.
   - ☐ Focus on meaning, form, and use of words.
   - ☐ Use the target language.
   - ☐ Teach vocabulary in context.
   - ☐ Expose learners to use a dictionary.
   - ☐ Pronunciation exercises
   - ☐ Associate vocabulary with previous knowledge

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Research topic: Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-20223

SURVEY FOR STUDENTS

Objective: This survey aims to select appropriate figurative language strategies regarding vocabulary improvement used in English classes

Direction: Read the following questions and select the answer that is most related to your opinion. Answer the entire questionnaire with accurate information.

The collected data will be used solely for academic purposes.

I.   GENERAL INFORMATION

Use (x) to choose one option.

Gender:

- ☐   Male

- ☐   Female

- ☐   Other

Write your age: _____

II.   INFORMATION FOR THE RESEARCH

1. Do you think that vocabulary is necessary for learning English? Why?

a) Yes

b) No

c) Maybe

Why?_____

2. According to your experience in English classes, what level of complexity present learning of vocabulary?

a) Very difficult

b) Difficult

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c) Neutral

d) Easy

e) Very easy

3. What kind of activities do you enjoy in English classes? You can select more than one option.

☐ Listening activities (songs, podcasts)

☐ Speaking activities (dialogues, debates)

☐ Reading activities (short stories)

☐ Writing activities (sentences)

4. What strategies do you use to remember vocabulary? You can select more than one option.

☐ Drawing

☐ Repetition and memorizing

☐ Find a definition.

☐ Make examples in a context.

☐ Associate with experiences

☐ Other…………………………………………………………………..

5. Which activities would you like to practice with the teacher during English class? You can select more than one option.

☐ Tongue twisters

☐ Free verse

☐ Riddles

☐ Sing my favorite song

☐ Nursery rhythms

☐ Other………………………………………………………………….

Thanks for your time

CUESTIONARIOS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

………………………………………………………
Firma del Evaluador

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
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Fecha de envío para la evaluación del experto:	06/06/2023
Fecha de revisión del experto:	15/06/2023

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 14 de junio del 2023
Magister

José Obando
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-2023" Previo a la obtención de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente , le anticipo mis debidos agradecimientos.

Atentamente,

Erika Estefanía López Toapanta
172753045-1

Research topic: Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-20223

INTERVIEW FOR TEACHERS

Objective: This interview aims to select appropriate figurative language strategies regarding vocabulary improvement used in English classes.

Directions: Answer the following questions with accurate information.

The collected data will solely be used for academic purposes.

9. **Do you consider that ninth grade students have learned the vocabulary of A1 level according to the Common European Framework?**

10. **What role vocabulary plays in the development of English language skills?**

11. **What strategies do you use for teaching vocabulary in English lessons?**

12. **What factors negatively affect the learning of English vocabulary in ninth grade students?**

13. **Have you ever heard about figurative language? If you are familiar with the topic, please explain it.**

14. **Have you ever applied figurative language activities in English classes?**

15. **Do you think that strategies based on figurative language can help in the presentation of vocabulary in English classes?**

16. **Which aspects are important for teaching vocabulary in English classes?**
    - ☐ Select appropriate vocabulary to teach.
    - ☐ Focus on meaning, form, and use of words.
    - ☐ Use the target language.
    - ☐ Teach vocabulary in context.
    - ☐ Expose learners to use a dictionary.
    - ☐ Pronunciation exercises
    - ☐ Associate vocabulary with previous knowledge

Other_____

Research topic: Figurative Language Strategies to Improve Vocabulary in Ninth Grade Students at República del Ecuador High School, Academic Period 2022-20223

SURVEY FOR STUDENTS

Objective: This survey aims to select appropriate figurative language strategies regarding vocabulary improvement used in English classes

Direction: Read the following questions and select the answer that is most related to your opinion. Answer the entire questionnaire with accurate information.

The collected data will be used solely for academic purposes.

III.   GENERAL INFORMATION

Use (x) to choose one option.

Gender:

☐ Male

☐ Female

☐ Other

Write your age: _____

IV.   INFORMATION FOR THE RESEARCH

6. Do you think that vocabulary is necessary for learning English? Why?

a) Yes

b) No

c) Maybe

Why?_____

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☐ Repetition and memorizing

☐ Find a definition.

☐ Make examples in a context.

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☐ Other…………………………………………………………………..

10. **Which activities would you like to practice with the teacher during English class? You can select more than one option.**

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☐ Free verse

☐ Riddles

☐ Sing my favorite song

☐ Nursery rhythms

☐ Other………………………………………………………………….

Thanks for your time

CUESTIONARIOS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada Ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			

....

Firma del Evaluador

C.C.: 100 1812043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magister .
Institución de Educación Superior	Universad. Técnica del Norte .
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	06 / 06 / 2023.
Fecha de revisión del experto:	15 / 06 / 2023

Application of instruments

Teachers' interviews

Students' survey

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2023-0104-O
Ibarra, 15 de junio de 2023

ASUNTO: **TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. LÓPEZ TOAPANTA ERIKA ESTEFANÍA**

Magíster
Gladys Anrango
RECTORA DE LA UNIDAD EDUCATIVA REPÚBLICA DEL ECUADOR

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 solicitar su autorización y colaboración para que la estudiante LÓPEZ TOAPANTA ERIKA ESTEFANÍA, portadora de la cédula de ciudadanía 1727530451, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación a los estudiantes de novenos años de Educación General Básica, para el desarrollo del trabajo de integración curricular "FIGURATIVE LANGUAGE STRATEGIES TO IMPROVE VOCABULARY IN NINTH GRADE STUDENTS AT REPÚBLICA DEL ECUADOR HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2023.06.15 08:57:32 -05'00'

MSc. José Revelo Ruiz
DECANO
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Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Autorizado
14/06/2023

República
del Ecuador

MSc. GLADYS AMPARO ANRANGO FERNANDEZ

RECTORA DE LA UNIDAD EDUCATIVA "REPÚBLICA DEL ECUADOR"

CERTIFICACIÓN

En mi calidad de Rectora de la Unidad Educativa "República del Ecuador" de la ciudad de Otavalo, código AMIE 10H00398.

CERTIFICO: Que, la señorita **ERIKA ESTEFANIA LÓPEZ TOAPANTA**, con cédula de ciudadanía 1727530451, estudiante de la Universidad Técnica del Norte, realizó la entrega y socialización de la propuesta de trabajo de **INTEGRACIÓN CURRICULAR**, con el título **FIGURATIVE LANGUAGE STRATEGIES TO IMPROVE VOCABULARY**

Es todo cuanto puedo certificar en honor a la verdad, facultando a la interesada hacer uso del presente como a bien tuviere.

Otavalo, 7 de febrero de 2024

MSc. Gladys Anrango F.
Rectora

C.C. 1002597191
N° Cel: 0989617214
Email: gladysafxs@hotmail.com

Gobierno | Juntos
del Encuentro | lo logramos

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