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Grade Students at Presidente Velasco Ibarra School**

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## **DEDICATION**

The following research work is dedicated first of all, to God, for being a guide and giving me the strength for each step of this journey.

To my mother, Lucía López because thanks to her unconditional support and belief in me throughout this journey, she encouraged me to be brave and keep going even in the weakest times.

To all my family and friends because they were important for this achievement, giving me their support and good advice.

I dedicate this work to everyone who believed in me and gave me the motivation to keep working on this project. I hope everyone remember that every goal achieved is a reminder that everything is possible with effort.

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## **ABSTRACT**

This research focuses on the use of nursery rhymes as a vocabulary technique for seventh grade students at Presidente Velasco Ibarra School. Vocabulary is an important part of learning a language, and it is often difficult for students because of aspects like meaning, length and use. Because of this, the objective of this research is to analyse how nursery rhymes can be useful for teaching vocabulary. To gather information, a survey was done with 100 students, and interviews were carried out with 3 English teachers, The results showed that students and teachers believe that vocabulary is important and that activities with music, movement and repetition help to make it easier and more fun. According to this, a resource pack was created to help teachers including nursery rhymes in their vocabulary lessons.

**Keywords:** nursery rhymes, technique, vocabulary, young learners

## **RESUMEN**

Esta investigación se enfoca en el uso de las rimas como técnica de vocabulario para estudiantes de séptimo grado de la Unidad Educativa Presidente Velasco Ibarra. El vocabulario es una parte importante en el aprendizaje de un idioma y a menudo es difícil para los estudiantes debido a aspectos como el significado, la cantidad y el uso de las palabras. Debido a esto, el objetivo de esta investigación es analizar cómo las rimas infantiles pueden ser útiles para la enseñanza de vocabulario. Para recopilar información, se realizó una encuesta a 100 estudiantes y una entrevista a 3 docentes de inglés. Los resultados mostraron que tanto estudiantes como docentes creen que el vocabulario es importante y que las actividades que involucran la música, el movimiento y la repetición ayudan a hacerlo más fácil y divertido. De acuerdo con esto, se creó una guía de recursos para ayudar a los docentes a incluir las rimas infantiles en sus lecciones de vocabulario.

**Palabras clave:** rimas infantiles, técnica, vocabulario, estudiantes jóvenes

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## INTRODUCTION

English is a global language because it is spoken all over the world. This language is important in areas like science and education because it brings a lot of opportunities in the professional field (Ilyosovna, 2024). Hence, learning English gains more relevance in the educational field, therefore, experts in the field have been looking for ways to improve the teaching process because of the need to enhance quality of education and solve the problems that affect academic success for non-native speakers (Vasylyshyna, 2022).

In Ecuador, the English language is a subject part of the National Curriculum since 2016. The objectives and standards of the curriculum address the needs of students and it helps teachers to organize their activities according to specific learning outcomes (Guevara Peñaranda et al., 2024). That is why, effective techniques can be a support for teachers to help students reach the skills that they target.

This research was aimed to tackle issues related to English learning issues, regarding particularly to vocabulary. The impact of lexical knowledge influence the other language skills because learning a language involves using a lot of words (Vc and Rao, 2021). Therefore, it is significant to know the difficulties of this and look for techniques that help the teaching process. In this way, students might be able to solve the learning issues and improve their language skills along with its comprehension.

Learning vocabulary is fundamental when learning a language and in this particular case for English as a Foreign Language Learners (EFL). Vocabulary provides a base that helps to improve the other language skills (Minalla, 2024). Students can improve the comprehension, retention and other aspects of language if they face the challenges of vocabulary (Aqila et al., 2024). These aspects benefit education, improve the outcomes and make learning more effective.

As a final product of this research work, an academic proposal has been elaborated which is intended to become a useful teaching material for English teachers, it is a teacher resource pack with activities using nursery rhymes. The rhythm and sound of nursery rhymes contribute to the phonological development and the ability to remember vocabulary (De Mello et al., 2022). Besides, the activities of this material can be applied during the class to create an enjoyable environment that facilitates the learning of vocabulary.

### Research Problem

Although English is the most used language in the world, it is difficult for non-native speakers to learn it due to some linguistic aspects but, especially, due to vocabulary learning. According to McKay (2023) some of the difficult aspects that students face are mostly memorization, spelling and use of words. For young learners, vocabulary is overwhelming when they have to learn a lot of words at once and this affects the production and outcome of language (Salam and Nurnisa, 2021). In consequence, it is



important to find the best techniques to improve the retention and reduce the stress because of the effort in the working memory.

Another complex aspect for students is the meaning and use of words. Lutfiyah et al. (2022) explain that the bad use of vocabulary cause confusion, misinterpretation and affects confidence and motivation. For this reason, students can feel embarrassed about their language skills and this can have a negative incidence in their participation (Hamdani, 2020). Since vocabulary plays an important role in the language, it is crucial to distinguish between unknown words to avoid confusion of ideas and allow learners to express and use language correctly.

On the other hand, the traditional methods fail to inspire interest in students, this, because technological tools have lately become popular. It is difficult for Ecuadorian teachers to look for or adopt the effective techniques to facilitate vocabulary learning (Acosta and Cajas, 2018). Besides, Andrade-Molina et al. (2021) explain that the low engagement also influences students' participation. In fact, different activities are needed to create a dynamic learning experience for students and increase their enthusiasm for learning the language.

### **Justification**

This research analyses the use of nursery rhymes as a technique for the improvement of vocabulary. Vocabulary is a key part of language, and its role is to help achieve success linguistically speaking (Lei and Reynolds, 2022). Techniques that facilitate the learning is helpful to overcome lexical difficulties since it is the base to other skills. According to Salawazo et al. (2020), vocabulary is the most important aspect among other skills; it is important to speak, read, write and listen. In fact, there is a relationship between the way a person uses the language and the vocabulary that they have learned (Salawazo et al., 2020).

For this reason, it is important to continue exploring and applying new techniques to improve student learning and language development. This research aims to propose the use of nursery rhymes as a technique to improve vocabulary retention and comprehension, since nursery rhymes can be effective in helping students remember new words. Fitria (2023) states that nursery rhymes are commonly brief, simple and repetitive, which makes language more understandable. In this way, if students are engaged in activities with nursery rhymes, they are expected to improve their lexical knowledge while enjoying the process.

Furthermore, this research will benefit the school community that is formed by teachers, parents and students from Presidente Velasco Ibarra School. The school will benefit from the innovative teaching activities that contribute to the academic improvement of students. Also, with the use of nursery rhymes, students will be more involved, and the challenges of vocabulary will be addressed. In fact, De Mello et al. (2022) state that applying nursery rhymes is the best way to connect with the language in a natural way. On the other hand, it is also helpful for teachers because this research work will provide activities that aim to facilitate the teaching process. Finally, the parents that

are aware of their children's education will notice their progress and feel proud of the improvement in self-confidence and linguistic abilities.

## **Objectives**

### **General Objective**

- To propose the use of nursery rhymes as a technique for the increase of vocabulary in seventh grade students at Presidente Velasco Ibarra School.

### **Specific Objectives**

- To analyse some nursery rhymes that contribute to the development of vocabulary.
- To identify the elements of the nursery rhymes that are most functional for helping students with the increase of vocabulary.
- To design a teacher resource pack based on the use of nursery rhymes for the improvement of vocabulary.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

### **1.1. English as a Foreign Language**

Learning a language is important for many people all over the world. According to Ali Al-oglah (2018), English as a foreign language can be defined as the process in which a person acquires a new language. Besides, the way of teaching varies depending on the context. For instance, Quimosing (2022) explains that there is a difference between second language learning and foreign language learning. In other words, a foreign language learning refers to the process of teaching a language in a place where it is not spoken at all. This means, the exposure is less than in a second language learning because in this case, the language might be used only in a classroom and not in the community. In the case of English, it is considered as an essential and most required language among people all over the world. It is necessary since it has become a language that helps people stay connected (Quimosing, 2022).

#### **1.1.1. English as a Foreign Language in Ecuador**

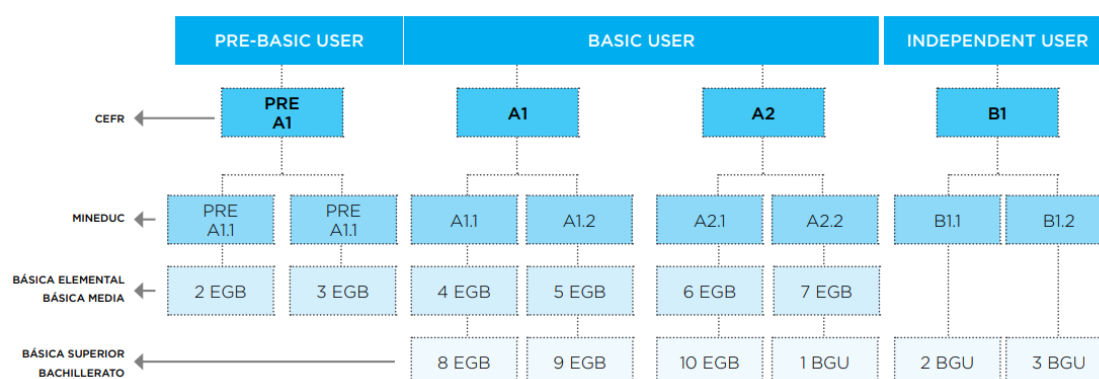
In Ecuadorian education, there is an English curriculum designed for students to learn the language as a non-native speaking country. Since the Ecuadorian population is comprised of groups from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities (Ministry of Education, 2016). The curriculum considers the diversity of students and provides a framework to guide teachers regarding English teaching.

In addition, it includes skills that are essential to form students who are able to communicate and be successful. “The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning.” (Ministry of Education, 2016) Therefore, it aims to help students develop abilities that contribute to develop not only good proficiency but also a valuable participation in the society.

To evaluate students’ learning outcomes, the Ecuadorian curriculum follows what is known as the Common European Framework of Reference for Languages (CEFR). According to the Council of Europe (2020) it is an international standard used that provides a detailed explanation of the abilities that English learners must acquire in order to communicate successfully in a language. According to the information provided, in the CEFR there are reference points that represent the scale in the language knowledge. Based on what is established by the Ministry of Education (2016), students are expected to reach a certain level of English during the language learning process. The levels of proficiency according to each level of education are presented in the following figure.

**Figure 1**

*Levels of proficiency in the EFL Curriculum*



Note: Taken from (Ministry of Education, 2016)

As the figure shows, the proficiency expected for EFL students differs according to the year of education in which they are. For instance, students who finished 7<sup>th</sup> year of basic education must have an A2 level from the CEFR. On the other hand, by the end of the last year of BGU, students should be able to reach a CEFR level B1. This means they need to have confidence when communicating and an effective use of the language in different contexts respecting the English skills

## 1.2. Language learning skills

English skills are the different abilities that contribute to what is called being “fluent” in a language. Succeeding in all of them, helps to improve the knowledge and develop a good proficiency which is important at the moment of communicating with others. Galaczi (2018) explains that, since English is an important language, someone who has a high level in all of the skills, will have more chances to find opportunities not only in educational but also in the professional context. So, English language has four basic abilities that are important to be considered at the moment of learning it, those are:

### 1.2.1. Listening

This skill refers to the ability of understanding a spoken message. It implies that the learner should be able to hear a conversation and comprehend the message. So, it is not misunderstood. On the other hand, this skill is necessary to keep the speaker involved in the conversation, asking questions and showing interest in the talk. It is a necessary skill specially for interviews and meetings.

### 1.2.2. Reading

Reading is the ability of understanding written texts in different forms such as letters, books or emails. This is an important skill to develop comprehension and literacy which increase the lexical knowledge, analysis and therefore communication. In addition

to that, reading is useful to perceive and interpret the message in the correct way, so that it does not affect the interactions between those involved in the communication process.

### 1.2.3. Writing

The writing skill is the ability to express ideas through written language, applying the correct structure and coherence of the information. This means understanding the context of the situation and the audience to develop the text in the correct format. The correct vocabulary, expressions and use of information in the text will help to make it more attractive for others to read. Moreover, it will convey the message accurately and benefit the communication, especially in a business environment.

### 1.2.4. Speaking

Speaking is known as the communication of the ideas through verbal expressions. It includes clarity and fluency to convey the message properly. This skill is, in some cases, difficult to develop for many people, but very necessary. One of the reasons is that, speaking requires an important ability such as confidence to develop a good interaction and communication with others, so it can be challenging to overcome fear of speaking in front of an audience. However, this ability is extremely useful in the professional context, to develop a good interaction and improve the relationships.

## 1.3. English sub-skills

Among the English basic skills, there are also sub-skills that play a crucial role in supporting language learning. Katawazai et al. (2019) define the sub skills as the building blocks of the main skills, that means that they aim to explain a more detailed use of the language. While the main skills provide a broader framework, the sub-skills look for addressing specific abilities of each area. In this way, they help to polish the competencies of the learners to provide a better production and proficiency, constructing a wider knowledge of the language management.

For instance, some of the sub-skills and the difference in their aim within each skill are detailed below:

- **For reading:** while the main skill is focused on the ability to comprehend a text, the sub-skills such as skimming or scanning encourage learners to identify a general idea or specific details of a text.
- **For speaking:** sub-skills like pronunciation and intonation improve effective communication and clarity in conveying a message.
- **For listening:** among the sub-skills there is listening for gist, which enables learners to grasp for main ideas or overall meaning of spoken language.
- **For writing:** organizational and editing are some of the sub-skills that contribute to the ability of visualizing and presenting structured ideas effectively (EFLCafe, 2024).

## **1.4. English vocabulary**

Vocabulary can be understood as the lexical knowledge, which includes a set of words and meanings that an English learner knows to understand a language. According to the Pajor (2023) it involves the words, expressions and phrases that the student can use to comprehend the other abilities like speaking, listening, reading and writing. Not just that, but vocabulary also takes into account the structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships). That makes it a central element in language learning.

That said, Lessard-Clouston (2021) states that English teachers should be aware of the three principal aspects of vocabulary which are: form, meaning and use. According to Nation (2022) the form refers to the pronunciation, spelling and word parts. The meaning involves the associations that appear in someone's mind when thinking about one specific word or expression, it works together with the form. Finally, the use comprises the grammatical functions of a word or phrase and if there is any inconsistency on its use.

### **1.4.1. Importance of Vocabulary learning**

Since vocabulary plays an important role in the use of a language, it is considered as one of the key aspects of English. First of all, Lascano Pérez and Altamirano Carvajal (2023) explain that vocabulary provides EFL learners a wider opportunity to express themselves and communicate their ideas in a better way. This can be explained as a necessity of students to use words to form and transmit their ideas, they need the lexical knowledge to do so. Furthermore, Susanto (2017) adds that the importance vocabulary can be shown at the moment of producing the language. The use of the accurate words is necessary to convey a message, if there is a limited knowledge in the language, there is an impediment of successful communication.

On the other hand, Deni and Fahriany (2020) that vocabulary should be important for every foreign language learner since it is the basic sub skill and a part of the language development of those who want to learn it. What is more, the quantity and quality of vocabulary that someone learns in the language represents the quality of their skills. In fact, the more words they know, the better development in the four areas of the learner. Certainly, vocabulary is an essential component in English since it is the basis to succeed in the other areas, a rich vocabulary will contribute to an accurate communication.

Due to the fact vocabulary is important for English learning, it is necessary to look for ways to improve it and teaching is the key part of this process. The way vocabulary is taught influences the way students will learn. Even though it can be a complex process for teachers, they should be prepared to face every kind of situation. For instance, Deni and Fahriany (2020) consider important to think about effective techniques to apply especially during a learner's early age. Because learners at that age can learn and remember things easier.

#### **1.4.2. Complexity of Vocabulary Learning**

English vocabulary is challenging for most of English learners. One of the reasons is stated by Nation (2017) who describes that the process of learning a vocabulary involves two aspects that, at the same time, affect vocabulary learning, those are:

- ***Quantity of meetings (Repetition)***

In the case of repetition, Nation (2017) explains that it is the process in which a word is seen more than once. He suggests that space repetitions are more effective. In other words, repeating a word in different times after the initial meeting is better than repeating it continuously for several times just in one learning meeting. By considering leaving a space between every repetition, the knowledge or retention of the word will last longer.

- ***Quality of meetings***

The quality of meeting refers to the level of mental processing at the moment when the learning occurs. Nation (2017) supports that if the process is deep in thought, the learning will not disappear easily. Additionally, he mentions what is known as deliberate attention as a requirement of the mental processing during the learning session because it is more effective. In fact, deliberate attention is defined as the ability to focus on a specific task in order to successfully perform it. That means that the concentration should be on the task and not on other things.

On the other hand, Schmitt (2000) presents another reason why vocabulary can be difficult to achieve. He demonstrates that there are different levels of knowing a word, this has to do with the fact that words are not acquired immediately. Hence, he shows two types of knowledge: receptive and productive knowledge, also known as passive and active:

- ***Receptive knowledge (Passive)***

The knowledge is receptive when a word is understood by the learner that it is first recognized but not used on their own. According to Schmitt (2000) this is related mostly with listening and reading skills since it refers to the situation when the learner can understand the word when it is heard in a conversation or seen in a text.

- ***Productive knowledge (Active)***

Based on Schmitt (2000) the productive knowledge considers the use and production of the word rather than just the understanding of the meaning. Basically, when the learner is able to produce a word verbally by themselves, is an active knowledge. This type of knowledge is related with speaking or writing skills.

According to this explanation, he proposes that both types of knowledge should be considered at the moment of learning vocabulary because they can happen in a different order at different times. In addition to that, there are various aspects that conform learning a word which not only include the meaning and form, but also the frequency,

written form, spoken form, associations and more. As stated by Schmitt (2000) this is a key part, so the learner can be aware of the situations in which the word can be used. This does not represent that to learn a word all of the characteristics should be learned at once, but that learning vocabulary is a process that should be improved constantly taking into account the level of the learner.

### 1.4.3. The teaching of Vocabulary

There is diverse literature that divides vocabulary instruction into implicit and explicit teaching that are explained below:

- **Implicit teaching:** It refers to learning vocabulary in an unconscious, indirectly and contextually way, it implies that the learning comes naturally following a simple and unconscious procedure.
- **Explicit teaching:** It is a conscious process that involves a direct process and the awareness of the learner towards learning process of vocabulary. In this approach, the learner is required to understand the process, evaluate and reflect on the results (Dakhi & Fitria, 2019).

According to many researchers both focuses are important to be implemented when teaching vocabulary, whereas explicit vocabulary is more effective, implicit vocabulary also has its benefits and can be adapted to meet the needs of students and provide good results (Kaivanpanah et al., 2021). It is the purpose what influences the effectivity of each method, and their combination is a good option to improve vocabulary knowledge.

## 1.5. Learning-teaching Techniques

Evangelou (2023) defines a teaching technique as a pedagogical tool that follows an applied method. In other words, teaching techniques are short activities carried out during the class to achieve specific goals. Therefore, a technique differs from a method in some ways. That said, a teaching technique is the unique way of going about a strategy, which is derived from a method and approach, thus a technique is more specific compared to the others (Kuamr, 2022). Techniques present a more specific and situational format compared to methods, which are wider frameworks that serve as a guide for teaching. For instance, a grammar-focused method might involve techniques like gap-filling exercises or sentence transformations to reinforce a specific rule (Evangelou, 2023).

What is more, teaching techniques offer great advantages such as flexibility and a focus oriented to specific goals. Kuamr (2022) supports this by explaining that every teacher has a unique way of delivering a lesson, to illustrate his point, he puts a situation in which two educators choose to implement small group discussions to convey their lesson, however they can do it differently: one might choose to involve two students in leading the discussion, while the other might go for four students instead. This demonstrated that techniques allow teachers to adapt the activities according to the needs of students.



Furthermore, Ilieva (2022) points out that young learners are an extremely dynamic audience, and that they learn fast if proper techniques are used to address reinforcement and repetition to work on the long-term memory. Therefore, the author mentions that the material chosen should be attractive, interesting as well as significative. When working with young learners, teaching techniques typically incorporate fun and engaging activities like songs, games, and rhymes (which are particularly effective specially when used for lexical improvement) that align with their cognitive and developmental requirements (Ilieva, 2022).

## **1.6. Nursery Rhymes**

Galway (2013) defines nursery rhymes as Mother Goose rhymes (American term for nursery rhymes), these rhymes are short songs and verses addressed to young children, generally written by anonymous authors. One specific characteristic that these rhymes poses is that they encompass cultural aspects. Generally, the rhymes work as a record of historical or political events from specific places (Kelsy, 2016).

The nursery rhymes are existing in many countries and cultures, although they poses some similarities, they have their unique style according to the characteristics of the place where it belongs (Lastovčić, 2024). These definitions show that nursery rhymes were traditionally created for children to help them learn about songs and foster their cultural awareness.

### **1.6.1. History and origins**

Some researchers discuss the history of the nursery rhymes and there are interesting details about how they have evolved. It is said that nursery rhymes first appear as a way to entertain a pre-literate society following a structure where rhythm, musicality and repetition factors prevail (Scheiding C, 2019). According to Scheiding, nursery rhymes where not addressed to children in the first place, but to adults, yet they have been adopted by using other existing literature to be used for entertaining or silencing purposes.

Nursery rhymes are presumed to have originated in countries like Britain and Croatia due to the published works found. Lastovčić (2024) explains that individual rhymes had been created since 1609, and the first collection of nursery rhymes was published in 1842 by James Orchard Halliwell under the name of *The Nursery Rhymes of England*. On the other hand, the author adds that Croatian rhymes have been documented since the end of 19<sup>th</sup> century since there exists a rich tradition of nursery rhymes, and the name has been recognized in the Croatian work named *A cycle of Children's songs* published in 1893 by Marija Grubešić. In view of the above, although nursery rhymes were first found in pieces of adult literature, they are known to be the first publications meant for children that show usefulness in their application (Scheiding C, 2019).

### 1.6.2. Types of Nursery Rhymes

There are several types of nursery rhymes, among them they include nonsense rhymes, lullabies, finger-plays, counting-out rhymes, riddles, games, songs, and ballads (Galway, 2013). Nowadays, nursery rhymes are meant not only for entertaining purposes but also for the educational and didactic area. The rhymes can be seen in children's games and allow them to be part of it so they are not only observers (Lastovčić, 2024).

On the other hand, there is another classification of nursery rhymes based on two categories that these rhymes conveyed: semantic and morphological division. This classification, as outlined by Taçi (2017) is presented in the following table. Some examples are provided in order to illustrate their characteristics.

**Table 1**

*Classification of Nursery Rhymes*

Classification	Group	Examples
<b>Semantic division</b>	Parts of body	Head, shoulder, knees and toes, I have got ten little fingers, Hokey Pokey etc.
	People and occupation	What are you going to be?
	Animals	Old McDonald had a farm; Farmer Brown's got one big dog, etc.
	Clothes	X is wearing a bright blue dress.
	Colors	Blue is the sea.
	Food	Stir the soup.
	Flowers	Lilies are white
<b>Morphological division</b>	Daily activities	There is the way; I like to skip.
	Present simple	What does the cat say; The farmer's in his house; The farmer sows his seeds.
	Present continuous	X is wearing a bright blue dress. Here we come galloping.
	Simple past	One little girl; I did, I did, I did.
	Past continuous	As I was going to St. Yves.
	Perfect Tenses	I have got ten little fingers
	Auxiliary verbs	Can you tell me; Hush little baby

Note: Adapted from (Taçi, 2017)

This classification highlights the diversity and complexity of nursery rhymes, which serve as a linguistic and educational tool by including vocabulary, grammatical structures, and cultural notions in addition to engaging children with entertainment.

### **1.6.3. Appealing elements of Nursery Rhymes**

Nursery rhymes do not have a specific form, since they can be presented in short or long verses, yet they share specific elements that make them easy and pleasant to remember (Sayakhan & Bradley, 2019). Based on several papers, the common elements of nursery rhymes are detailed below:

- ***Rhythm***

This is the most remarkable characteristic of nursery rhymes. The Oxford Advanced Learners Dictionary (2005) defines rhythm as a part of the prosodic elements with strong regular repeated pattern of sounds or movements. Therefore, the rhythm is what keeps the rhyme active and moving forward acting as the beat of a drum. This patterns is the reason why rhymes are meant to be heard because it encourages people to react, by clapping their hands or jumping to the music. (Sayakhan & Bradley, 2019). Even though nursery rhymes do not follow a specific structure, they commonly possess a binary structure with quatrains of four-beat lines, which is interestingly the first pattern humans come into contact with (Scheiding C, 2019). This type of structure is relatively simple so that it ensures easy repetition, which is the key to make these rhymes enjoyable.

- ***Musicality***

Linked to the musicality is the metrical pattern, which indicates the rhythm of speech and length of syllables in stress-timed languages such as English or German (the main rhythm is defined by the stressed syllables) or syllable-time languages such as Spanish or French (the rhythm is more uniform since the syllables last approximately the same amount of time). Musicality plays an important role because it is naturally linked with the rhythm, as there is an innate musicality in speech, that leads to a preference towards the rhythm necessary for memorization. (Scheiding C, 2019). Based on the aforementioned, the author explains that musicality is intrinsically connected to the rhythm of rhymes, this not only helps structure speech but also facilitates memorization.

- ***Repetition***

This other aspect of orality is also a key part that make rhymes memorable. As it is explained by Scheiding, when information is structured through the use of rhyme, repetition and accumulation, knowledge can be anticipated. Listeners can remember more easily the overall message of the poem by repeating specific elements like rhythmical lines, sentence structures or situations. Besides helping the memory, repetition also fosters a sense of familiarity. Nursery rhymes are designed to evoke feelings of safety, comfort and playfulness. This is different with other poetry for children that try to surprise or present new and creative ideas.

Besides, thanks to this element, nursery rhymes support literacy development by facilitating vocabulary learning as well as using the rhymes to predict patterns, which enhances motivation. Consequently, these rhymes have become a powerful educational tool that not only entertains but helps to develop crucial language and literacy skills in children (Scheiding C, 2019).

- ***Formulaicity***

Furthermore, nursery rhymes are an example of formulaic language. This language is understood as multi-word combinations that are memorized as a whole instead of being invented every time they are spoken (Kcskes, 2006). In other words, they are pre-learned phrases that are drawn from memory. According to the author, some examples of formulaic language are collocations, fixed expressions, lexical metaphors, idioms and situation-bound utterances. Taking this into consideration, Scheiding (2019) explains that the nursery rhymes are basically a type of memorized sequence that can be learned as a whole, however when it comes to didactic purposes, teachers usually break them into parts to teach about literacy elements like phonics and vocabulary.

Moreover, these rhymes are strongly connected to the culture of the community that uses them since they reflect the values and identity as well as the traditions of the place. This means that it arouses a certain linguistic behaviour, especially in children, which creates a connection between the language and interaction, for instance singing together, clapping or repeating phrases. This demonstrates how individuals within a community convey rhythm, tone or repetition.

- ***Language as play***

Nursery rhymes are involved in a process where they are meant to be performed rather than just read. The author uses the word “experience” to explain that the key part for the effectiveness of nursery rhymes is the oral performance, this means that they should be shared out loud. Generally, the books that illustrate nursery rhymes do it perfectly, yet they do not capture the essence of the melody, rhythm or emotional tone. On the other hand, due to didactic purposes, publications and documents lead to a decrease in the traditional use of nursery rhymes, so they became less about playing, having fun or enhancing communal bonding, and more about being studied for education (Scheiding C, 2019).

#### **1.6.4. Nursery Rhymes as a Teaching Technique**

Due to the different elements in nursery rhymes, they provide much more than just entertainment purposes. In the first place, they have been used to enhance early reading skills in young children. However, they are not only addressed to a specific group of students or a certain skill. In fact, learners of any age can take advantage of nursery rhymes to develop or improve English, pronunciation, wordplay, vocabulary and more (Sayakhan & Bradley, 2019). They can be used for all grades in education background in formal or informal institutions (Damayanti et al., 2023). Either for young or older

children, nursery rhymes can be considered in the teaching process to provide benefits in the language.

Likewise, Ahire (2021) states that music is, in most cases, the key factor to improve the environment in a classroom, so it becomes more dynamic. On the other hand, the author mentions that music is also considered an intelligence, based on the multiple intelligences theory proposed by Howard Gardner in 1983, suggesting that this also supports the use of music for pedagogical purposes. In such way, musicality plays a role as part of the nursery rhymes elements which implies that they can be effective in dealing with specific classroom situations as well.

#### **1.6.5. Nursery Rhymes to learn Vocabulary**

The role of nursery rhymes in improving English vocabulary is remarkable among young learners. The application of nursery rhymes and everything that is involved make it a multifaceted process that goes beyond simply singing along, it involves a whole cognitive process. As explained by Karote Rajan and Saadat (2024), in first place, the act of singing requires children to process the sounds, understand the meanings and produce them with correct pronunciation, that means that learning nursery rhymes fosters concentration. Also, these rhymes contribute to improve the memory skills because the basic rhythm pattern makes it an excellent memory exercise.

Moreover, some nursery rhymes have an advanced English vocabulary that is not common in conversations from every day. This encourage learners to expose themselves to new and complex words and meanings without omitting the importance of working on correct pronunciation (Karote Rajan & Saadat, 2024). On top of that, the role of teachers is crucial in order to maximize the impact of nursery rhymes by providing material and encouraging active participation (Fitria, 2023). Thus, learners can take advantage of their use and expand their lexical knowledge of the language.

#### **1.6.6. Practical Applications**

According to several papers, the effectiveness of nursery rhymes is followed by some conditions that ensure their correct use as part of the lesson plan. These requirements can be understood as stages or steps to follow for ensuring the correct application of the nursery rhymes in the classroom that are detailed below:

- ***Choose the right material***

To begin with, the choice of the appropriate material is essential for using this technique, this includes creating, adapting or selecting according to the age, relevance and needs of the learners. The selection of the nursery rhymes should be considered based on their suitable level of language employed, how relevant they will be for the creation of activities using the rhyme and how helpful they are for the target language learning regarding vocabulary or other skills (Fitria, 2023). The teaching material is the most important part because it enables the success of the learning process.

- ***Present the rhyme***

Once the appropriate rhymes have been selected, the teacher should be willing to present the rhyme to students, either by reading aloud or writing it. A very good starting point is listening to the nursery rhyme, so that students follow up with the teacher's voice and learn how to use the structure and intonations of the words in English (Sayakhan & Bradley, 2019). The rhyme can be presented in written form, but there are other tools that can be used such as videos or songs.

For instance, Sayakhan and Bradley (2019) suggests pocket charts as a fun activity to play with the language of the nursery rhyme, it consists of writing the nursery rhyme on paper strips, students put their strips in the right lines and practice reading them in the correct order. Once they get familiar with the rhyme, the teacher reorganizes the order, and students have to remember and replace the lines of the rhyme correctly. There are a lot of ways to expose students to new words and phrases and practice pronunciation.

- ***Repeat and model the rhyme***

One key aspect of nursery rhymes is that they should be performed to create interaction between the individuals. In first place, repeating is the point of a nursery rhyme, through repetition, students are able to get familiar with the language that is used, imitating pronunciation and remembering the words that are within the rhyme (Aprilia et al., 2019). Furthermore, the rhyme is not meant to work as something mechanic, but with the process of repeating, reciting and practicing, the emotions, experiences and thoughts of students are activated (Damayanti et al., 2023). This happens when imitating and repeating at the same time, students create a process of association between the words and gestures or movements which influences their memorization and vocabulary learning.

In this stage, while reciting, the process that also comes into play is the analysis of the rhyme to observe the flow of the language, the stress points, how it can be used for expressivity and even to discover literacy devices (May, 2020). This is relevant for the study of vocabulary because through the analysis of language students can practice intonation and stress, identify meaning by context, content words and their function or even the elements present in the nursery rhymes such as alliteration, imagery, metaphors, similes or others.

- ***Design activities***

After presenting and becoming familiar with the nursery rhyme, the teacher must build activities around it. The activities can be focused on working individually or in groups and they should help students to gradually change their role from passive to active in the classroom (Ahire, 2021). Besides, the teacher creates assignments considering the components of the language, particularly for vocabulary development, taking into account aspects of vocabulary such as form, meaning, use and the cognitive and linguistic level of students.

For instance, Aprilia et al. (2019) indicate how an activity can be developed by using the rhyme Old Mc Donald song, the title shows that the topic will be animals. In

addition to singing the song and imitating animal voices, students were asked to mention other animal names and complete questions by using different techniques like filling in the blanks or composing a random word related to the topic. Moreover, Damayanti et al. (2023) recommend using nursery rhymes along with digital media and visuals to connect information from the verbal stimuli and non-verbal stimuli, which is known as the dual-coding theory for a better recall and comprehension of vocabulary.

#### **1.6.7. Impact of Nursery Rhymes in Young English Learners**

Nursery rhymes are a great source of physical, social and cognitive benefits for young EFL learners. Among the benefits that they provide, Fitria (2023) adds the foster of a playful learning environment, interdisciplinary learning opportunities and empowerment of teacher to be creative and constructive. For young EFL learners, studying a language requires some factors to consider. Prayatni (2019) states that curiosity and enthusiasm are present in the way they learn a language, for this reason, a positive and fun learning environment is needed to encourage their participation so that the learning of vocabulary and pronunciation comes naturally. In this way, nursery rhymes become an alternative and effective instrument in language learning English skills and subskills.

Similarly, play is another factor that works effectively when teaching young EFL learners since it allows them to be active participants in their process as well as enhancing skills like communicating and collaborating with others encouraging critical thinking and improving creativity (May, 2020). Therefore, with the use of nursery rhymes and considering the elements related to interaction, learners are allowed to perform and sing aloud which contributes to what several authors have recognized about nursery rhymes, that they help in the increasement of motivation to learn and being engaged in class.

Finally, learning with nursery rhymes brings further benefits even for cognitive skills. Firstly, the process of repeating a nursery rhyme involves the ability to concentrate on a task and enhancing memory skills. But not just that, thanks to the stories and imaginative scenarios that are conveyed through them, children are allowed to develop different concepts such as time, cause and effect and logical order of events which helps to increase problem-solving skill and creative thinking (Karote Rajan & Saadat, 2024).

## **CHAPTER II: METHODOLOGY**

This section describes the approaches, methods, techniques, and instruments that were applied during the research. A good methodology helps to increase readers' trust in the findings as well as to check if the research is accurate and reliable (Chris, 2021). The methodology considered in this chapter is a mixed approach, deductive method and the survey and interview as instruments to collect information about the variables

### **2.1. Research Approach and Type of Research**

The research approach is referred as the procedure to examine and explain a study and its findings, which could be based on the use of numbers, a description style or a mixture of both (Taherdoost, 2022b). The research approach followed in this work was the mixed approach which combines the quantitative and qualitative research. The objective of a mixed approach is providing a more complete understanding of a research by combining the two approaches rather than the approach alone (Creswell, 2014). In this way, the potential of mixed methods was meant to help in the validity and reliability of this study.

As mentioned before, the quantitative and qualitative approaches play a role in the application of a mixed method. On one side, the quantitative research involves the collection and analysis of numerical data to find tendencies or common preferences to understand a phenomenon, following an objective and logical perspective. It emphasizes numerical and statistical data that is presented in non-textual forms like tables, figures or others, collected through the use of tools like questionnaires (Ghanad, 2023).

On the other hand, the qualitative research is focused on finding insights to provide detailed description of phenomena focusing on feelings, ideas or experiences. This is usually done in narrative form. Unlike quantitative method, qualitative method is not statistical and follows either a semi-structural or unstructured focus. The aim is to find different perspectives, patterns, or describe and explain relationships, individual experiences and group norms to provide an answer to the why (Ugwu & Val, 2023).

Furthermore, this research is focused on explaining the current situation of young learners and vocabulary techniques. That said, according to the approaches that this research followed, the type of an appropriate research was the descriptive research. The aim of this type of research is to describe a specific population, situation and phenomenon focusing on explaining how, when and where something happens before explaining why it happens (Ghanad, 2023). The main aspect that characterizes it is the fact that this type of research does not manipulate any of the variables but collect data that adjusts to the reality when it occurs. For this reason, the descriptive research relies on different methods to collect data from its natural context like survey and interviews (Manjunatha. N, 2021).



## **2.2. Research Method**

As for the methods, this research followed a deductive method. “Deductive reasoning is a logical approach where you progress from general ideas to specific conclusions. It’s often contrasted with inductive reasoning, where you start with specific observations and form general conclusions” (Streefkerk, 2023). Furthermore, this method draws to conclusions from primary assumptions or from truth established by other methods (Chand, 2015). That said, the deductive method suggests the existent knowledge of techniques related to vocabulary teaching that later on were meant to be analyzed based on its usefulness in a specific educational context.

## **2.3. Research Techniques and Instruments**

Research techniques and instruments are the tools employed to gather the necessary information from sample subjects. Research techniques refer to the procedures used to carry out research activities. Techniques vary in terms like complexity, interpretation, design and administration since they are suitable for certain type of information (Pandey & Pandey, 2015). Moreover, the instruments were aligned with the methods and approaches used in this research. Reliable instruments are important to accumulate evidence to validate research hypotheses (Ali Khan et al., 2023). That said, this research applied a survey and interview to know about students and teachers’ perspectives of nursery rhymes as an academic technique to improve vocabulary.

### **2.3.1. Survey**

According to Teachers College Columbia University (2021) a survey involves measurement procedures that implicate asking questions of respondents. This method is aimed to understand large populations as a whole. The survey followed a closed-ended questions design, and it was applied to seventh grade students at Presidente Velasco Ibarra school as a way to gather information regarding their perspectives of vocabulary learning and techniques used in class.

### **2.3.2. Interview**

The interview is known as a conversation to collect information. It establishes communication between the researcher and the interviewee to understand and explore respondents’ opinions and behavior in a specific subject (Taherdoost, 2022a). The interview was applied to English teachers at Presidente Velasco Ibarra school with the purpose of gathering information about their thoughts of the difficulties of students and techniques used in class regarding vocabulary learning. It was carried out through a semi-structured interview with open-ended questions.

## **2.4. Research Questions**

- Why is vocabulary learning important in EFL education?
- How do nursery rhymes support vocabulary learn in young learners?

- What elements in nursery rhymes will help with the improvement of vocabulary in seventh grade students?

## 2.5. Population and Sample

The methodology carried out in this research considered students and English teachers from Presidente Velasco Ibarra school. The school is located in Ibarra, Chica Narváez 2-20 and Jose Mejía Lequerica streets. It offers initial and basic education with academic periods in the morning and afternoon. Moreover, the community consists of around 1567 students and 68 teachers (Escuelas Ecuador, 2022).

The population of this study was 135 students from seventh grade and 3 English teachers who oversee basic education grades in the morning. The target population is aged between 11-12 years old and is distributed in four classrooms. Parallel A and D consist of 33 students, while parallel B has 35 and parallel C has 34. Because of the large population, this research considered as necessary to take a sample. The following formula was used:

**Figure 2**

*Sample calculation formula*

$n = \frac{N \cdot Z^2 \cdot p \cdot q}{(N-1) \cdot e^2 + Z^2 \cdot p \cdot q}$ $n = \frac{135 \cdot (1,96)^2 \cdot 0,5 \cdot 0,5}{(135-1) \cdot (0,05)^2 + (1,96)^2 \cdot 0,5 \cdot 0,5}$ $n = \frac{135 \cdot 3,84 \cdot 0,25}{134 \cdot 0,0025 + 3,84 \cdot 0,25}$ $n = \frac{129,6}{1,295}$ $n \approx 100$	<table border="1"> <tr> <td>N=Population</td> <td>135</td> </tr> <tr> <td>Z=Confidence level</td> <td>1,96 (95%)</td> </tr> <tr> <td>e=Margin of error</td> <td>0,05 (5%)</td> </tr> <tr> <td>p=Probability of success</td> <td>0,5</td> </tr> <tr> <td>q=Probability of failure</td> <td>0,5</td> </tr> <tr> <td>n=sample</td> <td></td> </tr> </table>	N=Population	135	Z=Confidence level	1,96 (95%)	e=Margin of error	0,05 (5%)	p=Probability of success	0,5	q=Probability of failure	0,5	n=sample	
N=Population	135												
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e=Margin of error	0,05 (5%)												
p=Probability of success	0,5												
q=Probability of failure	0,5												
n=sample													

Source: Own elaboration

## 2.6. Procedure and Data Analysis

The data collection of this project was conducted in the institution through the selected instruments previously validated and with the consent forms of the authorities. The survey, which includes eight close-ended questions, was applied to 100 students taking into account the sample calculation. They were chosen randomly from each classroom. On the other hand, the interview, that consists of eight open-ended questions was made to 3 English teachers whose responses were recorded to guarantee reliable data. Finally, the quantitative data was tabulated and shown on pie charts to analyse results, and the qualitative data were described to demonstrate subjective points of view.

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

This chapter presents the analysis of data previously gathered from the two instruments: an interview for teachers and a survey for students at Presidente Velasco Ibarra school. The teachers' interviews were conducted to explore their views and experiences about vocabulary teaching. Additionally, the students' survey was assessed to gain insight into their experiences and preferences towards their vocabulary learning environment.

### **3.1. Teacher's Interviews**

**Question 1: In your experience, how difficult do you think it is for students to learn English vocabulary? Why?**

- **Teacher A**

Vocabulary can be difficult for students for several reasons. Firstly, it is extensive, there are a lot of words that have similar meanings. Also, students are not familiar with the language because there are a lot of idiomatic expressions that are difficult to understand, and they translate them literally.

- **Teacher B**

It is very difficult because it is extensive, and it can be difficult to remember a lot of words. Also, students get confused with the words and their meaning.

- **Teacher C**

It is difficult for students because generally they see vocabulary in a context, and it makes it difficult to understand the content. So, it depends on the content; when it is through a text, it is easier.

### **Analysis**

The data revealed that English vocabulary is challenging for students. Several factors that contribute to this were identified, including the amount of words, the confusion that arises due to similar meanings of words and the misunderstanding of idiomatic expressions. Besides, teachers pointed out that vocabulary can be harder to learn when it is not presented in context, so texts can facilitate the comprehension of meanings. This indicates that teaching vocabulary in context can be a better way to help students understand better. In fact, Li (2022) explains that when guessing the meaning of words from context students are thinking actively so it is more likely for them to remember and the learning becomes meaningful.

**Question 2: How does vocabulary knowledge contribute to the English language learning process?**

- **Teacher A**

It contributes to the understanding and effective communication of English language. It helps to understand texts, conversations and speeches. It allows a better comprehension of phrases and words, and it helps to improve linguistic abilities. It improves writing, reading abilities and confidence at speaking.

- **Teacher B**

Vocabulary is very important because it is the basis of the language, it helps to understand and communicate properly.

- **Teacher C**

It contributes a lot because if students know vocabulary they can understand and interpret a message in a specific context, for example, paragraphs in specific texts.

**Analysis**

This question was focused on the importance of vocabulary to develop English proficiency. It was agreed that vocabulary has a fundamental role as the basis of language learning process. Teacher A connected vocabulary knowledge to the four language skills and emphasized its impact on students' confidence. Educator B emphasized its crucial role in facilitating effective communication and Educator C highlighted how vocabulary helps students in understanding messages in a context. These insights reinforce the idea that acquiring vocabulary is essential for comprehension, effective language use, and communication. As Guevara-Betancourt & Flores Albuja (2020) pointed out, vocabulary is a crucial factor affecting oral fluency and it has an important role in helping learners express their thoughts effectively.

**Question 3: From the following list of activities (there is a list), explain: which ones have you used during class to help your students remember English vocabulary?**

- **Teacher A**

I have used all of the activities from the list because to develop students' abilities and increase their motivation in the language is important to use different techniques. One of the techniques I suggest is to practice reading regularly, starting from short texts. Other techniques I have used as well are games, contests, doing crosswords, watching videos, mimics, tic tack toe, etc.

- **Teacher B**

Among the activities from the list I have used are flashcards, looking for the definition of words and creating examples with them. Also, I like to use TPRS which is a methodology that involves reading and storytelling to teach vocabulary.

- **Teacher C**

The activities from the list that I have used are flashcards, looking for the definition of words, making sentences and comparisons.

### **Analysis**

This question aimed to gather information about the activities that teachers do in class to reinforce vocabulary in students. The information indicated that teachers apply and recommend a variety of strategies in their classrooms. Among the activities mentioned, it was included the use of flashcards, creating examples with the words, looking for definitions and visual and contextual learning techniques. On the other hand, teacher A mentioned using other activities like games that involve physical activity and teacher C added the TPRS approach. This highlights the importance of using different techniques to increase students' motivation and boost vocabulary retention. According to Aprilia et al. (2019) using innovative teaching materials can improve students' abilities in English language because it acts like a benchmark for the success of the learning process.

**Question 4: Have you heard about the term “nursery rhymes”? Here are some examples (there is a list). Which ones are you familiar with?**

- **Teacher A**

Yes, I have heard the term, and I know the first two: Twinkle Twinkle Little Star and The Wheels on the Bus. They are popular child's songs in English.

- **Teacher B**

Yes, I have heard the term, they are traditional songs for children. I am familiar with Twinkle, Twinkle Little Star, The Wheels on the Bus and Five Little Monkeys which I have used to teach numbers.

- **Teacher C**

Yes, I have heard about the term and from the list, I have listened to the Wheels on the Bus.

### **Analysis**

This question was aimed to demonstrate the familiarity of nursery rhymes for English teaching. The teachers explained that they were familiar with the concept of nursery rhymes, and they could recognize some of the names from the list showed.

Besides, teacher B mentioned to have used one of the rhymes during class to teach vocabulary. Although some of the popular nursery rhymes were not recognized, they have used some of them in class and this suggests that if they are spread among teachers, they can become more popular and benefit students.

**Question 5: Have you had the opportunity to use nursery rhymes in class? If so, how was your experience?**

- **Teacher A**

Yes, I have applied some of them in warm-ups, especially with basic education students at the beginning of the year or whenever I have two consecutive class periods. What I could witness is the happiness that they feel when singing and doing corporal movements. I think these activities help kids to activate their memory, attention, coordination and to develop language.

- **Teacher B**

Yes, I have had the opportunity, and it went really well because it motivated students and created a good environment. Also, it makes it easier for them to remember the vocabulary that we were reviewing in the class.

- **Teacher C**

Yes, I have had the opportunity, and it is very good because it helps to improve pronunciation, to remember and learn more vocabulary through singing.

### **Analysis**

The purpose of this question was to know if teachers have used nursery rhymes in class and how was their experience. Based on the data above, all of the teachers described their experience as positive. The principal thing that they noticed was that nursery rhymes increased motivation in students when they sing along and move their body. Besides, because of the rhythm and musicality, it was easier for students to remember the vocabulary learned. As Molina et al. (2018) mention in their study, music and language are strongly related and this is why music contributes to the development of the abilities when learning a language.

**Question 6: What do you think about using nursery rhymes in vocabulary learning?**

- **Teacher A**

I think they are effective techniques that contribute with benefits to the learning process. They contribute to language development, they create a confidence environment, students interact with the context, they improve the cognitive aspect. The repetition benefits the brain, and it teaches how language works.

- **Teacher B**

I think it is a very good resource for helping students remember vocabulary as long as they are appropriate for the age and level of the students. Also, it should be complemented with other activities, and it must be used continuously not just for one moment.

- **Teacher C**

They are a useful tool for the teaching-learning process of vocabulary. It improves memory, concentration, and thinking abilities, it also helps to train the ear.

### **Analysis**

According to the interviews, all of the teachers agreed that nursery rhymes are effective for vocabulary learning. They emphasize the benefits specially to cognitive aspects like concentration, and memory, but also to other aspects like listening skills. Karote Rajan & Saadat (2024) explain that even young learners benefit from rhymes the most thanks to the cognitive process that it requires and its contribution to develop social skills. Moreover, teacher C highlighted the importance of selecting appropriate content and a longer use.

**Question 7: If you had a guide of activities based on nursery rhymes to reinforce vocabulary, what factors do you think it should have to make it useful in your classroom context?**

- **Teacher A**

It should be designed considering the internal and external aspects. The internal aspects are the student's motivation, self-esteem, personal interests to connect with the content and learn in a meaningful way, and that the rhymes have varied rhythms using many resources on the internet like artificial intelligence. The external factors it must consider are for example objectives, methodology, resources and materials, evaluation, school context and attitude of the teacher.

- **Teacher B**

The activities should be made according to the age and level of the students, and they should be easy to use anytime and in more than one occasion.

- **Teacher C**

It should be possible to use audiovisual resources, to adapt the space and the rhymes should be oriented to sing and listen.

### **Analysis**

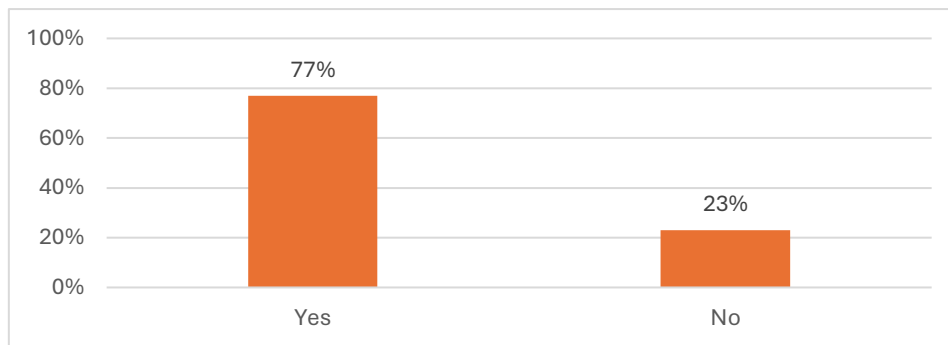
This question aimed to explore teachers' insights into the components of a useful guide based on nursery rhymes. Some of the mentioned aspects were that the content

should motivate and be connected with students' interests. It should be considered the age and level of students to develop the activities and make sure that they can be used alongside the school years. This information suggest that a guide should be flexible and engaging considering the needs and context of the classroom.

### 3.2. Students' Survey Results

**Figure 3**

*Liking English*

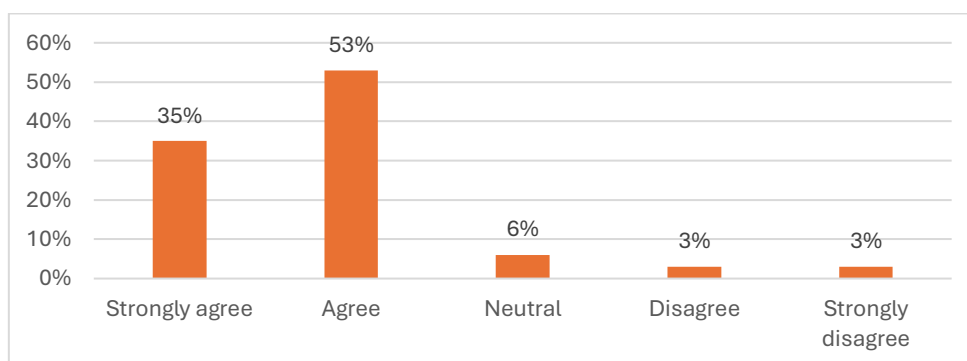


Source: Own elaboration

The graph above provides information about whether students like or not to learn English. According to the results, 77% of the students answered that they like to learn English, while 23% indicated the opposite. This information reflects that most of students present a positive attitude towards learning English. It may be inferred that their perceptions are influenced by several factors, like motivation, experiences and interests. In fact, Giantari et al. (2023) mention that the principal factor affecting students is psychological because learning a foreign language is certainly difficult. Still, it can be said that most of students have an interest towards learning English and that their experiences have been favourable, however the small group should not be forgotten, and motivational strategies are needed to spread the interest among them.

**Figure 4**

*Importance of English vocabulary in language comprehension*



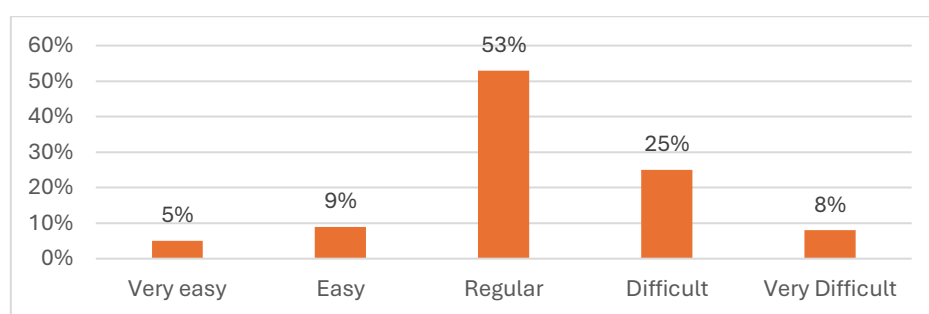
Source: Own elaboration



Figure 4 shows whether students agree or not on the importance of vocabulary in language comprehension. The data revealed that most of the population agrees with the statement since 53% selected “Agree” and 35% selected “Strongly agree”. This indicates that students agree in a different level of intensity. On the other hand, only 6% of the population expressed neutrality, 3% disagreed and another 3% strongly disagreed. Overall, even though the level of intensity is different, it can be said that students recognize the key role of vocabulary in language comprehension. As it is explained by Dauletova & Rahimova (2022) vocabulary is a crucial part of language learning, if students want to reach a higher level, teacher and students have to dedicate a significant time to improve it.

**Figure 5**

*Complexity of English vocabulary*

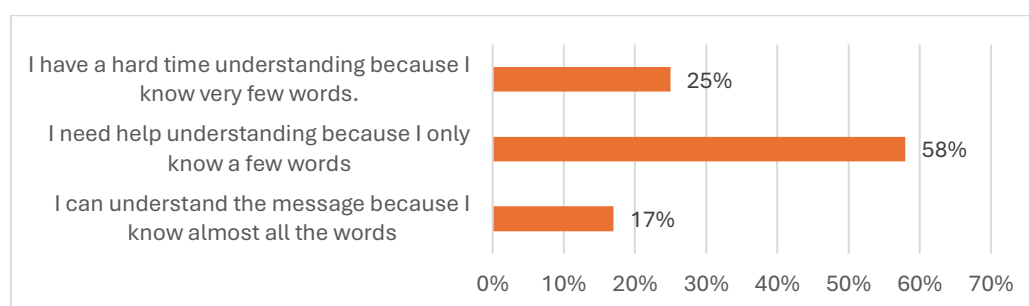


Source: Own elaboration

Figure 5 illustrates the level of complexity of English vocabulary among seventh grade students. According to the information, the highest percentage corresponds to the option “Regular” with 53% of the population who consider that vocabulary is not really complicated. Following that, 25% think that vocabulary is difficult and 8% think that it is very difficult. Sometimes, students see learning vocabulary as boring and that is why the methods, techniques and approaches have a big role in changing that mentality (Elmahdi & Hezam, 2020). On the other hand, 9% of students believe that vocabulary is easy and 5% believes it is effortless. These results reflect that for most students, vocabulary represents a moderate challenge, but it is still easy to handle.

**Figure 6**

*Confidence of vocabulary knowledge when reading or listening*

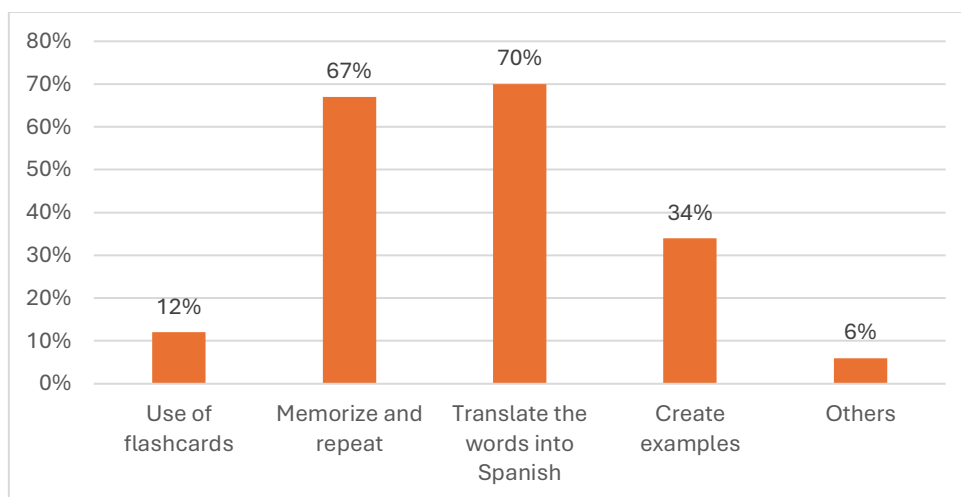


Source: Own elaboration

The graph above presents an overview of the degree of confidence of students towards their vocabulary knowledge with receptive skills (reading and listening). The information shows that 58% of the participants need help understanding the message because they only know a few words. The 25% finds very challenging to understand because they understand very few words. Finally, only the 17% thinks they are able to understand the message without difficulty. Expanding vocabulary is the first step towards improving not only receptive but also productive skills (Hasan, 2024). This shows that vocabulary is a critical area that influences comprehension, and that most of the students need additional support.

**Figure 7**

*Activities for vocabulary in class*

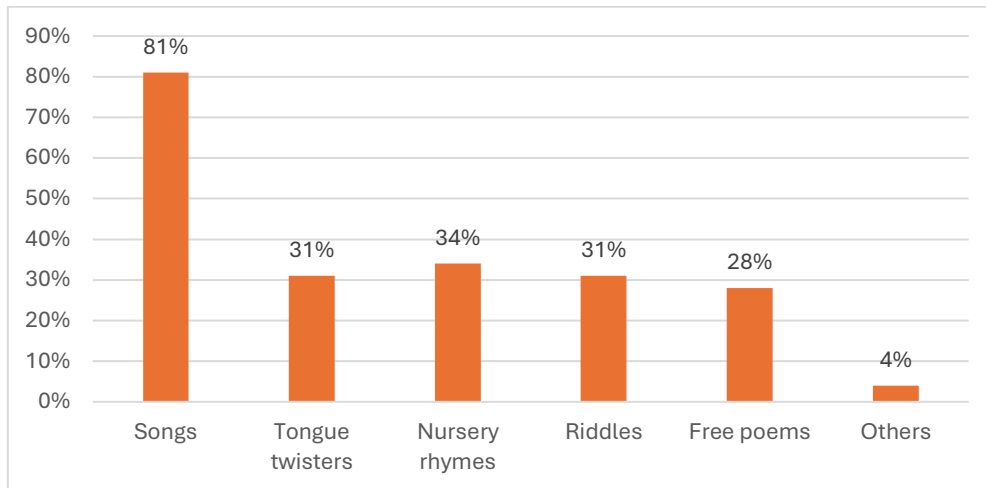


Source: Own elaboration

This chart provides information about students' perceptions over English classes and what activities they commonly do to remember vocabulary. The data showed that the most common activities the teacher does in class are translating the words into Spanish to remember them with the 70% and repeating the words to memorize them with the 67%. Following that, another activity is creating examples with the 34%, while the least used activity was the use of flashcards with a 12%. On the other hand, 6% of the participants mentioned other strategies like singing, playing games and watching videos. Overall, the information shows that the main techniques teachers use in classes are focused on repetition and translation. According to Elmahdi & Hezam (2020) translation can be one cause for low motivation and interest in students, however it is not bad since it can be used to check students comprehension or correct mistakes, moreover they emphasize the importance of using visual aids to create memorable activities.

**Figure 8**

*Preferences on resources to learn vocabulary*

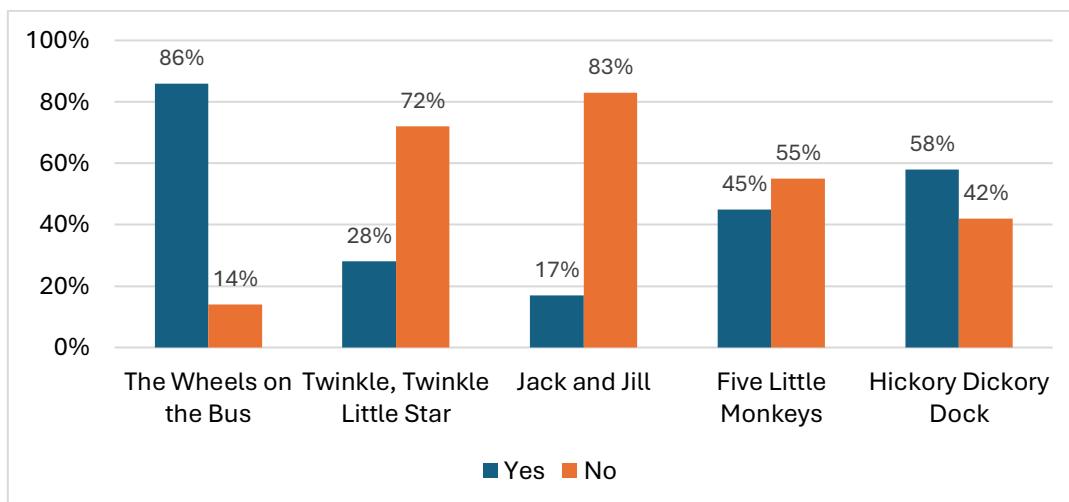


Source: Own elaboration

Figure 8 displays information about the preferences of students towards resources to learn vocabulary. According to the results, there is a clear preference for using songs because it represents 81% of the population. Following that, nursery rhymes is the next with 34% which indicates that the resources that involve musical components have a high degree of acceptance among students. Furthermore, as it was demonstrated in the study of Molina et al. (2018), the habit of listening to music has a high impact in the level of proficiency of a foreign language. The 31% corresponds to tongue twisters and riddles and the 28% to free poems. Moreover, 4% of students mentioned other resources like games and videos.

**Figure 9**

*Students' knowledge on common Nursery Rhymes*

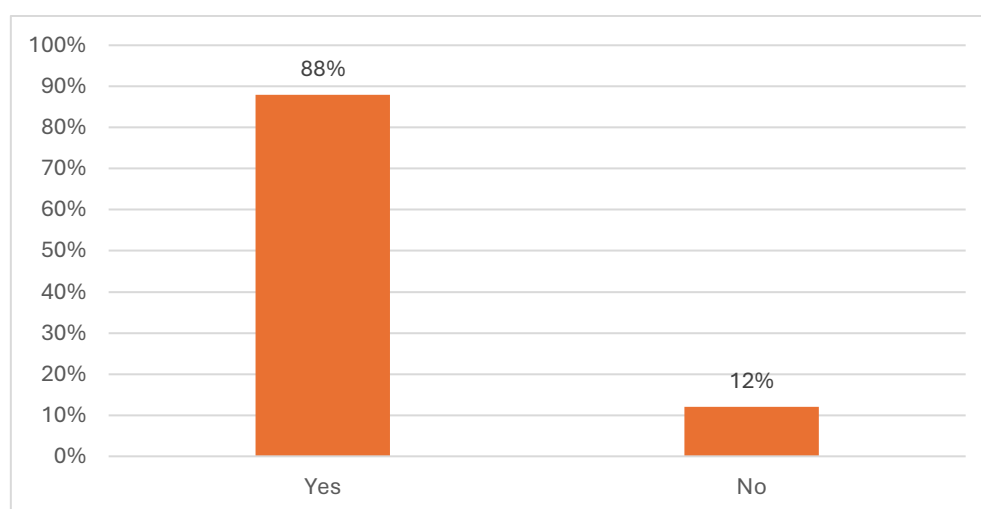


Source: Own elaboration

The graph above shows what students know about nursery rhymes and if they can recognize some of the most popular ones. The nursery rhymes best known by students were “The Wheels on the Bus” with an 86% and “Hickory Dickory Dock” with the 58%. The least known were “Twinkle Twinkle Little Star” with 72% of population who has never heard it as well as “Jack and Jill” with 83% of the population. Moreover, the rhyme “Five Little Monkeys” is slightly unknown with 55% negative responses. Based on the results it can be inferred that students are familiarized with some of the popular nursery rhymes, this is an advantage because if they know the rhymes, the focus can change to improve the lexical abilities.

**Figure 10**

*Level of agreement to include Nursery Rhymes in classroom activities*



Source: Own elaboration

Figure 10 illustrates the level of agreement of students towards the use of nursery rhymes in activities focused on reinforce vocabulary. The information indicates that 88% of students expressed that they would like to learn new vocabulary through activities that include nursery rhymes while the 12% indicated the opposite. However, it can be inferred that there is a high level of interest and motivation for this type of learning resource, so it means it would be positively accepted by them.

### 3.3. Discussion

The interview and survey results indicated what key points occur in the vocabulary learning process of seventh grade students at Presidente Velasco Ibarra School. Considering the role of vocabulary in language learning and the techniques that are considered effective to facilitate the process. Additionally, the findings demonstrated key information about the challenges that students face when learning vocabulary and the benefits of using nursery rhymes to address them.

There are several studies that affirm the role of vocabulary in the language learning process. For instance, it is explained that the most vocabulary someone knows, the easier it will be for them to improve the other language skills as it is the foundation of skills in a language (Dauletova & Rahimova, 2022). In this sense, it was evidenced that teachers and students in this research recognized the importance of vocabulary mentioning that it is the basis of everything making an emphasis on communication.

Since vocabulary is a fundamental part of a language, teachers recognized that it can be challenging for students as well, due to aspects like length, similarities in meanings and idiomatic expressions. Although students did not admit finding vocabulary difficult, they noticed that they need support to understand a message when reading and listening in English. Therefore, while students mentioned translation and memorization as common strategies used during class, teachers explained using more innovative and less traditional activities focusing on vocabulary, which created a disagreement on both perspectives.

Due to the challenges that learning a language can present, teachers declared that it is important to use different strategies and create a variety of activities to increase motivation and engagement in students. Likewise, students showed their preference towards using songs to learn vocabulary. Traditional songs for children known as nursery rhymes, have been considered as beneficial in language learning. According to Aprilia et al. (2019) the principal aspects that make them so engaging are the rhythm and musicality that it poses which make them easy to listen and follow. As for the nursery rhymes, teachers agreed on thinking that it is an effective option to teach vocabulary. They have evidenced an increasing motivation in the learning environment and a contribution to cognitive aspects related with the memory.

In conclusion, the findings in both, interview and survey suggested that vocabulary is crucial to develop language proficiency. Moreover, it presents challenges that should be addressed through the use of different teaching techniques, nursery rhymes being one of them. Finally, teachers and students expressed their positive attitude towards the use of nursery rhymes, increasing the possibility that nursery rhymes could help students improve vocabulary knowledge.

## **CHAPTER IV: ACADEMIC PROPOSAL**

### **Title**

Rhyme and Remember: A Teacher's Resource Pack focused on Vocabulary

### **4.1. Rationale**

Vocabulary is an essential part in English language learning. It is the base for the development of other skills. However, most of the time it is challenging for students to learn and for teachers to teach. As vocabulary involves complex aspects, it requires students to put effort in learning it. For instance the length and the use are the principal aspects that influence in their attitude towards it (Kaphle, 2024). On the other hand, teachers are usually attached to using the same techniques which hardly increase students' motivation and interest. For this reason, the use of nursery rhymes arises with the purpose of suggesting new techniques to teach vocabulary taking advantage of the powerful elements that facilitate its learning.

Nursery rhymes are commonly known as traditional songs for children. The principal reason why they are used in language learning is because they are simple and repetitive which make them easy to remember. Also, the rhythm is catching for students, and it helps to create a positive environment that brings several benefits. For young learners, singing and moving increase their enthusiasm towards learning contributing to a positive attitude and encouraging participation (Centeno-salo, 2023). Furthermore, using nursery rhymes also benefits their cognitive abilities related with the memory which is why they are a great option to be used in the classroom.

Based on the aforementioned, the present academic proposal was designed with activities for teachers focused on improving vocabulary. The activities were developed following the elements of nursery rhymes and focusing on strategies for young learners. The rhymes and activities were selected and adapted according to students' age and level. Furthermore, the topics were selected according to the contents presented by the Ministry of Education for seventh grade students. With the use of nursery rhymes, this proposal seeks to provide teachers a variety of resources and materials ready to use in the classroom with the purpose of enhancing vocabulary learning for young EFL learners.

### **4.2. Theoretical Foundations**

The design of this proposal was grounded principally to several theoretical principles that support the use of nursery rhymes to improve vocabulary in young EFL learners. Vocabulary is a challenging skill to develop. According to Elmahdi & Hezam (2020) by creating a connection between words and sounds, images, or actions, vocabulary learning is more effective. These aspects are integrated into nursery rhymes, and the activities were designed including strategies like Total Physical Response (TPR) and repetition. As it is explained by Frira Try Islami (2019) TPR can be combined with different media like songs, rhymes, games, storytelling, role-plays or dialogues.

Furthermore, the repetitive nature of nursery rhymes is a key factor that allows students to internalize and remember the words easily.

Similarly, several studies highlight the importance of using techniques that are specifically designed for young learners. According to Purwanti et al. (2020) young learners are motivated and engaged when the learning involves singing, playing and meaningful interaction. These strategies align with the principles of collaborative strategies, experiential and active learning, which emphasize student participation and interaction. Nursery rhymes support these needs by creating a playful and dynamic environment where students can get involved singing aloud and interacting with each other. Moreover, it benefits physical and mental skills because learning a rhyme involves a whole cognitive process that improves memory and the ability to concentrate (Karote Rajan & Saadat, 2024).

Furthermore, with the main purpose of creating a dynamic and motivating learning environment for young learners, gamification strategies were also integrated into the activities of this proposal. Gamifications include game elements like points, levels, challenges and rewards to increase student engagement (Sultan et al., 2024). On the other hand, nursery rhymes allow the creation of games thanks to their nature and structure. This combination of gamification elements with nursery rhymes provides enjoyable learning experiences for students and fosters positive and active learning.

### **4.3. Objectives**

#### **4.3.1. General Objective**

- To design a teacher resource pack based on the use of nursery rhymes for the improvement of vocabulary.

#### **4.3.2. Specific Objectives**

- To select appropriate nursery rhymes that contribute to improving vocabulary in young learners.
- To develop engaging activities using nursery rhymes focused on vocabulary reinforcement according to the strategies aligned with its elements.

### **4.4. Development**

# **RHyme AND REMEMBER**

***A TEACHER'S RESOURCE PACK  
FOCUSED ON VOCABULARY***



**By Sofía Chamorro**





# INTRODUCTION

*This resource pack is created as a practical support tool for educators working with young learners in English language classrooms. It includes*

*engaging activities that focus on vocabulary and are based on popular nursery rhymes. These short, rhythmic poems or songs are used to practice English in a fun and memorable way.*

*Nursery rhymes are effective resources in English language teaching because they incorporate elements like rhythm, repetition, and rhyme. These help students in remembering vocabulary easily. They also encourage interactive involvement through movement, singing, and storytelling.*

*The activities included in this pack are aligned with the curriculum guidelines from the Ministry of Education and*

*aim to reinforce vocabulary through thematic units. Each activity comes with instructions and materials. These activities can be adapted according to the students' level.*

*Furthermore, the lyrics for each nursery rhyme are provided along with a QR code for quick access to the related song or audio, enhancing accessibility and usability in the classroom.*

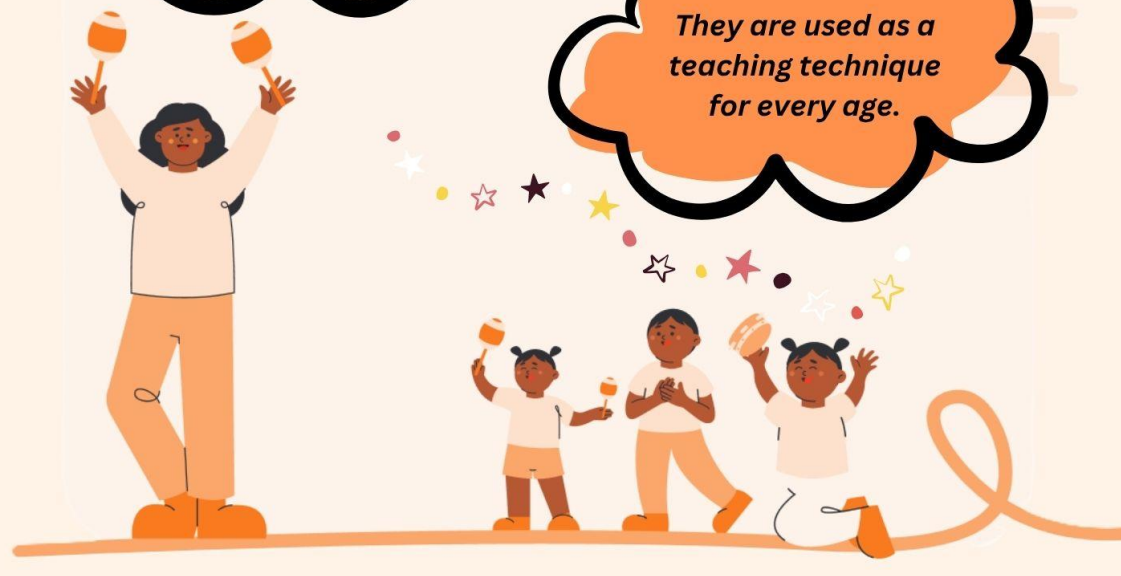
# WHAT DO YOU KNOW ABOUT NURSERY RHYMES?

*Nursery Rhymes are short songs and verses for children.*

*Originally they were used to foster cultural awareness.*

*Nowadays, they are used for more than entertaining purposes.*

*They are used as a teaching technique for every age.*



# ELEMENTS

## RHYTHM

Repeated patterns of sound or movements

## MUSICALITY

Linked with the rhythm in speech.

## REPETITION

Key aspect to make rhymes memorable

## FORMULAICITY

Pre-learned phrases memorized as a whole

## LANGUAGE AS PLAY

Meant to be performed not just read.





# STRATEGIES CONTAINED IN THE ACTIVITIES

## RHYTHMIC REPETITION

Using repeated  
patterns, movements,  
or sounds



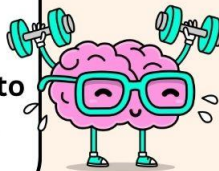
## TOTAL PHYSICAL RESPONSE

Physically respond to  
verbal commands and  
instructions



## ACTIVE LEARNING

Encourage students to  
actively construct  
their knowledge.



## COLLABORATIVE STRATEGIES

Working together on  
activities or learning  
tasks



## EXPERIENTIAL LEARNING

Learning by doing and  
reflecting on the  
experience



## GAMIFICATION STRATEGIES

Using game-design  
elements in non-game  
contexts



# CONTENTS

## UNIT 1: HISTORY AND TRANSPORTS

### History

Activity 1: Show the picture!

Activity 2: Act like Old King Cole



### Verbs and values

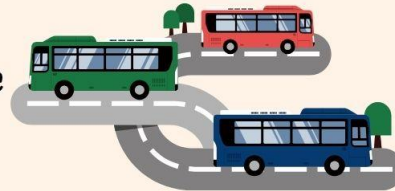
Activity 1: Rebuild the story

Activity 2: Fill in the blanks

### Transports

Activity 1: Transports Board Game

Activity 2: Train Roleplay



## UNIT 2: THE WORLD

### The Environment

Activity 1: The 3Rs Hot Seat

Activity 2: Human Charades



### The Ocean

Activity 1: Guess and Move

Activity 2: Let's go Fishing

### The Space

Activity 1: Vocabulary Puzzle Race

Activity 2: Chant Chains



# UNIT

# 1

## HISTORY, TRANSPORTS AND VALUES





# ACTIVITY 1: SHOW THE PICTURE!

## OBJECTIVE:

To explore vocabulary related with architecture materials through an activity using pictures.



**STRATEGY:**  
RHYTHMIC  
REPETITION

## KEY VOCABULARY

wood, clay, silver, gold,  
iron bars (extra: falling  
down, wash away, I have  
none)

## DESCRIPTION

1. Play the rhyme:

## LONDON BRIDGE IS FALLING DOWN

<i>London Bridge is falling down, Falling down, falling down, London Bridge is falling down, My fair lady.</i>	<i>Build it up with silver and gold, Silver and gold, silver and gold, Build it up with silver and gold, My fair lady.</i>	<i>Build it up with iron bars, Iron bars, iron bars, Build it up with iron bars, My fair lady.</i>
--	--	--

<i>Build it up with wood and clay, Wood and clay, wood and clay, Build it up with wood and clay, My fair lady.</i>	<i>Gold and silver I have none, I have none, I have none, Gold and silver I have none, My fair lady.</i>
--	--

<i>Wood and clay will wash away, Wash away, wash away, Wood and clay will wash away, My fair lady.</i>	<i>London Bridge is falling down, Falling down, falling down, London Bridge is falling down, My fair lady.</i>
--	--

*London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My fair lady.*



SCAN HERE



TOPIC: HISTORY

## ACTIVITY 1: SHOW THE PICTURE!

2. Stop every time the key vocabulary is mentioned and ask students to tell you the words. Write them on the board



3. Show the pictures to review the meaning of vocabulary.

Make gestures to the extra phrases like falling down, wash away, or I have none. Clarify with examples if needed.



4. Give each student five cards with the picture of the different materials.



5. Sing the rhyme aloud with the class, and invite students to show the cards of the correct picture while singing.



6. Repeat the rhyme in groups and then all together.



7. Ask students some questions like:

- What materials were used to build the bridge in the rhyme?
- Which of these are strong or weak materials?



### EXTRA TIP

If time allows, you can share some interesting facts about the history of London Bridge.



These flashcards are photocopiable for students



## ACTIVITY 2: SIMON SAYS

### OBJECTIVE:

To explore vocabulary about traditional objects through the use of moves and props.



### STRATEGY:

TOTAL PHYSICAL RESPONSE (TPR)

### KEY VOCABULARY

bowl, pipe, fiddle,  
fiddler (extra: king,  
merry old soul)

### DESCRIPTION

1. Write the key vocabulary on the board and explain each one by doing specific movements like:



- "King/crown" → pretend to place a crown on your head.
- "Pipe" → mime smoking a pipe.
- "Bowl" → pretend to eat from a bowl.
- "Fiddlers" → mimic playing the violin.
- "Merry soul" → big smile and hands on your heart.



TOPIC: HISTORY

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## ACTIVITY 2: SIMON SAYS

2. Sing the rhyme and encourage students to do the movements with you.



### OLD KING COLE

*Old King Cole  
Was a merry old soul,  
And a merry old soul was he;*

*Oh, there's none so rare  
As can compare  
With King Cole and his fiddlers three.*

*He called for his pipe,  
And he called for his bowl,  
And he called for his fiddlers three!*

*And every fiddler, he had a fine fiddle,  
And a very fine fiddle had he.  
"Twee tweedle dee, tweedle dee," went  
the fiddlers.*



SCAN HERE



3. Put on each students' desk the props to become King Cole



4. Say the words out loud one by one and make sure students do the right movement.



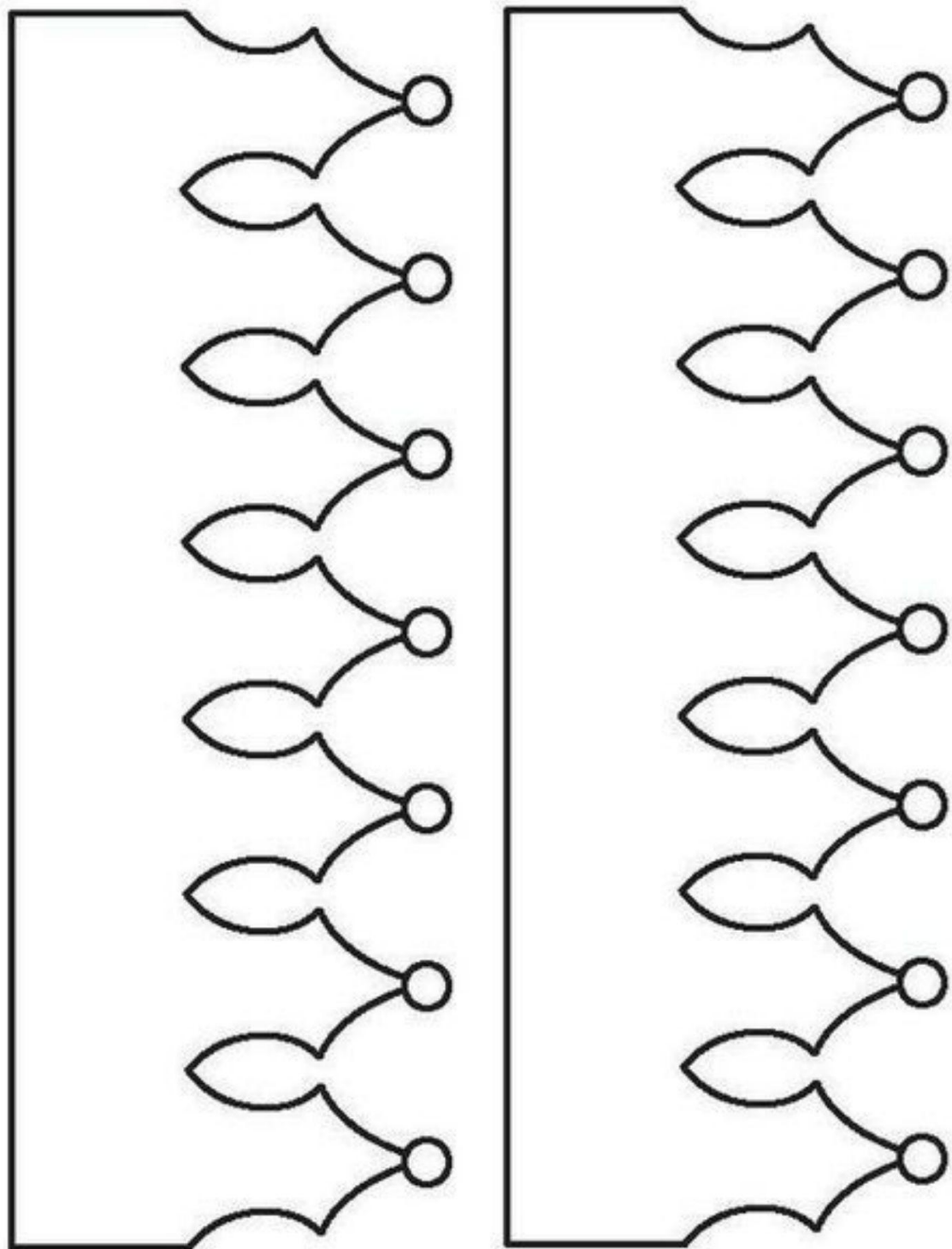
5. End by singing the rhyme again and invite students to take the corresponding object to act out the verses while chanting the rhyme



#### EXTRA TIP

Ty to use tangible objects.  
If time allows, you can discuss with students about being a king.

Photocopiable crown for students. Let them decorate on their own. ✂





## ACTIVITY 3: REBUILD THE STORY

### OBJECTIVE:

To reinforce vocabulary of actions through the use of a story.



### STRATEGY:

COLLABORATIVE STRATEGIES

### KEY VOCABULARY

went up, fetch, fell down, broke, tumbling, trot, caper, mend

### DESCRIPTION

1. Show students the movements for the key vocabulary and let students guess. Help them with examples or write it on the board.



2. Play or sing the rhyme and invite students to follow you with the movements.



## JACK AND JILL

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.

Up Jack got, and home did trot,  
As fast as he could caper,  
He went to bed to mend his head,  
With vinegar and brown paper.



SCAN HERE

TOPIC: VERBS AND VALUES

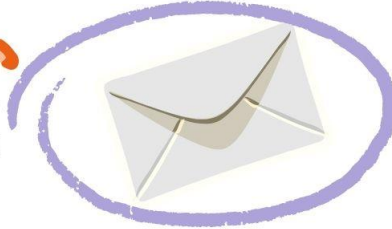
14

## ACTIVITY 3: REBUILD THE STORY

3. Divide the class into small groups of 3 or 4 students.



4. Each group receives an envelope with cut-up lines of the rhyme in random order and pictures representing each action



5. Invite students to read and discuss together to reorder the events correctly.



6. Then, they have to match the correct image to each line of the rhyme.



7. Finally, one member from each group reads their version aloud while the others show the images.



8. Discuss with students the consequences of not being careful.



### EXTRA TIP

You can set up a time limit or have groups switch envelopes to check each other.

Cut these lines and pictures, put them inside an envelope for each group.



Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown, and Jill came tumbling after.

Up Jack got, and home did trot, as fast as he could caper

He went to bed to mend his head, with vinegar and brown paper.



## ACTIVITY 4: FILL IN THE WORDS

### OBJECTIVE:

To reinforce vocabulary of actions related with values like friendship and kindness through a worksheet.



### STRATEGY:

ACTIVE  
LEARNING

### KEY VOCABULARY

fall, lift, read, cook,  
weed, hoe, help, fight

### DESCRIPTION

1. Present the lyrics of the rhyme with the pictures instead of the verbs and sing it for the students saying the verbs aloud.



### HELPING HANDS

*When I see someone fall down  
I will lift them up.*

*If they're lying on the ground  
I'll use my helping hands.*

*Helping hands helping one another.  
I'll do all I can with my helping hands*

*If my Mommy is the cook  
And the baby's crying,  
I will read to him a book  
And use my helping hands.*

*Helping hands helping one another.  
I'll do all I can with my helping  
hands.*

*If my Daddy is alone  
Working in the garden,  
I will help him weed and hoe  
With my helping hands*

*Helping hands helping one  
another.*

*Let's do all we can with our  
helping hands.*

*Hands should never hurt or fight  
Or make someone unhappy.  
Do some good and make things  
right  
With your helping hands.*

*Helping hands helping one  
another.*

*Let's do all we can with our  
helping hands.*

*Oh, let's do all we can with our  
helping hands.*

*Oh, let's do all we can with our  
helping hands!*



TOPIC: VERBS AND VALUES



## Rhyme lyrics

When I see someone



down I will



them up.

If they're lying on the ground, I'll use my helping hands.

Helping hands helping one another. I'll do all I can with my helping hands

If my Mommy is the



and the baby's crying,

I will



to him a book and use my helping hands.

Helping hands helping one another. I'll do all I can with my helping hands.

If my Daddy is alone working in the garden,

I will help him



and



with my helping hands

*Helping hands helping one another. Let's do all we can with our helping hands.*

*Hands should never*



*or*



*or make someone unhappy.*

*Do some good and make things right with your helping hands.*

*Helping hands helping one another. Let's do all we can with our helping hands.*

*Oh, let's do all we can with our helping hands. Oh, let's do all we can with our helping hands!*

## ACTIVITY 4: FILL IN THE WORDS

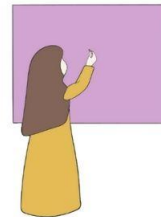
2. Give each student a worksheet with fill-in-the-blank sentences from the rhyme to complete with the verb by listening to the rhyme.



### Answer Key

- |         |          |
|---------|----------|
| 1. fall | 5. weed  |
| 2. lift | 6. hoe   |
| 3. cook | 7. hurt  |
| 4. read | 8. fight |

3. Make students compare their answers and then write the correct answers on the board.



4. Ask them questions related to helping others  
For example:

- If someone falls, what do you do?
- If the baby is crying, what do you do?



5. Finally, make them draw a picture showing how they use their "helping hands" at home and pair them up to explain their drawing using the vocabulary.



### EXTRA TIP

You can check by asking some students to share about their drawing to the class.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

# WORKSHEET



## 1. Fill in the blanks with the correct words.

When I see someone \_\_\_\_\_ down I will \_\_\_\_\_ them up.  
If they're lying on the ground, I'll use my helping hands.  
Helping hands helping one another. I'll do all I can with my helping hands  
If my Mommy is the \_\_\_\_\_ and the baby's crying,  
I will \_\_\_\_\_ to him a book and use my helping hands.  
Helping hands helping one another. I'll do all I can with my helping hands.  
If my Daddy is alone working in the garden,  
I will help him \_\_\_\_\_ and \_\_\_\_\_ with my helping hands  
Helping hands helping one another. Let's do all we can with our helping hands.  
Hands should never \_\_\_\_\_ or \_\_\_\_\_ or make someone unhappy.  
Do some good and make things right with your helping hands.  
Helping hands helping one another. Let's do all we can with our helping hands.  
Oh, let's do all we can with our helping hands. Oh, let's do all we can with our helping hands!

## 2. Draw a picture to show how you use your "helping hands" at home.

## ACTIVITY 5: TRANSPORTS BOARDGAME

### OBJECTIVE:

To reinforce vocabulary related with air, water, road and trail transports through a board game.



### STRATEGY:

GAMIFICATION STRATEGIES

### KEY VOCABULARY

bus, car, train, plane,  
boat, bike, horn, engine,  
wheels, track, bell

### DESCRIPTION

1. Sing the nursery rhyme with the whole class.



### THE WHEELS ON THE BUS

<i>The wheels on the bus go round and round, Round and round, round and round, The wheels on the bus go round and round, All through the town.</i>	<i>The train on the track goes choo, choo, choo, Choo, choo, choo, choo, choo, choo, The train on the track goes choo, choo, choo, All through the town.</i>	<i>The boat on the water goes splash, splash, splash, Splash, splash, splash, splash, splash, splash, The boat on the water goes splash, splash, splash, All through the sea.</i>
--	--	---

<i>The horn on the car goes beep, beep, beep, Beep, beep, beep, beep, beep, beep, The horn on the car goes beep, beep, beep, All through the town.</i>	<i>The engine on the plane goes zoom, zoom, zoom, Zoom, zoom, zoom, zoom, zoom, zoom, The engine on the plane goes zoom, zoom, zoom, Up in the sky.</i>	<i>The bell on the bike goes ring, ring, ring, Ring, ring, ring, ring, ring, ring, The bell on the bike goes ring, ring, ring, All through the park.</i>
--	---	--



SCAN HERE

TOPIC: TRANSPORTS





## ACTIVITY 5: TRANSPORTS BOARDGAME

2. Act out the verses

For example:

- Arms rotating for “wheels”
- Hands cupped around mouth for “beep beep”
- Flapping arms for “zoom zoom”.



3. Show flashcards for each transport and name them aloud and encourage students to repeat and act out using the previous gestures.



4. In pairs, place a simple game board with transport images, each pair will play and whenever they land on a square they have to say the name of the transport and sing the corresponding verse from the rhyme.



### EXTRA TIP



If learners are confident, let them create their own verses or add "action" cards like "Sing and spin!" or "Act with a partner!".

If time allows ask them: Which transport goes by air, road, trail or water?

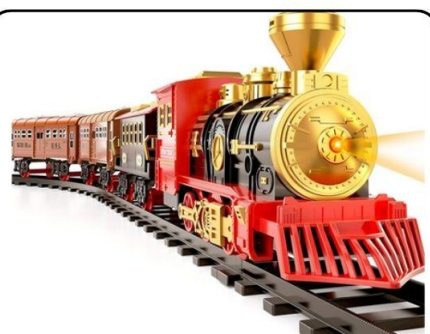
Flashcards to practice vocabulary



**bus**



**Car**



**train**



**airplane**



**boat**



**bicycle**



**horn**



**engine**



**wheel**



**track**



**bell**

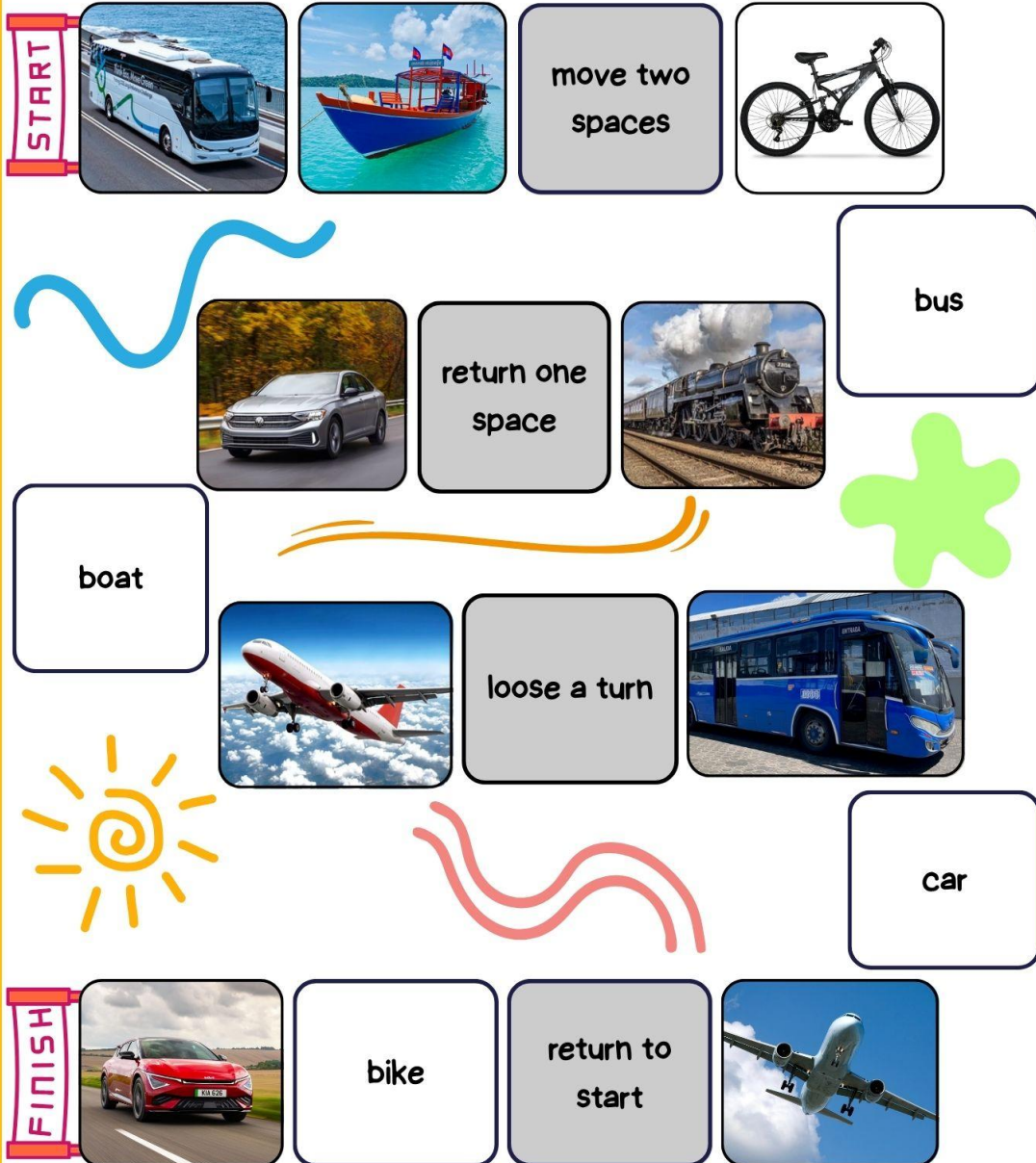




# COMPLETE THE PATH



Sing the correct verse according to the transport





## ACTIVITY 6: TRAIN ROLE PLAY

### OBJECTIVE:

To explore vocabulary about travelling by train through a role play.



### STRATEGY:

EXPERIENTIAL  
LEARNING

### KEY VOCABULARY

Went up, fetch, fell  
down, broke, tumbling,  
trot, caper, mend

### DESCRIPTION

1. Sing the rhyme aloud once, so students can listen.



### DOWN BY THE STATION

Down by the station  
Early in the morning  
See the little puffer bellies  
All in a row  
See the station master  
Turn the little handle  
Chug, chug, puff, puff.  
Off they go.

Down by the station  
Early in the morning  
Climb on aboard  
And hear the whistle blow.  
Mr. Conductor  
Please take my ticket  
Chug, chug, puff, puff.  
Off they go.

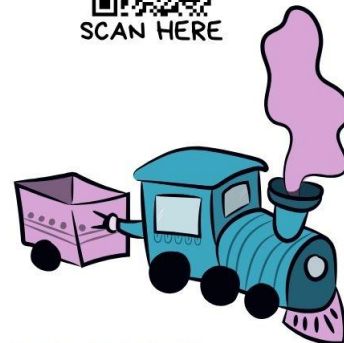
Down by the station  
Early in the morning  
See the little puffer bellies  
All in a row.  
See the station master  
Turn the little handle  
Chug, chug, puff, puff.  
Off they go.

See the station master  
Turn the little handle  
Chug, chug, puff, puff.  
Off they go.

Chug, chug, puff, puff.  
Off they go.



SCAN HERE



TOPIC: TRANSPORTS

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## ACTIVITY 6: TRAIN ROLE PLAY

2. Make use of props: (chairs, train tickets, whistle, signs to review vocabulary and clarify if it is needed.

3. Arrange chairs in a column to resemble a train.



4. Distribute 'train tickets' and assign roles randomly (driver, passengers, ticket collector).



5. Sing the rhyme again while acting out with movements and props.



6. Use the whistle and signs to start and stop the train. Whenever you stop the train, ask students:

- What is station/puffer bellies/station master/handle/whistle/ticket?

So they can show or point the object.



7. Rotate roles so all students participate.



### EXTRA TIP

If time allows, ask students to describe their experience travelling by train and ask questions like "Have you ever travelled by train?"

Photocopiable tickets for students



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Signs ✂





# UNIT

# 2

## THE NATURE, OCEAN AND SPACE



# ACTIVITY 1: THE 3Rs HOT SEAT

## OBJECTIVE:

To explore vocabulary about environmental care through a questionnaire competition.



**STRATEGY:**  
GAMIFICATION  
STRATEGIES

## KEY VOCABULARY

reduce, reuse, recycle,  
plastic, paper, glass, tin,  
bin

## DESCRIPTION

1. Explain students about the 3Rs using the movements:

- **Reduce:** close hands (use less)
- **Reuse:** move your arms (again)
- **Recycle:** make a circle with your hand.



Show pictures of different things for the rest and make questions to clarify.

2. Sing the song, combine gestures and pictures for better comprehension



## REDUCE, REUSE, RECYCLE

*Reduce, Reuse, Recycle  
It's very easy to do  
It's simple to remember  
Recycle what you use!*

*Plastic with plastic  
Paper with paper  
Tin with tin  
Glass with glass*



SCAN HERE

*Separate glass and paper  
Separate plastic and tin  
Then put them in their places  
In the recycling bin!*

*Reduce, Reuse, Recycle  
It's very easy to do  
It's simple to remember  
Recycle what you use!*

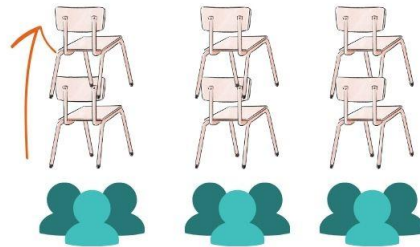


TOPIC: THE ENVIRONMENT

31

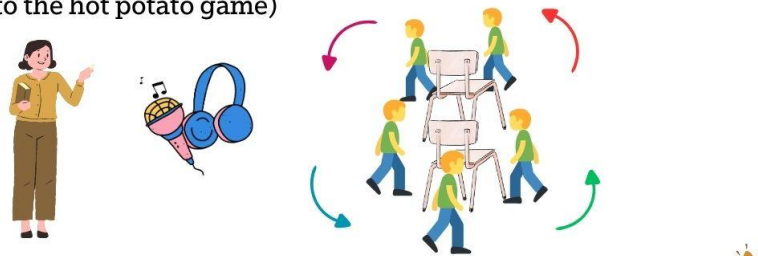
## ACTIVITY 1: THE 3Rs HOT SEAT

3. Divide the class into three groups and place a chair at the front for each.

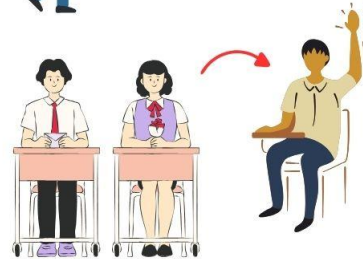


### 4. RULES

- While you sing or play the rhyme, students from each group have to walk around their chair.
- When the music stops, the person closest to the chair sits down. (similar to the hot potato game)



5. When every student is sat, ask one of the questions related to recycling and encourage students to raise their hand quickly to answer.



6. Whoever answers correctly earns a point for their team.

7. The team that has the most point will get a reward.



### EXTRA TIP

If students are confident, you can ask more complex questions.



Cut these flashcards to explain vocabulary







**Questions for the game (add more if needed)**

What is reduce?
What is reuse?
What is recycle?
What are the 3Rs?
What is a bin?
What things do you recycle?

## ACTIVITY 2: HUMAN CHARADES

### OBJECTIVE:

To explore vocabulary related with environmental care through a stations activity



### STRATEGY:

ACTIVE  
LEARNING

### KEY VOCABULARY

Pick up trash, turn off  
lights, reuse bags, plant  
trees, sort waste (extra:  
earth, clean, energy)

### DESCRIPTION

1. Sing the rhyme once with the class, use pictures and gestures to review the meaning of vocabulary and phrases.



Melody of: **THIS IS THE WAY WE...**

*This is the way we pick up trash,  
Pick up trash, pick up trash,  
This is the way we pick up trash,  
To keep the Earth so clean!*

*This is the way we plant a tree,  
Plant a tree, plant a tree,  
This is the way we plant a tree,  
To give the Earth clean air!*



SCAN HERE

*This is the way we turn off lights,  
Turn off lights, turn off lights,  
This is the way we turn off lights,  
To save energy!*

*This is the way we sort our waste,  
Sort our waste, sort our waste,  
This is the way we sort our waste,  
To recycle every day!*

*This is the way we reuse bags,  
Reuse bags, reuse bags,  
This is the way we reuse bags,  
To help the planet green!*

*Note: This rhyme was adapted*



TOPIC: THE ENVIRONMENT

## ACTIVITY 2: HUMAN CHARADES

2. Create 5 stations (you can use the desks) and post a picture in each one.

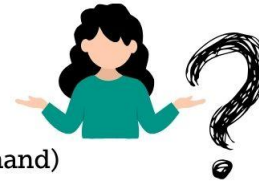


3. Sing the rhyme and mention one of the actions, encourage students to move to the correct station.



4. In the station, ask students some questions like:

- How do you pick up trash? (show the action)
- Who picks up the trash? (ask them to raise their hand)



Do the same with the other actions.

5. You can encourage students to give use the vocabulary and give some sentences as examples.

6. Clarify and correct any mistake.



### EXTRA TIP

To make it more challenging, you can divide the class in groups and turn it into a competence by adding the questions and other tasks to complete.



Flashcards to explain vocabulary for every station ✂️



**PICK UP TRASH**



**TURN OFF LIGHTS**



**REUSE BAGS**



**PLANT A TREE**





## **SORT WASTE**



## ACTIVITY 3: GUESS AND MOVE

### OBJECTIVE:

To reinforce vocabulary related with sea animals through a dynamic activity.



### STRATEGY:

TOTAL PHYSICAL  
RESPONSE (TPR)

### KEY VOCABULARY

fish, octopus, shark,  
whale, swimming,  
squiggling, splashing,  
lurking, spouting,

### DESCRIPTION

1. Present the animals mentioned in the rhyme and teach specific moves for each animal.

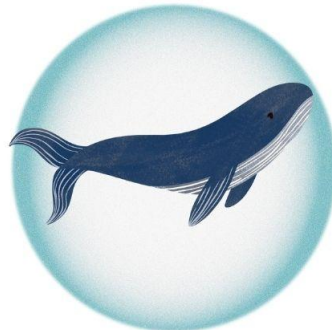
Make an emphasis on the movement and show the sign for better comprehension:



- Slippery Fish→hold hands together, palms touching, and move hands.
- Octopus→Place arms on your sides and wave your arms.
- Tuna fish→Keep hands together, palms touching, and move them back and forth.



- Great white shark→Place hand on top of your head to create a shark fin and move around.
- Humongous whale→Place 1 hand on top of your head, opening and closing your hand.



TOPIC: THE OCEAN

40

## ACTIVITY 3: GUESS AND MOVE

2. Make some space and invite students to walk around the class singing the song.



### SLIPPERY FISH

*A slippery fish, a slippery fish,  
Swimming in the wa-ter.*

*A slippery fish, a slippery fish,  
Gulp! Gulp! Gulp!*

*Oh, no! He was swallowed by an...*

*A great big shark, a great big shark,  
Lurking in the wa-ter.*

*A great big shark, a great big shark,  
Gulp! Gulp! Gulp!*

*Oh no! He was swallowed by a...*

*Octopus, an octopus,  
Squiggling in the wa-ter.*

*An octopus, an octopus,  
Gulp! Gulp! Gulp!*

*Oh no! He was swallowed by a...*

*Humongous whale, humongous  
whale, Spouting in the wa-ter.*

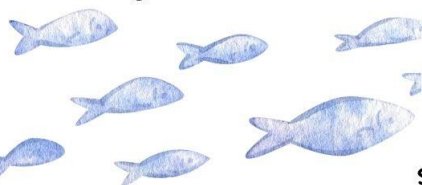
*A humongous whale, humongous  
whale, BURP!*

*Excuse me! It must have been  
something I ate!*

*Tuna fish, a tuna fish,  
Flashing in the wa-ter.*

*A tuna fish, a tuna fish,  
Gulp! Gulp! Gulp!*

*Oh no! He was swallowed by a...*



SCAN HERE

3. When you show a sign, encourage students to do the movement while walking.



4. Whoever makes a mistake, ask them questions to use the vocabulary:

- What does a fish do? Answer: The fish swims in the water



#### EXTRA TIP

You can set up a time limit or have groups switch envelopes to check each other.



Cut these signs to use while singing





## ACTIVITY 4: LET'S GO FISHING

### OBJECTIVE:

To reinforce vocabulary related with fishing through a roleplay activity.



### STRATEGY:

EXPERIENTIAL  
LEARNING

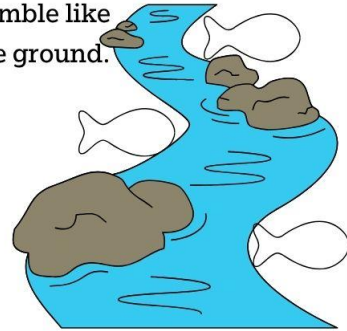
### KEY VOCABULARY

Row, stream, merrily,  
catch, hook, reel

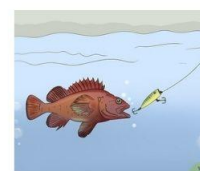
### DESCRIPTION

1. Move the chairs in the class to create a path to resemble like a river and put paper fishes with questions on it on the ground.

2. Divide students in groups (4-5 students).



3. Sing the rhyme and teach students the movements for:



Show pictures for stream, merrily to review its meaning.

## ACTIVITY 4: LET'S GO FISHING

### NURSERY RHYME:

#### ROW, ROW, ROW YOUR BOAT

Row, row, row your boat,  
Gently down the stream,  
Merrily, merrily, merrily, merrily  
Life is but a dream.

Catch, catch, catch a fish,  
Hook it on your line.  
Reel it, reel it, reel it,  
This one will be mine.



SCAN HERE

4. Each group has to complete the path and catches all the fishes while singing the song and rowing their boat.



5. Each fish has questions like: What is row? What is stream? for each group to answer. The group that answers correctly gets the fish.

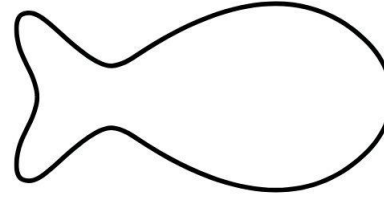
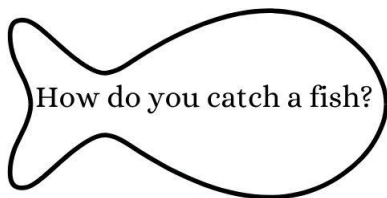
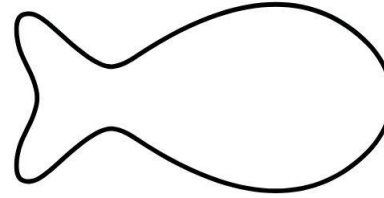
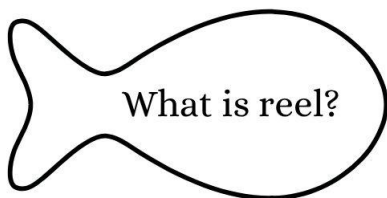
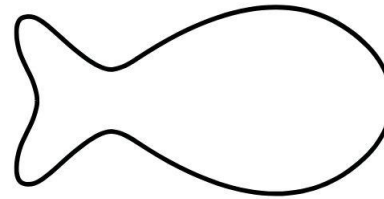
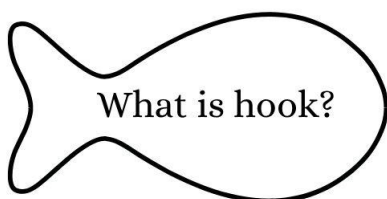
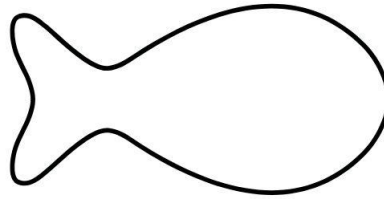
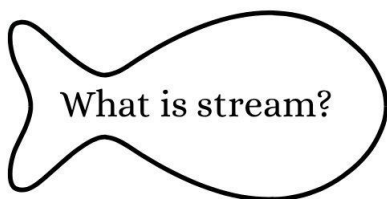
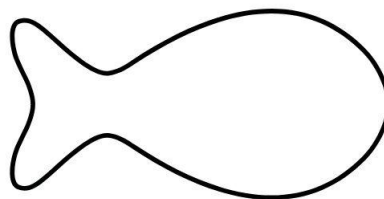
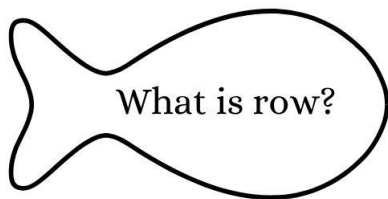


#### EXTRA TIP

You can give rewards to the winning team, or set up a time limit.



**Paper fishes with questions (change or add more if you need)**





## ACTIVITY 5: VOCABULARY PUZZLE RACE

### OBJECTIVE:

To explore vocabulary about the space through a matching activity.



### STRATEGY:

COLLABORATIVE STRATEGIES

### KEY VOCABULARY

astronauts, rocket ship,  
blast off, moon, space,  
countdown (extra:  
launch, spaceship)

### DESCRIPTION

1. Sing or put the audio of the rhyme and write the key vocabulary on the board.



## ZOOM ZOOM ZOOM WE'RE GOING TO THE MOON

*Attention, all astronauts*

*Please report to the rocket ship*

*And prepare yourselves for blast off*

*Thank you*

*Zoom, zoom, zoom*

*We're going to the Moon*

*Zoom, zoom, zoom*

*We're going to the Moon*

*If you wanna take the trip*

*Climb aboard my rocket ship*

*Zoom, zoom, zoom*

*We're going to the Moon*

*(Ten, nine, eight, seven)*

*(Six, five, four, three, two, one)*

*(We have blast off)*

*Zoom, zoom, zoom*

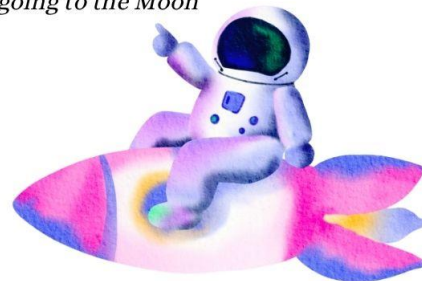
*We're going to the Moon*

*Zoom, zoom, zoom*

*We're going to the Moon*



SCAN HERE



TOPIC: THE SPACE

## ACTIVITY 5: VOCABULARY PUZZLE RACE



2. Ask students: **Which words do you recognize?**

Show a picture of the ones that they do not know to briefly review their meanings.

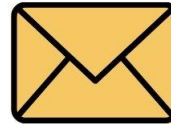
Explain the extra words that are synonyms.

3. Divide the class into groups (4–5 students)

4. Give each group an envelope with the words and definitions mixed.



5. Each group has to match each word with its correct definition and raise their hand when they finish.



6. If they make a mistake do not tell the answer, they have to do it again.

7. When everyone finished, encourage students to do sentences with the words.



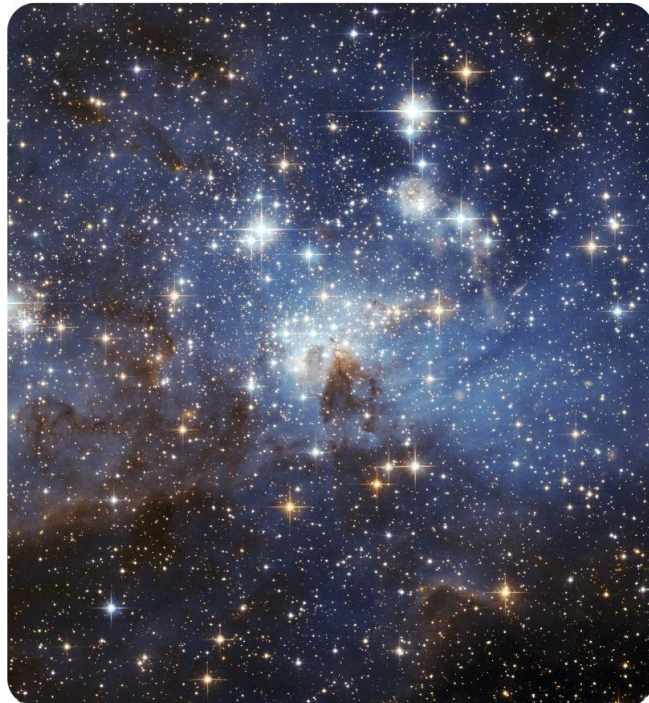
### EXTRA TIP

You can set up time limit or give rewards to the fastest group.

## Flashcards to explain vocabulary







Cut these words and definitions and put them  
inside an envelope 

astronauts
rocket ship
blast off
moon
space
countdown

someone who travels to space
a vehicle that uses rockets to fly into space.
when a rocket leaves the ground to go into space
a giant ball of rock that orbits, Earth
big, dark, and empty area beyond Earth's atmosphere
when you count backwards from a number to zero

## ACTIVITY 6: CHANT CHAINS

### OBJECTIVE:

To explore vocabulary about the solar system through a rhythmic and memory game.



### STRATEGY:

RHYTHMIC  
REPETITION

### KEY VOCABULARY

Mercury, Venus, Earth,  
Mars, Jupiter, Saturn,  
Uranus, Neptune, Pluto,  
orbit, sun

### DESCRIPTION

1. Sing the nursery rhyme aloud once for students and show them the flashcards of the key vocabulary while singing.



### ONE LITTLE, TWO LITTLE, THREE LITTLE

*One little two little three little  
planets,  
Four little five little six little  
planets,  
Seven little eight little nine little  
planets,  
Orbiting the sun.*

*Mercury Venus and the Earth,  
Mars Jupiter and Saturn,  
Uranus Neptune and Pluto,  
Orbiting the sun.*



SCAN HERE

TOPIC: THE SPACE

52

## ACTIVITY 6: CHANT CHAINS

2. Arrange students in a circle to sing the rhyme and put the flashcards in the center.



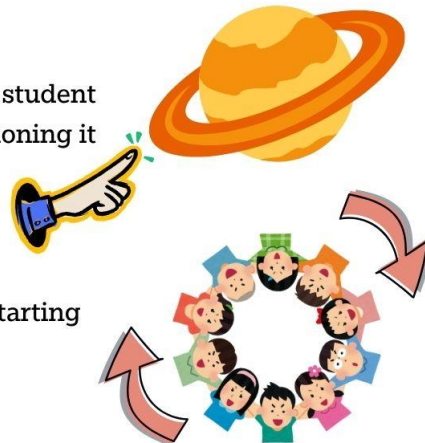
3. Create a **RHYTHM**



You can combine two or three to make it more challenging.

4. Invite students to sing the song, doing the rhythm but singing just one phrase each one. For example: the first student sings "One little", the second "two little" the third "three little" and so on until finishing the first verse.

5. For the second verse, encourage each student to point to the planet when they are mentioning it until finishing the song.



6. Repeat it in different directions and starting from different students each time.



### EXTRA TIP

Take out the pictures of the planets to challenge their memory.



Cut these flashcards for the game



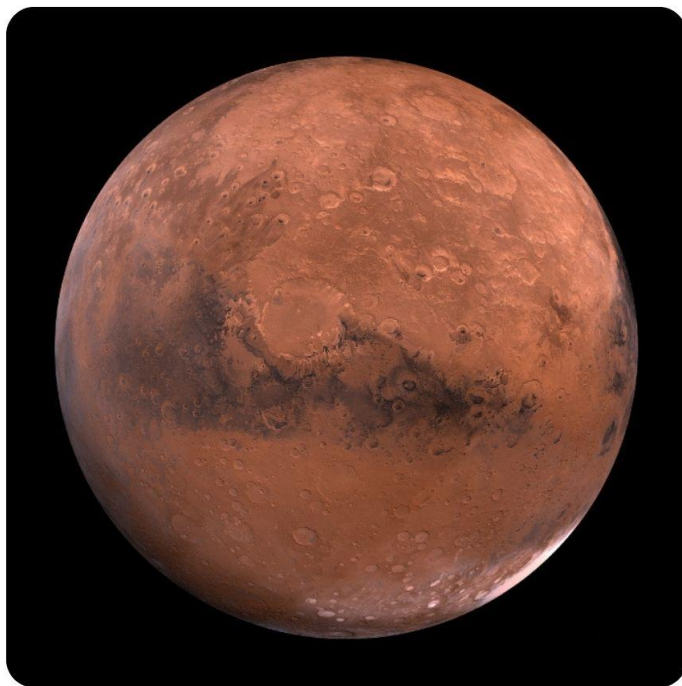
**Mercury**



**Venus**

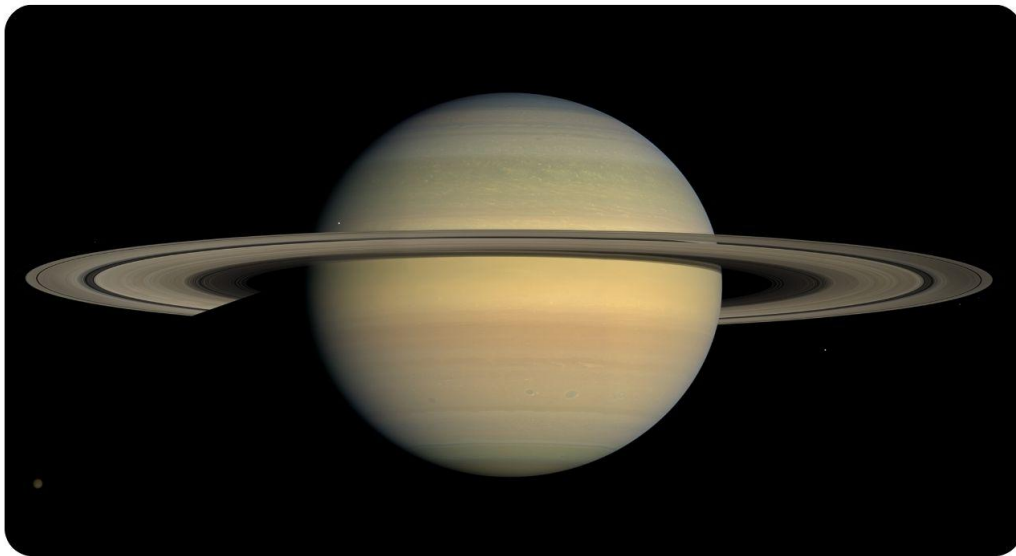


**Jupiter**

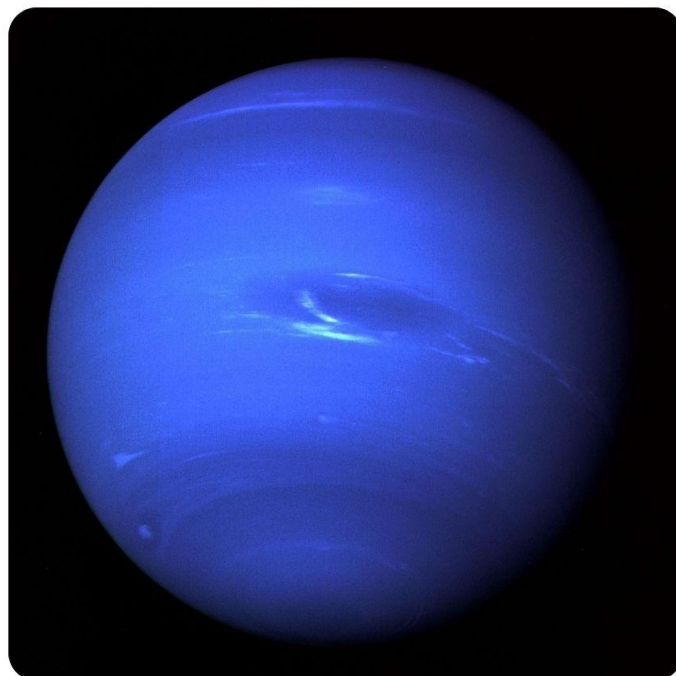


**Mars**





**Saturn**



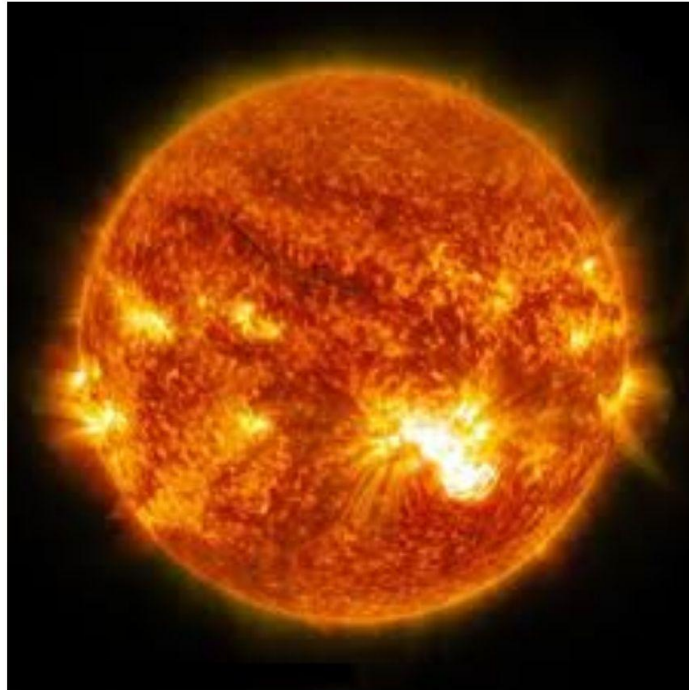
**Neptune**



**Pluto**



**Earth**



**Sun**

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Conclusions**

- Vocabulary plays an essential role in the learning process of a language; it is the foundation of productive and receptive skills. However, it represents a challenge for students because of aspects like length and use, which influence in their attitude towards learning. Although there are several techniques oriented to teach vocabulary, there is still the need to implement innovative ones to engage young learners and create a positive learning environment.
- The findings confirmed that for students' vocabulary comprehension demands more effort specially when reading and listening. For teachers, different techniques must be applied to address the difficulties of learning vocabulary. Nursery rhymes are one of the techniques that teachers mentioned to be effective with young learners, especially because they increase motivation and create a playful environment. Moreover, students showed a positive attitude to using nursery rhymes thanks to their appealing musical elements.
- The proposal offers a practical and innovative contribution to the process of teaching vocabulary. It provides teachers activities ready to be used during the classroom aligned with the educational contents for seventh grade and strategies derived from nursery rhymes elements. By including rhymes into the classroom, it is possible to create a dynamic environment for vocabulary learning. Therefore, this work motivates teachers to explore different strategies to make learning more effective and enjoyable for students.

## **5.2. Recommendations**

- It is recommended for teachers to look for different techniques and strategies to reinforce vocabulary in young learners continuously. Teachers should consider the needs in each classroom and students' preferences when creating activities.
- To integrate nursery rhymes into the classroom activities for vocabulary. There are a lot of benefits that this technique can bring into the learning process of young learners. The use of rhythm, repetition and movement can help students remember vocabulary easier while increasing their participation in class. At the same time, to ensure their effectiveness, teachers should adapt the content and activities according to the age and level of students.
- To take advantage of the rhymes and enhance the activities, it is recommended for teachers to combine the use of nursery rhymes with other strategies related such as TPR, repetition, collaborative strategies, etc. In this way, learning becomes more engaging allowing students to learn in a meaningful way.

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## ANNEXES

### Annex 1. Instruments Validation



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

Ibarra, 29 de abril de 2025  
Magíster  
Franklin Fernando Narváez Vega  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Nursery Rhymes as a Technique to Increase Vocabulary in Seventh-Grade Students at Presidente Velasco Ibarra School" Previo a la obtención de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto los Cuestionarios y los Instrumentos de validación.

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

Atentamente,

Sofía Yamilex Chamorro López

1004470470





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

**INTERVIEW FOR TEACHERS**

**Topic:** Nursery Rhymes as an Academic Technique to Increase Vocabulary in Seventh Grade Students at Unidad Educativa “Presidente Velasco Ibarra”

**Objective:** This interview is applied to gather information about teachers' perspectives regarding seventh-grade students' techniques and difficulties in learning vocabulary.

Please answer honestly.

1. In your experience, how difficult do you think it is for students to learn English vocabulary? Why?
2. How does vocabulary knowledge contribute to the English language learning process?
3. From the following list of activities, explain: which ones have you used during class to help your students remember English vocabulary?
  - Using flashcards
  - Memorization and repetition
  - Translation of words
  - Create examples with the words
  - Others (specify)
4. Have you heard the term "nursery rhymes"? Here are some examples. Which ones are you familiar with?
  - Twinkle, Twinkle, Little Star
  - The Wheels on the Bus
  - Jack and Jill
  - Five Little Monkeys
  - Hickory Dickory Dock
5. Have you had the opportunity to use nursery rhymes in class? If so, how was your experience?
6. What do you think about using nursery rhymes in vocabulary learning?
7. If you had a guide of activities based on nursery rhymes to reinforce vocabulary, what factors do you think it should have to make it useful in your classroom context?



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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**SURVEY FOR STUDENTS**

**Topic:** Nursery Rhymes as an Academic Technique to Increase Vocabulary in Seventh Grade Students at Presidente Velasco Ibarra School

**Objective:** This survey is aimed to gather information about students' perspectives on their English vocabulary learning and the techniques applied during class.

Select the best option from the following questions.

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

- ☐ Yes
- ☐ No

**2. Do you think knowing English vocabulary helps you understand the language better?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

**3. How easy or difficult is it for you to learn English vocabulary?**

- ☐ Very easy
- ☐ Easy
- ☐ Regular
- ☐ Difficult
- ☐ Very difficult

**4. When you read or listen in English, how do you feel about the vocabulary?**

- ☐ I can understand the message because I know almost all the words.
- ☐ I need help understanding because I only know a few words.
- ☐ I have a hard time understanding because I know very few words.

**5. What activities does the English teacher do to help you remember new words in class? You can choose more than one option.**

- ☐ Use of flashcards
- ☐ Memorize and repeat out loud
- ☐ Translate the words into Spanish
- ☐ Create examples with the words
- ☐ Others \_\_\_\_\_

**6. From the following list of resources, choose the ones you prefer for learning vocabulary. You can choose more than one option.**

- ☐ Songs

- ☐ Tongue twisters
- ☐ Nursery rhymes
- ☐ Riddles
- ☐ Free poems
- ☐ Others \_\_\_\_\_

7. From the following list of nursery rhymes, put a ✓ next to the ones you know and an X next to the ones you don't know:

NURSERY RHYMES	YEAH	NO
<i>The wheels on the bus go round and round, Round and round, Round and round. The wheels on the bus go round and round, All through the town.</i>		
<i>Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are!</i>		
<i>Jack and Jill went up the hill, To fetch a pail of water. Jack fell down and broke his crown, And Jill came tumbling after</i>		
<i>Five little monkeys Jumping on the bed One fell off And bumped his head Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"</i>		
<i>Hickory dickory dock The mouse ran up the clock The clock struck one The mouse ran down Hickory dickory dock</i>		

8. Would you like to learn new English words through activities that involve the use of nursery rhymes?

- ☐ Yes
- ☐ No

Thank you for your collaboration!





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**CUESTIONARIOS**

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

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

Observaciones:



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

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

  
 .....  
 Firma del Evaluador  
 C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	

## Annex 2. Instruments Authorization



**Unidad Educativa "Presidente Velasco Ibarra"**

*Formando Mente y Corazón*

2024 – 2025



**EL ECUADOR  
RESUELVE**

Ministerio de Educación

RECTORADO

Ibarra 07 de mayo de 2025  
Oficio. No. UEPVI-R -371-2024-2025

ASUNTO: Aceptación aplicación de instrumentos de investigación.

Magister  
José Revelo  
DECANO DE LA FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA DE  
LA UTN  
Presente.-

De nuestra consideración:

Reciba un cordial y afectuoso saludo a nombre de la Comunidad Educativa "PRESIDENTE VELASCO IBARRA" y al mismo tiempo éxitos en tan importantes funciones a favor de la Educación.

Por medio del presente, me permito informar que la solicitud presentada por su persona mediante oficio nro. UTN -FECYT -D- 2025-0062-O con fecha 06 de mayo de 2025 en la que se solicita se brinde las facilidades necesarias a la Srta. SOFIA YAMILEX CHAMORRO LOPEZ, estudiante de la carrera de Idiomas Nacionales y Extranjeros, de la FECYT para que obtenga información y aplique los instrumentos de investigación para el desarrollo del trabajo de integración curricular con el tema: "NURSERY RHYMES AS A TECHNIQUE TO INCREASE VOCABULARY IN SEVENTH - GRADE STUDENTS AT PRESIDENTE VELASCO IBARRA SCHOOL"; ha sido aceptada.

Particular que pongo en su conocimiento para los fines pertinentes, no sin antes extender nuestro sincero agradecimiento por permitir a nuestra institución contar con los/as docentes y así poder compartir experiencias que mejoren el proceso de enseñanza aprendizaje.

Atentamente,

Dra. Alexandra Ferán P. MSc.  
RECTORA (c)  
CI. 1001330826



**AMBIENTE 1:**  
La Chica Narváez 2 – 20 y José Mejía Lequerica  
Teléfono: 062951631

**AMBIENTE 2:**  
Sánchez y Cifuentes 184 y Obispo José Checa  
Teléfono: 062952976

**AMBIENTE 3:**  
Av. Víctor Manuel Peñaherrera 147 y Av. Jaime Roldos  
Teléfono: 062951872

Parroquia El Sagrario – Ibarra – Ecuador  
uepvi1956@hotmail.com



### Annex 3. Teacher's Interviews



### Annex 4. Students' Survey



## Annex 5. Proposal Socialization Certificate



### Unidad Educativa "Presidente Velasco Ibarra"

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2024 – 2025



EL NUEVO  
ECUADOR  
RESUELVE

Ministerio de Educación

RECTORADO

Ibarra 7 de julio de 2025

Lic. Marco Mafla D. Rector (e) de la Unidad Educativa "Presidente Velasco Ibarra" en forma legal tengo a bien:

### C E R T I F I C A R

Que, la señorita CHAMORRO LOPEZ SOFIA YAMILEX con cédula N° 1004470470 Egresada de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, realizó la aplicación de instrumentos de investigación a los estudiantes de 7mo año de EGB. Y docentes del Área de inglés, y la socialización de la Propuesta de Trabajo de Integración Curricular "Nursery Rhymes as a Technique to Increase Vocabulary in Seventh-Grade Students at Presidente Velasco Ibarra School" a los docentes del Área de inglés de la Unidad Educativa y realizado el 2 de julio del 2025.

Es todo cuanto puedo certificar, pudiendo la interesada hacer uso del presente documento en el momento que estime necesario.

Atentamente,

Lic. Marco Mafla D.  
RECTOR (e)  
CI. 1003363478



<b>AMBIENTE 1:</b> La Chica Narváez 2 – 20 y José Mejía Lequerica Teléfono: 062951631	<b>AMBIENTE 2:</b> Sánchez y Cifuentes 184 y Obispo José Checa Teléfono: 062952976	<b>AMBIENTE 3:</b> Av. Víctor Manuel Peñaherrera 147 y Av. Jaime Roldos Teléfono: 062951872
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## Annex 6. Evidence of Proposal Socialization

