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**TEMA:**

**Ecuadorian Traditional Games as a Didactic Tool to Increase  
English Vocabulary in Third Graders at La Inmaculada Concepción  
School**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO  
DE LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN INGLÉS**

**LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN,  
PROCESOS PEDAGÓGICOS E IDIOMAS**

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## DEDICATION

I share the idea that we are the mix of people we meet along our life journey as they influence how we are, the decisions we make, and the effort we put into doing things. That is why I dedicate this thesis to the following:

To my parents, Álvaro and María, who have been my support to continue studying and reaching my goals. They are my role models and the ones I always can trust because I know they will be there.

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## ABSTRACT

Vocabulary acquisition is a critical component of language learning, as understanding the meanings of words is essential for both written and spoken communication. Traditional games, like innovative pedagogical tools, can play a pivotal role in fostering vocabulary development by actively engaging students and enhancing their motivation. This study aimed to employ Ecuadorian traditional games as a didactic tool for the increase of English vocabulary in Third Graders at La Inmaculada Concepción School. Adopting a mixed approach, the research collected both quantitative and qualitative data through interviews, surveys, and tests involving teachers and students. The findings highlighted the participants' willingness to incorporate traditional games into English vocabulary learning. While students demonstrated enthusiasm for learning, the research identified barriers such as gaps in comprehension, limited practice time, and repetitive activities, which hindered progress. Teachers addressed these challenges using methods such as Grammar Translation and Total Physical Response, accompanied by tools like songs and worksheets. Based on the findings and theoretical insights, a didactic guide was developed to incorporate Ecuadorian traditional games into vocabulary instruction. The research work recommends that teachers integrate interactive traditional games more frequently in their teaching practices, as these activities not only encourage active student participation but also stimulate interest and motivation to enhance vocabulary acquisition.

**Keywords:** Ecuadorian traditional games, Motivation, Vocabulary, Grammar Translation, Total Physical Response, Interactive.



## RESUMEN

La adquisición de vocabulario es un componente crítico del aprendizaje de idiomas, ya que comprender el significado de las palabras es esencial tanto para la comunicación escrita como oral. Los juegos tradicionales, como herramientas pedagógicas innovadoras, pueden desempeñar un papel fundamental en el desarrollo del vocabulario al involucrar activamente a los estudiantes y aumentar su motivación. Este estudio tuvo como objetivo emplear juegos tradicionales ecuatorianos como herramienta didáctica para mejorar el vocabulario en inglés en estudiantes de tercer grado de la escuela La Inmaculada Concepción. Adoptando un enfoque mixto, la investigación recopiló datos cuantitativos y cualitativos a través de entrevistas, encuestas y pruebas participando docentes y estudiantes. Los resultados destacaron la disposición de los participantes para incorporar juegos tradicionales en el aprendizaje de vocabulario en inglés. Aunque los estudiantes demostraron entusiasmo por aprender, la investigación identificó barreras como brechas en la comprensión, tiempo limitado de práctica y actividades repetitivas, que dificultaron el progreso. Los docentes abordaron estos desafíos utilizando métodos como Traducción Gramatical y Respuesta Física Total, complementados con herramientas como canciones y hojas de trabajo. Con base en los hallazgos y perspectivas teóricas, se desarrolló una guía didáctica para incorporar juegos tradicionales ecuatorianos en la instrucción de vocabulario. El trabajo de investigación recomienda que los docentes integren juegos tradicionales interactivos con mayor frecuencia en sus prácticas de enseñanza, ya que estas actividades no solo fomentan la participación activa de los estudiantes, sino que también estimulan interés y motivación para mejorar la adquisición de vocabulario.

**Palabras claves:** Juegos tradicionales ecuatorianos, Motivación, Vocabulario, Traducción Gramatical, Respuesta Física Total, Interactivo.



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## INTRODUCTION

### Research context

The research context is based on the relevance of the English language in the present society and the children's ability to learn a new or second language quite easily. Childhood is that stage that only happens once and teachers must take advantage of it to promote learning. In this way, innovative methodologies can foster that process by including tools like traditional games. These kinds of games can be useful to generate an environment for learning by doing where students improve their knowledge while having fun. Additionally, the reason for this study is reflected when children enjoy playing. Nonetheless, they do not consider very frequently the games that their parents and grandparents played. Accordingly, maintaining that tradition that is getting forgotten is what impulses this research work.

### Research problem

As people are stepping into a globalized world, English has become an important way to communicate around it; that is why Srinivas Rao (2019) says “English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South” (p. 66). In this way, English has impacted businesses, global communication, economic opportunities, education, and cultural contexts. Despite the widespread advantages of using English, some people may not consider it a priority in their daily lives, consequently not paying enough attention to enhancing their English skills.

While English plays a key role in the global setting, the challenges persist in Latin America where most of the countries are Spanish-speaking. It is essential to mention that mastering a foreign language is a complicated process, unlike other areas of learning. It is cyclical, requiring continuous practice and review, as well as gradual assimilation and accumulation of knowledge (Andrade-Molina, Bastidas-Amador, Fabre-Merchan, & Portilla-Torres, 2021). Thus, Latin America presents several barriers that complicate the opportunities to develop a high English level, among them, the low level of fluency of teachers, expensive fees of English courses, and the obstacles to promoting English programs to areas where the resources are limited like rural ones (Education Development Center [EDC], 2019). These complications provoke Latin American people to feel stressed and distrustful when developing their English skills. As a result, the English level is not what is expected, and the need to be surrounded by the language is not primordial.

Regarding Ecuador, people face a serious inconvenience when they want to express ideas or even read something in English. This is in part due to the lack of vocabulary. The reason is that the practice time is short just in the classroom or sometimes at home. Consequently, people cannot increase their vocabulary in English, resulting in a limited understanding of the language. Accordingly, Kim (2023) mentions that practice provides a better comprehension of the words as it helps to see them in different contexts and situations. Besides, consistent exposure facilitates the obtention of a richer vocabulary knowing how to implement the words properly. Nevertheless, Bermello García and Vaca-Cárdenas (2022) in



their research concluded that students refused to participate in speaking activities during English classes because of the fear of making mistakes and the absence of vocabulary. Thus, it can be said that Ecuadorians are not used to practicing the language in and outside English classrooms or that practicing is not too much.

### **Justification**

It is known that vocabulary is quite important in language learning since a person needs to be aware of the meaning of the words to understand a written or spoken message. Like this, Dakhi and Fitria (2019) mention that vocabulary is an important part of language use because it is considered the heart of language skills. Furthermore, vocabulary plays a crucial role in reflecting social reality, enhancing emotions, and, most importantly, facilitating communication. To convey ideas and thoughts effectively, an individual must possess a strong vocabulary, as it is integrated into all four language skills. Hence, vocabulary is considered the basic tool for improving English comprehension and communication (Soro, 2019). Consequently, expanding the English vocabulary should be the first step in developing English skills. Furthermore, English is the tool that allows people to have more job opportunities, and thus, achieve goals since it has become relatively common to test candidates through their performance in a job interview (Srinivas, 2019).

This study considers traditional games to develop strategies that contribute to the desires of the students and teachers as well as the improvement of the language itself. Interactive games like traditional games or virtual games make classes an active and customized environment where learning is interesting, and the students' learning styles are reflected. Additionally, traditional games are fundamental in a person's life as it is impossible to explain their social condition without games. Also, these are considered a cultural expression of the adaptation of a human concerning the environment (Sailema, et al., 2017). Thus, the research plans to employ some traditional games to increase English vocabulary in third graders at La Inmaculada Concepción School. Subsequently, the mix of academic strategies, resources, and content with the advantages of learning through playing traditional games will be evident. Besides, students will be able to learn by experimenting rather than acquiring just the knowledge.

The investigation makes a significant methodological contribution to English learning, specifically in the aspect of English vocabulary. The integration of traditional games represents a meaningful change in language learning. By taking advantage of this, the research work will aim to bridge the gap between traditional and modern teaching where games are not seen outside the learning process but also an important part of fostering it. Likewise, children keep an attitude of curiosity when they see something new and they transmit interest in playing games, that is why they are compared to absorbent sponges of learning (Caisa, 2016). In addition, the use of traditional games not only allows learning and increasing English vocabulary during class hours but also extends the chance of implementing them at home or in any environment where learning is the purpose.

The present research aims to work directly with third graders at La Inmaculada Concepción School as beneficiaries in increasing English vocabulary. English teachers from



the institution will also be beneficiaries of the implementation of the research work. Furthermore, by applying this, the students will be able to participate actively in English activities without the fear of making mistakes. Beyond the immediate benefits, they will also have the opportunity to get better self-confidence when they say something in English. Subsequently, the students could take ownership of their progress. Accordingly, English teachers at the institution can use this investigation as a guide for the implementation of Ecuadorian traditional games to make their classes more effective and entertaining.

The study can also be considered by the authorities at the school to give support to other teachers to add Ecuadorian traditional games to their classes. In this way, teachers of the institution could take advantage of them to raise vocabulary related to their subjects. Besides, English teachers from other high schools, schools, or any kind of local or international institution could employ them for the expansion of English vocabulary. Currently, there is not much information about the use of Ecuadorian traditional games as a didactic tool in Ecuador's high schools. Thus, after this investigation, English teachers will have a better point of view about the understanding of this practice. Accordingly, students from Ecuador and even the world could include them in their learning.

## **Objectives**

### ***General objective***

- Employ Ecuadorian traditional games as a didactic tool for the increase of English vocabulary in Third Graders at La Inmaculada Concepción School.

### ***Specific objectives***

- Select some Ecuadorian traditional games for the expansion of English vocabulary in Third Graders at La Inmaculada Concepción School.
- Analyze the usefulness of some Ecuadorian traditional games for the increment of English vocabulary.
- Design a teacher's guide using some Ecuadorian traditional games for the increase of English vocabulary.

## **Structure of the research**

The present research work is carried out in four chapters. The first chapter presents the theory about language theories, approaches, and methods as well as information about the variables raised in the research study. The second chapter focuses on the methodology implemented to develop the investigation. The third chapter contains the analysis of the results obtained with the research instruments and the discussion of the information. Chapter four provides the proposal to be used by the beneficiaries to overcome the previous learning inconveniences. Finally, the conclusions and recommendations are displayed to evidence the scope of the investigation.

## **CHAPTER I: THEORETICAL FRAMEWORK**

This chapter highlights the information about theories of language learning, language teaching methods and approaches, traditional games, Ecuadorian traditional games, Common European Framework of Reference for Languages, communicative language competences, English vocabulary, and pedagogical teaching strategies to increase vocabulary to fulfill the objectives established in the research.

### **1.1. Language learning theories**

#### **1.1.1. Behaviorism**

Behaviorism is one of the psychological theories that focuses on studying behavior and how it can be modified by external stimuli. This theory highlights that the environment influences human behavior which can be observed and measured (Qudratullah, 2023). In the learning context, it advocates that the teacher is the person who provides a set of stimuli to get a response from students. Accordingly, the students are expected to adopt a new conduct or change a previous one by implementing stimuli and a system of rewards and punishments. Therefore, the learning process is illustrated by the student's observable behavior change (Braun, Fox, & Robinson, Behaviorism: The Student's Guide to Learning Design and Research, 2020).

It is necessary to indicate that the language learning process is not done spontaneously. Procedures like gaining knowledge through repetition and internalization in which the person can promote their learning are essential to achieve it. In behaviorism, associating a stimulus-response can serve as a language teaching method. This is due to the practice of rewards and punishments where repetition is done to obtain the desired behavior. Also, it can promote students' competitive abilities to achieve specific goals in learning a foreign language. However, behaviorism can omit some aspects of human beings in their learning process such as emotions, thoughts, internal processes, and learners' roles. Therefore, it is imperative to take only the good aspects of behaviorism into account in the teaching and learning environment.

#### **1.1.2. Cognitivism**

Cognitivism refers to the cognitive or mental processes a person experiences in associating new information. A person has to interpret and create a concept in their mind of what is perceived to be able to process it into a language. "Acquiring knowledge is a cognitive process which involves automatic processing and controlled learning. The Cognitive theory emphasizes the fact that the learner brings an innate mental capacity to the learning task" (Anastasi & Cyprien, 2021, p. 10). Furthermore, Michela (2022) mentions that there are some cognitive processes related to the two-store memory, among them:

##### **a. Perception**

It is the first step of the process of receiving information. Some sort of input is registered by one of the five sensory systems. This sensory input remains briefly in the sensory register before moving to short-term or working memory.

### **b. Executive processes**

They control the flow of information, including the attention a person allocates to handling new information. These processes involve directing focus, planning subsequent actions, and retrieving information from long-term memory for immediate use. Besides, attention is selective, meaning a person decides where to focus. The attention can vary depending on age, learning disabilities, self-control, and motivation.

### **c. Short-term or working memory**

This is the part of the memory that focuses on what a person is conscious of in a specific moment. Also, the information in the working memory is temporal since it is limited in capacity and duration. Therefore, information will be lost or forgotten if it is not transferred to the long-term memory or practiced constantly.

### **d. Encoding**

It is the process of incorporating newly processed information, that is already known, in the short-term memory to facilitate storage in the long-term memory. For cognitivist researchers, this stage is where the magic happens since the cognitive processes and executive functions work together to learn and store new information.

### **e. Long-term memory**

This corresponds to the memory in which images, thoughts, and ideas are stored for a large amount of time. It is different from short-term memory as this is unlimited. The stored information is retrieved using cues, such as requests or questions for information.

Different from other learning theories, cognitivism emphasizes that a learner is a data processor who receives input and creates the meaning of it making their understanding of the information. Thus, learning is achieved by analyzing the new information with the previous one to provide clarification and knowledge. Additionally, Muhajirah (2020) declares that some experts disagreed with the findings about learning as a process of stimulus-response-reinforcement. In their opinion, a person's behavior is based on cognition rather than controlling it with reward and reinforcement. In learning, a person is involved in acquiring knowledge by solving problems. In such a manner, cognitivism can be a more complex and complete way to teach and engage students in their learning process to achieve goals like the case of increasing vocabulary.

### **1.1.3. Constructivism**

Constructivism emphasizes that a learner is a person who constructs their knowledge by experimenting rather than acquiring it. New information received is interpreted based on previous experiences, views, and background a person already has. Therefore, the learner's role is active in their learning process, being capable of understanding and processing information from any environment. Brau (2020) adds that constructivism is divided into two categories which are radical and social. The first theory suggests that knowledge construction is connected to the learner's interpretation of their active experiences. In contrast, social constructivism declares that knowledge is created by interacting with others since human beings and their development is social. In this context, the student's interaction



with others, background, and subjective interpretation can influence how knowledge is constructed.

Constructivism can be an effective way in which students develop their English language as they are entirely submerged in the learning process. Additionally, teachers shift from simply delivering information to designing activities that engage students in critical thinking and problem-solving. They are also in charge of reorganizing classrooms to encourage open expression of ideas (Hinduja, 2021). Thus, students' learning can be effectively improved since they are the ones who generate their knowledge by facing challenging situations like completing a game or being involved in cooperative activities.

## **1.2. Language teaching approaches and methods**

### **1.2.1. Approaches**

Approaches in language teaching and learning involve the theory of what a language is as well as how it can be taught and learned. They were created to promote successful learning in students. An approach is “a general way of dealing with a particular problem or situation. It refers to the overall strategy or direction that one takes in order to achieve a goal. An approach is more abstract and conceptual than a method” (Jain, 2023, p. 2). Some of the approaches that are dominant and used in current education are (Turner, 2021):

#### **a. Audio-lingual Approach**

The Audio-lingual approach is based on creating habits to develop a second language through repetition, oral expression, and pronunciation. The idea of this theory is that the language needs to be presented first orally and heard with respective practice before being visible in the written form. Accordingly, the classes in this approach are taught in the language pretended to learn and dialogues are implemented in different class moments. The reason is that students can hear the vocabulary first, and then, they can repeat it until they have good pronunciation and stress. Subsequently, grammar is taught indirectly through the stimulation of their sense in oral expression and comprehension of the language.

#### **b. Structural Approach**

The Structural Approach is founded on the belief that language consists of an intricate system of grammatical rules that must be learned sequentially, one at a time. For instance, past continuous cannot be learned without knowing how to use the past simple. One important aspect of this approach is using patterns to identify, contrast, and internalize how the language is presented. In this way, the analysis of grammatical and linguistic structures is more important than memorizing vocabulary and dialogues. Thus, teaching the language must be focused on the real communicative situation fostering students' analytical ability to learn a foreign language.

#### **c. Natural Approach**

The Natural Approach indicates that learning a second language should be done similarly to learning the first one. It also underscores the difference between learning and acquiring a language. To learn a language a person or student must study structure, patterns,

grammar rules, memorize vocabulary, and stuff. In contrast, to acquire a language the person should be in an environment in which the language is presented in its natural form and the practice is done intuitively. Keeping that in mind, this theory is based on acquisition with long exposure to the language in real communicative situations. Subsequently, the teacher's role is indispensable in creating an interesting class environment where students have the opportunity to be surrounded by the language.

#### **d. The Lexical Approach**

The lexical approach indicates that language depends on learning lexical units such as chunks, collocations, and set phrases. Accordingly, syntax is not the main purpose and is acquired through the learning of these chunks. To do so, the focus is given to the learning of a set of phrases, and multi-word vocabulary. Those can be adjusted and manipulated by the student using substitutions and adaptations to be implemented in different contexts and situations (Turner, 2021). The teacher is the person who provides the chunks and proposes activities in which the students have the opportunity to use them until they internalize the new vocabulary. Respectively, the student's role is active in their learning and the courses are intended to develop communicative skills.

#### **1.2.2. Methods**

Different methods can be included to foster the language-learning process of a new language. Those methods are different from one another in terms of the purpose they give to the teaching content. Like this, a method refers to the steps, techniques, and strategies used to achieve a goal in the implementation of an activity or project. Likewise, it is a set of procedures applied to implement an approach, and therefore, it is more particular and concrete than an approach (Jain, 2023). According to Kenny (2024), there are several methods available, some of which are more appropriate to certain students than others, among them:

##### **a. The Grammar-Translation Method**

It emphasizes that learning is done through translating the second language or target one to the mother tongue. Therefore, students memorize a lot of vocabulary as well as grammar rules to be used in the translation of texts. The primary focus is given to developing productive skills rather than receptive ones.

##### **b. The Direct Method**

In this method, the main purpose is learning the target language by using it all the time, therefore, the first language is not essential. Students cannot speak their primary one, making them think and speak in the target language. Consequently, students are involved in situations and practices in which they strengthen their exposure to the language.

##### **c. Audio-Lingual Method**

The Audio-Lingual Method emphasizes the development of students' listening and speaking skills. Similar to the Direct Method, the learning process takes place entirely in the target language. The skills are taught through gestural-visual followed by imitation, repetition, and memorization to create habits. The language is presented in different





situations and activities where the students internalize the language heard and rehearsed before being accessible in the written form.

#### **d. Suggestopedia Method**

This one highlights the addition of suggestions and ambiance in the classroom. The objective of Suggestopedia is to promote an environment in which students are relaxed and comfortable to encourage learning. Students learn successfully because they feel motivated and have all the supplies to learn as well as to interact with their classmates. Music also plays an important role whether for relaxation or for introducing linguistic material.

#### **e. Silent Way Method**

This method starts focusing on pronunciation, sentence patterns, structure, and vocabulary. To do so, visual tools are included to improve language teaching and learning. It also encourages students' active participation in finding solutions and inferring the language input. The teacher's participation is not as important as the student's participation. The teacher should be silent almost all the time allowing the learners to produce the language as much as possible.

#### **f. Total Physical Response Method**

The total Physical Response (TPR) method requires the active participation of students to engage them in interactive activities promoting speaking by doing. TPR was developed by James Asher which involves speech and action to create a positive mood in the learner. Furthermore, it relates to the biological basis for language acquisition. Therefore, educators and parents should consider the natural learning process of children when teaching them their first language. Consequently, the main goal of TPR is to facilitate students to learn the target language by reacting to physical commands spontaneously.

#### **g. Communicative Language Teaching Method**

The Communicative Language Teaching (CLT) method aims to give the students the facilities and skills to communicate effectively in different circumstances. The activities are focused on developing fluency for students to communicate in the target language. Also, teachers employ different strategies that allow students to communicate and face real situations using the language meaningfully.

#### **h. Game-Based Learning Method**

The Game-Based Learning (GBL) method involves utilizing the power of games to enhance and achieve learning outcomes. The goal of this approach is to create an environment that incorporates elements like commitment, immediate rewards, and healthy competition. The teacher must integrate game-based learning activities to teach specific learning objectives, with the games being designed to be intrinsically rewarding. Additionally, the lesson content is tailored to align with the game (Nisbet, 2023). In this method, the learner's role is active in their learning trying to solve situations and problems to achieve the goal of the games and learning new content at the same time. Moreover, students can communicate with each other while playing which fosters the development of

language skills. Similarly, students' motivation is increased, and they are more interested in learning new content.

Learning a language or enhancing their vocabulary requires an environment in which students feel motivated to learn and the activities are according to the student's interests. It is there where Game-Based Learning (GBL) takes place as an innovative methodology for language learning. GBL offers various benefits, such as assisting students in problem-solving by promoting skills like understanding connections, rationality, and decision-making. It also encourages critical thinking, introduces situational learning, and increases students' engagement and motivation among others (Nisbet, 2023). So, it is essential to mention that GBL is appropriate to be implemented in classrooms to be effective in learning a language or expanding their vocabulary.

GBL has been demonstrated to be valuable in increasing vocabulary. In a study, Gavharoy (2024) carried out scientific research titled "The Effects of Game-Based Learning on Vocabulary Acquisition in B1 Level Learners" The researcher assessed vocabulary acquisition both before and after GBL interventions by employing a mix of quantitative and qualitative methods, while also collecting data on learners' experiences (Gavharoy, 2024). The results indicate that B1-level students involved in GBL saw significant improvements in vocabulary maintenance and usage. Additionally, students reported an increase in their motivation and pleasure while participating in game-based learning activities (Gavharoy, 2024). It can be said that GBL can be a beneficial method to improve vocabulary development. It is due to the strategies implemented fostering the internalization of vocabulary and promoting the students' enthusiasm.

In Taiwan, Tang (2020) conducted research inviting 38 children aged 3-5 from three kindergartens to participate. The study used experimental research to explore vocabulary learning by combining traditional recitation with GBL. Four different English vocabulary lessons were created, focusing on 12 words related to fruits and vegetables. Each group participated in half-hour daily sessions over 8-10 days (Tang, 2020). The findings showed that children could learn English words on their own in different GBL scenarios, suggesting that the curriculum could effectively use game-based methods to enhance learning opportunities. The study concluded that GBL helps to create a friendly learning environment where children, teachers, and game designers can collaborate (Tang, 2020). The results indicated that children who enjoy educational games will improve their learning. The study suggests that GBL makes learning fun and supports children's independent learning, recommending more use of GBL in the future.

### **1.3.Traditional games**

Traditional games are "those games that, since a long time ago, continue to endure, passing from generation to generation, being transmitted from grandparents to parents and from parents to children and so on, perhaps undergoing some changes, but maintaining their essence" (Öfele, 1999, p.2). The way of conducting the traditional games in learning can be influenced by the imagination and creativity of the teacher and the interest as well as the students' enthusiasm. Thus, any student or teacher who has a wide space and some concrete



materials can take advantage of traditional games to increase their English vocabulary while enjoying an entertaining activity. As a result, people do not spend a lot of money on implementing the traditional games.

In addition, aspects like perception and motivation can influence the vocabulary learning of a new language. It is believed that students learn better when they are in an environment free of stress and the activities promote the active participation of the learners. Derakhshan and Khatir (2015) in their study suggest that “Activities which involve learners in thinking about the words, like using games allow learners to remember the target words more easily” (p. 40). They carried out a review of the impact of using games on vocabulary learning in EFL. Derakhshan and Khatir (2015) concluded that games in learning are not commonly used in teaching and learning vocabulary or they usually take a little time. They also mentioned that games can create contexts where meaningful and useful language is the purpose. Moreover, games must promote reflection and explanation of what is occurring to effectively encourage learning (Derakhshan & Khatir, 2015). In summary, games are not only for entertainment and fun, but they can promote meaningful learning.

It is important to say that traditional games contribute to having fun, reducing stress, sharing with friends, and so on; they can also encourage physical activity. Traditional games are different from online games where a person just needs to be in front of a technological device. They are played in an outside space where the members use their bodies to achieve the game’s goal. In this aspect, Hidayati (2020) remarks that

English can be indeed be learned with various media and various types of games, including online games. However, keep in mind that excessive playing online games will cause dependency on children. The world of *children* is a world to play, so parents need to invite children to play outdoors or outdoors. (p. 17)

Hidayati (2020) in his research proposes the use of modified Indonesian traditional games as media to improve the English vocabulary of kindergarten and elementary schools’ students. The author just focused on three Indonesian traditional games: *Kotak pos*, *ABC lima dasar*, and *dan engklek*. The researcher used qualitative research, specifically with library research where research articles, books, and other sources were implemented.

Accordingly, the results obtained from the research show that traditional games can be classified as a method to promote learning. Their use is included in the category of audio-visual media, and children can be instructed to communicate with others which is the goal of learning languages (Hidayati, 2020). In this way, Hidayati (2020) concluded that traditional games can be modified to be implemented as a medium to increase English vocabulary. Thus, Indonesian traditional games can be preserved and the requirements of children to play are achieved while acquiring vocabulary. In this manner, it can be observed that traditional games have an incredible potential to increase vocabulary. They also promote children's development of communicative skills by just making some adjustments to bring them into a medium where teachers, parents, or children can add them to their activities.

### **1.3.1. Ecuadorian Traditional Games**

As previously mentioned, traditional games are those games that were passed through generations maintaining their roots. It is quite similar to the Ecuadorian ones where Ecuadorians played those games and enjoyed moments with friends, neighbors, or family when they were children. Fajardo (2018) in his undergraduate thesis called “The Use of Ecuadorian Traditional Games to Foster Speaking Skills in Ninth Grade at Unidad Educativa José María Egas” proposed the implementation of Ecuadorian traditional games to promote the learning of English-speaking skills. The results the researcher obtained were the need for technology to make the classes more dynamic, the lack of material as well as students’ motivation, and the willingness of authorities to implement these kinds of games (Fajardo, 2018). Fajardo (2018) concluded that Ecuadorian traditional games are useful and innovative teaching-learning tools to improve vocabulary and foster speaking skills while promoting motivation in students.

Caiza (2016) in her undergraduate thesis called “Juegos tradicionales para el desarrollo socio-afectivo” analyzed if an institution of initial education applied traditional games for socio-affective development. The purpose of the research was to propose traditional games for socio-affective development. The researcher used a mixed approach in the research. Correspondingly, the results that the researcher obtained were the positivity of administrative staff and parents to traditional games as well as the interest and implementation of them during class hours or recreational time by the institution’s teachers (Caiza, 2016). Furthermore, Caiza (2016) adds that the students in the research were able to manage and follow game instructions, however, some of them got distracted, and therefore, teachers have to take action in students’ integration into the activity.

In such a manner, it is pertinent to say that games generally contribute to teachers, parents, and students. Consequently, Caiza (2016) concluded that teachers are the main guides to students who can appreciate the benefits of traditional games and should show learners the importance of having fun while learning in each recreational activity. Also, many children do not know or have a wrong idea of traditional games, so several families are losing the conservation sense and the idea of what traditional games can develop (Caiza, 2016). Thus, it can be noticed that traditional games may be another strategy to foster learning and social skills while students are involved in a stimulating activity. Besides, these kinds of games are well received by institutions’ authorities, and they encourage national history’s conservation as well.

There are several Ecuadorian traditional games that are played in pairs or groups by using some materials or even any to enjoy a nice moment. Some of the most common are (Cazco, 2022):

#### **a. Pin the tail on the donkey**

In this traditional game, it is necessary to have a template of a donkey without its tail pasted on a wall. One of the participants will be blinded with a scarf or another object. The participant will also have the donkey tail with tape on it. After turning around several times, the participant will have to walk towards the template and put the tail on the template. The



other participants can help him/her by saying up, down, right or left. The participant that puts the tail closer to the right place wins the game.

#### **b. Let the king pass**

Two of the participants have to choose a color or fruit without letting the other participants know. They must hold their hands and form a bridge with them while singing the following song: “Que pase el rey, que ha de pasar. Que el hijo del Conde, se ha de quedar”. The child who remains inside the bridge after finishing the song will choose a fruit or color according to what the two participants chose. He will pass behind the one whose fruit or color matches. This happens again until all the participants are finished. Two human chains are formed and now they will pull to their side, winning whoever manages to bring everyone to their side.

#### **c. The hopscotch**

In this game, the participants draw the hopscotch on the floor. The form is up to the participants. After, each participant will throw a coin or small object from the start line to the first square of the hopscotch. Then, he/she will jump on one foot from the start to the second square without stepping on the game lines and the squares with coins and continue to the following squares. When returning to the second square, the participant will return the coin and jump out of the hopscotch. Later, he/she will throw the coin to the next square and do the same until the game finishes.

#### **d. The broken phone**

This is a traditional game in which the participants make a row. The first member passes a message in secret and to the ear of the person behind. The next participant does the same without repeating the message. The last member that receives the message has to say it loudly and the first person will say it too. They will compare the messages. It is a funny game because they will notice that the message was distorted after passing it through different people.

#### **e. Let's play in the forest**

The group chooses one participant to be the "wolf." The group forms a circle, holding hands, and begins to chant a song and dialogue with the wolf. The wolf stands outside the circle. At the end of the dialogue, the wolf decides that they are ready to come and "eat" the others. Everyone runs in different directions while the wolf chases them to catch them. The participant who gets caught becomes the new "wolf," and the game starts again. The children cannot start running until the song is finished. THE CHANT: Juguemos en el bosque hasta que el lobo esté, si el lobo aparece, entero nos comerá ¿Qué estás haciendo lobito? Despertándome (se repite la primera estrofa) ¿Qué estás haciendo lobito? vistiéndome (se repite la primera estrofa) ¿Qué estás haciendo lobito? jugando etc. ¿Qué estás haciendo lobito? ¡Estoy listo! para salir al bosque a comerlos.

## f. The spinning top

This traditional game involves spinning the top called “La perinola”. It has inscriptions on each side that say give, take all, put in, and take out. The player who spins the spinning top must follow the instructions that come up after spinning it. The players decide what and how much they will bet.

## 1.4.CEFR levels in the Ecuadorian Educational System

There is a method used around the world to evaluate language proficiency as well as competence levels in the different stages a student faces in language learning. That is the Common European Framework of Reference (CEFR). In Ecuador, the CEFR levels are used in the educational system to assess language proficiency and to provide orientations of what needs to be taught according to each level or stage. The CEFR levels are A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced), and C2 (proficient). Those levels describe in terms of what a person can do using the language in the different skills.

**Table 1**

*Global Scale according to Common European Framework of Reference Levels*

	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
<b>Proficient User</b>	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Independent User</b>	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school,

leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

## Basic User

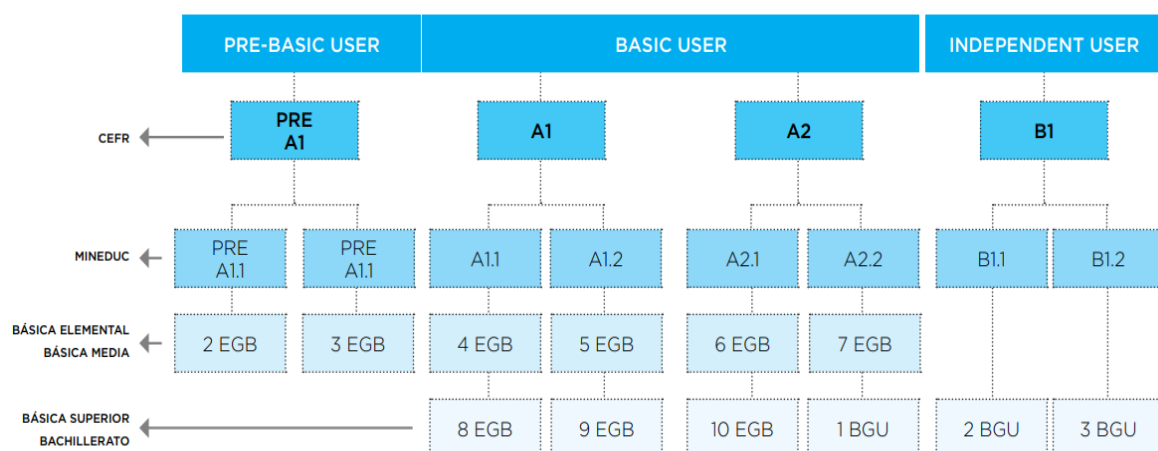
**A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

*Note: Table taken from Common European Framework of Reference for Languages (2009)*

Accordingly, the Ecuadorian EFL curriculum sets English language proficiency standards based on the Common European Framework of Reference for Languages. Students are expected to achieve these levels by the conclusion of their primary, secondary, and university education. The levels are displayed in Figure 1 where students must reach the level from basic to intermediate category (A1 – B1) according to the grade.

**Figure 1**

*English Language Proficiency Levels in Ecuador: Branching Approach*



*Source: Ministerio de Educación del Ecuador (2019)*

The figure above shows the levels of English students have to reach by the end of each academic period. Those are divided into pre-basic, basic, and independent user categories according to the CEFR. There are sublevels proposed by the Ministerio de Educación (MINEDUC). Those are displayed in Figure 1. It can be said that third-grade students must reach the PRE-A1 level by the end of the academic period which means that they have an understanding of common daily phrases and concrete knowledge of some English terms.

### **1.5.Communicative language competences**

It is widely believed that the acquisition of a new language can be more challenging or take more time when it is learned in a country or place where the new language is not the primary or even as important as the first language. That is why Akef Alsalihi (2020) states that learning English as a foreign language is relatively complicated for students since they face difficulties in learning such as society not promoting language learning, lack of motivation, or students feeling frustrated at making mistakes. Furthermore, It is important to understand the distinction between English as a Foreign Language (EFL) and English as a Second Language (ESL) in students. Peng (2019) declares that ESL learners have the purpose of acquiring and developing the language to be used in daily situations, whereas EFL learners sometimes use the language in social circumstances. In this way, teachers need to be aware of the way they are teaching according to the environment they are located in as the strategies and methodology may be different.

#### **1.5.1. Linguistic competences**

In the Common European Framework of Reference for Languages: learning, teaching, assessment; there are several competences according to the linguistic competences which are (Verhelst, Van Avermaet, Takala, Figueras, & North, 2009):

##### **a. Lexical competence**

This refers to the knowledge of, and the ability to use the vocabulary of a language. These consist of lexical elements and grammatical elements. The lexical elements include fixed expressions and single-word forms. Instead, grammatical elements are part of closed word classes.

##### **b. Grammatical competence**

It can be described as the understanding and skill to utilize the grammatical features of a language. Additionally, it involves the ability to create well-formed phrases and sentences, rather than simply recalling set expressions.

##### **c. Semantic competence**

It focuses on the learner's awareness and management of how meaning is structured. Lexical semantics addresses the meaning of words, while grammatical semantics concerns the meaning of grammatical components. Pragmatic semantics explores logical relationships like entailment, presupposition, implicature, and more.

#### **d. Phonological competence**

It encompasses the understanding and ability to perceive and produce the sound units of a language, including phonetic features, the phonetic structure of words, sentence phonetics, and sentence stress.

#### **e. Orthographic competence**

It involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed. The writing systems of all European languages are based on the alphabetic principle.

#### **f. Orthoepic competence**

Learners are expected to read aloud prepared texts or use them in speeches, ensuring correct pronunciation. This requires knowledge of spelling, conventions, the meanings of written forms, and the ability to resolve any ambiguity.

### **1.6.Vocabulary**

Vocabulary, along with grammar and pronunciation, is an important aspect of being proficient in another language. Vocabulary acquisition plays an important role when a person wants to communicate and understand a language. It is shown in the four skills since all of those require an amount of vocabulary to develop them. In this way, Nordquist (2019) states that

Vocabulary (from the Latin for “name,” also called wordstock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don’t generally use in the course of normal communication. (p. 1)

Thus, vocabulary acquisition can help students to facilitate the language-learning process in classes. It also may increase the students’ attention towards class activities to develop communicative and receptive skills.

Vocabulary is essential in learning a new language, as it involves understanding the meanings of words for comprehending both written and spoken communication. Therefore, expanding one’s English vocabulary is necessary to fulfill the primary function of language. The significance of vocabulary is evident across the four language skills, as it enables individuals to grasp word meanings in various contexts and effectively convey their thoughts and ideas. As a result, vocabulary is regarded as a fundamental tool for enhancing English comprehension and communication (Soro, 2019). Consequently, developing a strong English vocabulary should be prioritized in the process of improving language skills. Moreover, English serves as a key asset in securing better job opportunities and achieving professional goals, as employers increasingly assess candidates based on their performance in job interviews (Srinivas, 2019).



### **1.6.1. Types of Vocabulary**

As previously mentioned, vocabulary is the range of words a person understands in a language and how this person employs those words in different situations and environments. Therefore, it is argued that vocabulary is crucial for language development. According to Marshall (2010) as cited in Carrera (2023), there are four types of vocabulary that a person or student must learn to acquire fluency in a language, and those are:

#### **a. Speaking vocabulary**

This type of vocabulary is the set of words a person knows and uses when speaking. This type is significant and influential as it encourages people to listen to the person who is using it. For instance, when a person is giving a speech with a strong speaking vocabulary can communicate their ideas effectively while the audience pays attention to them. Besides, this kind of vocabulary is frequently used in daily situations since a person communicates orally with others several times like to ask for a favor or to express ideas and experiences.

#### **b. Writing Vocabulary**

It implies all the words a person implements when producing a written text. In this type, it is imperative to manage a large amount of vocabulary to transmit ideas, thoughts, knowledge, and others in writing. This is because of the different texts a person can write from formal to informal ones. Therefore, the vocabulary to use is not the same. Additionally, the writing vocabulary demonstrates the ability to organize words and put them together to form a well-written message.

#### **c. Reading Vocabulary**

In this case, this type refers to all the words a person can recognize and understand while reading something. The reading vocabulary is important for understanding the content produced in writing vocabulary. It means that those two types of vocabulary are related to each other. Additionally, when a person reads a text can find new words that were unknown until that moment, so they can add those words to their reading vocabulary.

#### **d. Listening vocabulary**

This type of vocabulary is all the words that a person can identify and understand when listening to something like music, a speech, a movie, a person talking, and stuff. This type is also frequently used with spoken vocabulary in daily situations. Furthermore, it plays an important role as it is a receptive one and a person can find new words in different sources just by hearing or listening to them.

### **1.6.2. Aspects of vocabulary**

According to Lado (1972), as cited in Mardianawati (2012), there are some aspects of vocabulary that a student must be aware of to improve their proficiency in a language. Those aspects are:

#### **a. Meaning**

The meaning is the definition of a word and how it can be implemented in the person's vocabulary by understanding what it refers to. Thus, the teacher should assist



students in discovering new words meaning. Also, the teacher should explain to the students that a word can have different meanings according to their usage. Respectively, teachers can implement different strategies to help students learn the meaning of new vocabulary such as guided discovery, dictionary usage, and speculation.

#### **b. Spelling**

Spelling deals with how the words are written. It is essential for vocabulary learning as it helps with reading and writing and serves as a bridge between letters and sounds. It is important to consider that there may be numerous adequate written forms for a word like the case of American and British English terms. Also, a teacher should explain the spelling of words along with the correct pronunciation to avoid misunderstandings.

#### **c. Pronunciation**

Pronunciation is how a person produces a word orally. Correct pronunciation helps to deliver a message in a good way so the other person can understand what we want to communicate. Words usually have one pronunciation, however, some of them can have more than one pronunciation. English pronunciation can be challenging since it is not related to the spelling of the word as in other languages. Students want to effectively communicate in English by using understandable pronunciation to avoid providing a wrong understanding of the message they want to transmit. In this way, they can communicate easily and maintain a conversation with the listeners.

#### **d. Word classes**

They are the categories where the words can be included. It is, for example, that a word belongs to a noun, a verb, an adverb, an adjective, a preposition, an article, or another. The classification of the words depends on the function they have to communicate in the language. The students need to know to which category a word belongs to and the use they can have on different occasions.

#### **e. Word use**

The word use refers to how a word, phrase, or concept is used in a language. This aspect is crucial in language proficiency because it helps students to communicate ideas and thoughts appropriately. Grammar may also be included in word use. Besides, this aspect can aid in identifying and determining patterns in how specific words are used in different contexts.

### **1.6.3. Strategies to increase vocabulary**

Nowadays it can be noticed that learning in a classroom is not a unique way of acquiring knowledge. Several strategies, tools, and methods can be used to learn something like the case of learning English. In such a way, games or applications can be different and useful to increase English vocabulary beyond the classroom. In their research, Agustin and Ayu (2021) tried to describe the impact of the Instagram Application on increasing vocabulary and listening skills. After applying a questionnaire, they concluded that the Instagram Application has an impact on students' listening skills and vocabulary varying in the approach that each student gives to the use of the application. Accordingly, it can be said

that the time of practicing and increasing the English vocabulary in classes is short. Different strategies, techniques, or tools are beneficial to achieve the objective in moments outside of classes. Besides, these kinds of resources can boost learning since they are mostly to the students' liking.

Respectively, Yudha and Mandasari (2021) conducted a study on the analysis of the use of games to improve vocabulary. They implemented qualitative research in one of the Senior High Schools in Lampung. The High School was SMKN 9 Bandar Lampung. The information was processed based on Creswell. After reviewing and analyzing the data, they concluded that games contribute to vocabulary learning when the time to learn, practice, and review the English language in an agreeable environment is taken into account (Yudha & Mandasari, 2021). Additionally, Yudha and Mandasari (2021) pointed out that games further learning in a natural way that encourages long-term knowledge. Consequently, it makes the learning process nearer to the acquisition process. In summary, games promote learning and vocabulary acquisition naturally when an environment that allows practicing and reviewing the language is implemented.

Another strategy to increase vocabulary is listening to songs. Andrade Molina, Barba Ayala, and Bastidas Amador (2018) tried to identify whether the Bachelor of Arts in English students at the Universidad Técnica del Norte (UTN) have the habit of listening to music in the target language. The collected results were that a large number of the population prefer listening to music in the target language over other genres for about three or more hours daily. Moreover, almost the whole population considers listening to music in English as a helpful strategy to develop the language (Andrade Molina, Barba Ayala, & Bastidas Amador, 2018). They concluded that listening to English music significantly improves students' performance in the Language program at UTN. It also aids in developing skills for both understanding and using the foreign language effectively (Andrade Molina, Barba Ayala, & Bastidas Amador, 2018). Indeed, listening to music can also be a valuable strategy to improve English vocabulary and overall English language.



## **CHAPTER II: METHODOLOGY**

### **2.1. Description of the study area**

The research focuses on the study area located in the province of Imbabura, specifically in Ibarra city. Unidad Educativa Fiscomisional “La Inmaculada Concepción,” located in the city center in front of the Plazoleta Francisco Calderon, serves as the heart of the investigation. Besides, this study has one hundred and one third-grade students to support scientific research. This description of the study area aims to provide an overview of the work, laying the basis for an understanding of the contextual factors that construct the research results.

### **2.2. Type of research**

This investigation used a mixed research approach. George (2021) mentions that Mixed methods research combines elements from quantitative and qualitative research therefore, mixed methods can help you gain a more complete idea than a standalone quantitative or qualitative study. A mixed research approach was suitable for this research as quantitative methods measure the improvement of English vocabulary through statistical analysis, while qualitative methods explore experiences and perceptions to provide a clear understanding of the effectiveness in a real-life situation.

Additionally, this research included quasi-experimental and action research designs. The quasi-experimental design “aims to establish a cause-and-effect relationship between an independent and dependent variable” (Thomas, 2020, para. 1). This design quantified the impact of Ecuadorian traditional games on English vocabulary through assessments, providing outcomes that can be statistically analyzed. On the other hand, action research is a qualitative research design that focuses on analyzing and solving a problem when action is taken (George, 2023). It was necessary to explore the situation through teachers’ perceptions and experiences and examine how the use of Ecuadorian traditional games helps to resolve the issue. The integration of these types of research had as objective to comprehend the effect of traditional games on English vocabulary.

### **2.3. Methods**

The methods that were used in this study are deductive and inductive reasoning. Deductive reasoning is the act of making particular conclusions based on a general statement (Keiling, 2023). This reasoning was necessary for the problem description as it helped to provide a clear idea to analyze the general situation to get specific solutions. Inductive reasoning involves using particular situations to provide generalized conclusions for those scenarios (Keiling, 2023). Implementing inductive reasoning in the research complemented the statistical data by exploring the students’ experiences and perceptions which was useful in the analysis of results. Analyzing these subjective dimensions assisted in producing generalizations, therefore, readers will have a complete idea of how Ecuadorian traditional games influence English vocabulary.

## **2.4. Techniques and research instruments**

By supporting the methods, this investigation included interviews, surveys, and test techniques. The interview technique facilitated retrieving information about experiences, strategies, and methods English teachers apply to improve English vocabulary. To do so, a semi-structured interview was essential. Also, a survey was implemented to obtain numerical data by using a closed-ended questionnaire for third-grade students. Finally, a test was key for evaluating and observing the performance of third-grade students in English vocabulary.

## **2.5. Research questions**

- How can Ecuadorian traditional games be adapted to help third-grade students at La Inmaculada Concepción School increase their English vocabulary?
- What are the incidences of using Ecuadorian traditional games in the English vocabulary learning process?

## **2.6. Population**

This study operated with third-grade students from La Inmaculada Concepción School. The population of this research study was one hundred and one third-grade students who are the entire population of third grade. They are divided into four parallels; A, B, C, and D. Parallel A and D have twenty-six students while Parallel B has twenty-four and Parallel C has twenty-five students. All of them are female students between 7 and 8 years old. Additionally, this study took into account the English teachers at the institution. Five teachers teach the whole institution, initiating in kinder garden and ending in the third bachelor. Two are male while three are female teachers. One hundred and one third-grade students and five English teachers were the population for this research study.

## **2.7. Procedure and data analysis**

This research was conducted through a previous observation of third-grade students' English vocabulary at La Inmaculada Concepción School. Employing this investigation, some research questions were formulated to obtain accurate answers. Also, quantitative and qualitative data were gathered. Additionally, this study designed a semi-structured interview, a questionnaire with closed-ended questions, and a test. After that, those research instruments were applied to English teachers and third-grade students. Finally, the results were put on an Excel document where they were tabulated and displayed in bar graphs.

## **CHAPTER III: RESULTS AND DISCUSSION**

### **3.1. Interviews with the English teachers**

**QUESTION 1: From your point of view, are students at Inmaculada School reaching the standards declared in the Ecuadorian Common European Framework of Reference in terms of vocabulary? Explain it.**

**Teacher 1:**

As I told you before, I'm a new teacher, so according to the diagnostic test, I can say that most students reach the objectives and the knowledge from the Common European Framework of Reference in vocabulary.

**Teacher 2:**

From my point of view, out of 10, I believe they are eight in terms of vocabulary.

**Teacher 3:**

Yes, I believe it is so difficult to explain the traditional games, but the students who learn some of them, for example, the means of hands “Miss Sue” or the “That-This” are for girls. Yeah, a part of the Athletic games, for example, basketball, and football, the students play in the yard.

**Teacher 4:**

So, it's a little difficult because we don't use an international Common European Framework. We didn't test it. In elementary school, I consider the vocabulary to be around five or above up to ten points that may be around it.

**Teacher 5:**

Well, yes, in my point of view, students in my institution use the vocabulary well. They are learning with this Common European Framework in terms of vocabulary because we have to follow the standards that we have in our material.

### **ANALYSIS**

Most participants, rather than explaining, assigned a quantitative value to the range of vocabulary their students have concerning the Common European Framework of Reference (CEFR). Except for two who consider that their students fulfill all the objectives declared in the framework. So, according to the answers, it may be necessary to research further to obtain more precise information regarding the question. This data may be obtained through a diagnostic test which will be also part of this study.

**QUESTION 2: In your opinion, what are the challenges English teachers experience in teaching vocabulary? Explain them.**

**Teacher 1:**

Well, in teaching vocabulary you need to associate the picture of the object or the thing with the word, most teachers, I think we use grammar-translation because it's the

easiest way to tell the students what that word is. So, I think the challenge teachers face is the lack of resources.

**Teacher 2:**

The lack of the use of new words and new vocabulary is a big challenge because they learn in school, they're learning in classes, but then they forget because they don't use it. I believe the students need to learn to use the vocabulary they learn.

**Teacher 3:**

I think that is so important for us as teachers to implement videos, games, or cards to the students form sentences with this vocabulary, but I think that when people use the vocabulary is easier for the students to be engaged in this vocabulary. Practice with the vocabulary, use it in sentences, use this in role-play, and use it in a game. When you work, for example, work in groups, the problem is that they speak in Spanish. When you can do this for an explanation in front of the class, the students must use English.

**Teacher 4:**

Well, my challenge and the priority are that students don't like English maybe the subject specifically. The motivation is poor, maybe the new students are for me, but I tried to motivate them every day with different games or warm-ups to catch their attention.

**Teacher 5:**

Well, in my experience, I think some challenges they have are first of all, they have not good pronunciation, so they get stressed out with some of that. Another thing would be that they don't know how to use exactly the material that they're supposed to use while they're working with the kids.

**ANALYSIS**

In teaching English vocabulary, some challenges can occur that affect an adequate teaching process. Based on the data above, teachers experience some challenges, among them, students' lack of motivation, use of Spanish, and students' lack of using the new vocabulary among other challenges. Additionally, one participant mentioned that a challenge is not having good pronunciation or not knowing how to use the material. In this context, it can be said that what affects a good teaching English vocabulary process is based on "the lack of interaction inside, but especially outside the classroom, due to the fact not all the peers are willing to use the target language to reply or to ask questions" (Guevara-Betancourt & Flores-Albuja, 2020). Moreover, the previous class preparation from the teachers can help to avoid some teaching challenges.

**QUESTION 3: Additionally, what are the challenges students face in increasing vocabulary? Explain them.**

**Teacher 1:**

I think students face the fact that they don't have enough time to practice. Also here in the school, they are trying to implement labeling or to tag a single object in the school or the classrooms so they can improve that. I think that the lack of those lab taxes affects the vocabulary that they are trying to learn.



**Teacher 2:**

Lack of interest, students are not interested in learning new vocabulary. Therefore, increasing more words is challenging.

**Teacher 3:**

They need to know other words to describe completions, and, in this way, the students could need more vocabulary, and the teachers say, this is this work, okay? How do you say this? for example, “Marco” is the frame, but students need to know they still need to know other words.

**Teacher 4:**

Maybe the understanding when explaining something. The challenge is that the pronunciation is different from the writing.

**Teacher 5:**

In this question, it would be the right answer that they don't practice this at home. They just have what they are told in school, but no practicing at home.

**ANALYSIS**

This question is aimed at determining the challenges students experience when increasing their English vocabulary. According to the participants, the lack of practice time in classes or at home is one of the challenges. Also, the lack of interest, the lack of being surrounded by the language, the need to know some other vocabulary, and the inequivalence between writing and pronunciation affect students' vocabulary development. In this sense, it can be inferred that English teachers probably do not create and promote enough practice spaces in which students can internalize the new vocabulary.

**QUESTION 4: Do you use a specific method to overcome those teaching and learning challenges? If so, please tell us about your experience using it.**

**Teacher 1:**

Sometimes I use grammar-translation also I use the association of objects with words, and pictures with words, or sounds. And also, I use cooperative work.

**Teacher 2:**

A specific method I tried to learn by songs, singing songs, in class being more interactive and having everyone participate in conversations.

**Teacher 3:**

Okay, I use a lot is Total Physical Response with students and the taxonomy, it's a good method. And sometimes Suggestopedia. When I throw something to the students and I say catch, they are using new vocabulary or for example, I say jump with me or touch you touch your hand, and the students touch or feel different things differently with this way of explaining the things.

**Teacher 4:**

Just to play with the different I don't know, maybe that you have with songs, maybe. or maybe they would play with them. Maybe you have the grammar-translation method, maybe you have used pictures, or you understand more in school.

**Teacher 5:**

Well, yes, I use it for vocabulary, I use flashcards with different big pictures. I also use songs with the vocabulary that is learned through the unit. I also use Total Physical Response, with no translation.

**ANALYSIS**

Most participants tend to include Grammar translation and Total Physical Response methods in their classes to overcome the teaching and learning challenges regarding English vocabulary. Additionally, Suggestopedia and Cooperative work are methods mentioned by the participants. Based on the data, it is imperative to say that teachers use the translation of words to reinforce the internalization of new words. Also, the association of words with flashcards or with body movement is included.

**QUESTION 5: Which techniques and strategies do you apply along with the method to overcome the challenges?**

**Teacher 1:**

For kids, I used to apply a technique in which they had to record a video at home and show the parts of their bedrooms, the living room, and the different parts of their house. So, they can be in touch with the object, and they are saying the word that it means.

**Teacher 2:**

Songs and role plays. That's what I use in class. I'm using it now.

**Teacher 3:**

For me is that technology for example when I use a puzzle with a video with shirts at a specific moment. It is open to attention and the students are visual or audible.

**Teacher 4:**

Maybe for this school year. uh, yeah. the purpose that you have increasing reading in this school year, we are going to apply more reading, uh texts. I related to a topic. and um apply worksheets about it.

**Teacher 5:**

Techniques I apply a lot of quizzes, songs, and platform activities.

**ANALYSIS**

The participants employ different strategies along with methods to overcome the teaching and learning challenges when increasing vocabulary. While some prefer technology, others use songs, role plays, and worksheets. One participant takes advantage of technology to ask his students to record home videos while learning the vocabulary of places they are in touch with. In this context, it can be noticed that the participants use a variety of



techniques and strategies to increase their students' vocabulary. It is imperative to say that teachers must "adapt the contents to the academic-linguistic needs of the students, using complementary material. It is important to highlight and practice new language items, to connect them with students' personal experiences and the content knowledge that will be studied" (Mantilla & Andrade, 2020, p. 43).

**QUESTION 6: From your perspective, how do you think learning vocabulary helps students improve their English language skills?**

**Teacher 1:**

Well, I think learning vocabulary is as important as learning grammar because it's the only way they can find the words to say what they want to mean. Well, I think vocabulary, as I told you, is important because when you want to say something, you need to know what the meaning of the object is or the thing or the event you want to talk about. So, I think vocabulary and grammar are together.

**Teacher 2:**

Well, it's a single question I guess by repeating the words, repeating in and learning the right pronunciation, and using them. Yeah. Well, it improves your knowledge and improves your way of learning, I guess.

**Teacher 3:**

When you take a lesson about, for example, comprehensive reading, the student needs to know all the phrases. At this moment, the student says, I don't know this word. Please teacher, can you tell me what you mean by this? and explain the word with actions, and the students think in English, not only translate the word. At this moment, the students increase their vocabulary because they relate this with an action or with a moment.

**Teacher 4:**

But you have in class, we practice the basic vocabulary. I tried to motivate you to apply with other apps, for example, like I told you about Duolingo anywhere that you have to practice at home.

**Teacher 5:**

In my case, I do a lot of listening, speaking, and a description of some pictures along the unit. Also, English vocabulary is important for developing other skills.

**ANALYSIS**

Most participants consider English vocabulary important for developing English language skills. However, two of them just explain how to increase vocabulary. The others mentioned that vocabulary is shown in the English language skills, therefore, it is necessary to focus on increasing it to develop language skills. Additionally, one participant added that learning vocabulary is as important as grammar since it is necessary to know the meaning of the words to communicate. Also, students need to know the meaning of words to understand texts. Consequently, it can be said that vocabulary plays an important role in developing English language skills.

**QUESTION 7: Have you ever used traditional games to encourage the learning of English? How can they be implemented to increase English vocabulary?**

**Teacher 1:**

Well, to be honest, I haven't used traditional games because I can't imagine the way to apply them because I don't know, traditional games for me are like the games that I played when I was a kid, for example, trompo and cards, yeah, maybe cards I can apply it, maybe trying to I don't know, try to use a phrase or the other picture, so they can match the pictures and the cards so they can make a pair.

**Teacher 2:**

I haven't used those games in class. I've tried to use different games, like other games, but not traditional games. Well, I've never used them.

**Teacher 3:**

The thing is it is you can increase the numbers, for example, one, two, three, four, okay? Or when I say the blanket in the middle is a game, when you say, for example, this column is in a sequence of the numbers. one to 20, and the other column is one to 20. And I say a number. I say six in the two columns run to the blanket and the first student to take this is the winner, by the other students can stop. It could be a caller's number or something more difficult labors. Um, I tell you about the physical response or games, but with focus on these topics or, for example, you say, um, like or dark in the colors, increase to more.

**Teacher 4:**

I'm not everyday, okay, traditional, you have yeah. I tried to use other types of technological games. I would like to explain what the tradition is. After that I considered that you have to continue, maybe with the process, because at the beginning I explain or maybe the time of the classes may be lost, yeah.

**Teacher 5:**

Well, I don't know if they are traditional, but yes, I have used games in some of my classes, especially with kids. Adapt the vocabulary to each of the games and see the vocabulary they might use along the units.

**ANALYSIS**

According to the responses, it can be noticed that most participants know about traditional games. However, they have not implemented those games in their classes. They have implemented other kinds of games to increase their students' English vocabulary. Nevertheless, one participant mentioned not including traditional games every day, which could mean that she had implemented them occasionally. In addition, adapting the vocabulary to the games and explaining what is a tradition first would be the steps to implement the traditional games in increasing English vocabulary.

**QUESTION 8: From your experience, which Ecuadorian traditional games can be implemented to increase English vocabulary? Explain them.**

**Teacher 1:**

I actually can implement I think “Simon Says” to learn vocabulary because I can tell the students to Simon Says, get one object, or touch one object. So, I think it's a good strategy to make students identify what they were asked to do.

**Teacher 2:**

As a child, well, I learned by songs playing the guitar, maybe. Would that be a good way to learn? Like the teacher playing the guitar and singing along with the students. And by games, I've never played a traditional game. Maybe board games. Yeah, we've played board games a couple of times, but, yeah, that's all.

**Teacher 3:**

I don't know if you have played El vu El vale? It is a coordination game with a maybe under race in the hand. You say El vu El vale, it is very exciting, this game. It's for coordination.

**Teacher 4:**

I tried to use hopscotch two days ago with uh first in EGB with a teacher. Hopscotch with numbers, but you have to practice. One from one to ten, maybe.

**Teacher 5:**

I think all Ecuadorian traditional games would be ok to implement because this is a new method, and kids will be very interested in learning in this way.

**ANALYSIS**

One of the participants considers that all Ecuadorian traditional games can be implemented in the learning of English vocabulary. Some other proposed games such as hopscotch, Simon says, board games, El vu El vale, and playing songs. Nevertheless, just one of the participants proposed a traditional game. In this way, it can be inferred that English teachers are not used to implementing traditional games in their classes. Consequently, it can be said that traditional games as didactic tools are something attractive to include in the vocabulary learning process.

**QUESTION 9: Would you be willing to employ a didactic guide that involves activities and strategies based on Ecuadorian traditional games to increase your students' English vocabulary?**

**Teacher 1:**

I would be willing to employ any suggestion or any strategy that students or new teachers can propose because I think new teachers have another mind has a new idea, so I can apply what they propose.

**Teacher 2:**

Yeah, I guess I'll be willing.

**Teacher 3:**

If this guide is cheap and important, I would be willing to employ it.

**Teacher 4:**

Sure, if you give me. Yeah, yes, I would like to.

**Teacher 5:**

Yes, I will be applying this in the future, yes.

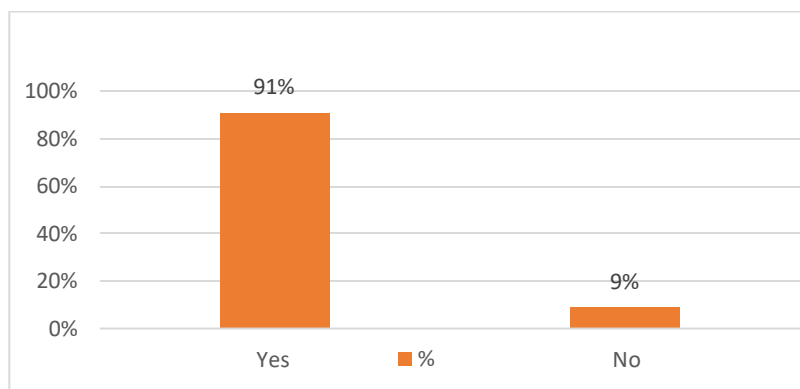
**ANALYSIS**

All the participants would like to include and employ a didactic guide based on Ecuadorian traditional games. One stated that would be willing to include it as new teachers have innovative ideas which can be useful to implement in the English classes. Subsequently, it can be noticed that English teachers agreed that using traditional games can be a good tool to increase students' English vocabulary.

**3.2.Surveys for the third graders**

**Figure 2**

*Liking English*

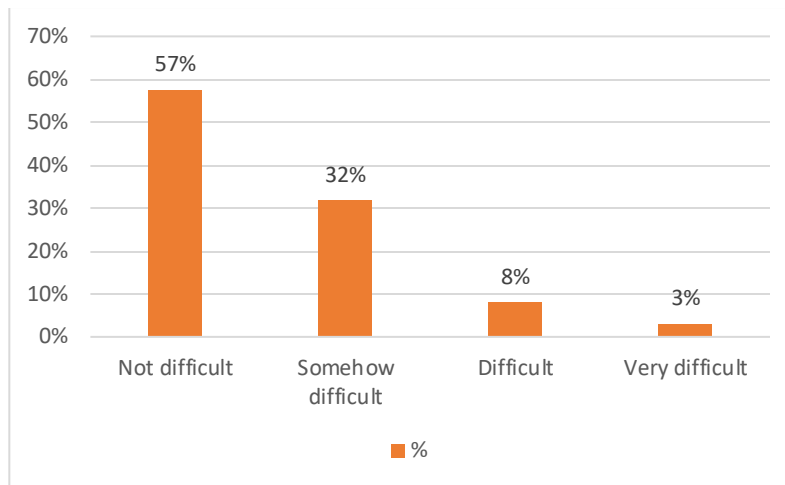


*Source: Researcher elaboration*

The figure above shows whether students like or dislike the English language. The majority of participants said they like English, while just a few responded that they do not. Thus, it can be inferred that English as a foreign language is part of the group of students' subjects that they enjoy learning. As a result, it will not be difficult to introduce new material in the language. On the other hand, it can be deduced that the methodology implemented may not be to their liking or the pronunciation of words probably makes the subject unpleasant to the participants.

**Figure 3**

*Learning English vocabulary difficulty*

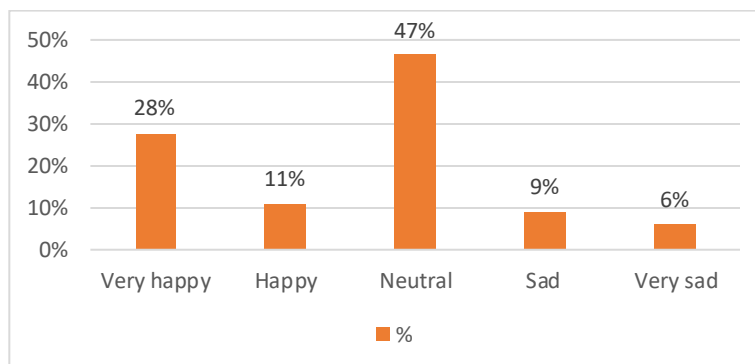


*Source: Researcher elaboration*

The graph above illustrates the level of difficulty students experience when learning new vocabulary in the English language. The data suggests that a good number of students do not consider learning new vocabulary in English as a challenge. Some of them consider that it is neither difficult nor easy to learn new English vocabulary, while a few of the participants think that it is complicated to do so. In this way, it can be interpreted that students can learn new vocabulary with little or no issues; therefore, it will not be a problem to include new vocabulary in further activities.

**Figure 4**

*Understanding English words*

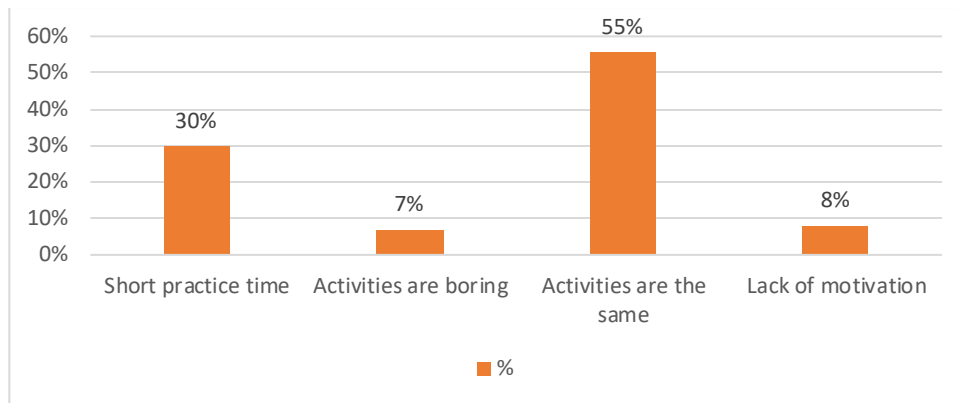


*Source: Researcher elaboration*

The figure above exhibits how students feel when they do not understand new words in the English language. Almost half of respondents went to the “neutral” option. By contrast, some feel happy, and the minority expressed they feel sad. It may be inferred that a large number of the respondents do not pay enough attention to the comprehension of the new English vocabulary they learn. It can be said that it will be somehow difficult to make students internalize the new vocabulary into their knowledge. Also, the activities must be focused on developing an understanding of the vocabulary in different contexts.

**Figure 5**

*Factors affecting vocabulary development*

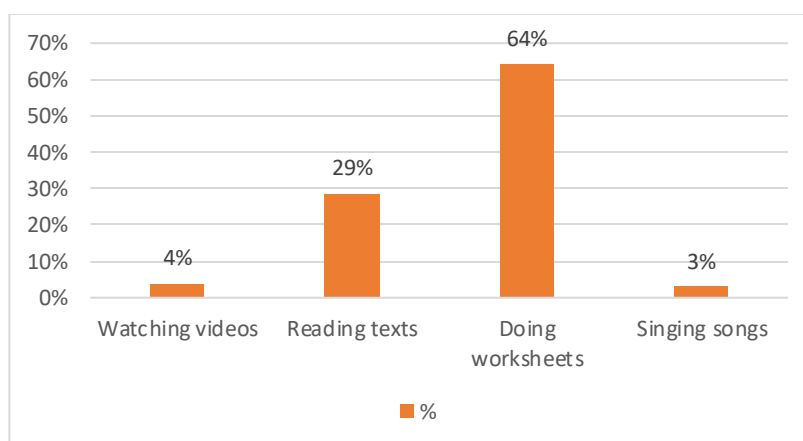


*Source: Researcher elaboration*

The chart above presents the factors that negatively affect students in developing their English vocabulary. The peaks correspond to “activities are the same” and “activities are boring”. The majority of respondents agreed that the repetitive activities given by the teacher negatively affect their vocabulary development as well as that they are not given enough practice time. Whereas boring tasks and demotivating tasks obtained a very low score. It may be interpreted that students at this age demand from teachers the use of different tasks and that they devote enough time to practice. Respectively, modern education demands that teachers regularly be updated on using teaching materials to improve their lessons. Traditional tools differ significantly from modern resources such as audio, video, and digital technology, which engage students more effectively capturing their interest and boosting motivation (Williams, Loor, Carrera, Véliz, & Congo, 2018).

**Figure 6**

*Classroom activities to expand English vocabulary*



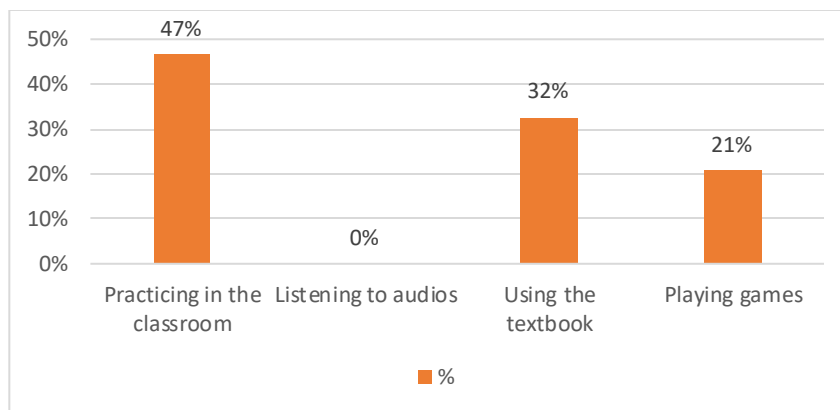
*Source: Researcher elaboration*

The figure above presents the classroom activities the English teacher uses to expand students' English vocabulary. Based on the data above, doing worksheets is the one that the teacher uses the most to expand the English vocabulary. Reading texts obtained more than a

quarter of responses whereas watching videos and singing songs have a very low percentage of responses. It can be deduced that students spend a lot of time completing worksheets rather than practicing the vocabulary in real contexts. Also, it can be said that there may not be a variety of activities implemented by the teacher to increase the student's English vocabulary.

**Figure 7**

*Strategies to learn English vocabulary*

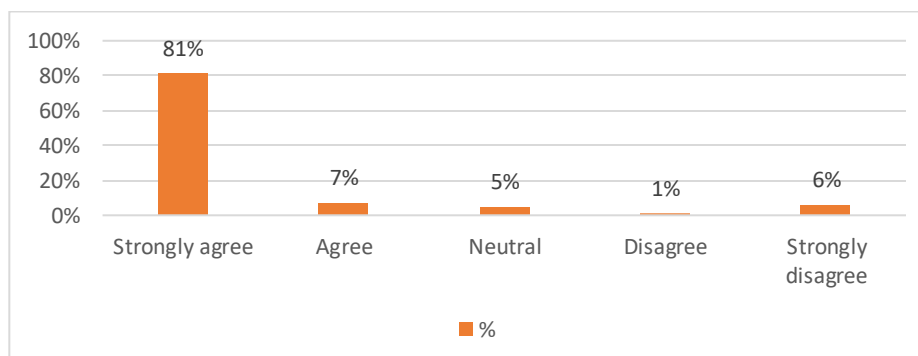


*Source: Researcher elaboration*

The graph above illustrates the strategies by which students would like to learn English vocabulary. Each option had a good number of responses being “practicing in the classroom” the highest with almost half of the responses while “listening to audios” had any response. “Using the textbook” and “playing games” scored a decent number of responses. According to this data, it can be concluded that students want to learn their English vocabulary using different strategies and not just focusing on one in particular. Moreover, they prefer practicing in the classroom with the textbook more than playing games outside of the class. It could be because students have not used quite frequently games to learn English or any other subject. Consequently, strategies that involve practicing and playing with the textbook content will be imperative to expand their English vocabulary.

**Figure 8**

*Level of agreement to learn by playing traditional games*

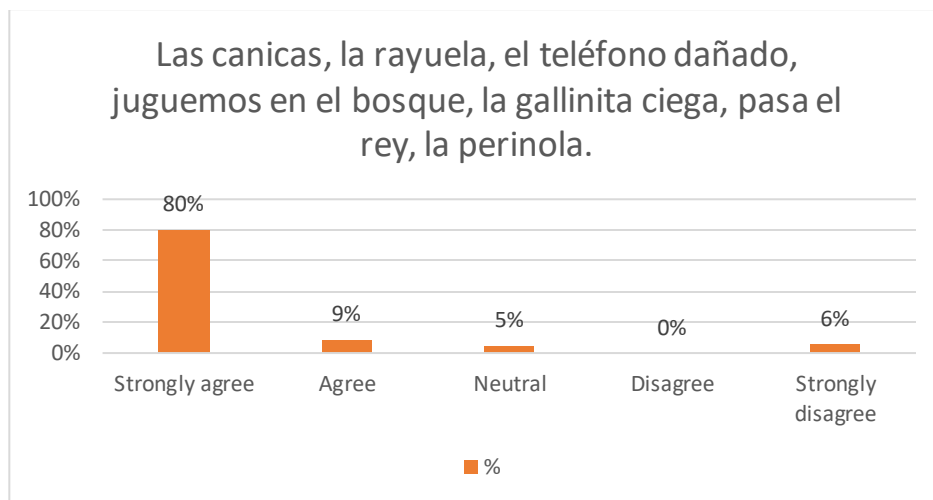


*Source: Researcher elaboration*

The figure above represents the students' level of agreement to learn the English vocabulary by playing traditional games. Contrasting with the previous graph, the top corresponds to "strongly agree" with the majority of responses. On the contrary, only a few of the participants would not like to implement traditional games in their classes. It means that students are interested in including traditional games as tools to increase their English vocabulary. It may be assumed that students have played these kinds of games before and believe that they can learn English vocabulary in a better way when traditional games are included. Accordingly, activities that involve traditional games can work satisfactorily in their classes to increase the English vocabulary.

**Figure 9**

*Level of agreement to include the following traditional games in students' classes*



*Source: Researcher elaboration*

The chart above provides information about the students' level of agreement with including some traditional games in their English classes. The majority of respondents agreed to implement the mentioned traditional games. On the other hand, only a small number of respondents disagreed with including those games. It can be deduced that students have played those games or at least know about them being to their liking. Furthermore, students are interested in developing their English vocabulary by playing games that are familiar to them. Therefore, implementing the traditional games mentioned can be effective in their vocabulary learning process.

### 3.3. Test for the third graders

One diagnostic test was applied to the third graders to evaluate their performance according to their English vocabulary. To do so, a Cambridge Sample Test (Pre-A1 Starters) was essential, just including the Reading and Writing part. The test contained twenty-five items divided into five parts with five items per each. One mark was given to each correct answer, being able to obtain a maximum of twenty-five marks. One hundred and one third-graders were the participants in the test.



According to Cambridge Assessment English (2024), in the Pre-A1 Starters Test, all candidates receive a certificate that states how many shields they received with a maximum of five per each part of the test. Respectively, there is no pass or fail in this test. The result of one shield means that the candidate can improve their knowledge of that skill meaningfully. Whereas five shields mean that the candidate is skilled enough in that part and most of the answers were correctly completed. The results of the third graders are displayed below regarding the test.

**Figure 10**

*Measures of central tendency*

Mean	Mode	Median	Maximum
6.98	7	7	25
2.79	2.8	2.8	10

*Source: Researcher elaboration*

The chart above provides information on the measures of tendency third-grade students obtained in the diagnostic test. The average corresponds to almost a third part of the maximum. Respectively, the mode and median got the same result being similar to the mean. It can be said that students' overall execution was below half of the maximum score. It means that third graders did not accomplish the expected outcomes according to their level. In consequence, they have to improve their development in the Reading and Writing part specifically in their vocabulary.

**Figure 11**

*Shields according to the students' grades*

Grade	Number of students	Shields Cambridge	Number of students/shields
3	3	one shield	44
4	10	one shield	
5	19	one shield	
6	12	one shield	
7	20	one shield and a half	20
8	13	two shields	36
9	9	two shields	
10	8	two shields	
11	4	two shields	
12	2	two shields	0
13	0		
14	0		
15	0		
16	1	three shields	1
TOTAL	101	five shields	101

*Source: Researcher elaboration*

The figure above represents the shields obtained by the students concerning their grades. The majority of participants got one shield, just below half of the population. A good number of students obtained two shields. One-fifth got one shield and a half and only one participant scored three shields. It can be deduced that candidates do not have enough amount of vocabulary for the corresponding Pre-A1 English level. In this sense, most of the students can improve a lot in that part to increase the number of shields, and thus succeed in the test.

### **3.4.Discussion**

The interview, survey, and test results showed how English vocabulary development occurs at La Inmaculada Concepción School and its importance in the progress of English language skills of third graders. Additionally, the results highlighted the participants' willingness to include Ecuadorian traditional games to increase vocabulary. Those findings revealed significant information regarding English vocabulary, the challenges to developing it, and the methodology implemented to overcome those challenges.

As for English vocabulary learning, the proposal of the national curriculum for foreign language learning establishes that third-grade students must reach the PRE-A1 level by the end of the academic period. The descriptors for this level declare that they must have an understanding of common daily phrases and concrete knowledge of some English terms. In this sense, the English teachers participating in this study assigned a quantitative value to the range of vocabulary their students have concerning the CEFR. Except for two who deliberated that their students fulfill all the objectives declared in the framework. Likewise, third graders considered learning new English vocabulary a relatively easy process. However, a large number of them did not pay enough attention to the comprehension of the new vocabulary being “meaning” and “word classes” two important aspects of vocabulary learning. By contrast, the test results showed that students need to reinforce their English vocabulary as they did not accomplish the expected outcomes.

The results from the instruments also showed that there are some challenges in developing English vocabulary. Among teachers, the student's motivation and predisposition to use what is learned is what mainly affects good teaching progress. The challenges affecting learning development mentioned by the teachers were short periods devoted to practice, an inadequate learning environment, and irregular phonic relationships. Contrasting, students agreed that the repetitive activities given by the teacher, as well as the short practice time negatively affected their vocabulary development. The theory says that words usually have one pronunciation, however, some of them can have more than one pronunciation. English pronunciation can be challenging since it is not related to the spelling of the word as in other languages (Lado, 1972 as cited in Mardianawati, 2012).

Respectively, teachers implement some methods to overcome the challenges emphasizing the Grammar translation and Total Physical Response (TPR) methods. The Grammar translation stresses that learning is done through the translation of the target language to the mother tongue. Whereas The TPR method requires the active participation of students to engage them in interactive activities promoting speaking by doing (Kenny,



2024). They additionally implement techniques and strategies such as technology, songs, role plays, and worksheets. The last one was declared by the students to be the most used by the teacher. Nevertheless, they do not include frequently the use of games, especially traditional ones to improve the learning of vocabulary. Even though, Hidayati (2020) in his research concluded that traditional games can be modified to be implemented as a medium to increase English vocabulary.

The way of adapting the Ecuadorian traditional games to be considered didactic tools is nothing out of this world. Firstly, what needs to be done is to retrieve the vocabulary from the academic books used by the target population. Secondly, look for the traditional games that best fit according to each vocabulary topic. For instance, a good game for teaching “The Days of the Week” could be “The Hopscotch”. Third, see the usefulness of those games according to the vocabulary and adapt the content if needed. Later, propose a game learning objective that can be the same as the game or be modified according to the topic. Then, implement the game and notice if the purpose of the game regarding learning was achieved. Finally, propose the game to be included in a lesson whether for presentation, practice, or use of the vocabulary.

In brief, this study emphasizes the importance of English vocabulary development for third graders at La Inmaculada Concepción School to achieve the PRE-A1 level. While students showed enthusiasm for learning, gaps in comprehension and challenges like limited practice time and repetitive activities hindered progress. Teachers utilized methods like Grammar Translation and TPR alongside tools such as songs and worksheets but rarely incorporated traditional games, despite their potential to enhance engagement and learning. Integrating traditional games into teaching strategies could address these challenges, boosting motivation and improving vocabulary acquisition.

## CHAPTER IV: PROPOSAL

This chapter presents the proposal of Ecuadorian Traditional Games as a didactic tool to increase the English vocabulary in third graders at La Inmaculada Concepción School. A didactic guide was developed to explain the games, steps to follow, vocabulary, time, activities, material, etc.

### Title

VOCABVOYAGE: Boost your English Vocabulary through Games

### Objective

Employ Ecuadorian traditional games as a didactic tool for the increase of English vocabulary in Third Graders at La Inmaculada Concepción School.

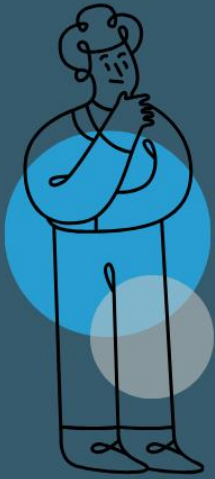
### Table of contents

**Table 2**

*Contents of the Didactic Guide*

UNIT	LESSON
Unit 1: <b>My family, me, animals and art</b>	<b>Lesson 1:</b> Parts of the body
	<b>Lesson 2:</b> Family members
	<b>Lesson 3:</b> Animals
	<b>Lesson 4:</b> Musical instruments
Unit 2: <b>Describing people and things</b>	<b>Lesson 1:</b> Personal pronouns and the verb to be
	<b>Lesson 2:</b> Action Verbs
	<b>Lesson 3:</b> Adjectives
	<b>Lesson 4:</b> Colors
Unit 3: <b>Traveling around the year</b>	<b>Lesson 1:</b> Days of the week
	<b>Lesson 2:</b> Parts of the day and daily routine
	<b>Lesson 3:</b> Places of the house and prepositions
	<b>Lesson 4:</b> Weather

*Source: Researcher elaboration*



# Didactic GUIDE



VOCABVOYAGE: BOOST YOUR ENGLISH VOCABULARY THROUGH GAMES



## ECUADORIAN TRADITIONAL GAMES



*A stepping stone to  
academic excellence*

*By: Michael Jara*

# INTRODUCTION

This didactic guide integrates Ecuadorian traditional games with other engaging tools to enhance students' English vocabulary. It features activities designed to encourage students to actively practice and apply new vocabulary in enjoyable and interactive ways. The guide provides clear instructions, step-by-step activities, and practical resources to support teachers in implementing the lessons effectively.

The vocabulary included in the lessons aligns with the materials currently used by the Ministry of Education and La Inmaculada Concepción School (SMARTY 3). It is carefully selected to be meaningful and relevant to students' needs, based on their English proficiency level.

While this guide is primarily designed for English teachers, it is also a valuable resource for parents, students, and educators in other subjects. They can use it to enrich vocabulary learning or adapt its content to teach other topics.

## JUSTIFICATION

This academic guide considers traditional games to develop strategies and activities that meet the needs and interests of both students and teachers, while also fostering the improvement of English language skills. Games, whether traditional or virtual, create dynamic and engaging classroom environments where learning becomes interactive, personalized, and aligned with diverse student learning styles. They also motivate students by transforming learning into an enjoyable experience, promoting active participation, and enhancing memory retention through repetition and context-based practice which makes them a powerful tool for vocabulary acquisition.

Traditional games play a fundamental role in human development, serving as a cultural expression and reflecting the social and environmental contexts in which they arise. By incorporating these games into the guide, students not only expand their English vocabulary but also engage with meaningful activities that connect language learning to real-world experiences.

## OBJECTIVE

Employ Ecuadorian traditional games as a didactic tool for the increase of English vocabulary in Third Graders at La Inmaculada Concepción school.



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**Note 1:** Indirect vocabulary represents implicit vocabulary presented in the lesson that is not imperative for students to internalize as well as Direct vocabulary but it is necessary to take it into account.

**Note 2:** SWBAT stands for "Students Will Be Able To" in the objectives.

**Note 3:** Although some chants in the traditional games sound good in Spanish, you can translate them into English if needed.

# Games GLOSSARY

## ECUADORIAN TRADITIONAL GAMES

### 1.- PIN THE TAIL ON THE DONKEY - PONLE LA COLA AL BURRO

In this traditional game, it is necessary to have a template of a donkey without its tail pasted on a wall. One of the participants will be blinded with a scarf or another object. The participant will also have the donkey tail with tape on it. After turning around several times, the participant will have to walk towards the template and put the tail on the template. The other participants can help him/her by saying up, down, right or left. The participant that puts the tail closer to the right place wins the game.

### 2.- LET THE KING PASS - QUE PASE EL REY

Two of the participants have to choose a color or a fruit without letting to know to the other participants. They must hold their hands and form a bridge with them while singing the following song: "Que pase el rey, que ha de pasar. Que el hijo del Conde, se ha de quedar". The child who remains inside the bridge after finishing the song will choose a fruit or color according to what the two participants chose. He will pass behind the one whose fruit or color matches. This happens again until all the participants are finished. Two human chains are formed and now they will pull to their side, winning whoever manages to bring everyone to their side.

### 3.- THE HOPSCOTCH - LA RAYUELA

In this game, the participants draw the hopscotch on the floor. The form is up to the participants. After, each participant will throw a coin or small object from the start line to the first square of the hopscotch. Then, he/she will jump on one foot from the start to the second square without stepping the game lines and the squares with coins and continue to the following squares. When returning to the second square, the participant will return the coin and jump out of the hopscotch. Later, he/she will throw the coin to the next square and do the same until finishing the game.

### 4.- THE BROKEN PHONE - EL TELÉFONO DAÑADO

This is a traditional game in which the participants make a row. The first member passes a message in secret and to the ear of the person behind. The next participant does the same without repeating the message. The last member that receives the message has to say it loudly and the first person will say it too. They will compare the messages. It is a funny game because they will notice that the message was distorted after passing it through different people.

### 5.- LOS TAZOS

This traditional game is played in pairs. They draw a rectangle with a line in the middle or use the floor tiles. They sit one in front of the other and place two tazos on the line. The purpose is to hit those tazos with another one trying to get them out of the rectangle. The players take turns to do it. The player that gets one or two out is the one who takes them. When the two tazos are out, the players put in two more tazos. The process is repeated until one of the players decides to quit the game.



## 6.- BLIND MAN'S BUFF - LA GALLINITA CIEGA

The participants form a circle holding hands around one of the participants who is blindfolded in the center. The group engages in dialogue with the "blind man's buff" in the center, and at the end, they spin the "blind man's buff" three times. The "blind man's buff" must then try to find and catch someone by feeling around. Whoever gets caught moves to the center to become the new "blind man's buff," and the game begins again. DIALOGUE: participants-Gallinita ciega, ¿qué has perdido?; gallinita-Una aguja y un dedal; participants-¿En qué esquina?; gallinita-En la esquina del hospital; participants-Date tres vueltas y empieza a buscar.

## 7.- THE SPINNING TOP - LA PERINOLA

This traditional game involves spinning the top called "La perinola". It has inscriptions on each side that say give, take all, put in, and take out. The player who spins the spinning top must follow the instructions that come up after spinning it. The players decide what and how much they will bet.

## 8.- THREAD THE BOTTLE - ENSARTAR LA BOTELLA

In this traditional game, several bottles are placed in front of the players (the number depends on how many are available) at a distance agreed upon by everyone. Taking turns, each player throws 10 rings to try to land them on the necks of the bottles. The game ends when everyone has had their turn, and the winner is the one who lands the most rings.

## 9.- THE CHAIRS GAME - EL JUEGO DE LA SILLA

In this traditional game, chairs are placed back-to-back in the center of a space. It is important to note that there must be one more participant than there are chairs. The participants gather around the chairs and start dancing to the music. When the music stops, the participants quickly sit in the chairs. The participant left standing loses the round and must complete a penalty. Then, one chair is removed, and the game continues until there is only one winner.

## 10.- EL FLORÓN

The participants sit in a line or circle with their palms together. One of the participants leads the game and holds the "florón" (a small object) in their hands, which are also closed. This person pretends to place the florón in the hands of each participant while reciting a chant. At the end of the chant, the leader asks the chosen player, "Where is the florón?" If the player guesses correctly, they become the leader of the game. If not, they must give up an item (or token) that will be returned after completing a task or penalty decided by the group. The florón must be shown to all participants before being hidden in someone's hands. The player who hides the florón must be skilled enough to ensure no one notices where it was placed. THE CHANT: El florón está en mis manos, de mis manos ya pasó. Las monjitas Carmelitas, se fueron a Popayán, a buscar lo perdido debajo del arrayán. Arrayán de la quebrada yo te mando a cortar para que las monjitas hallen lo que fueron a buscar. ¿Dónde está el florón?

## 11.- LET'S PLAY IN THE FOREST - JUGUEMOS EN EL BOSQUE

The group chooses one participant to be the "wolf." The group forms a circle, holding hands, and begins to chant a song and dialogue with the wolf. The wolf stands outside the circle. At the end of the dialogue, the wolf decides that they are ready to come and "eat" the others. Everyone runs in different directions while the wolf chases them to catch them. The participant who gets caught becomes the new "wolf," and the game starts again. The children cannot start running until the song is finished. THE CHANT: Juguemos en el bosque hasta que el lobo esté, si el lobo aparece, entero nos comerá ¿Qué estás haciendo lobito? Despertándome (se repite la primera estrofa) ¿Qué estás haciendo lobito? vistiéndome (se repite la primera estrofa) ¿Qué estás haciendo lobito? jugando etc.. ¿Qué estás haciendo lobito? ¡Estoy listo! para salir al bosque a comerlos.

## OTHER GAMES

### 12.- LISTEN AND TOUCH – ESCUCHA Y TOCA

In this game, the participants will form two rows. One member of each row will play first. The participant of one row will say as many parts of the body as remember while the participant of the other row will touch them after listening. When the moderator says stop, the two participants will have to go around their row. The participant who arrives first wins a point for his/her group. Then, they will go to the end of their rows and the next two participants will repeat the dynamic. The row that was saying the parts of the body now will listen and touch and the other participant will name them. Continue after finishing with all of the participants. The group that collected the most points is the winner.

### 13.- THE TIME BOMB – LA BOMBA DE TIEMPO

The time bomb is a game in which a small ball will be the time bomb. One person plays as the one who counts without looking at the other players. This person will say “Tik-Tak” as many times as he/she wants. Meanwhile, the other players pass the ball to the person next to them. Finally, the player will say “boom” after repeating the previous words. The person with the ball when the player says “boom” is the loser. The game repeats several times.

### 14.- FINDING PAIRS – ENCONTRAR PAREJAS

Finding Pairs is a game where two or three players have some pairs of images. Then, all the images are shuffled and turned face down on a surface. Afterward, each player takes turns flipping over two images. If the two images are the same, the player continues with another pair; if not, it's the next player's turn. The player who collects the most pairs is the winner.

# UNIT 1

## MY FAMILY, ME, ANIMALS AND ART



1. Parts of the body

2. Family members

3. Animals

4. Musical instruments

# LESSON 1

## *Parts of the body*



*45 min*

### OBJECTIVE

- **SWBAT:** Use body vocabulary to talk about the parts of the body in the Listen and Touch game.

### VOCABULARY

#### Direct vocabulary

- body, head, neck, shoulder, chest, stomach, arm, hand, leg, foot.

#### Indirect vocabulary

- up, down, left, right, paste, listen, touch.

### MATERIALS

- Worksheet, template, flashcards, tape, scarf/piece of fabric.

### *Warm-up*

*3 min*

### TINGO TINGO TANGO

- The students will play the Tingo, Tingo, Tango game. The chosen student will say a part of his/her body or face.



## Presentation

8 min

- The teacher will present the new vocabulary using a template and flashcards (Annex 1).
- The teacher will name the parts of the body while putting them on the template.
- The teacher will ask students to repeat the body parts after him/her.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask questions to check the understanding of the new vocabulary and correct any mistakes.

**Possible questions:** How do you say this picture? Is this a body part? This is ...? Touch your ...

## Practice

14 min

**Activity 1: Worksheet**

- The teacher will deliver a worksheet (Annex 2) to reinforce the vocabulary just learned.
- The teacher will explain what to do in the worksheet.

**Activity 2: Pin the Tail on the Donkey 1**

- The teacher will explain how to play Pin the Tail on the Donkey.
- The teacher will divide the class into two groups. Students will make a row. Then, each group member will participate in the game while the others help him/her.
- While students are playing, the teacher will ask some questions to reinforce the vocabulary.

## Use

17 min

**Activity 3: Let the King Pass 2**

- The teacher will explain how to play Let the King Pass.
- The teacher will ask students to play the game. While students are playing, the teacher will check the correct pronunciation and use of the vocabulary.

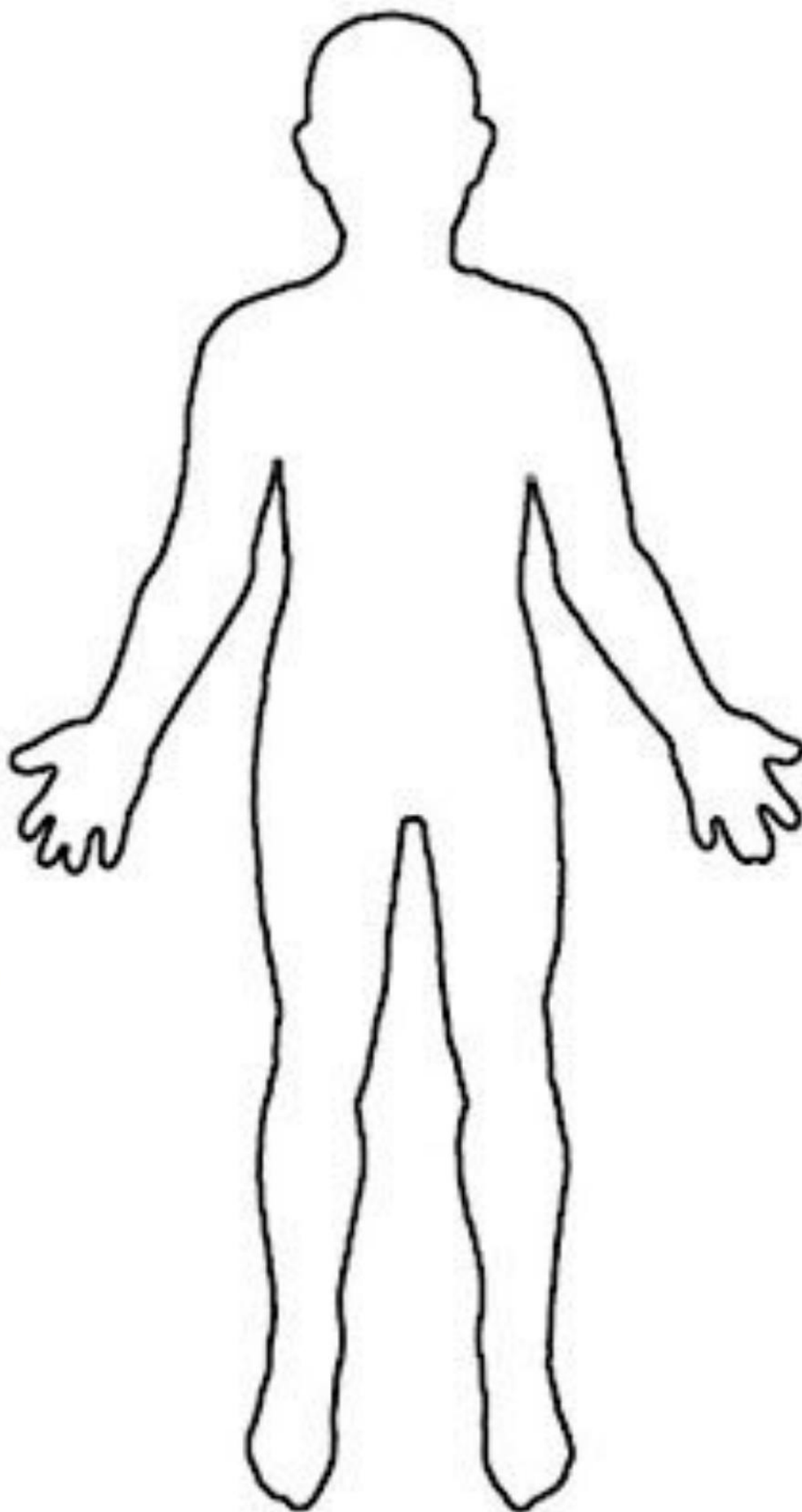
**Activity 4: Listen and Touch 12**

- The teacher will ask students to make two rows with the previous game groups.
- The teacher will explain the next game Listen and Touch.
- The group/team that wins will receive a prize or an extra point in a homework or test.

**Instructions Activity 2:** Instead of a donkey template, you will use a body template. The students will have to put each body part on the template as if they were the donkey tail. The other students will help the participant by just saying up, down, left, or right to put it in the correct place. After finishing, the group that puts more body parts in the correct place wins the game.

**Instructions Activity 3:** Replace the color or fruit for the parts of the body. The two participants forming the bridge will choose between a part of their body. The child inside the bridge will touch the body part instead of saying it.

**Instructions Activity 4:** Let students be fully involved in the game. Do not correct mistakes after finishing the game. Role as the moderator of the game. Give a extra point or prize to the winner group.



**BODY TEMPLATE**

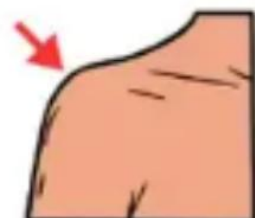
# Annex 1



Head



Neck



Shoulder



Hand



Leg



Foot



Arm



Stomach



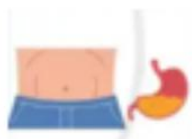
Chest

## WORKSHEET – PARTS OF THE BODY AND FACE

Name: ..... Date: .....

Class: .....

- Une with lines the names of the body parts with the pictures.



head



neck



shoulder



chest



arm



hand



stomach



leg

foot



- Put the names of the following box in the corresponding picture:

eye - mouth - nose - ear - hair

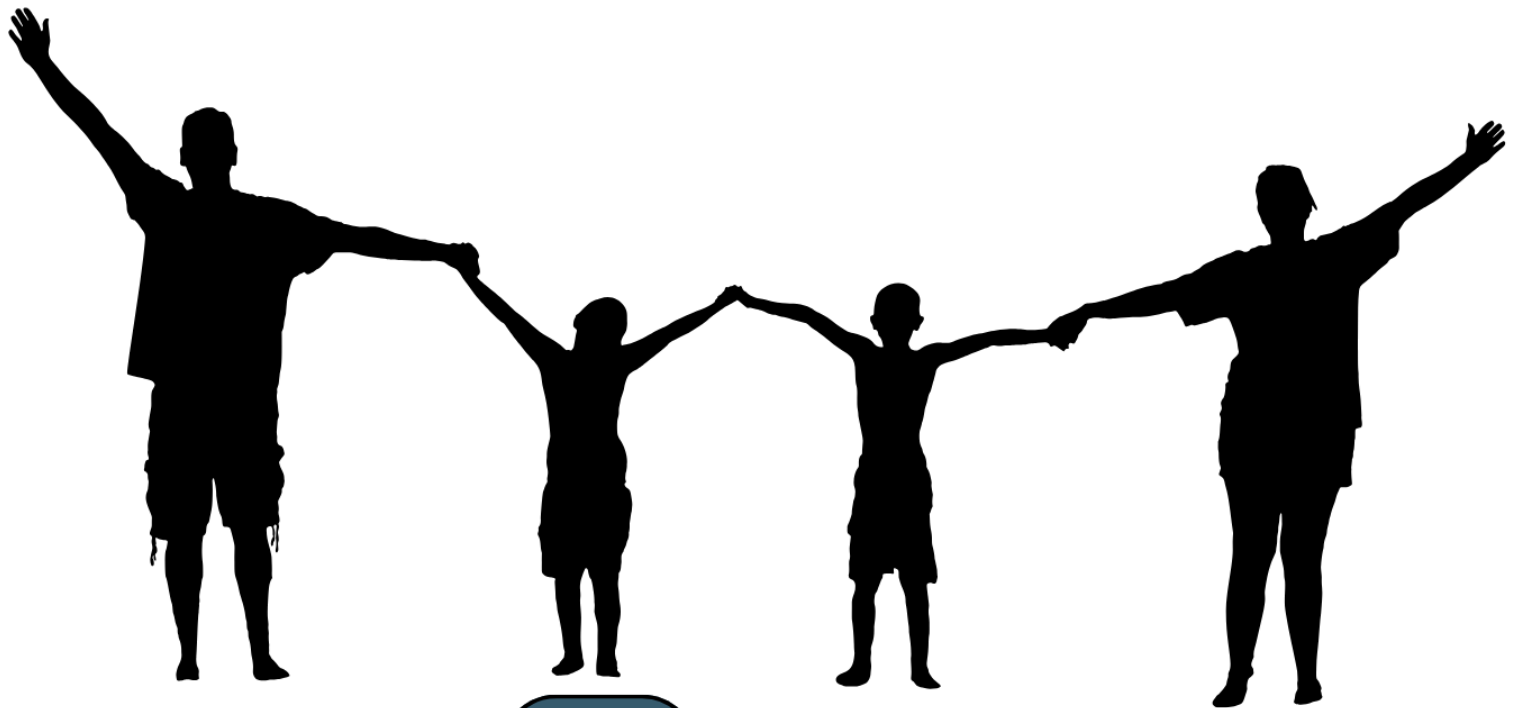


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# LESSON 2

## Family members



45 min

### OBJECTIVE

- **SWBAT:** Use family-related vocabulary to talk about close family members as they play The Broken Phone.

### VOCABULARY

#### Direct vocabulary

- grandparents, grandmother, grandfather, parents, mother, father, son, daughter, children.

#### Indirect vocabulary

- throw, jump, draw, take, pass, message.

### MATERIALS

- Chalk, visual aids, coins/buttons, worksheet.

### Warm-up

3 min

### DUCK DUCK GOOSE

- The students will play the game “duck, duck, goose”. The chosen student will say a member of his/her family.

## Presentation

8 min

- The teacher will present the new vocabulary by drawing "The Hopscotch" (Annex 1) on the floor with the chalk outside the classroom.
- The teacher will explain the family members while drawing the game. He/she will use visual aids (Annex 2) to clarify the vocabulary.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** How do you say this picture? Who is this family member? Are you a son or a daughter?

## Practice

14 min

**Activity 1: The Hopscotch 3**

- The teacher will explain how to play The Hopscotch.
- The teacher will play the game to show the students how to do it.
- The teacher will divide the class into small groups and ask them to practice.
- While students are playing, he/she will ask some questions to reinforce the vocabulary.

**Activity 2: Worksheet**

- The teacher and students will return to the classroom. He/she will deliver a worksheet (Annex 3) to the students.
- The teacher will explain the instructions to complete the worksheet.
- The students will work in the previous groups to complete the worksheet.

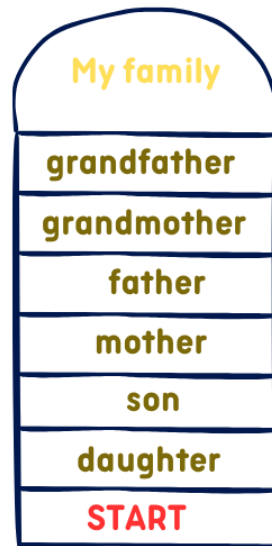
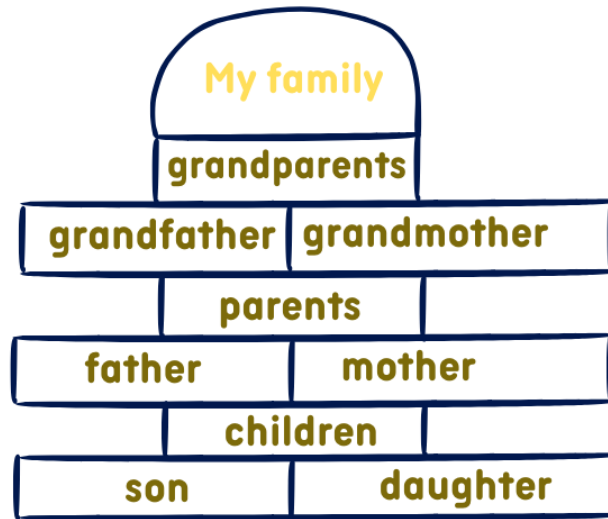
## Use

17 min

**Activity 3: The Broken Phone 4**

- The teacher will explain how to play The Broken Phone. The teacher will ask students to form a row in each of the small groups they were playing before.
- He/She will deliver a message to the first student of each row. The students will pass the message.
- The teacher will ask the last student of each row to say the message after finishing the game.
- Later, the teacher will ask each group to create a phrase related to the topic. Each group will say the phrase to the first member of other group.
- Then, they will play again The Broken Phone. Now, the first group will check the phrase of the second and so on.

**Instructions Activity 3:** You may use the following phrases for the game: I enjoy playing the broken phone with my mother and father. I love my mother, my father and my grandparents. I am the son/daughter of my mother and father. My grandmother likes to play the hopscotch with me.



# Annex 2



GRANDFATHER

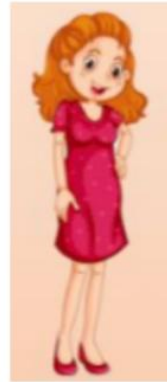


GRANDMOTHER

## Grandparents



FATHER



MOTHER

## Parents



SON



DAUGHTER

## Children

## WORKSHEET – FAMILY MEMBERS

Name: ..... Date: .....

Class: .....

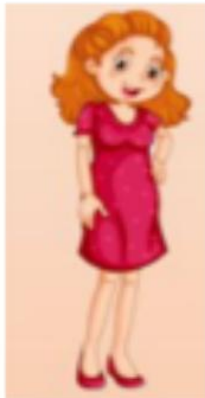
- Complete the following words with the missing letters:



s\_n



da\_g\_t\_r



m\_th\_\_



fa\_\_er

ch\_l\_re\_

p\_r\_n\_s



gr\_nd\_\_the\_



g\_\_n\_f\_\_h\_r

\_ra\_dp\_re\_\_s

# LESSON 3

## Animals



### OBJECTIVE

- **SWBAT:** Use vocabulary related to animals to complete a story in a reading activity.

### VOCABULARY

#### Direct vocabulary

- dog, cat, monkey, cow, snake, and duck.

#### Indirect vocabulary

- put, hit, sounds, spin, blind.

### MATERIALS

- Flashcards, speaker, sounds, tazos, scarf/piece of fabric, worksheet.

45 min

### Warm-up

3 min

### CLAP PATTERNS

- Clap a simple rhythm and have the children repeat it. Gradually make the patterns more challenging.



## Presentation

8 min

- The teacher will present the new vocabulary through flashcards ([Annex 1](#)) and sounds.
- The teacher will show a flashcard and then the sound of that animal.
- Later, the teacher will ask students to repeat the new vocabulary.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** What is this animal? Can you make the sound of the ...(animal)? Do you like ...(animal)?

## Practice

14 min

**Activity 1: Los Tazos 5**

- The teacher will explain how to play Los Tazos with an example.
- The students will be in pairs playing Los Tazos.
- The teacher will ask students some questions while they are playing the game.

**Activity 2: Blind Man's Buff 6**

- The teacher will explain how to play Blind Man's Buff.
- The teacher will divide the class into two groups.
- While the first group is playing, the second group will pay attention. Then, they switch roles.

## Use

17 min

**Activity 3: Reading activity**

- The teacher will deliver a worksheet ([Annex 2](#)) to the students.
- The students will find a story with gaps. They will have to complete the gaps by choosing the appropriate animal.
- Students will also find some animals' pictures under the story.
- The students will switch worksheets with a classmate after finishing it.
- Students will check the answers.

**Instructions Activity 1:** Be sure that the students understand the rules of the game. Deliver 3 tazos to each student. The Tazos will have pictures of the animals. Set a timer to play the game. Ask questions about the topic while the students are playing.

**Instructions Activity 2:** In the first group, select smaller groups that will represent an animal of those previously learned. After spinning the blinded man's buff, the participants will make the animals' sounds respectively. By doing so, the participants will internalize the vocabulary and help the hen to catch them.

# Annex 1



DOG



CAT



COW



SNAKE



DUCK



MONKEY



## READING ACTIVITY

- Fill the gaps with the correct animal.

### The Mystery of the Lost Trophy

One morning, the animals woke up. The Talent Show Trophy was gone! Max, the **DOG**, wanted to find it.

Max went to the barn. Cleo, the \_\_\_\_\_, was sleeping on some hay.

"Cleo, do you know where the trophy is?" Max asked.

Cleo said, "No, but I saw Daisy, the \_\_\_\_\_, near the pond last night."

Max went to the pond. Daisy was dancing.

"Daisy, do you have the trophy?" Max asked.

Daisy said, "No, but Milo, the \_\_\_\_\_, was in the trees last night."

Max ran to the trees. Milo was eating bananas.

"Milo, do you know where the trophy is?" Max asked.

Milo said, "No, but Bessie, the \_\_\_\_\_, had something shiny in the meadow."

Max went to the meadow. Bessie was painting.

"Bessie, do you have the trophy?" Max asked.

Bessie said, "No, but Sammy, the \_\_\_\_\_, was near the barn."

Max went back to the barn. Sammy was hiding near some straw.

"Sammy, is the trophy here?" Max asked.

Sammy smiled and said, "Look in the straw!"

Max found the trophy in the straw. "Hooray!" he barked.

The animals cheered, and they all had fun at the Talent Show again.

**The End.**



Sammy



Bessie



Milo



Daisy



Cleo



Max

# LESSON 4

## *Musical instruments*



*45 min*

### OBJECTIVE

- **SWBAT:** Use vocabulary related to musical instruments to talk about their favorite musical instrument in a checklist activity.

### VOCABULARY

#### Direct vocabulary

- piano, drums, guitar, flute, violin, trumpet, xylophone

#### Indirect vocabulary

- pull, mimic, check, play, favorite.

### MATERIALS

- Flashcards, speaker, audios, music, ball, checklist.

*Warm-up*

*3 min*

### FREEZE DANCE

- Play some music and have the students dance around. When the music stops, everyone has to “freeze” like a statue.

## Presentation

8 min

- The teacher will present the new vocabulary through sounds and flashcards (Annex 1).
- While students hear a musical instrument, the teacher will show its name. After that, the teacher will show a picture of it.
- Then, the teacher will ask students to repeat the musical instruments.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** Which instrument is this? How do you say this instrument? Can you play the...?

## Practice

14 min

### Activity 1: The Broken Phone 4

- The teacher will ask students to form rows of 5/6 students each.
- The teacher will deliver a message to the first student of each row.
- After passing the message, the teacher will ask the last student of each row to mimic the instrument heard in the message.
- The student who mimicked the instrument will go to the first place of the row and then the game will continue with another message.

### Activity 2: Let the King Pass 2

- The teacher will ask students to play the game.
- While students are playing, the teacher will check the correct pronunciation and use of the vocabulary.

## Use

17 min

### Activity 3: The Time Bomb 13

- The teacher will ask students to form a circle.
- The teacher will deliver a ball, and he/she will explain how to play The Time Bomb.
- The students who lose the game will answer a teacher's question.

### Activity 4: Checklist

- The students will complete a checklist (Annex 2) with a couple of questions.
- The teacher will check that students are doing the task.
- The student with the greatest number of classmates on the checklist will receive a prize.

**Instructions Activity 1:** You may use the following phrases for the game: I like to play the ...(instrument), i don't like to play the ...(instrument), i don't know how to play the ...(instrument).

**Instructions Activity 2:** Replace the color or fruit for the musical instruments. The child inside the bridge will mimic the instruments instead of saying it. Then, he/she will join the participant who chose that one. The rest of the game remains the same. You can ask students to sing the song in Spanish or English.

**Instructions Activity 3:** Play as the one who says "Tik-Tak" and "BOOM". Ask the loser a question about the topic and be sure that all players can participate in the game.

# Annex 1



PIANO



DRUMS



FLUTE



GUITAR



VIOLIN



TRUMPET



XYLOPHONE

ECUADORIAN  
TRADITIONAL GAMES

## CHECKLIST

- Ask your classmates the questions of the checklist while walking around. Then, ask them to mimic their favorite musical instrument. The student with the greatest number of names on the checklist will win a prize.

NAME	What is your favorite musical instrument?	Can you play that musical instrument?		Could you mimic it?
		Yes	No	
<b>Example:</b> Derick Arcos	Flute	X		

ECUADORIAN  
TRADITIONAL GAMES

# UNIT 2

## DESCRIBING PEOPLE AND THINGS



1. Personal pronouns and the verb to be

2. Action verbs

3. Adjectives

4. Colors



# LESSON 1

## *Personal pronouns and the verb to be*



45 min

### OBJECTIVE

- **SWBAT:** Use personal pronouns as well as the verb to be to present themselves in a short production.

### VOCABULARY

#### Direct vocabulary

- I, you, he, she, it, we, and they; am, is, are.

#### Indirect vocabulary

- bet, take out, put, give.

### MATERIALS

- Flashcards, worksheet, tazos, the spinning top.

### *Warm-up*

3 min

### MARCH IN PLACE

- Have the children march in place, lifting their knees high. You could add funny movements like swinging their arms, marching like toy soldiers, or like penguins.



# Lesson 1

# PERSONAL PRONOUNS AND THE VERB BE

## Presentation

8 min

- The teacher will present the new vocabulary by using flashcards (Annex 1).
- Then, the teacher will ask for students' help to clarify their understanding. The teacher will use the personal pronouns and the verb be along with their students' help.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** How many personal pronouns are there? Can you name the singular personal pronouns? What are the three forms of the verb to be?

## Practice

14 min

### Activity 1: Worksheet

- The teacher will deliver a worksheet (Annex 2) about personal pronouns.
- The teacher will ask students to complete the worksheet related to personal pronouns.

### Activity 2: Los Tazos 5

- The teacher will explain how to play Los Tazos with an example.
- The students will be in pairs playing Los Tazos.
- The teacher will ask students some questions while they are playing the game.

## Use

17 min

### Activity 3: The Spinning Top 7

- The teacher will explain how to play The Spinning Top.
- Students will be in groups of 6/7 students. They will be playing the game while reinforcing what they learned.
- The teacher will check that students are using appropriately the new knowledge, and he/she can join in the game.

### Activity 4: Short presentation

- The teacher will ask students to present themselves and the groups' members they were playing with.
- Students will present themselves and their classmates by using personal pronouns and students' names.

**Example:** I am Mario, she is Marta, they are Carlos, Julia and Diana.

**Instructions Activity 2:** Be sure that the students understand the rules of the game. Deliver 3 tazos to each student. The Tazos will have pictures of the personal pronouns. Set a timer to play the game. Ask questions about the topic while the students are playing.

**Instructions Activity 3:** Replace the money with buttons or other material that can serve to bet. You can include flashcards or cards with the pronouns to reinforce the vocabulary. Check that students are playing correctly and using what they learned. You can join each group's game for a while. After playing ask the students to present themselves and the group members by using the new vocabulary.

# Annex 1



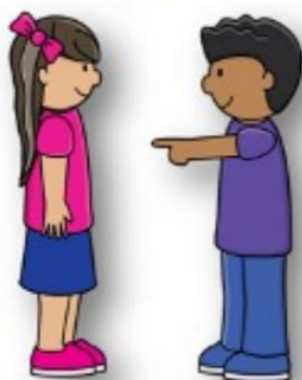
I



she



he



you



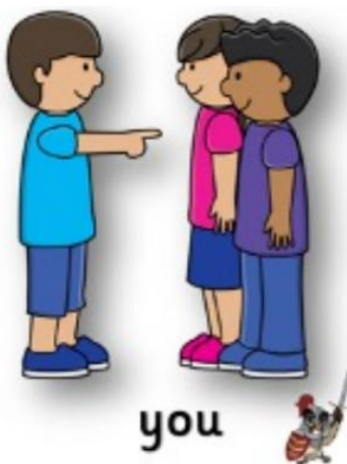
it



we



they



you

## WORKSHEET – PERSONAL PRONOUNS AND VERB BE

Name: .....

Date: .....

Class: .....

- Write the corresponding personal pronouns under the pictures.



- Match the form of the verb be with the correct picture.

are



is



am



# LESSON 2

## *Action verbs*



*45 min*

### OBJECTIVE

- **SWBAT:** Use vocabulary related to actions to identify their use in a visual and response activity.

### VOCABULARY

#### Direct vocabulary

- like, dance, read, write, eat, drink, swim and sleep.

#### Indirect vocabulary

- cut, find, pair, bed, food, pool, juice, party.

### MATERIALS

- Worksheet, flashcards, scissors, pictures, spinning top, coins/buttons

*Warm-up*

*3 min*

### MIRROR, MIRROR

- Pair the children up. One child acts as the leader and the other mirror their movements. After a minute or so, switch roles.



## Presentation

8 min

- Teacher will ask students to form groups of 3.
- The teacher will deliver a worksheet to each group ([Annex 1](#)).
- The teacher will present the new vocabulary through flashcards. While doing that, the teacher will ask students to cut the pictures they see.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will ask students to clarify the new content.
- The teacher will check the correct pronunciation of the verbs.

## Practice

14 min

### Activity 1: Finding Pairs 14

- The teacher will explain how to play Finding Pairs.
- The students will be playing the game in the same groups as the previous activity.

### Activity 2: The Spinning Top 7

- The teacher will explain how to play The Spinning Top.
- Students will be in small groups. They will be playing the game while reinforcing what they learned.

## Use

17 min

### Activity 3: Let the King Pass 2

- The teacher will ask students to play the game. While students are playing, the teacher will check the correct pronunciation and use of the vocabulary.

### Activity 4: Visual and Response Activity

- The teacher will present some places, objects, or food ([Annex 2](#)).
- While presenting the pictures, the teacher will ask students to say the verb that fits the picture.
- Finally, the students will create short sentences with the verbs and the pictures presented.

## TRADITIONAL GAMES

**Instructions Activity 2:** Replace the money with buttons or other material that can serve to bet. You can include flashcards or cards with the actions verbs to reinforce the vocabulary. Check that students are playing correctly and using what they learned. You can join each group's game for a while.

**Instructions Activity 3:** Replace the color or fruit for the action verbs. The child inside the bridge will mimic the verb instead of saying it. Then, he/she will join the participant who chose that one. The rest of the game remains the same. You can ask students to sing the song in Spanish or English.



LIKE



EAT



DANCE



DRINK



WRITE



SWIM



SLEEP



READ



LIKE



LIKE



EAT



EAT



DRINK



DRINK



DANCE



DANCE



SLEEP



SLEEP



SWIM



SWIM



READ



READ



WRITE



WRITE





FOOD



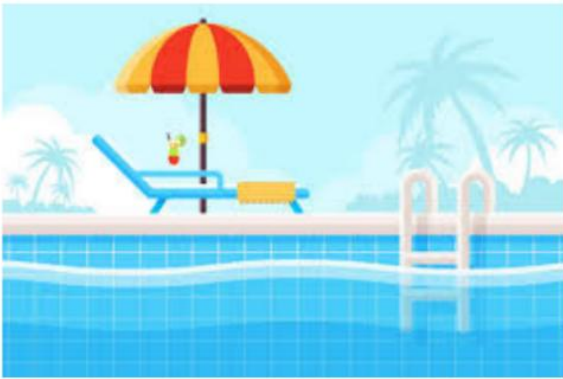
BED



JUICE



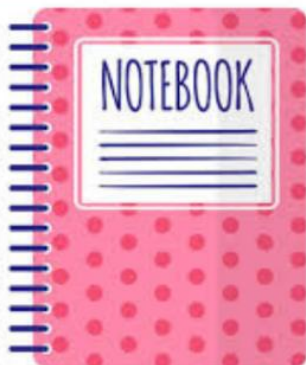
CLASSROOM



POOL



PARTY



NOTEBOOK



TOYS

# LESSON 3

## Adjectives



45 min

### OBJECTIVE

- **SWBAT:** Use vocabulary related to adjectives to talk about their feelings in a short interview.

### VOCABULARY

#### Direct vocabulary

- sad, happy, excited, scared, angry, sleepy, and sick.

#### Indirect vocabulary

- circle, feel, game, lose, throw.

### MATERIALS

- Flashcards, worksheets, bottles, plastic rings.

Warm-up

3 min

### CLAP PATTERNS

- Clap a simple rhythm and have the children repeat it. Gradually make the patterns more challenging.

## Presentation

8 min

- The teacher will present the new vocabulary through emojis ([Annex 1](#)).
- The students will repeat the pronunciation after the teacher.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** How do you say this emoji? What adjective is this? How do you feel right now?

## Practice

14 min

### Activity 1: Worksheet

- The teacher will deliver a worksheet ([Annex 2](#)) to the students.
- The teacher will explain how to complete the tasks.

### Activity 2: Thread the Bottle 8

- The teacher will explain how to play Thread the Bottle.
- The teacher will divide the class in two groups to play the game.
- Students will take turns to play the game.
- The winner will receive a prize or a point in a grade.
- While playing, the students will practice the new vocabulary.

## Use

17 min

### Activity 3: Short interview

- The teacher will deliver another worksheet to the students ([Annex 3](#)).
- Students will complete the worksheet by answering some questions about adjectives.
- Then, the teacher will ask students to be in pairs. In the groups, the students will have to talk to their classmates and ask the same worksheet questions.
- Later, students will compare their answers.

**Instructions Activity 2:** The bottles will have the emojis with the adjectives. When a student land one ring to the bottle's neck, he/she will have to say the corresponding adjective. Otherwise, the point is not counted. The number of rings and bottles depend on the vocabulary and disponibility. Be sure that all students can participate in the game.



# Annex 1



SAD



HAPPY



EXCITED



SCARED



ANGRY



SLEEPY



SICK

## WORKSHEET – ADJECTIVES

Name: ..... Date: .....

Class: .....

- Complete the following word search with the adjectives below:

sad - angry - happy - scared - excited - sick - sleepy

E	X	C	I	T	E	D
S	H	A	P	P	Y	Y
C	A	A	T	O	P	S
A	Z	D	N	E	K	I
R	O	G	E	G	W	C
E	D	L	F	T	R	K
D	S	E	U	P	A	Y

- Complete the following pictures by using the words found in the word search :



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## WORKSHEET

- Answer the following questions using the previously learned adjectives that best describe your feelings.

**1.- How do you feel when you lose a game?**

\_\_\_\_\_

**2.- How do you feel when you get a gift?**

\_\_\_\_\_

**3.- How do you feel when it is very late at night?**

\_\_\_\_\_

**4.- How do you feel when you see a big spider?**

\_\_\_\_\_

**5.-How do you feel when you see your best friend?**

\_\_\_\_\_

**6.- How do you feel when someone takes your toy?**

\_\_\_\_\_



# ECUADORIAN TRADITIONAL GAMES

# LESSON 4

## Colors



45 min

### OBJECTIVE

- **SWBAT:** Use vocabulary related to colors to present a unique flag in an oral production.

### VOCABULARY

#### Direct vocabulary

- yellow, blue, red, green, purple, brown, orange, pink.

#### Indirect vocabulary

- bottle, ring, paint, flag, have/has.

### MATERIALS

- Colored circles, bottles, plastic rings, template, flashcards, tape, scarf/piece of fabric, worksheet, colors.

### Warm-up

3 min

### RED LIGHT, GREEN LIGHT

- When the teacher says “green light” the children move forward; when “red light” is called, they must freeze. If anyone moves, they return to the starting line.



## Presentation

8 min

- Present the new vocabulary through colored circles.
- The teacher will present the new vocabulary by using colored circles (Annex 1).
- The teacher will ask students to repeat the new vocabulary.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** What is this color? What is the color of the sun? What are the colors of Ecuador's flag?

## Practice

14 min

### Activity 1: Thread the Bottle 8

- The teacher will explain how to play Thread the Bottle.
- The teacher will divide the class in two groups to play the game.
- Students will take turns to play the game.
- The winner will receive a prize or a point in a grade.
- While playing, the students will practice the new vocabulary.

### Activity 2: Pin the Tail on the Donkey 1

- The teacher will divide the class into two groups. Students will make a row. Then, each group member will participate in the game while the others help him/her.
- While students are playing, the teacher will ask some questions to reinforce the vocabulary.

## Use

17 min

### Activity 3: Color a unique flag

- The teacher will deliver a worksheet with a flag (Annex 2).
- Students will have to paint the flag with three of the colors they learned. The flag's pattern is up to the students.

### Activity 4: Present the flag

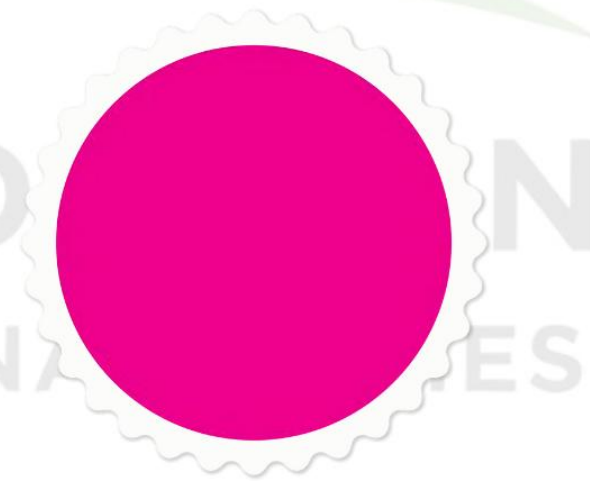
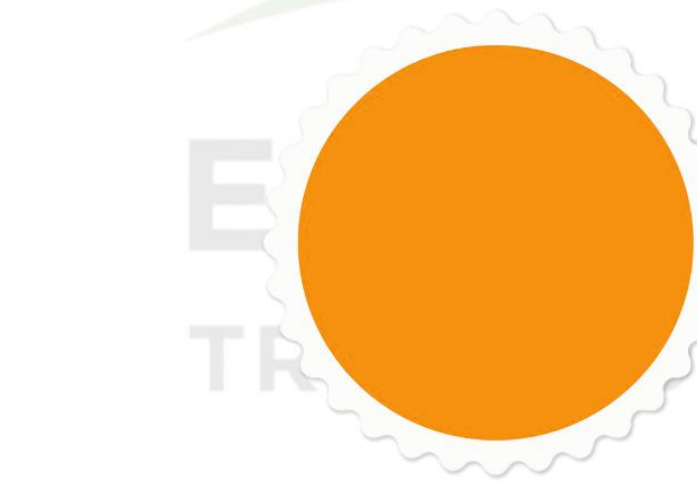
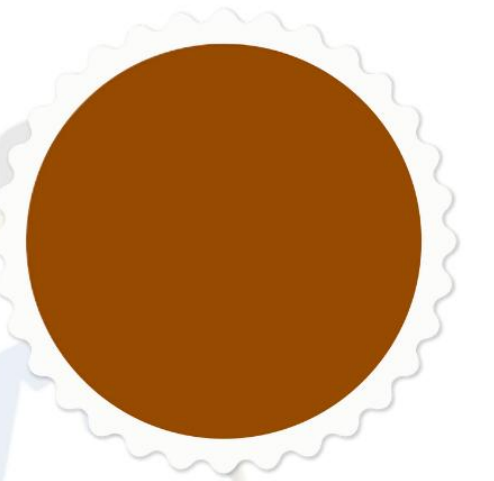
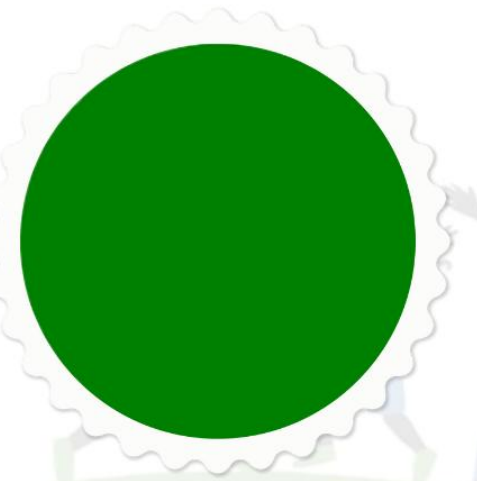
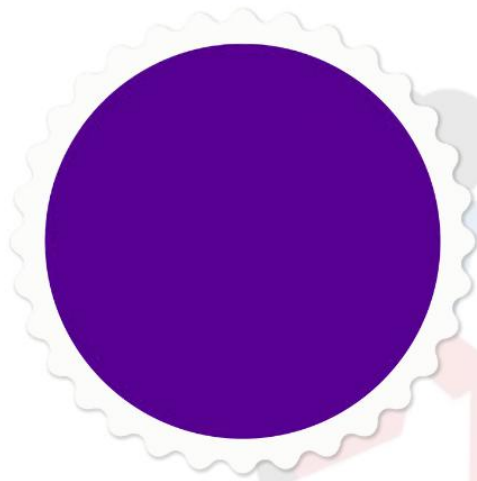
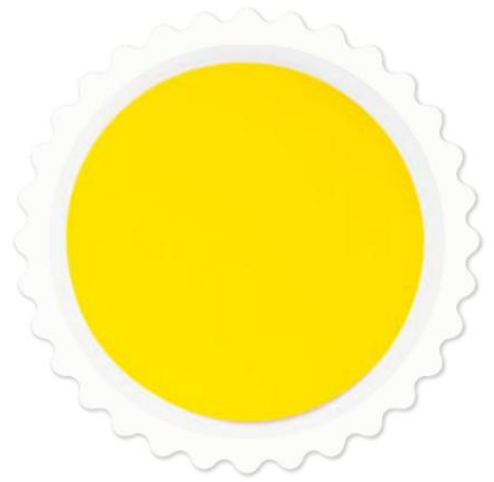
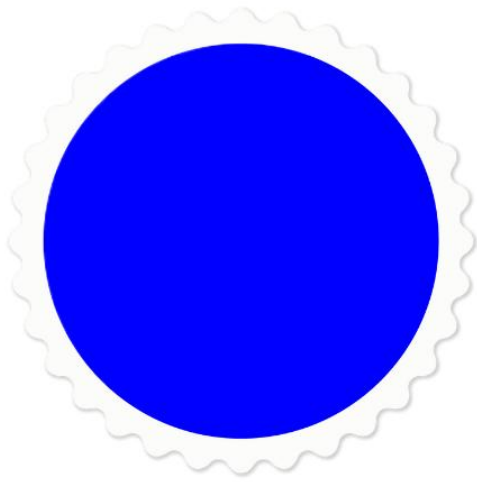
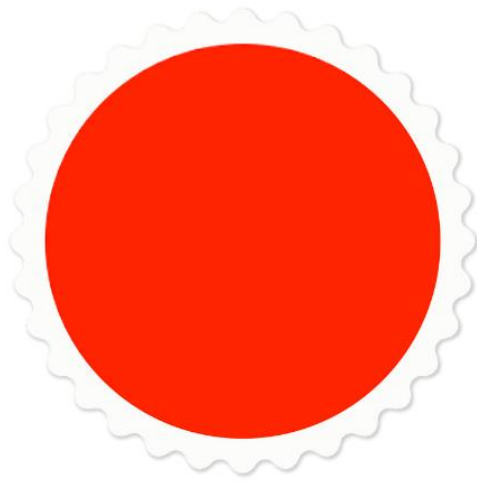
- The teacher will ask the students to present their flags to the class.
- Students will be using a phrase to present the flag.

**Phrase:** This is my flag. It has these colors ...

**Instructions Activity 1:** The bottles will be colored. When a student land one ring to the bottle's neck, he/she will have to say the corresponding color. Otherwise, the point is not counted. The number of rings and bottles depend on the vocabulary and disponibility. Be sure that all students can participate in the game.

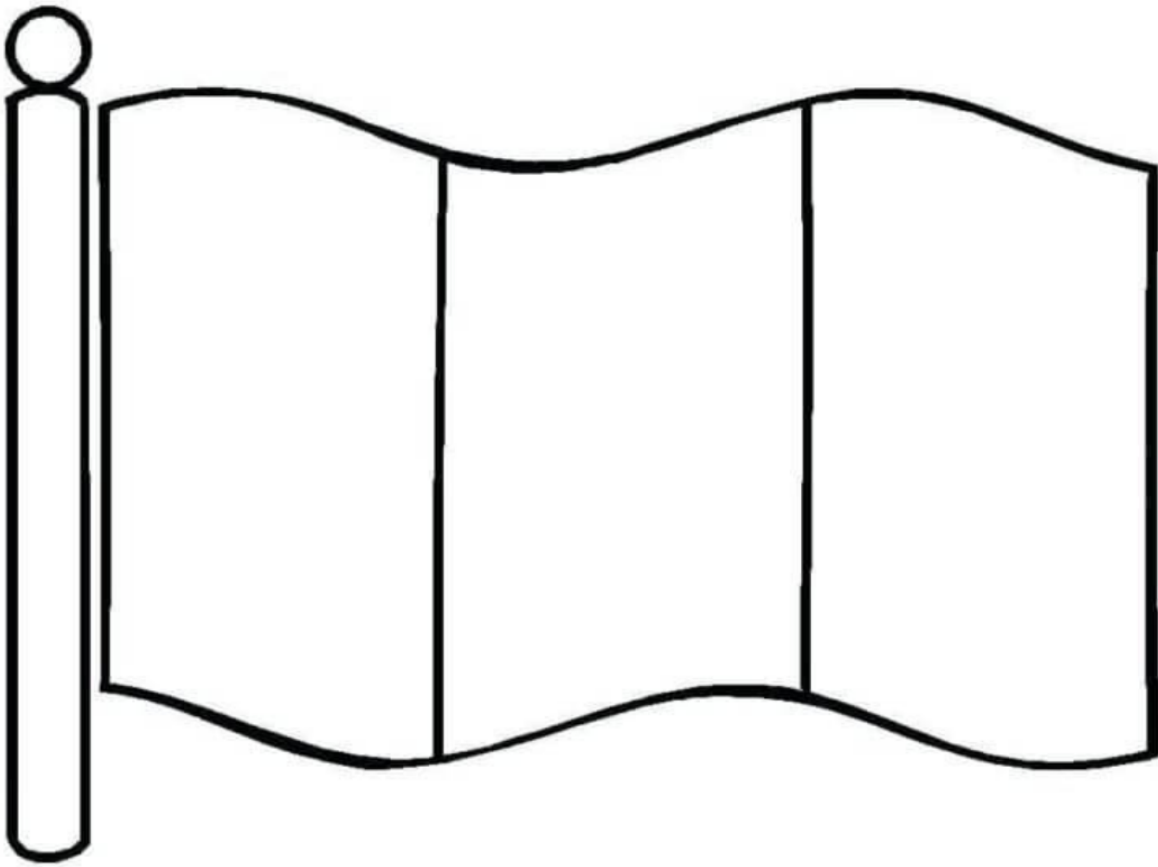
**Instructions Activity 2:** Instead of a donkey template, you will use a color template. The students will have to put each color on the template as if they were the donkey tail. The other students will help the participant by just saying up, down, left, or right to put it in the correct place. After finishing, the group that puts more colors in the correct place wins the game.

# Annex 1



E D N  
TR NA ES

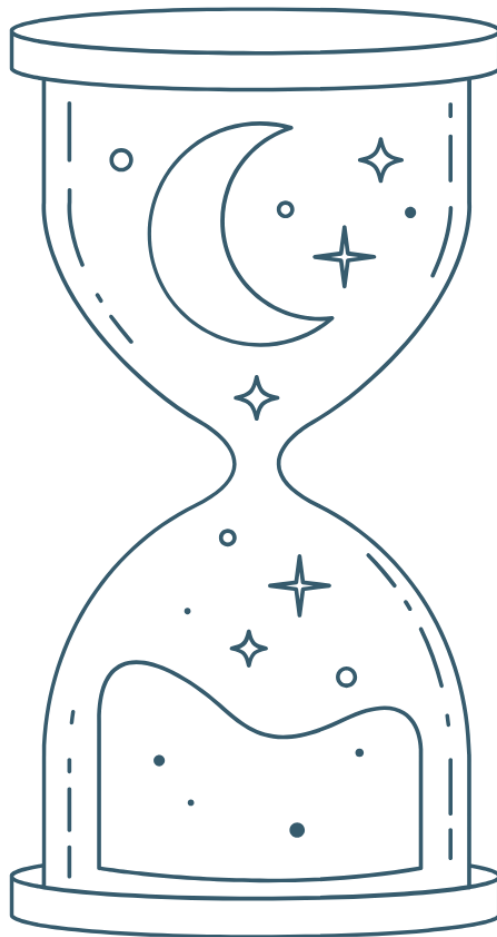
## UNIQUE FLAG



ECUADORIAN  
TRADITIONAL GAMES

# Unit 3

## TRAVELING AROUND THE YEAR



1. Days of the week

2. Parts of the day and daily routine

3. Places of the house and prepositions

4. Weather

# LESSON 1

## Days of the week



45 min

### OBJECTIVE

- **SWBAT:** Use vocabulary related to the days of the week to answer a couple of questions in the chairs game.

### VOCABULARY

#### Direct vocabulary

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

#### Indirect vocabulary

- chalk, chair, sing, dance, sit down.

### MATERIALS

- Chalk, visual aids, coins/buttons, speaker, audio, chairs, music.

### Warm-up

3 min

#### JUMP IN, JUMP OUT

- The teacher says "jump in" and everyone jumps forward, "jump out" and they jump back. The game continues with increasing speed.



## Presentation

8 min

- The teacher will present the new vocabulary by drawing The hopscotch ([Annex 1](#)) on the floor.
- The teacher will explain the days of the week while drawing the game. He/she will use visual aids to clarify the vocabulary ([Annex 2](#)).
- The teacher will also ask students about the new vocabulary to ensure that they understand it.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

## Practice

14 min

**Activity 1: The Hopscotch 3**

- The teacher will explain how to play The Hopscotch.
- The teacher will divide the class into small groups and ask them to practice.
- While students are playing, the teacher will ask some questions to reinforce the vocabulary.

**Activity 2: Days of the Week song**

- The teacher will present a song ([Annex 3](#)) to practice the new vocabulary.
- The teacher will ask students to listen and then repeat the song.

## Use

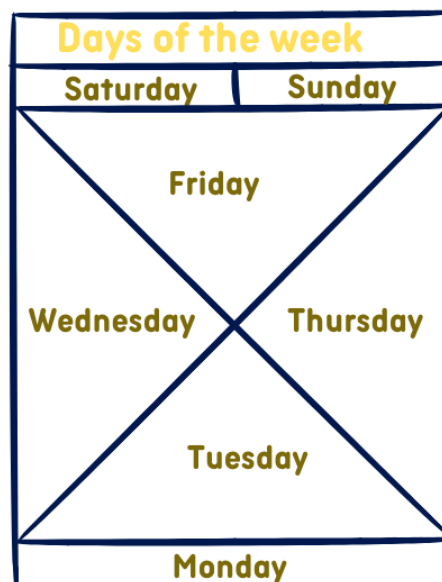
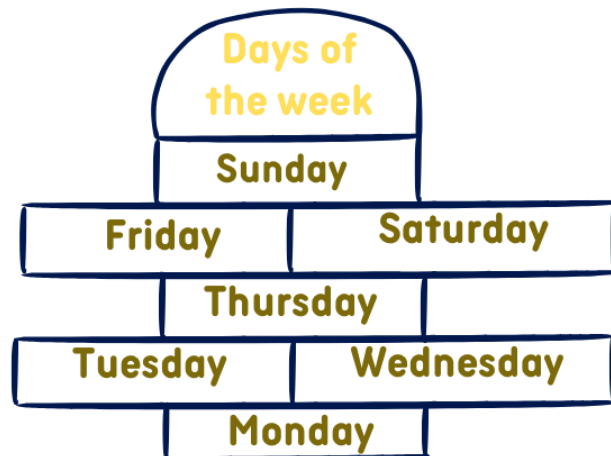
17 min

**Activity 3: The Chairs Game 9**

- The teacher will explain how to play The Chairs Game.
- The teacher will divide the class into two groups.
- Students of the first group will play the game. The students who lose will be answering a question about the topic ([Annex 4](#)).
- Then, the second group will do the same.

EQUATORIAN  
TRADITIONAL GAMES

**Instructions Activity 3:** Be sure that students understood the game rules as well as the questions for the losers. If they do not understand a question, replace it or make it simpler. Role as the one who plays and pauses the music. You can also ask for students' help to ask the questions.





**days of the week**

**weekdays**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**weekend**

**Saturday**

**Sunday**

## Annex 3

## DAYS OF THE WEEK SONG



## Annex 4

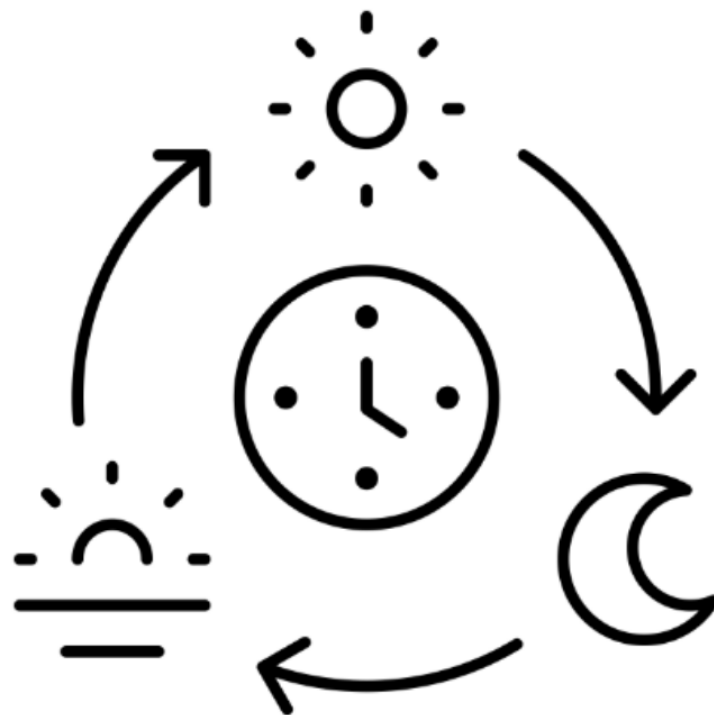
- Questions for The Chairs Game

- 1.- What day comes after Monday?
- 2.- What day comes before Friday?
- 3.- What is the first day of the week?
- 4.- What is the last day of the week?
- 5.- What day is after Sunday?
- 6.- What day comes before Wednesday?
- 7.- What day is between Tuesday and Thursday?
- 8.- What day do you rest at home?
- 9.- What day is your favorite?
- 10.- What day do you go to school?

## TRADITIONAL GAMES

# LESSON 2

## *Parts of the day and daily routine*



45 min

### OBJECTIVE

- **SWBAT:** Use vocabulary related to parts of the day and actions to share their daily routine in a short conversation.

### VOCABULARY

#### Direct vocabulary

- In the morning, in the afternoon, in the evening; get/dress up, go to school/bed, have breakfast/lunch/dinner, and play games.

#### Indirect vocabulary

- hold, hide, chant, run, catch, turn around.

### MATERIALS

- Markers, worksheet, coin/small object.

### *Warm-up*

3 min

### STRETCH AND COUNT

- Lead simple stretches such as reaching for the sky, touching toes, or side bends while counting out loud.

## Presentation

8 min

- The teacher will present the new vocabulary by mimicking it. After mimicking an action of the daily routine, the teacher will name it and write it on the board.
- The teacher can use flashcards.
- After the teacher finishes explaining, he/she will ask the students to repeat the daily routine.

## CLARIFY CONCEPT CHECKING

3 min

- Make sure the students' pronunciation and understanding of the new vocabulary.

**Possible questions:** What do you do in the morning? What is your favorite activity of the day? What do you do after dressing up?

## Practice

14 min

### Activity 1: Worksheet

- The teacher will deliver a worksheet ([Annex 1](#)) about the daily routine and the parts of the day.
- The teacher will ask students to complete the worksheet related to the new topic.

### Activity 2: El Florón 10

- The teacher will divide the class into three groups.
- The teacher will explain how to play El Florón.
- The students who lose the game will have to mimic a daily routine previously said by the game leader

## Use

17 min

### Activity 3: Let's play in the forest 11

- The teacher will divide the class into two groups.
- The teacher will explain how to play Let's play in the forest.
- The first group will be playing while the second is paying attention to it.
- After a couple of minutes, the two groups will switch roles.

### Activity 4: Conversation

- The teacher will ask students to be in pairs.
- One of the students will ask two questions ([Annex 2](#)) to the other and then the other will do the same.
- The teacher will check that students are using the new vocabulary.

**Instructions Activity 2:** Instead of taking off a cloth, the loser will have to mimic a daily routine said by the game leader. Show how to play it first before the students can play to avoid misunderstandings.

**Instructions Activity 3:** Try to implement all the daily routine activities in the chant. In this case, it is more appropriate to sing it in English to practice the new vocabulary. If one participant acting as the wolf do not remember the daily activity, the other group can help him/her. Be sure that all participants can be the wolf at least once.

## WORKSHEET – Parts of the day and daily routine

Name: ..... Date: .....

Class: .....

- Choose the correct answer to the following questions:

1.- What do you do after getting up?

- a) Have breakfast
- b) Play games
- c) Go to bed

2.- What do you do in the evening with your family?

- a) Have dinner
- b) Play games
- c) Go to school

3.- What do you do before you sleep at night?

- a) Go to bed
- b) Have breakfast
- c) Dress up

4.- What do you do for fun in the afternoon?

- a) Play games
- b) Have dinner
- c) Go to school

5.- What do you do in the morning before leaving for school?

- a) Have breakfast
- b) Go to bed
- c) Have dinner

- Complete the chart by putting the activities you usually do in that part of the day:

PARTS OF THE DAY	ACTIVITIES OF DAILY ROUTINE
In the morning	
In the afternoon	
In the evening	

## CONVERSATION

- Use the following in the conversation:

### **What is your favorite daily routine?**

My favorite daily routine is ...

### **What do you do in the morning/afternoon/evening?**

I usually ...



# ECUADORIAN TRADITIONAL GAMES

# LESSON 3

## *Places of the house and prepositions*



*45 min*

### OBJECTIVE

- **SWBAT:** Use vocabulary related to places of the house and prepositions to show an imaginary house with its parts in a short presentation.

### VOCABULARY

#### Direct vocabulary

- between, next to, kitchen, dining/living room, bedroom, bathroom, garden.

#### Indirect vocabulary

- house, walk, spin, touch.

### MATERIALS

- House template, flashcards, tape, scarf/piece of fabric, paper sheets, markers.

### *Warm-up*

*3 min*

### JUMP IN, JUMP OUT

- The teacher says "jump in" and everyone jumps forward, "jump out" and they jump back. The game continues with increasing speed.



## Presentation

8 min

- The teacher will present the new vocabulary through a house template and flashcards (Annex 1).
- The teacher will clarify the places of the house. Later, the students will repeat the places.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

**Possible questions:** How do you say this place of the house? Which place is between ... and ...? Where do you have breakfast?

## Practice

14 min

**Activity 1: Pin the Tail on the Donkey 1**

- The teacher will explain how to play Pin the Tail on the Donkey.
- The teacher will divide the class into two groups. Students will make a row. Then, each group member will participate in the game while the others help him/her.
- While students are playing, the teacher will ask some questions to reinforce the vocabulary.

**Activity 2: Blind Man's Buff 6**

- The teacher will explain how to play Blind Man's Buff
- The students will play Blind Man's Buff in the same groups as the previous activity.
- The students will be using the new vocabulary to play the game.

## Use

17 min

**Activity 3: Presentation**

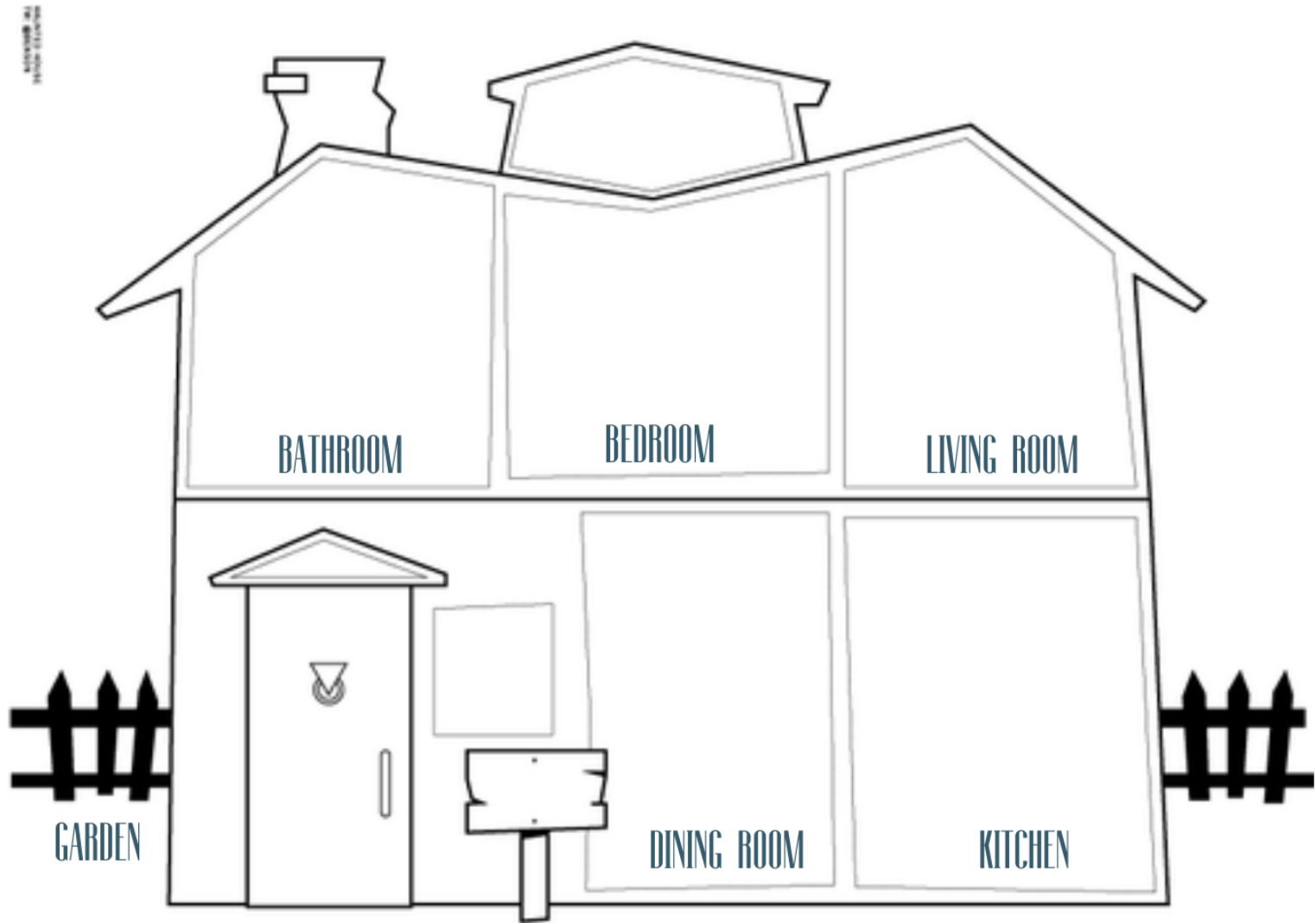
- The teacher will ask students to form groups of 5/6 students.
- The teacher will deliver a sheet of paper to each group.
- The teacher will ask students to draw a house with its places using their creativity.
- Then, the teacher will ask each group to present their house including the new vocabulary.

## TRADITIONAL GAMES

**Instructions Activity 1:** Instead of a donkey template, you will use a house template. The students will have to put each room on the template as if they were the donkey tail. The other students will help the participant by just saying up, down, left, or right to put it in the correct place. After finishing, the group that puts more house places in the correct place wins the game.

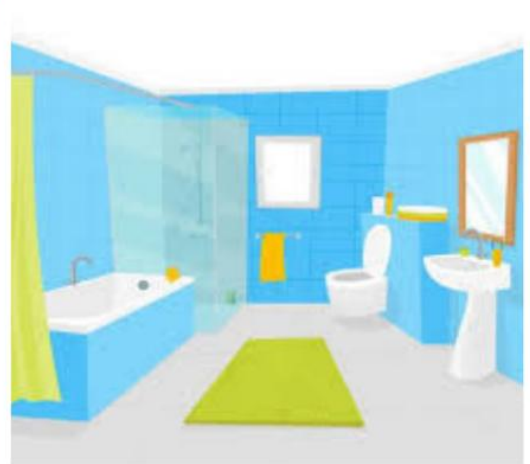
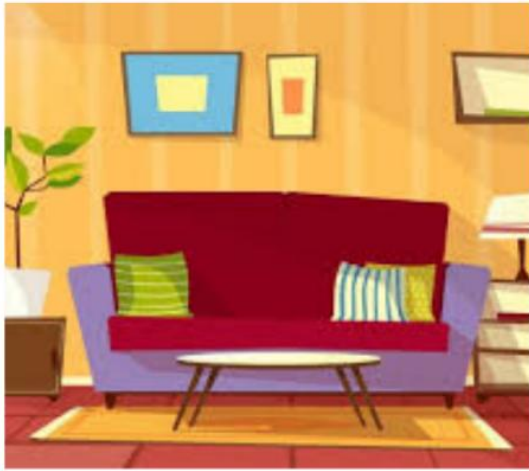
**Instructions Activity 2:** In the first group, select smaller groups that will represent a house place of those previously learned. After spinning the blinded man's buff, the participants will say the places they are. By doing so, the participants will internalize the vocabulary and help the hen to catch them.

## HOUSE TEMPLATE



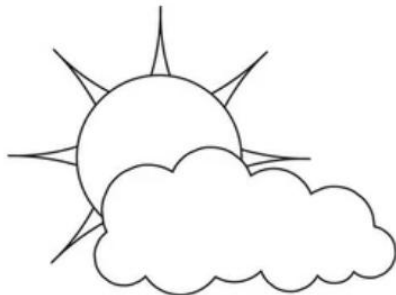
EQUADORIAN  
TRADITIONAL GAMES

# Annex 1



# LESSON 4

## Weather



45 min

### OBJECTIVE

- **SWBAT:** Use weather-related vocabulary to communicate about their favorite weather in a short presentation.

### VOCABULARY

#### Direct vocabulary

- rainy, sunny, windy, cloudy, foggy, snowy

#### Indirect vocabulary

- stage, follow, puzzle, say.

### MATERIALS

- Flashcards, tape, puzzle, coin/small object, paper sheets, pencils, markers, colors

### Warm-up

3 min

### FOLLOW THE LEADER

- One child leads and the rest mimic their movements as they move around the room. Rotate the leader to give everyone a turn.



## Presentation

8 min

- The teacher will paste some flashcards (Annex 1) with the new vocabulary on the classroom's walls. They will be considered stages.
- Then, the teacher will ask students to follow him/her to each stage. So, the teacher will introduce the new vocabulary.

## CLARIFY CONCEPT CHECKING

3 min

- The teacher will also ask students about the new vocabulary to ensure they understand it.

### Possible questions:

- How do you say this weather? Can you name this stage? When there are clouds is it called?

## Practice

14 min

### Activity 1: Puzzle

- The teacher will divide the class into 6 groups.
- Then, the teacher will deliver a puzzle for each group (Annex 2).
- The students will have to complete the puzzle.
- Later, the students will present the puzzle to the other groups.

### Activity 2: El Florón 10

- The teacher will divide the class into three groups by combining the previous groups.
- The teacher will explain how to play El Florón.
- The students who lose the game will have to name a weather stage previously learned.

## Use

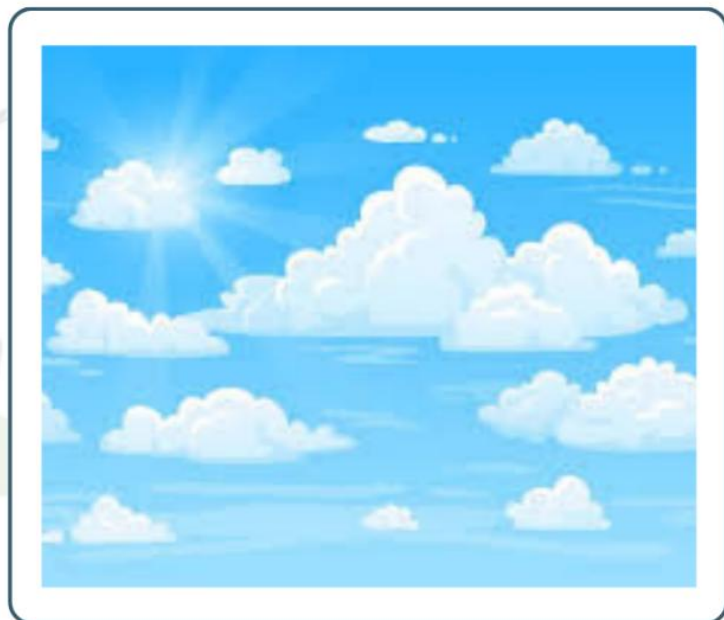
17 min

### Activity 3: Short presentation

- The teacher will deliver a paper sheet to the students.
- The students will have to draw their favorite weather type from the weather they previously learned.
- Then, students will present their production to the class by including some phrases.

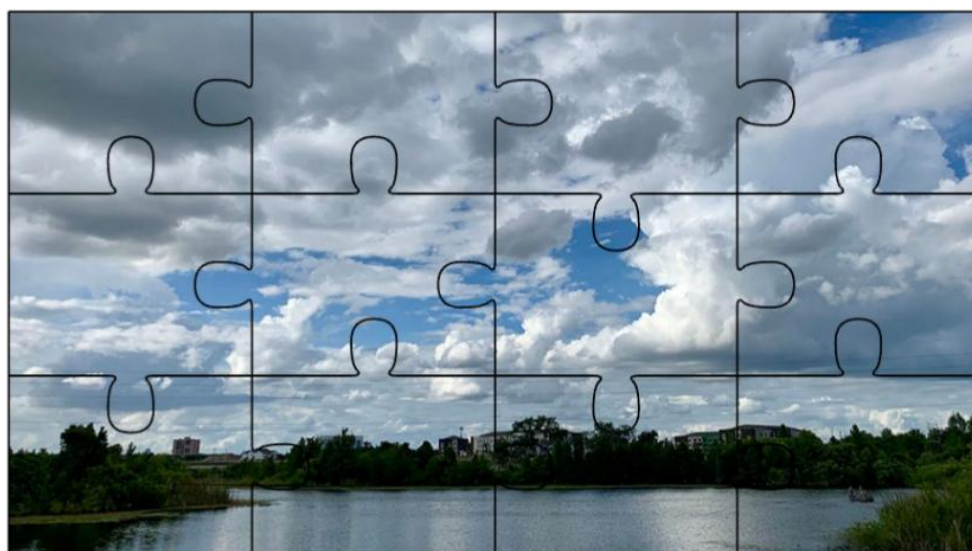
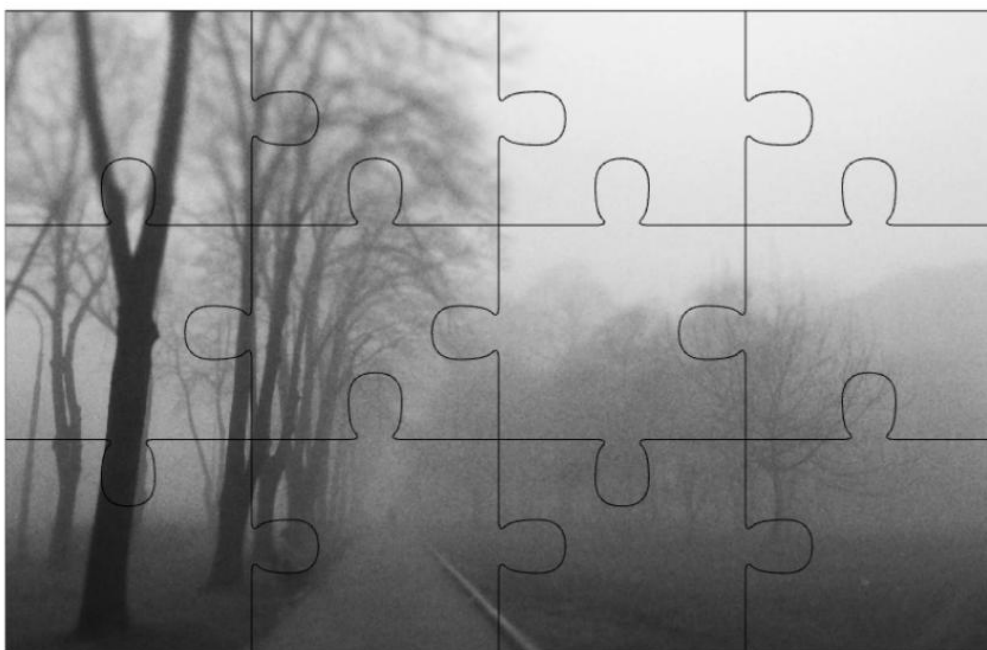
**Possible phrases:** My favorite weather is ..... I like that weather because (I can go outside/ play games/ stay at home etc.)

# Annex 1



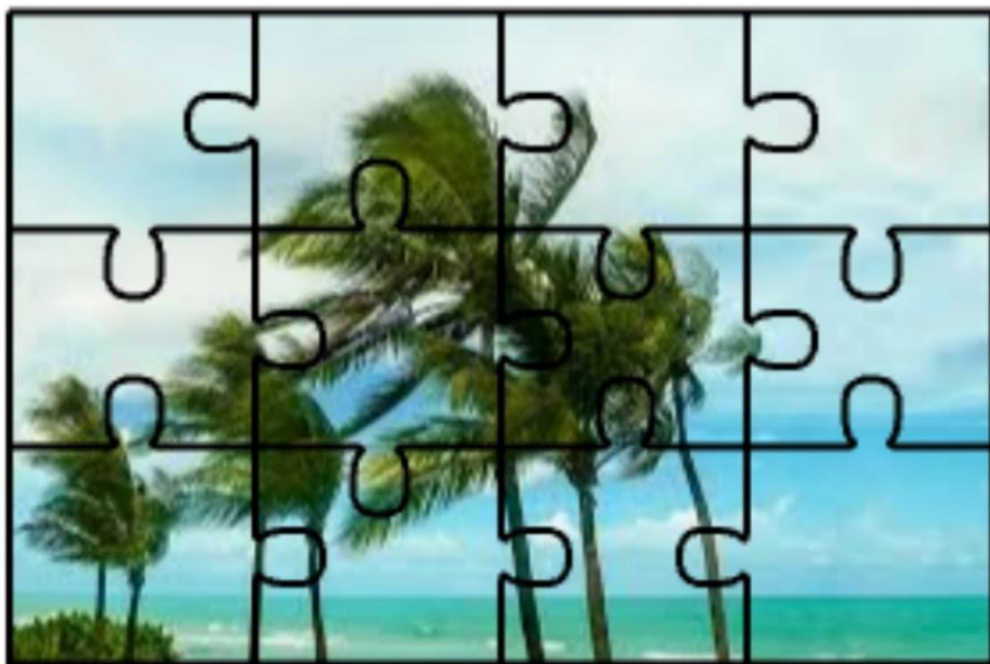
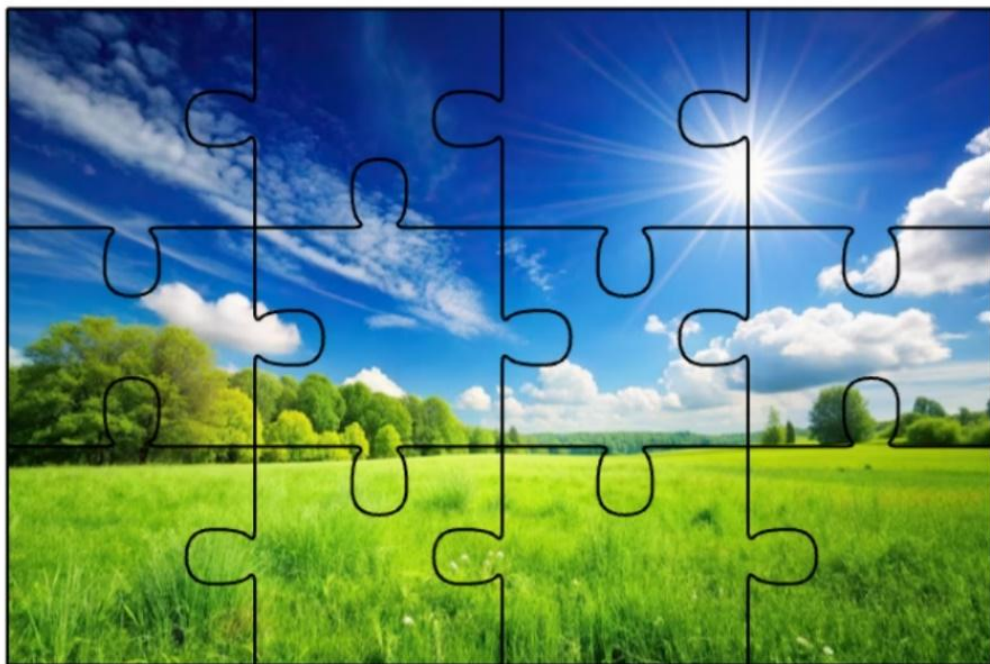


# Annex 2





# Annex 2



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# THANK YOU SO MUCH



## Impacts analysis

This research work will generate an academic, cultural, and social impact. The impacts are said to reflect the work execution, being precise and positive. The following table displays their measurement:

**Table 3**

*Measure Level*

Qualitative measurement	Quantitative measurement
High positive impact	3
Medium positive impact	2
Low positive impact	1
No impact	0
Low negative impact	-1
Medium negative impact	-2
High negative impact	-3

*Source: Elaborated by Posso (2011)*

**Table 4**

*Academic Impact*

Impacts levels							
Indicators	-3	-2	-1	0	1	2	3
Values						X	
Cognitive skills						X	
Teacher-student relationship							X
Improvement of English vocabulary							X
Student's motivation towards learning							X
The use of games to learn							X
<b>Total</b>							<b>Σ16</b>
$\Sigma$ / Number of indicators							
16 / 6							
2,67 above medium positive impact							

*Source: Researcher elaboration*

## Analysis

Regarding values, it is considered that the impact is medium positive as students will reinforce their attitudes towards sharing with classmates. It means they will follow empathy, teamwork, honesty, respect, and others.

In cognitive skills, it is expected to have a medium positive impact since the activities encourage students to use their cognition and problem-solving abilities. In this sense, students will have to show their performance in different scenarios.

The relationship between teachers and students will be evident as they will form an atmosphere of trust where both can learn not only the academic content but also the interaction between them. That is why a high positive impact was given.

The purpose of the work is to improve the students' English vocabulary by using traditional games. In this context, it is predicted to have a high positive impact since the activities, materials, and strategies promote satisfactory process development.

The work plans to create an interactive learning environment where students feel motivated to learn by doing while having fun. Consequently, it is hoped that students' motivation toward learning will be enhanced, therefore, it has a high positive impact.

Additionally, the use of games to learn will have a high positive impact because it is considered the heart of the research. Their implementation has incredible potential in learning and improving English vocabulary. Like so, its impact will benefit both teachers and students.

**Table 5**  
*Cultural Impact*

Impacts levels							
Indicators	-3	-2	-1	0	1	2	3
Free time use						X	
Continuity of traditions							X
Family integration							X
Respect of beliefs							X
<b>Total</b>							<b>Σ11</b>
Σ / Number of indicators							
11 / 4							
2,75 above medium positive impact							

*Source: Researcher elaboration*

## Analysis

Students not only have the opportunity to practice and increase their English vocabulary during class hours but also, they can take advantage of their leisure time for rehearsing. Therefore, the impact expected is medium positive.

As previously stated, the research aims to increase English vocabulary. Nevertheless, it also wants to bring back the games played by our past generations. In doing so, the activities included in the proposal are supposed to be active and rich in practicing the traditional games. In consequence, the impact level for this aspect is highly positive.

It is believed that family is a crucial part of children's learning process. In this sense, this work will impact significantly on integrating the family. Parents can also implement the benefits of the didactic guide to use it outside of the classes.

By employing the research work, teachers and students will show an attitude of respect for others' beliefs and traditions. Likewise, the activities are planned to retrieve the traditional games while maintaining their essence. Accordingly, it is hoped that the impact will be highly positive.

**Table 6**

*Social Impact*

<b>Impacts levels</b>							
<b>Indicators</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Life quality and health							X
Cooperative learning							X
Self-confidence of students							X
Interaction opportunities							X
<b>Total</b>							<b>Σ12</b>
$\Sigma$ / Number of indicators							
12 / 4							
3 high positive impact							

*Source: Researcher elaboration*

## Analysis

Currently, students spend a lot of time on electronic devices whether for watching content or playing video games. When applying the proposal, students will tend to spend more time moving their bodies while playing the traditional games. It will promote a less sedentary life and improve their health. Thus, the impact is considered to be highly positive.



It is thought that games usually involve cooperative work where the participants have to work together to achieve the game's goal. In this context is quite similar but also connecting learning. Students can interact with their classmates when they play traditional games for learning. While doing it, they can share their knowledge and encourage others to do it as well where together achieve the activities' purposes.

Additionally, students' self-confidence will be increased, and the fear of participating will be reduced. Learning is an opportunity, and everyone has the chance to do it. The work wants students to ask and give opinions about the content where doubts can be solved. For those reasons, it is pretended that learners can gain insight and learn from their mistakes without judging others.

Regarding interactive opportunities, it is expected a high positive impact because students can leverage the practice time to interact with their academic peers while increasing their English vocabulary. Also, the activities included in the proposal foster teamwork activities where communication is inevitable.

**Table 7**  
*General impact*

<b>Impacts levels</b>							
<b>Area</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Academic						X	
Cultural						X	
Social							X
<b>Total</b>							<b><math>\Sigma 7</math></b>
$\Sigma$ / Number of indicators							
7 / 3							
2,33 medium positive impact							

*Source: Researcher elaboration*

### ***Analysis***

Overall, the general impact expected is medium positive which means that the research has a great chance of success in the academic, cultural, and social areas. It not only promotes learning opportunities but also reinforces communication among individuals and cultural growth. On balance, the work will impact significantly on the aspects previously stated.

## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Conclusions

The findings of this research highlight the importance of vocabulary as crucial in language learning since it allows the expression of ideas and thoughts fostering communication. There are many types of vocabulary as well as aspects of it that are fundamental in its development. Likewise, it is important to consider meaningful understanding and internalization of vocabulary to be used normally. That is why several innovative strategies can be implemented along with tools to enhance it based on students' desires and needs.

Through the methodology applied, it can be said that a deeper understanding of the use of a mixed approach has been gained. It emphasizes the application of both qualitative and quantitative approaches. They together are greatly successful in obtaining a more complete idea as statistical data, experiences, and perceptions input can be collected. In this sense, a large number of results and information were gathered whether quantitative or qualitative. They were tabulated and analyzed to obtain a rich analysis and gain comprehension of the variables considered in the research.

In closing, the results obtained in the application of the instruments highlighted the participants' willingness to include Ecuadorian traditional games to increase vocabulary. Based on the surveys, it could be noticed that students find it somehow easy to learn new English vocabulary. Nevertheless, it was refuted by the test results being quite the opposite of the expected. Alternatively, traditional games are not commonly applied in their classes which allows their implementation as a creative way of increasing vocabulary. However, it can also be an obstacle as the teachers have no experience in applying these kinds of tools. Due to this, the teachers must become familiar with the implementation of traditional games before putting them into practice in their classes.

A didactic guide was developed to include Ecuadorian traditional games to increase English vocabulary taking into consideration the results obtained, and the theory previously mentioned. The guide was organized according to the vocabulary used in both the institution and the Ministry of Education. Similarly, the contents and activities were distributed in different lessons with three stages: presentation, practice, and use. In this way, students can be in the English environment practicing and rehearsing the new vocabulary while enjoying interactive activities.

## 5.2.Recommendations

This work has explored the challenges and opportunities of increasing vocabulary. It is strongly recommended to employ diverse activities that fully involve the students' participation enjoyably and interactively. Thus, it is advisable for teachers to include games, especially traditional ones more often in their classes since they not only promote students' active involvement but also foster interest and desire to increase their English vocabulary. It is also suggested to consider the deep comprehension and natural integration of vocabulary for regular use.

Future studies could build on this work by examining the use of a mixed approach. In this way, it is highly recommended to keep using a mix of quantitative and qualitative methods and instruments to extensively learn about the incidences of vocabulary and traditional games in students. Furthermore, it is imperative that the instruments are aligned toward the results that are desired after applying them. This will allow a better understanding of the results. Consequently, several tools such as assessments, observation, surveys, and interviews can be useful in doing so.

These findings suggest that further research should focus on the student's performance regarding vocabulary and not only their perceptions as the results may not provide a clear idea. To do so, diagnostic, pre- and post-assessments can be necessary. Moreover, it is recommended to implement different strategies to enhance vocabulary development and not focus on one in particular since a mix of them can act more effectively than alone. It is also necessary to be familiar with the content, methods, and tools to add to the classes to succeed in the teaching and learning outcomes.

Finally, it is recommended that the teachers of La Inmaculada Concepción School employ the didactic guide as an additional source to promote vocabulary development in classes. The guide includes several activities, explanations, material, and guidelines based on Ecuadorian traditional games and the results obtained after applying the research instruments. In addition, it is suggested that other teachers can adapt the content to teaching other subjects like Linguistics, History, or Math. Likewise, other people like parents, tutors, or teenagers can also take advantage of the guide's benefits to include it when needed. Ecuadorian traditional games can be effective in both helping students to express and participate in classes as well as promoting cultural enrichment about what was passed through generations.



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## ANNEXES

### Annex 1: Instruments Validation I



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

Ibarra, 09 de septiembre del 2024  
Magister  
José Obando  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto “Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School” Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto la Entrevista, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Michael Fernando Jara Minda  
1004029144

Recibido  
09-09-2024



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

**Topic:** Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School

**INTERVIEW FOR THE ENGLISH TEACHERS**

**Objective:** This interview aims to learn about experiences, strategies, and methods English teachers apply to improve English vocabulary among students at the institution.

**Direction:** Answer the following questions with accurate information.  
The data collected will solely be used for academic purposes.

1. From your point of view, are students at Inmaculada School reaching the standards declared in the Ecuadorian Common European Framework of Reference in terms of vocabulary? Explain it.
2. In your opinion, what are the challenges English teachers experience in teaching vocabulary? Explain them.
3. Additionally, what are the challenges students face in increasing vocabulary? Explain them.
4. Do you use a specific method to overcome those teaching and learning challenges? If so, please tell us about your experience using it.
5. Which techniques and strategies do you apply along with the method to overcome the challenges?
6. From your perspective, how do you think learning vocabulary helps students improve their English language skills?
7. Have you ever used traditional games to encourage the learning of English? How can they be implemented to increase English vocabulary?
8. From your experience, which Ecuadorian traditional games can be implemented to increase English vocabulary? Explain them.
9. Would you be willing to employ a didactic guide that involves activities and strategies based on Ecuadorian traditional games to increase your students' English vocabulary?

**Topic:** Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School

### SURVEY FOR STUDENTS

**Objective:** Gather information from students' perceptions and experiences about learning vocabulary through games.

**Directions:**

- Read the following questions carefully and choose one option you agree with.
- Be honest with all of your answers.
- This survey is private and was created for academic purposes.

### QUESTIONS

**1.- Do you like English?**

Yes

No



**2.- How difficult is learning new English vocabulary for you?**

Not difficult

Somehow difficult

Difficult

Very Difficult



**3.- What face expresses your feelings when you do not understand new English words?**

Very Happy

Happy

Neutral

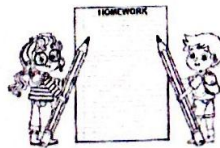
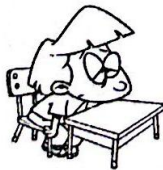
Sad

Very Sad



**4.- Which one do you think affects your English vocabulary development?**

Short practice time   Activities are boring   Activities are the same   Lack of motivation





5.- Which classroom activity does your teacher use the most to expand your English vocabulary?

Watching videos



Reading texts



Doing worksheets



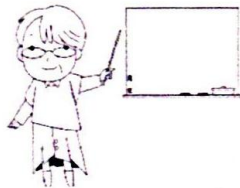
Singing songs



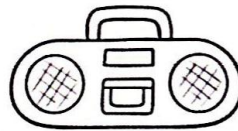
6.- From the following, choose the option you agree with.

I want to learn English vocabulary by:

Practicing in the classroom



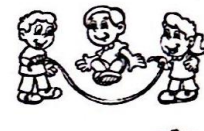
Listening to audios



Using the textbook



Playing games



7.- Would you like to learn English vocabulary by playing traditional games?

Strongly agree



Agree



Neutral



Disagree



Strongly disagree



8.- Would you like the following traditional games to be implemented in your English classes to increase your vocabulary?

Las canicas, la rayuela, el teléfono dañado, jugamos en el bosque, la gallinita ciega, pasa el rey, la perinola.

Strongly agree



Agree



Neutral



Disagree



Strongly disagree





**UNIVERSIDAD TÉCNICA DEL NORTE**  
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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**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:

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

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Firma del Evaluador

1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magister
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	09 de septiembre del 2024
Fecha de revisión del experto:	09 de septiembre del 2024



## Annex 2: Instruments Validation II



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

Ibarra, 09 de septiembre del 2024

Doctora

Sandra Guevara

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto “Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School” Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto la Entrevista, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Michael Fernando Jara Minda  
1004029144



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

**Topic:** Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School

**INTERVIEW FOR THE ENGLISH TEACHERS**

**Objective:** This interview aims to learn about experiences, strategies, and methods English teachers apply to improve English vocabulary among students at the institution.

**Direction:** Answer the following questions with accurate information.  
The data collected will solely be used for academic purposes.

1. From your point of view, are students at Inmaculada School reaching the standards declared in the Ecuadorian Common European Framework of Reference in terms of vocabulary? Explain it.
2. In your opinion, what are the challenges English teachers experience in teaching vocabulary? Explain them.
3. Additionally, what are the challenges students face in increasing vocabulary? Explain them.
4. Do you use a specific method to overcome those teaching and learning challenges? If so, please tell us about your experience using it.
5. Which techniques and strategies do you apply along with the method to overcome the challenges?
6. From your perspective, how do you think learning vocabulary helps students improve their English language skills?
7. Have you ever used traditional games to encourage the learning of English? How can they be implemented to increase English vocabulary?
8. From your experience, which Ecuadorian traditional games can be implemented to increase English vocabulary? Explain them.
9. Would you be willing to employ a didactic guide that involves activities and strategies based on Ecuadorian traditional games to increase your students' English vocabulary?



**Topic:** Ecuadorian Traditional Games as a Didactic Tool to Increase English Vocabulary in Third Graders at La Inmaculada Concepción School

### SURVEY FOR STUDENTS

**Objective:** Gather information from students' perceptions and experiences about learning vocabulary through games.

**Directions:**

- Read the following questions carefully and choose one option you agree with.
- Be honest with all of your answers.
- This survey is private and was created for academic purposes.

### QUESTIONS

**1.- Do you like English?**

Yes

No



**2.- How difficult is learning new English vocabulary for you?**

Not difficult

Somehow difficult

Difficult

Very Difficult



**3.- What face expresses your feelings when you do not understand new English words?**

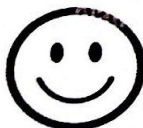
Very Happy

Happy

Neutral

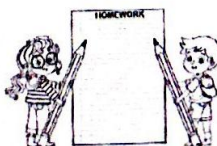
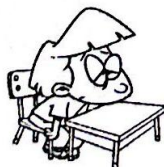
Sad

Very Sad



**4.- Which one do you think affects your English vocabulary development?**

Short practice time   Activities are boring   Activities are the same   Lack of motivation



5.- Which classroom activity does your teacher use the most to expand your English vocabulary?

Watching videos



Reading texts



Doing worksheets



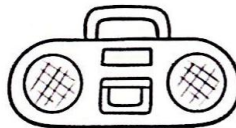
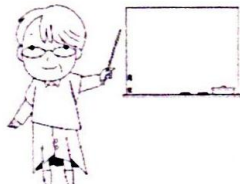
Singing songs



6.- From the following, choose the option you agree with.

I want to learn English vocabulary by:

Practicing in the classroom   Listening to audios   Using the textbook   Playing games



7.- Would you like to learn English vocabulary by playing traditional games?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree



8.- Would you like the following traditional games to be implemented in your English classes to increase your vocabulary?

Las canicas, la rayuela, el teléfono dañado, juguemos en el bosque, la gallinita ciega, pasa el rey, la perinola.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree





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

**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:

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

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	✓			

Firma del Evaluador

1002503520

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	Doctora-PhD
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	09 de septiembre del 2024
Fecha de revisión del experto:	13 de septiembre de 2024



### Annex 3: Authorization



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**



Oficio Nro. UTN-FECYT-D-2024-0148-O  
Ibarra, 08 de julio de 2024

**PARA:** Sor Rocío Escobar  
**RECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL "LA INMACULADA CONCEPCIÓN"**

**ASUNTO:** Trabajo de integración curricular Sr. Jara Minda Michael Fernando

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor JARA MINDA MICHAEL FERNANDO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "ECUADORIAN TRADITIONAL GAMES AS A DIDACTIC TOOL TO INCREASE ENGLISH VOCABULARY IN THIRD GRADERS AT LA INMACULADA CONCEPCIÓN SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO Firmado digitalmente por  
JOSE LUCIANO REVELO RUIZ  
REVELO RUIZ Fecha: 2024.07.08 10:10:19  
UTC-05'

MSc. José Revelo Ruiz  
DECANO DE LA FECYT

JLRR/M. Báez

## Annex 4: Certificate of Instruments Application



**UNIDAD EDUCATIVA FISCOMISIONAL "LA INMACULADA CONCEPCIÓN"**

Hijas de la Caridad de San Vicente de Paúl

Ibarra-Ecuador

LUZ, FE, CIENCIA Y VIDA

Ibarra, 25 de septiembre del 2024

La suscrita Hermana Rectora de la Unidad Educativa Fiscomisional "La Inmaculada Concepción" a petición verbal del interesado:

### CERTIFICA

Que, el Sr. **JARA MINDA MICHAEL FERNANDO** con CI: 1004029144, estudiante de la Universidad Técnica del Norte de la Carrera de Pedagogía de los idiomas Nacionales y Extranjeros, realizó:

- Socialización y aplicación de los instrumentos de recolección de datos de la propuesta de Trabajo de Integración Curricular, con el título de:  
**ECUATORIAN TRADITIONAL GAMES AS A DIDACTIC TOOL TO INCREASE ENGLISH VOCABULARY UN THIRD GRADERS AT "LA INMACULADA CONCEPCION SCHOOL"**

Es todo cuanto puedo certificar en honor a la verdad pudiendo el interesado (a) hacer uso de este certificado como estime conveniente, excepto para trámites legales.

Atentamente,



**Sor Rocío Escobar HdIC**  
**RECTORA UNIDAD EDUCATIVA FISCOMISIONAL**  
**"LA INMACULADA CONCEPCIÓN"**

rcescobar6@gmail.com

CI 1707656763

TELF 0939754907

Pedro Moncayo 5-45 y Bolívar – Telf: 062955-139 Cel: 0997939329

E-mail: secretaria@ueflicibarra.edu.ec

## Annex 5: Diagnostic Test



Cambridge Assessment  
English

Centre Number		Candidate Number	
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# Pre A1 Starters

## Reading and Writing

There are 25 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is: .....

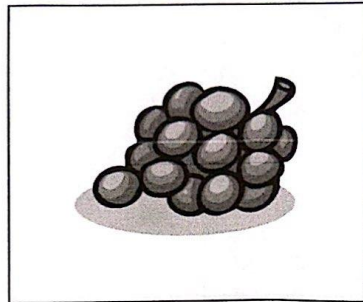
Copyright © UCLES 2018

## Part 1

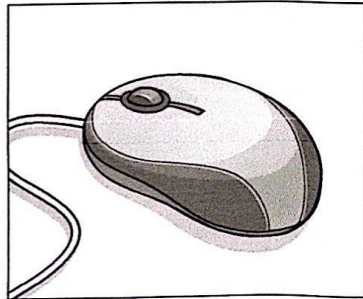
– 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

### Examples



These are grapes.

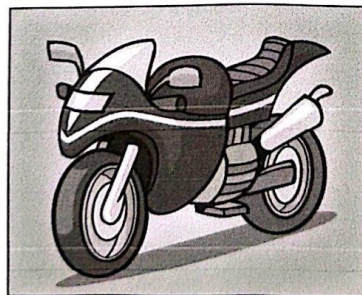


This is a house.



### Questions

1

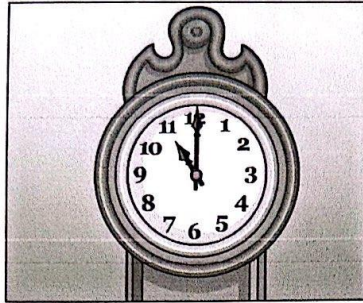


This is a helicopter.





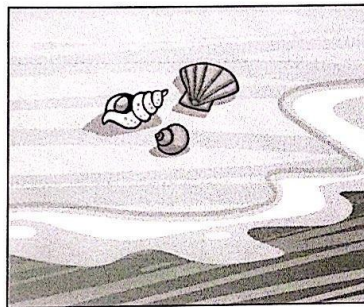
2



This is a clock.

☐

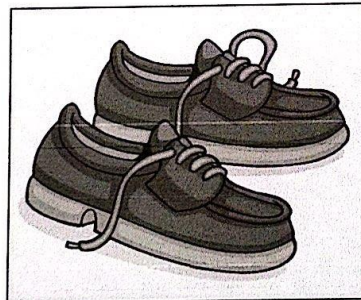
3



These are shells.

☐

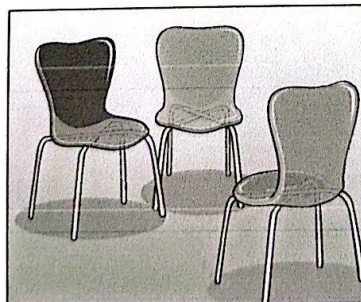
4



This is a sock.

☐

5



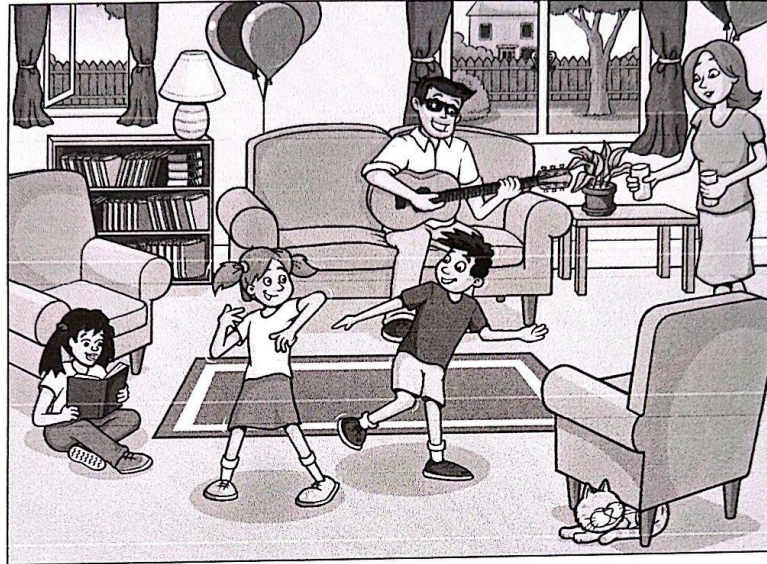
These are chairs.

☐

## Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



### Examples

There are two armchairs in the living room. .... yes

The big window is open. .... no

### Questions

1 The man has got black hair and glasses. ....

2 There is a lamp on the bookcase. ....

3 Some of the children are singing. ....

4 The woman is holding some drinks. ....

5 The cat is sleeping under an armchair. ....

## Part 3

– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e

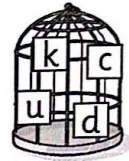


Questions

1



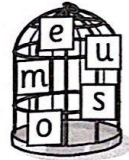
\_\_\_\_\_



2



\_\_\_\_\_



3



\_\_\_\_\_



4



\_\_\_\_\_



5



\_\_\_\_\_



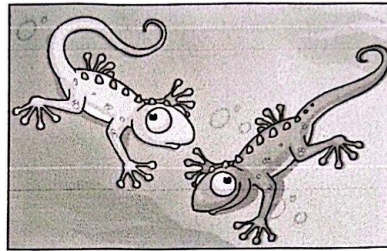


## Part 4

– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

### Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

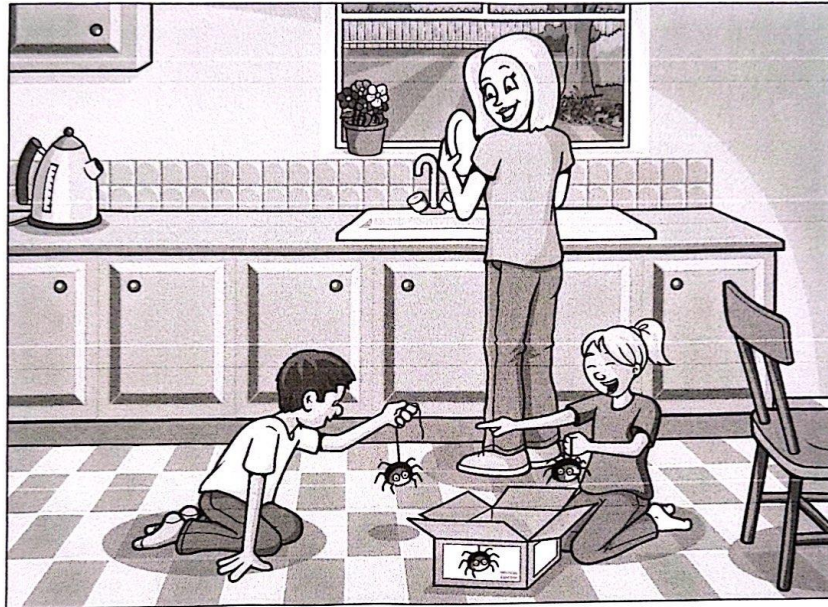
Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

Example			
animals	tail	balloon	trees
legs	spiders	teacher	sand

## Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



### Examples

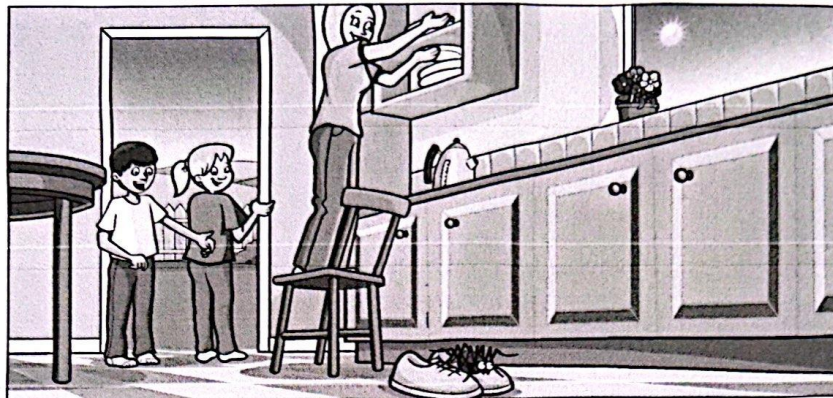
Where are the people? in the ..... kitchen

How many children are there? ..... two

### Questions

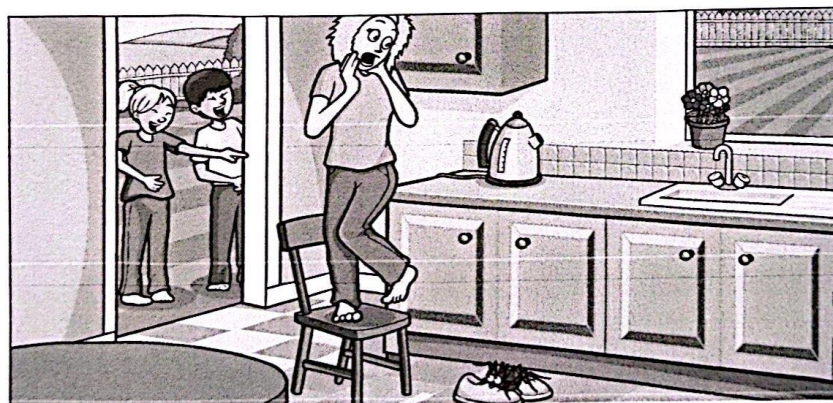
- 1 What are the children playing with? some toy .....





2 What is Mum standing on? a .....

3 Where is the spider? on Mum's .....



4 Who is pointing? the .....

5 Where are the children? in the .....

## Annex 6: Certificate of socialization of the proposal

**UNIDAD EDUCATIVA FISCOMISIONAL "LA INMACULADA CONCEPCIÓN"**  
Hijas de la Caridad de San Vicente de Paúl  
Ibarra-Ecuador  
LUZ, FE, CIENCIA Y VIDA

Ibarra, 20 de febrero del 2025

La suscrita Hermana Rectora de la Unidad Educativa Fiscomisional "La Inmaculada Concepción" a petición verbal del interesado:

**CERTIFICA**

Que, el Sr. **JARA MINDA MICHAEL FERNANDO** con CI: 1004029144, estudiante de la Universidad Técnica del Norte de la Carrera de Pedagogía de los idiomas Nacionales y Extranjeros, realizó:

- Socialización de la propuesta de Trabajo de Integración Curricular (guía didáctica), con el título de:  
**ECUATORIAN TRADITIONAL GAMES AS A DIDACTIC TOOL TO INCREASE ENGLISH VOCABULARY UN THIRD GRADERS AT "LA INMACULADA CONCEPCION SCHOOL"**

Es todo cuanto puedo certificar en honor a la verdad pudiendo el interesado (a) hacer uso de este certificado como estime conveniente, excepto para trámites legales.

Atentamente,



**Sor Rocío Escobar HdlC**  
**RECTORA UNIDAD EDUCATIVA FISCOMISIONAL**  
**"LA INMACULADA CONCEPCIÓN"**  
rcescobar6@gmail.com  
CI 1707656763  
TELF 0939754907

Pedro Moncayo 5-45 y Bolívar – Telf: 062955-139 Cel: 0997939329  
E-mail: secretaria@uellicibarra.edu.ec

## Annex 7: Evidence of socialization of the proposal

