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**“VISUAL AND KINESTHETIC STRATEGIES IN L2 LEARNING TO ACQUIRE  
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## **DEDICATORIA**

I dedicate this thesis to myself, to my husband, who has been supporting me since the first day of classes, and to my son, who arrived when I was finishing this degree to test my strength.

Quiñonez Angulo Luisa Magaly

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## ABSTRACT

This study focuses on the implementation of visual and kinesthetic strategies in 12 learning to acquire vocabulary for pre-young learners at Escuela El Convento. The research seeks to evaluate the effectiveness of these strategies in helping students learn English. A meticulous data collection process was carried out to develop an effective guide for these educational strategies. This included interviews and surveys with various key stakeholders within the educational setting. Interviews were conducted with the school principal and the English teacher. These interviews were instrumental in understanding the specific needs of the area and gaining an insider's perspective on best practices and strategies that could be implemented. A survey was also designed for 20 students, allowing for data collection on students' learning preferences and difficulties in learning the language.

It is concluded that the use of visual and kinesthetic strategies is highly beneficial for second language vocabulary acquisition. These strategies not only promote deeper and more meaningful learning but also increase students' motivation and interest in the learning process. In short, applying these strategies in the classroom can be a valuable tool for educators seeking to improve their students' second language learning.

**Keywords:** Strategies, visual, kinesthetic, acquisition, vocabulary, English.

## RESUMEN

Este estudio se centra en la implementación de estrategias visuales y kinestésicas en el aprendizaje de L2 para la adquisición de vocabulario en pre-jóvenes de la Escuela El Convento. La investigación busca evaluar la efectividad de estas estrategias en el aprendizaje del idioma inglés con los estudiantes. Para desarrollar una guía efectiva de estas estrategias educativas, se llevó a cabo un proceso meticuloso de recolección de información. Este proceso incluyó entrevistas y encuestas dirigidas a diferentes actores clave dentro del entorno educativo. Se realizó una entrevista a la directora de la escuela y al docente del área de inglés las mismas fueron fundamentales para comprender las necesidades específicas del área y obtener una perspectiva interna sobre las mejores prácticas y estrategias que podrían implementarse, también se diseñó una encuesta dirigida a 20 estudiantes esta permitió recopilar datos sobre las preferencias de aprendizaje y las dificultades que enfrentan los estudiantes en el estudio del idioma.

Se concluye que el uso de estrategias visuales y kinestésicas es altamente beneficioso para la adquisición de vocabulario de una segunda lengua. Estas estrategias no solo promueven un aprendizaje más profundo y significativo, sino que también aumentan la motivación y el interés de los estudiantes en el proceso de aprendizaje. En resumen, la aplicación de estas estrategias en el aula puede ser una herramienta valiosa para los educadores que buscan mejorar el aprendizaje de un segundo idioma de sus estudiantes.

**Palabras claves:** Estrategias, visual, kinestésico, adquisición, vocabulario, inglés.

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# CHAPTER I

## THEORETICAL FRAMEWORK

### 1. Strategies in the learning process

#### 1.1. Teaching of learning strategies

Learning strategies can be defined as behaviors and thoughts that a student adopts and that aim to influence their encoding process. Thus, the goal of any particular learning strategy may be to influence the learner's motivational or affective state — how the learner selects, acquires, organizes, or integrates new knowledge. For example, in preparing for a learning situation, a learner may use positive self-talk to reduce feelings of anxiety; in learning paired-associates, a learner may form a mental image to help associate the objects represented by the members of each pair; in learning from an expository, passage, a learner may generate summaries for each section; in learning about a scientific concept, a learner may take notes about the material. Each of these activities, imaging, summarizing, and notetaking-is an example of a learning strategy (Clarie & Richard, 1983)

##### 1.1.1. Classification of Learning Strategies

Kentei T. (2024) indicates in his research paper that Early research on learning strategies was conducted by researchers such as Rubin (1975, 1981) and Naiman et al. (1978), who studied GLLs. Rubin (1981), on the one hand, divided learning strategies into two primary categories: those that directly affect learning (e.g., clarification/verification, monitoring, memorization, guess/inductive inferencing, deductive reasoning, and practice) and those that contribute indirectly to learning (e.g., creating opportunities for practice and production tricks related to communication). Naiman et al. (1978), on the other hand, classified learning strategies into five primary categories: (1) the active task approach, (2) the realization of language as a system, (3) the realization of language as a means of communication and interaction, (4) the management of affective demands, and (5)

monitoring L2 performance.

O'Malley and Chamot (1990) classified learning strategies into three categories, namely, (1) metacognitive strategies, (2) cognitive strategies, and (3) social affective strategies. Metacognitive strategies include “planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task has been completed” (O'Malley & Chamot, 1990, p.8). Cognitive strategies are designed to enhance learning by prompting learners to engage with the material to be learned and mentally manipulate it. In contrast, social affective strategies refer to interaction with others, such as peers, to obtain feedback and reduce anxiety.

A more comprehensive classification was developed by Oxford (1990), who classified learning strategies as direct or indirect. Direct learning strategies are those that directly involve the language being learned. This category includes memory strategies (such as creating mental linkages, applying images and sounds, reviewing well, and employing action), which help learners store and retrieve new information; cognitive strategies (such as practicing, receiving, and sending messages, analyzing and reasoning, and creating structures for input and output), which “enable learners to understand and produce new language by many different means”; and compensation strategies (such as overcoming limitations in speaking), which allow learners to “use the language despite their often large gaps in knowledge” (Oxford, 1990, p.37). Indirect strategies are those that do not directly involve the target language. Strategies that fall under this category include metacognitive strategies, which allow learners to control their cognition by coordinating “the learning process by using functions such as centering, arranging, planning, and evaluating”; affective strategies, which help learners “regulate emotions, motivations, and attitudes”; and social strategies, which encourage learners to learn by interacting with others (Oxford, 1990, p.135).

### **1.1.2. Educational Strategies**

From this perspective, educational strategies solve the heterogeneity of educational centers and classes. The class group is the perfect environment to address this heterogeneity, and teachers have to cope with the differences as something familiar to their daily jobs.

“From a traditional perspective, students unable to achieve the established objectives are excluded in different ways: creating special groups in class for those lagging; special classes for students with learning difficulties or behavioral problems; or sending the student to special schools. This type of measure underscores the fact that learning difficulties stem from individual factors or variables. For this reason, measures specially designed for these students are taken instead of revising or modifying the teaching practice aspects creating these difficulties” (Blanco, 2004). Addressing heterogeneity means breaking with the traditional scheme where students work on the same material at the exact same moment, in the same way, and with the same resources. The primary concern is how to structure the learning process so that everyday learning experiences can be incorporated while taking individual needs into account. To achieve this, some basic principles on how the teacher has to proceed in class and diverse educational strategies to focus on diversity should be established (Rodríguez, 2007).

### **1.2. Didactics**

The agents, teachers, and students refer to the protagonists, who build essential knowledge that has been consolidated and responds to the interactive process or didactic act (Rodríguez, 1985; Ferrández, 1996), which considers the didactic action in reciprocity between teacher and student, defined as a communicative-interactive act. In other words, we have proposed (Medina, 1988, 1991, 1995) that a rigorous study of the set of processes and interactions is necessary, as well as the understanding of the favorable and formative exchange between teacher and student when carrying out the teaching-learning action,

"teaching" for De la Torre (1999). A specific pedagogical discipline emerges and consolidates, which studies the implementation and projection of such a teaching-learning process, as well as the set of formative tasks that must be carried out by applying a methodology that promotes its optimal adaptation. Didactics is the discipline or rigorous treatise of study and foundation of the teaching activity, insofar as it promotes the formative learning of students in various contexts.

Didactics is a pedagogical discipline guided by educational purposes and committed to improving all human beings through the permanent understanding and transformation of socio-communicative processes and the adaptation and appropriate development of the teaching-learning process.

Didactics expands pedagogical and psycho-pedagogical knowledge by providing socio-communicative models and the most explanatory and comprehensive theories of teaching and learning actions. It offers the most coherent interpretation and is committed to continually improving the teaching-learning process.

Didactics requires a great deal of reflective and comprehensive effort, as well as the development of theoretical and applied models that enable the best interpretation of the teacher's task and the expectations and interests of students. Didactics is a discipline with excellent practical projection that is linked to the specific problems of teachers and students. Didactics must answer the following questions: why to train students, what professional improvement does the teaching staff need, who are our students and how do they learn, what do we have to teach and what does updating knowledge imply, and especially how to carry out the teaching task by developing the teacher's methodological system and its interrelation with the remaining questions as a central point of didactic knowledge, as well as the selection and design of the training media, which best fit the culture to be taught and the context of interculturality and interdisciplinarity, assessing the quality of the process and the training

results (Rivilla. & Mata, 2009).

### **1.2.1. The didactic act as a facilitator of learning**

Marquès (2001) defines the didactic act as the teacher's performance to facilitate student learning. It is a performance whose nature is essentially communicative.

The author circumscribes the purpose of the teaching activities of the learning processes, such as the achievement of specific objectives, and specifies the necessary conditions:

- The internal activity of the student. Students can and want to perform the cognitive operations appropriate for this, interacting with educational resources at their fingertips
- The multiplicity of functions of the teacher. Have the teacher perform multiple tasks: coordination with the teaching team, search for resources, carry out activities with students, evaluate student learning and performance, tutoring, and administrative tasks...

In this way, the didactic act is presented as a complex process in which the following components are present:

The teacher plans activities for students who develop a specific didactic strategy to achieve particular educational objectives. These objectives will be evaluated at the end of the process to assess the degree to which they have been acquired.

The functions to be developed by the teacher in the teaching process should focus on helping students so that they can acquire knowledge and motivation, as well as access guidance and teaching resources.

- Students who, through interaction with training resources they have at their disposal and with the means provided, actively engage in the learning process with the teacher's help, empowering them to take charge of their learning journey.
- The context in which the didactic act is carried out: the number of media available, space, and time restrictions.

Didactic resources are elements that can contribute to providing students with information, techniques, and motivation that facilitate their learning processes. The author informs us that the effectiveness of these resources will depend largely on how the teacher guides their use within the framework of the didactic strategy being employed.

- The didactic strategy with which the teacher aims to facilitate student learning comprises a series of activities that contemplate the interaction of students with specific contents. The teaching strategy must provide students with motivation, information, and guidance to carry out their learning, considering the following principles:

1. Consider the characteristics of the students, including their cognitive and learning styles.
2. Consider the students' motivations and interests.
3. Organize in the classroom: space, teaching materials, time...
4. Provide the necessary information when necessary: website, advisors...
5. Utilize active methodologies that involve learning through hands-on experiences.
6. Consider adequate treatment of errors that are a point of departure of new learning.
7. Provide students with the opportunity to control their learning.
8. Consider collaborative learning activities, but keep in mind that learning is an individual process.
9. Carry out a final evaluation of the learning.

### **1.3. The Teaching-Learning Process**

For Benítez (2007), teaching cannot be understood other than as a matter of learning, and this reality relates not only to the processes linked to teaching but also to those linked to learning. That is to say that the two are processes that cannot be separated, that maintain a bond and, therefore, interdependence.

At the same time, the communicative exchange between participants in the educational process transcends the purely academic since the teaching and learning processes

have “...the essential purpose of promoting the comprehensive formation of the student's personality, constituting a main way to obtain of knowledge, behavior patterns, values, procedures, and learning strategies” (Campos & Raubel, 2011, p. 2), emphasizing that education is about shaping a well-rounded individual, not just imparting academic knowledge.

Sumardi et al. (2020). Some research findings also show that the quality of teaching and learning is affected by several factors. Blomeke et al. (2016) identified three factors that affect the quality of teaching and learning: teacher quality, teacher pedagogical experience, and participation in a teacher professional development program. Teacher quality is strongly correlated with content mastery and pedagogical competence (Clotfelter, 2007). Additionally, Gustafson & Nilsen (2016) found that students' learning outcomes are determined by two factors: teacher education level and professional development, while teachers' experience and self-efficacy do not have a significant effect on learning. Theoretically, motivation and students' learning outcomes are influenced by the quality of teaching and learning. The teacher's quality then determines the latter, while the teacher's quality is determined by their education, teaching experience, professional training program, and teacher competence (Scherer & Nilsen, 2016).

### **1.3.1. Teaching**

Teaching has been the focus of traditional Didactics for many years. The formal object of this science rested on questions such as ‘who is taught,’ ‘who teaches,’ ‘why is taught,’ ‘what is taught,’ and ‘how is taught.’ The concern was nothing more than a theoretical and practical analysis of the teaching role and its implications within the didactic act.

Teaching is an intentional human activity, a communicative interaction that applies the curriculum and has the didactic act as its objective; it directs the learning process and

ensures that students learn (González Soto, 1989; Zabalza, 1990; Mallart, 2001). To achieve this, it is nourished by strategies aimed at properly planned objectives within a complex cultural and contextual framework that will influence the results.

Teaching cannot be understood as a simple transmission of information but rather as a more complex process concerned with provoking personal development in an intentional and organized context. Throughout history, the concept of teaching has been understood in many ways, a fact that has enriched it considerably (Pérez, 1992, pp. 79-81)

### **1.3.2. Learning**

The learning that arises from the conjunction, the exchange, and the realization of teacher and student in a specific context, with concrete means and strategies, constitutes the beginning of the investigation to be carried out. " He constantly reconsideration of what the processes and strategies are through that students come to learn." (Zabalza, 2001, p. 191).

Pérez & Gimeno (1992) indicate that learning "is explanatory models that have been obtained in experimental situations and refer to laboratory learning that can only relatively explain the network functioning of the natural processes of incidental learning and of learning in the classroom" (p. 36). For this reason, this author considers it necessary to take into account both the internal processes that occur in the individual who learns, as well as the relationship of this with the physical and sociocultural environment and defines learning as "the subjective processes of capturing, incorporating, retaining and using the information that the individual receives in his continuous exchange with the environment" (Pérez, 1988, cited in García, 2006)

Acquiring the four skills is essential in the student's learning process. By strengthening them, the student is provided with integral bases to acquire a new language through didactic teaching strategies that codify and consolidate pedagogical learning, emphasizing interaction with the context and everyday

situations and highlighting the importance of strengthening communicative competence. (Aldana, 2018, p. 2)

### 1.3.3. Learning styles

Over the past few decades, linguists have conducted extensive research on the relationship between learning styles and second language acquisition, yielding considerable findings. However, different researchers employ different classifications of learning styles due to their varying research approaches and particular emphases. Generally speaking, the variables that contribute to individual differences are usually divided into three broad categories: cognitive, affective, and personality. Cognitive relates to the mental makeup of the person. Affective relates to motivation and attitudes. Personality is characterized by traits such as extroversion and introversion (Li Zhao, 2022).

Alonso (1995) adopts Keefe's (1988) definition by stating that:

Learning styles are cognitive, affective, and physiological traits that serve as relatively stable indicators of how students perceive, interact with, and respond to their learning environments. This definition could be paraphrased by saying that learning styles offer indicators that can help interpret how individuals interact with their reality (p. 36).

Cabrales et al. (2014). About the different ways of conceiving learning styles, that is, “the preferences or tendencies to use certain ways of learning more than others.” (Arvizu, 2010, p. 6), a careful review of the proposed bibliography on the subject allowed us to identify the most recognized theories, of which the most relevant for this study because they emphasize how the subject relates to information are:

The learning model is based on experiences that propose four learning styles: active, reflective, theoretical, **and pragmatic**, which correspond to how the subject relates to information. If it does so directly and concretely, it is an active style; if it does so in an

abstract way, it is theoretical; If information is transformed into knowledge when thought and reflection are made, it is a reflective learning type; and when it is required to experiment with the information in an active way, then it is a pragmatic learning style (Cisneros, 2004, pp. 22-29).

Alonso et al. (1994), cited by Bravo, P. (2014), describe their learning styles as follows:

**Active:** Predominantly Active People get fully involved in new experiences without prejudice. They are open-minded, not skeptical at all, and enthusiastically take on new tasks. They are very team-oriented, get involved in the affairs of others, and center all activities around them (Alonso et al., 1994).

**Reflective:** Reflective individuals tend to consider and observe experiences from multiple perspectives. They collect data and analyze it carefully before concluding. They like to consider all possible alternatives before making a move. They enjoy watching others perform, listen to others, and do not intervene until they have mastered the situation (Alonso et al., 1994)

**Theorists:** Theorists adapt and integrate observations into logical and complex theories. They tend to be perfectionists. They integrate facts into coherent theories and enjoy analyzing and synthesizing. They are profound in their system of thought when establishing principles, theories, and models (Alonso et al., 1994)

**Pragmatists:** The strong point of people with a predominant Pragmatic Style is the practical application of ideas. They discover the positive aspects of these new ideas and take advantage of the first opportunity to experiment with them. They like to act quickly and confidently with those ideas and projects that attract them (Alonso et al., 1994)

The Neuro-Linguistic Programming (NLP) model, developed in the early 70s by Bandler and Grinder (1988), cited in Cisneros (2004, pp. 30-34), is also known by the

acronym VAK because it is based on the system used to represent the information received, which can be: visual, auditory and kinesthetic.

**Visual learners** are those who need to see the information they are going to learn to. They facilitate the learning of abstract concepts and also enjoy planning their activities.

**Auditory learners** learn more easily when it is presented to them orally and in an orderly manner.

**The kinesthetic learner** prefers to experience and apply learning through sensations and movements.

### 1.3.3.1. Change in Learning Style Types

The review of the literature strongly indicates the importance of understanding learning styles and their role in the teaching and learning process for effective teaching. When teachers and students understand how they learn and their preferred learning styles, the likelihood of learning increases. The literature also indicates a difference in the learning style types of students in different academic programs. Patterns in learning style types have been identified in select occupations and academic programs. Additionally, research has shown that individuals tend to adopt the learning style characteristics of those with whom they work closely, contributing to an occupational pattern of learning style types. Specific factors that shape and influence our learning styles throughout our lives have been identified. This finding is consistent with the results of this study regarding the change in students' learning style types as they progress through their education. Findings from the data gathered for this study show differences in learning style type based on gender, race, and geographic location. The data also suggests a change in students' learning styles as they progress.

This pattern could be interpreted as an adjustment students make to accommodate how teachers teach. As students move to higher grade levels, one could assume lectures become a bigger part of what occurs in the typical classroom. Students may be forced to learn

in more auditory ways due to teachers' one-way teaching style (which may not necessarily better prepare them for their occupational area) (Csapo & Hayen, 2006).

### **1.3.3.2. Give attention to student's personhood**

The diversity of learning styles decides the variety of teaching approaches. Teachers adopt proper approaches to stimulate students' motivation, adjust their study attitudes, and complement their learning styles. Teachers are eager to apply these approaches to help students overcome difficulties and confusion in their SL learning. However, regardless of the approaches adopted, teachers should never forget to communicate sincerely and face-to-face with their students. Sometimes, a warm-hearted talk with a student is more effective than any skillful or creative teaching approach. Because everyone has self-esteem, no successful cognitive or affective activity can be carried out without some degree of self-esteem. Talking with a student is a good way to show that a teacher cares for them; thus, the student will feel respected as a worthy person and is likely to develop confidence and interest in the course. A teacher can have a positive and influential effect on both the students' linguistic performance and emotional well-being. Perhaps those "good" teachers succeeded because they gave optimal attention to both linguistic goals and the personhood of their students (Li Zhao, 2022).

## **1.4. Intelligence**

For many, the idea that education could be concerned with cultivating intelligence is counterintuitive. Even for many psychologists, intelligence implies a monolithic and static ability that is genetically preset. Without saying that genetics is irrelevant to intelligence— it is not— there now exists a large body of data showing that experience (i.e., “nurture”) plays a decisive role in the development of the intelligent human being. Not only data but also new theories, especially cognitive information-processing psychology, have recast intelligence as consisting of learnable competencies that can be cultivated through experience. Binet himself

saw intelligence as malleable through instruction, and cultivation was the metaphor he chose to describe how intelligence could be taught, with the expectation of a rich harvest (Cronbach, 1984).

What is intelligence? As a first approximation, I define intelligence as a repertoire of learnable cognitive competencies that permit its effectiveness in a complex, symbol-rich, and problem-oriented world. Of course, intelligence is much more than that. Concise definitions of complex phenomena, although useful as points of departure, necessarily oversimplify. This is the case with intelligence, partly because it is multifaceted but also because differing theoretical perspectives have been applied to intelligence over the century or so that it has been studied seriously (Martinez, 2000).

#### **1.4.1. Visual Intelligence**

Intelligence differs in their development among individuals, as they can be developed if individuals possess the necessary motives and receive appropriate encouragement and training. Intelligence has a structure and scope that express organized activities within the framework of a culture. Any existing domain can be identified by one type of intelligence. Emphasizing that capacity has a content of processes that can be inferred by differentiating between the term intelligence and the term pattern by observing the situation in which the individual lives, with all its elements.

Accordingly, the role of the teacher has changed from merely imparting information and skills to students in a theoretical or practical manner to contributing to the preparation of educational and productive scientific activities and training and guiding his students to realize and perform them in their educational form when utilizing the activities of multiple intelligences.

Visual intelligence, at its simplest level, is the ability to recognize and appreciate colors and shapes, create simple images, shapes, and models, and physically manipulate

them, in addition to the manual assembly of parts. Forming mental images and seeing shapes from different angles (Hammadi, 2022).

#### **1.4.2. Kinesthetic Intelligence**

Kinesthetic intelligence involves skillfully moving and controlling the body, engaging students effectively. This intelligence often succeeds in hands-on activities rather than theoretical assignments or tasks. It means that it should include the majority of dynamic activities that involve doing relay races or outdoor games. Students used to enjoy it because this intelligence allowed them to become good communicators through body language and be taught by physical activity, acting out, and role-plays. This type of intelligence encompasses a sense of timing, a sense of direction, and, in terms of fine motor abilities, the capacity to use hands and fingers to execute movements and control the classroom (Almeida & Mujica, 2016).

Various activities can help develop bodily-kinesthetic intelligence, including Brain Gym, body language exercises, field trips, role-playing, and crafts. These activities will be incorporated during the application of the strategies being employed in this investigation, specifically in English reading comprehension.

Despite this, the connection between this intelligence and reading and visual aids requires the involvement of a second intelligence, which is bodily-visual, that facilitates students' learning and allows comprehension to develop the reading skill in the moment. In general, they may welcome opportunities to get up and move their bodies; at the same time, students will acquire new knowledge.

The connection between this intelligence and reading is evident from a synthesizing perspective, as combining them enables the integration of different ideas into a coherent whole. However, it is possible to communicate that integration to others, which can be characterized as text comprehension. That is why both intelligences were combined during

this investigation (Cupuerán, 2021).

Kinesthetic intelligence, also called "body exercise" intelligence, is the ability to use all parts of the body to solve problems or make things. People who possess this intelligence usually process information through feelings that are experienced physically (Ariah, 2019: 10). Kinesthetic intelligence is equivalent to a person's ability to develop motion that has a unique and distinct performance value. To gain a deeper understanding of the motion and develop it effectively, we need to recognize that there are five basic movements (Blumenfeld, 2009). This movement consists of (1) body coordination, (2) agility, (3) strength, (4) balance, and (5) eye-hand and foot coordination. Children are great at moving large and small muscles and enjoy doing physical activities using their limbs (Ulfa, 2022)

### **1.5. Second Language Acquisition**

Second language acquisition refers to the process by which a student learns to use a second language in the same way they use their first.

According to Rojas and Garduño (n.d.), the acquisition of a foreign language is a learning process that typically occurs in an academic training environment where the language is not commonly used. That is, the acquisition of a second language occurs after the individual has learned his mother tongue.

The theory proposed by Krashen, also known as the Monitor Theory, represents, to date, the theory that shows the most significant relevance regarding the process of acquiring a second language (De Castro, 2009). According to this theory, the acquisition of a second language involves combining two systems: the acquisition system and the learning system.

Regarding this theory, Nolasco (2004) states that "the acquisition of a language is a subconscious process. Grammatical structures are acquired naturally, while learning is a conscious process, knowing the language through models and strategies other than its acquisition" (p. 7).

This theory is made up of five hypotheses:

**1.- The hypothesis of the acquisition and learning system.** - Which makes a differentiation in terms of two processes: acquisition and learning, the first one that occurs subconsciously and the second one in a conscious way. (Nolasco, 2004)

**2.- The hypothesis of the natural order of acquisition.** - This indicates that students of a second language learn the grammatical structures in a predictable order. (De Castro, 2009).

**3.- The hypothesis of the monitor. This highlights the role of the individual who acquires a second language, as they must reflect on their mistakes to improve their acquisition process.** Regarding this, Contreras (2012) states that “conscious knowledge of grammatical rules (learning) also has one (and only one) function: to act in the production of utterances as a monitor, a corrector, modifying them if they do not agree with the learned rules” (p. 124).

**4.- The hypothesis of comprehensible input.** - This hypothesis states that a student will attain a second language as long as all the information inputs he receives are of a higher degree of difficulty than he already has (Villanueva, 2010).

**5.- The affective filter hypothesis. This hypothesis plays a crucial role in the process of acquiring a second language, as it highlights the importance of the emotional factor, which is decisive in** measuring the degree of learning achieved by a second language student.

### **1.5.1. Vocabulary Acquisition**

One of the most important aspects of learning a language is vocabulary acquisition. Considering that learning language is not only about understanding grammar and structure, vocabulary becomes a crucial part of language to be learned. One of the reasons is that no human – even with excellent grammar skills can convey any message without vocabulary (Fauzan. 2017).

Vocabulary is a key element in learning a language; it is supposed to be the basis of

communication itself; we do not only think with words, but through them, we communicate and express what we think, feel, and desire (García, 2009, cited by Cuellar, 2013)

“Vocabulary acquisition is a complex process, in which it is necessary to differentiate between passive and active vocabulary. On the other hand, the term acquisition is sometimes used to refer to the use of a language that is acquired spontaneously in a natural context, while the term learning is sometimes used for the same thing as the previous one, tending to be linked to an intentional activity, which leads to a complementary activity of an instructional type, mostly in an institutional context” (Cuellar, 2013, p. 115)

### **1.5.2. Language Acquisition through Vocabulary Learning Strategies**

Strategies are communicative procedures that learners use in order to learn and use language. Strategies also involve mental in the learning process. Learning strategies refer to the thoughts and actions that individuals employ to achieve learning and language acquisition. This study aims to evaluate the effectiveness of specific vocabulary learning strategies and provide empirical evidence on the contribution of acquiring new words to language learners. In more specific terms, learning strategies are tools for active, self-directed involvement, which is essential for developing communicative competence. An effective language learning strategy would foster greater self-confidence. The purposes of language learning strategies adopted by learners are to make the learning process easier, faster, more fluent, more enjoyable, more self-directed, and more self-explanatory, as well as more transferable to new experience situations.

Vocabulary learning strategies are a part of language learning strategies, which in turn are a part of general learning strategies. As we discuss vocabulary, it refers to the use of language. The definition of vocabulary learning strategy stems from that of language learning strategies. She defines vocabulary learning strategies as the actions that learners choose to

help them understand and remember vocabulary items, adopting the working definition of vocabulary learning strategies from her study. Vocabulary learning strategies are knowledge about the mechanisms, processes, and strategies in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in the oral or written mode.

Proposed vocabulary learning strategy into three main categories. The first is to discover the meaning of new vocabulary items. The second is to retain the knowledge of newly learned vocabulary items. Moreover, the third is to expand the knowledge of vocabulary items (Susanto & Fazlinda, 2016).

#### **1.5.2.1. Classification of Vocabulary Learning Strategies**

There are several different ways to classify L2 vocabulary learning strategies. (Sökmen, 1997) summarizes that the main categories of vocabulary learning strategies are implicit and explicit teaching of words. Implicit teaching includes only words that are inferred from context. Explicit teaching consists of several elements, including building a large sight vocabulary, integrating new words with existing ones, providing an adequate number of encounters with a word, promoting deep-level processing, facilitating imagery and concreteness, employing various techniques, and encouraging independent learner strategies.

Another classification of vocabulary learning strategies has been proposed by Nation (1990). In his earlier work, he identifies three different vocabulary learning strategies: guessing words from context, using mnemonic techniques, and utilizing prefixes, roots, and suffixes, as well as word parts in general. However, in a later study (Nation, 2006), learning words from cards is included as a fourth primary vocabulary learning strategy, and using a dictionary is also mentioned as one of the most important vocabulary learning strategies (Marttinen, 2008)

## **1.6. Council of Europe EAQUALS-ALTE Can Make Statements**

The emphasis on action-oriented language learning - what you do with language, not what you know about it. The “can do” statements underpin the whole approach to setting learning objectives. (Matheidesz & Heyworth, 2007)

The Council of Europe's Common European Framework of Reference for Languages (CEFR) defines the levels of proficiency. The CEFR was developed in parallel with the European Language Portfolio (ELP), which helps learners reflect on their progress.

The Council of Europe's EAQUALS-ALTE Can Do Statements are a set of descriptors that define different levels of language proficiency. The statements are organized into three areas: social and tourist, work, and study. (Martyniuk, 2005).

### **1.6.1. A1 Spoken Interaction**

- I can introduce somebody and use basic greetings and leave-taking expressions.
- I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- I can make myself understood in a simple way but I am dependant on my partner being prepared to repeat more slowly and rephrase what I say and to help me say what I want.
- I can make simple purchases where pointing or other gestures can support what I say.
- I can handle numbers, quantities, cost and time.
- I can ask people for things and give people things.
- I can ask people questions about where they live, people they know, things they have etc. and answer such questions addressed to me provided they are articulated slowly and clearly.
- I can indicate time by such phrases as “next week”, “last Friday”, “in November”, “three o'clock”.

### **1.6.2. A2 Spoken Production**

- I can describe myself, my family, and other people.
- I can describe where I live.
- I can provide brief, concise descriptions of events.
- I can describe my educational background and my most recent job.
- I can describe my hobbies and interests.
- I can describe past experiences and personal experiences (e.g., the last weekend, my last holiday).

### **1.7. Pre-Young Learners**

The "Pre Young Learners" category refers to the English language exams designed by Cambridge English. This certification is designed for primary school children (aged 7-12) and is the first of three qualifications for this age group. These tests are divided into three levels: Starters (beginner level), Movers (level A1), and Flyers (level A2). It focuses on introducing children to English in a fun and motivating way, using bright colors and fun activities, and focuses on basic language skills such as listening, speaking, reading, and writing.

These tests correspond to levels A1 and A2 of the Common European Framework of Reference for Languages, which indicate basic proficiency.

**CHAPTER II**  
**METHODOLOGY**  
**MATERIALS AND METHODS**

**2. Type of research**

This work will be carried out using a mixed methods approach, which combines quantitative and qualitative methods with a descriptive design.

**2.1. Research methods, techniques, and instruments**

The development of this study is based on a mixed approach that combines quantitative and qualitative techniques, which will help me to fulfill the objective of this research work: to apply visual and kinesthetic strategies in the process of learning a second language (L2) for vocabulary acquisition in students.

**2.2. Techniques**

**2.2.1. Quantitative techniques**

**2.2.1.1. Surveys**

“...the word “survey” is used most often to describe a method of gathering information from a sample of individuals.” In a bona fide survey, the sample is not selected haphazardly or only from persons who volunteer to participate. It is scientifically chosen so that each person in the population will have a measurable chance of selection. This way, the results can be reliably projected from the sample to the larger population (Scheuren, 2004)

This technique will allow data collection through a survey directed at students with the purpose of applying visual and kinesthetic strategies in the L2 learning process for students' vocabulary acquisition.

## **2.2.2. Qualitative techniques**

### **2.2.2.1. Interview**

The purpose of most qualitative interviews is to derive interpretations, not facts or statements, from the respondent's speech. Some researchers frame the qualitative interview as a "speech event" (Mishler, 1986). This technique will allow us to obtain crucial information by conducting unstructured interviews with the authorities and teachers of El Convento School.

## **2.3. Instruments**

Closed Question Survey

Interview with structured questions

## **2.4. Hypothesis**

If visual and kinesthetic strategies are applied to students for the acquisition of vocabulary in the English language, then they will have greater linguistic resources for the production of the communicative act in L2.

## **2.5. Research scope**

**Descriptive:** This research will be carried out with a descriptive and exploratory approach using the mixed research method, with the purpose of implementing strategies in L2 learning to acquire vocabulary for pre-young learners at Escuela El Convento

### **2.5.1. Universe population**

This research was conducted in a population of 20 pre-young learners, aged 8 to 12, from the EL Convento school.

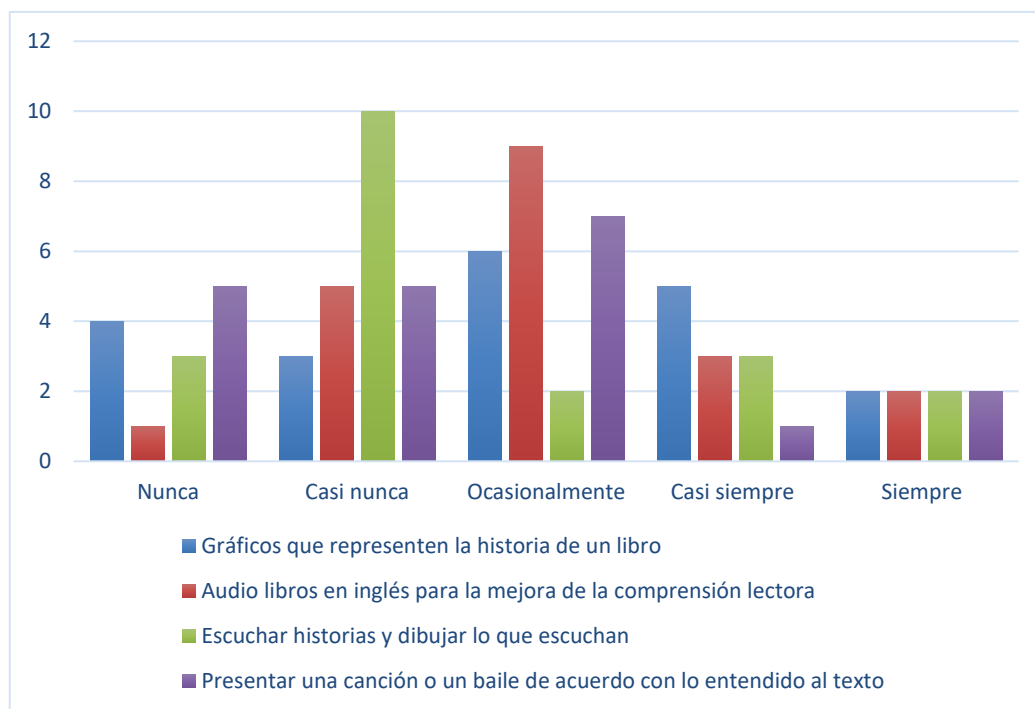
**CHAPTER III**  
**RESULTS AND DISCUSSION**

**3. Analysis of results**

**3.1. Students' survey**

**3.1.1. ¿Con qué frecuencia usted cree que se han empleado actividades kinestésico-visual dentro del aula en la materia de inglés?**

**Figure 1** *Activities from kinesthetic-visual interaction.*



Source: Own elaboration

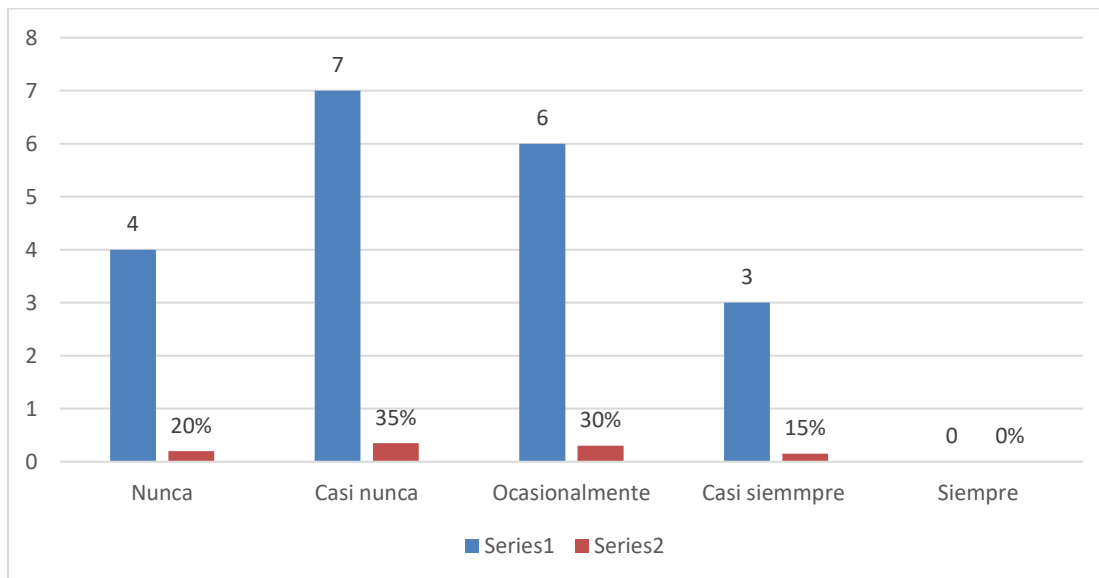
**Analysis**

They indicate that the use or application of visual-kinesthetic activities in the classroom often varies depending on the teacher's strategies to ensure that students achieve meaningful learning. However, most respondents state that they rarely listen to stories or draw what they hear in English classes, but that they occasionally use English audiobooks as an activity that allows them to work on reading comprehension. Furthermore, a minority of students' state that they never perform a song or dance in class. Philp (2008) states that this type of student

learns best when physically interacting with the environment. Philp asserts that these learning opportunities decrease dramatically as the school years progress, "leaving children and students who prefer this modality without opportunities to use it"

### 3.1.2. ¿Con qué frecuencia me gusta leer historia de inglés?

**Figure 2** Reading frequency.



Source: Own elaboration

#### Analysis

The following chart shows that 35% of respondents agree that they rarely enjoy reading stories in English, while 30% read occasionally and 15% have very low reading habits.

The following are the key features of the Guided Extensive Reading program:

Teachers should be well-informed about the books and reading materials that might interest their students. Guided Extensive Reading should be delivered in a relaxed and informal classroom environment, where the teacher focuses on helping students read for pleasure.

Reading materials should be at a level that matches the students' proficiency. Students have the opportunity to choose the books they wish to read. The program should be implemented regularly. Established routines, designed to instill a love of reading in students, are a crucial part of the program. Students are encouraged to retell the stories they have read to the class.

Students' reading progress is monitored and reinforced through praise and encouragement or by awarding stars for books read. Mohd Asraf, R., & Ahmad, I. S. (2003).

The conclusion is that the children surveyed do not regularly read stories in English. The reasons for their poor reading habits must be considered, and strategies implemented to encourage students to develop a love of books.

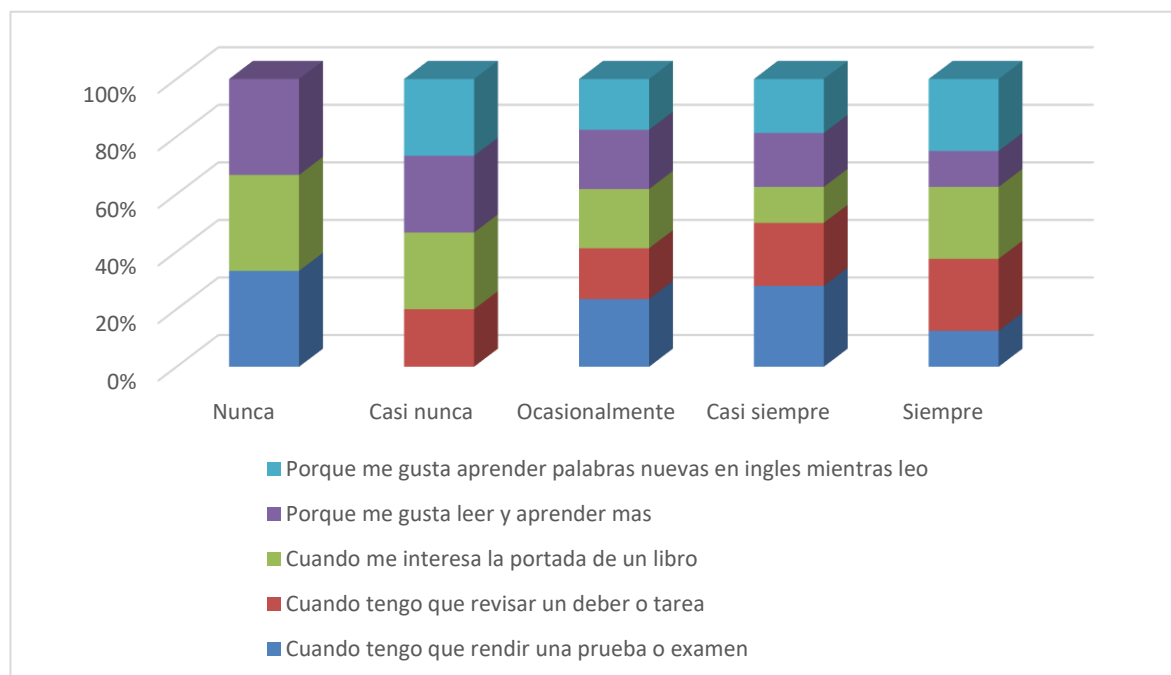
### 3.1.3. ¿Bajo qué circunstancias leo libros de inglés?

**Figure 3** *Frequency of reading book.*

Source: Own elaboration

#### Analysis

According to the following bar graph, it can be seen that most students pick up books only because teachers require them to, or because they are under pressure for an exam, or because



they need to review an assignment, and a minority have the habit of voluntarily reading to enrich their vocabulary.

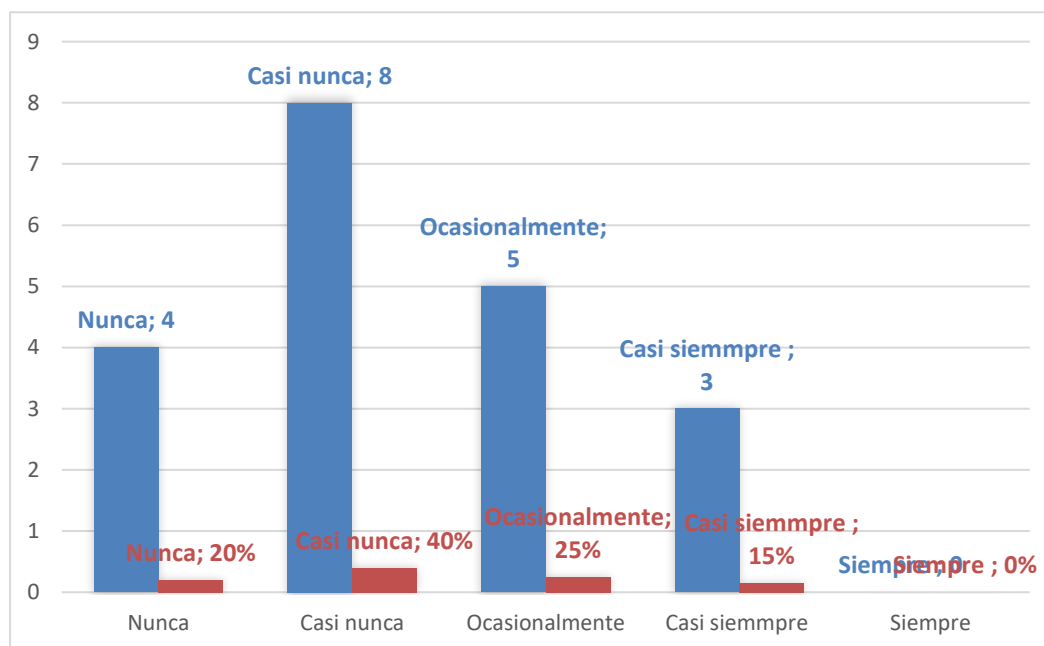
Nuttall (1996) proposes three criteria that need to be considered when choosing reading material is suitability. It refers to whether or not the text interests the students to read and whether or not it is appropriate for their goals in learning English. Exploitability deals with

the condition whether or not the text can be exploited for teaching purposes. Readability concerns whether the text is too easy or too hard for the students. Thus, it is obvious that selecting relevant and interesting material for readers is a key to their engagement in the process of learning,

Based on the students' responses, we can see how important books with eye-catching illustrations are; visual tactics are crucial, as they facilitate better language acquisition.

### 3.1.4. ¿Con qué frecuencia he realizado dibujos mientras leo para entender mejor una historia en inglés?

Figure 4 Drafts for reading.



Source: Own elaboration

#### Analysis

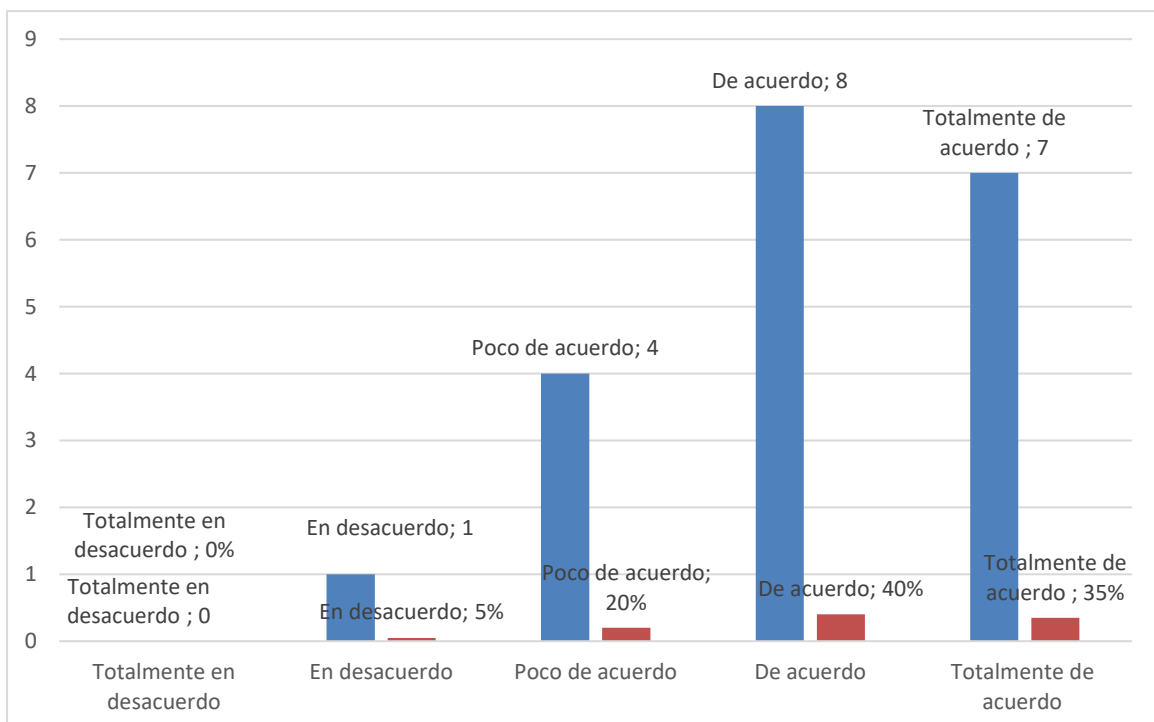
The chart shows that 40% rarely draw while reading, followed by 25% who do so occasionally. This means that 20% never use this resource, while 15% do so almost always, and no one stated that they do so always.

She mentions some of the benefits of increasing learners' awareness of their own learning

styles: "higher interest and motivation in the learning process, increased student responsibility for their own learning, and greater classroom community. These are affective changes, and the changes have resulted in more effective learning" (Reid, 1999). It is clear that drawing as a reading comprehension strategy to better understand a story is not a habit, which suggests the need to encourage more visual-kinesthetic activities.

**3.1.5. ¿Facilitaría la comprensión de un texto en inglés, si el docente utiliza materiales como pintura, plastilina o gráficos que expliquen la palabra u objeto?**

**Figure 5** *Materials for reading comprehension.*



Source: Own elaboration

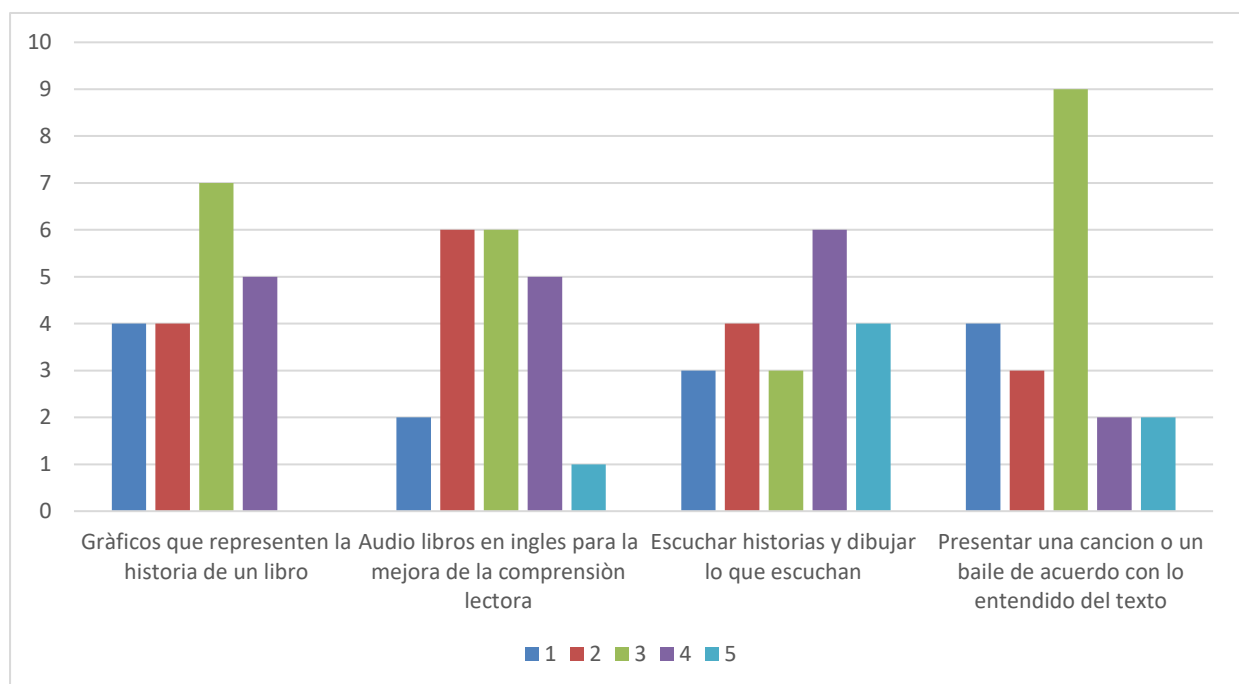
**Analysis**

The bar graph shows that the comprehension of an English text would improve if the teacher used teaching tools by 40%, followed by 35% who strongly agree and 20% and 5% who do not consider that this influences comprehension. Instructional materials are essential and significant tools needed for teaching and learning in order to promote teachers' efficiency and improve students' performance. (Ajoke, A. R. 2017)

The use of this type of materials facilitates learning for the reading process in English, in addition, it can increase the flexibility of these processes using kinesthetic intelligence as a strategy during the learning process.

**3.1.6. Cuando escucho la narración de una historia y tengo que dar un resumen, ¿Prefiero utilizar mi creatividad y recrear la historia utilizando materiales, tales como?**

**Figure 6** *Kinesthetic activities.*



Source: Own elaboration

**Analysis**

This diagram shows that the vast majority of students agreed with presenting a dance or a song, activities that involve movement. Furthermore, they strongly agreed with listening to stories and drawing what they were hearing.

It is essential to eradicate the belief that play is just play and that it only serves to recreate or entertain. It can be proven that through play as a learning strategy, a person's mental structures, abilities, and skills can be enhanced to execute action, because the enjoyment they

find in such an activity motivates them to give more of themselves, thus generating greater and better learning outcomes. (Zapardiel & Hernández, 2024)

**3.1.7. Menciona tres juegos o actividades kinestésicas que no se hayan mencionado en las preguntas anteriores, que le gustaría que se realicen en la clase de inglés**

**Analysis**

Below are the three kinesthetic activities students most frequently mentioned as activities they would like to see implemented in the classroom.

1. Juego de roles
2. Correr
3. Bailar

Kinesthetic learners learn best with an active, hands-on approach. Kinesthetic learning is a methodology that allows students to learn through movement and physical activity. This approach can be particularly effective in the classroom, as it engages their natural energy and facilitates learning English in a fun and dynamic way. These students prefer interaction with the physical world (Ldpride, n.d.)

**3.1.8. ¿Qué actividades visuales en clases cree usted que le ayudarían a interesarse y aprender el idioma inglés?**

**Analysis**

According to the question, students responded that the following activities would help them to learn English:

1. Tarjetas didácticas
2. Mapas mentales
3. Infografías
4. Videos educativos
5. Presentaciones con imágenes

6. Juegos de palabras como crucigramas y sopas de letras
7. Dibujos animados
8. Revistas juveniles en inglés
9. Realidad aumentada

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented (Ldpride,n.d.).

These activities not only make learning more entertaining but also activate different areas of the brain, which can improve memory and language acquisition.

### **3.2. Interview applied to the director**

- 1. ¿Cuáles son las mayores dificultades que se han evidenciado en las estrategias de lectura de lengua extranjera en el aula?**

La brecha existente en la enseñanza del idioma ha sido intermitente en todos los niveles

- 2. ¿Qué estrategias enfocadas a la comprensión lectora se han implementado desde la dirección para el mejoramiento de dicha destreza en el área de lengua extranjera?**

Se ha trabajado resúmenes hechos de manera grupal, lectura guiada con imágenes y material audiovisual, lecturas de varios tiempos y muchas sesiones.

- 3. ¿Se han implementado previamente procesos de interacción kinestésica-visual en el aula con los estudiantes de la Escuela El Convento, para mejorar la comprensión lectora de lengua extranjera?**

No

- 4. ¿Cuáles beneficios conoce o aspira usted a obtener de la implementación de actividades de interacción kinestésica-visual en el aula de lengua extranjera, para mejorar la comprensión lectora de los estudiantes de la Escuela El Convento?**

Se trabajan con lesiones mas significativas para impactar en el aprendizaje de los estudiantes, estas lesiones significativas son trabajos guiados que sean cortos para que sean más fáciles de trabajar, ya que hay algunos estudiantes que tienen problemas de concentración y mas con un idioma que ellos no conocen, para que ellos trabajen de manera mas efectiva se hacen trabajos cortos, pero significativos y que puedan internalizar el aprendizaje.

**5. ¿Qué características considera usted que deben contener las actividades basadas en la interacción múltiple kinestésica-visual, para mejorar la comprensión lectora en la clase de lengua extranjera de los estudiantes de la Escuela El Convento?**

Dejen una señal física de su aprendizaje, que a través del aprendizaje ellos puedan resolver de manera rápida cualquiera sea de los aprendizajes que tengan en el idioma.

Veo con el profesor que e entrega bastante guías de aprendizaje, que son visuales, el en las pruebas pone una animación o un dibujo y de acuerdo con eso les hace varias preguntas.

Por ejemplo, con los más chiquititos un cuerpo humano, cuáles son las características de este niño que aparece ahí o como se llama la cabeza, ¿puedes traducirlo? Es algo que ellos puedan internalizar y responde de manera rápida. Eso es dejar una respuesta física de lo aprendido.

## **5.1. Interview applied to the teacher**

- 1. What are the greatest difficulties that have been evident in foreign language reading strategies in the classroom?**

The low English proficiency due to an inexistent English process from Primero Básico to Tercero.

- 2. What strategies focused on reading comprehension have been implemented by the management to improve said skill in the area of foreign language?**

Cooperative strategies, long-term reading comprehension lessons and scaffolding

- 3. Have kinesthetic-visual interaction processes been previously implemented in the classroom with the students of the El Convento School, to improve foreign language reading comprehension?**

It depends of the class El Convento school has a lot of students with cognitive situations that makes really hard to implement these strategies

- 4. What benefits do you know or aspire to obtain from the implementation of kinesthetic-visual interaction activities in the foreign language classroom, to improve the reading comprehension of the students of the El Convento School?**

Make the lesson more significative

- 5. What characteristics do you think of activities based on multiple kinesthetic-visual interaction should be used to improve reading comprehension in the foreign language class at El Convento School?**

Leave a physical indicator of the learned objective

- 6. Do you know about strategies based on kinesthetic-visual interaction that promote students' development of reading comprehension in the foreign language area?**

I know about TPR and KP situations

- 7. What are the activities that have been implemented based on kinesthetic- visual interaction, which promote students' development of reading comprehension in the foreign language area?**

Read comics, dance, and read along with videos

## **CHAPTER IV**

### **PROPOSAL**

#### **4. Introduction**

Vocabulary acquisition plays a crucial role, enabling students not only to communicate effectively but also to understand and actively participate in diverse situations. For English as a Second Language learners, incorporating teaching methods that engage multiple senses can be particularly beneficial. In this context, visual and kinesthetic activities emerge as powerful tools to facilitate vocabulary learning.

Visual activities help students associate new words with images, facilitating the memorization process. Elements such as picture cards, concept maps, and visual presentations can transform learning into a more dynamic and engaging experience.

On the other hand, kinesthetic activities integrate physical and mental learning, allowing students to acquire vocabulary through movement and action. Role-playing games, dramatizations, and exercises that require physical movement not only make learning more fun but also help consolidate knowledge by engaging the body.

#### **4.1. Proposal title.**

Ludic-English with visual and kinesthetic strategies for vocabulary acquisition.

#### **4.2. Objectives of the proposal**

##### **4.2.1. General objective**

Design a fun guide with visual and kinesthetic activities for the acquisition of vocabulary in the Pre A1 Starters, A1 Movers, and A2 Flyers categories for students at El Convento School.

##### **4.2.2 Specific objectives**

- Effectively integrate visual and kinesthetic activities to improve long-term retention of L2 vocabulary.
- Engage students through ludic-activities to learn English.

- Guide learning processes for communicative purposes.

### **4.3. Rationale**

Learning a new language is a challenge that requires the use of diverse strategies to facilitate the process. Visual and kinesthetic activities have been highlighted as effective strategies for acquiring and learning English vocabulary, as they optimize retention and comprehension of this second language.

Visual memory is powerful, and by associating words with images, flashcards, and graphics, students are more likely to remember vocabulary, strengthening their memory.

Kinesthetic activities involve physical movement, which helps students learn actively. This includes role-playing, dramatizations, or the use of gestures to represent words. Active learning is more memorable than passive learning because it engages multiple senses.

For this reason, the use of visual and kinesthetic activities in the classroom for English vocabulary acquisition is highly beneficial, as they facilitate retention, improve comprehension, stimulate interest, and create a positive learning environment. These strategies, when applied in the classroom, not only enrich the educational experience but also prepare students to use the language effectively in real-world situations.

The purpose of this fun guide is to provide fun, strategic tools to help students have an enjoyable experience and a positive relationship with the English language.



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  - **The verb To Be:** Hopscotch game
  - **Regular verbs and their meaning:** Playing the telephone game
  - **Irregular verbs:** Tic-tac-toe
  - **English Skills:** This is a movie!
- **Unit 2 How do you say it?**
  - **Vocabulary building activity:** Word relay race
  - **Listening and Production:** Quiz show
  - **Vocabulary building activity:** Charades
  - **English Skills:** Vocabulary Bingo
- **Unit 3 Bilingual Gymkhana**
  - **Color Hunt:** Activity
  - **Language learning activity:** Runners
  - **English activity:** Target Shooting
  - **Sporting events:** Olympics English
- **Unit 4 Role Play**
  - **Listening Comprehension and Collaborative Work:** Singers
  - **Reading Comprehension:** Thematic vocabulary
  - **Oral Expression:** Perform a scene
  - **English skills:** Let's play handball

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# Unit 1: Reviewing Verbs





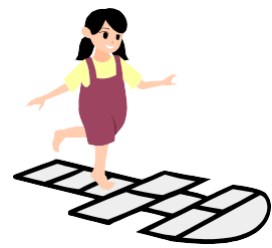
Without a single known inventor, its origins could be traced back to Renaissance Europe.

## Objective

This engaging hopscotch game is designed to help students learn and identify forms of the verb "to be" in various tenses. Students will improve their understanding of the verb's usage while participating in fun and physical activity.

## Materials Needed

- A hopscotch grid drawn on the ground or floor
- Chalk or tape to draw the grid
- Cards or pieces of paper with words written on them
- A list of words, including different forms of the verb "to be" and other random words



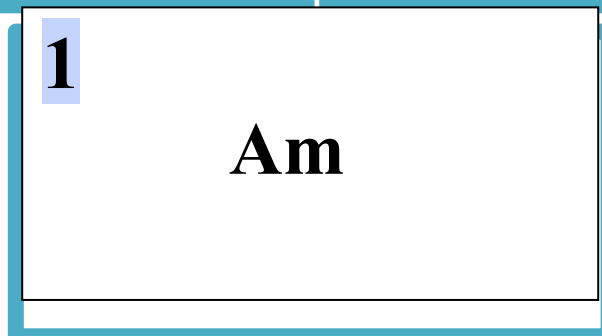
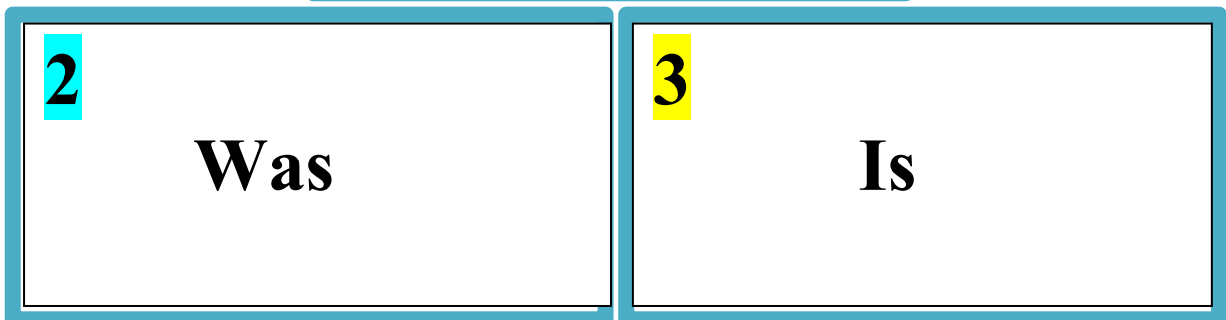
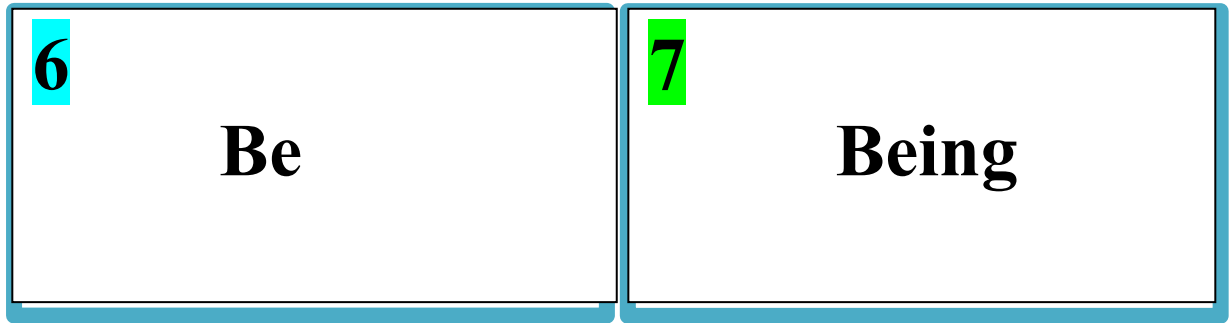
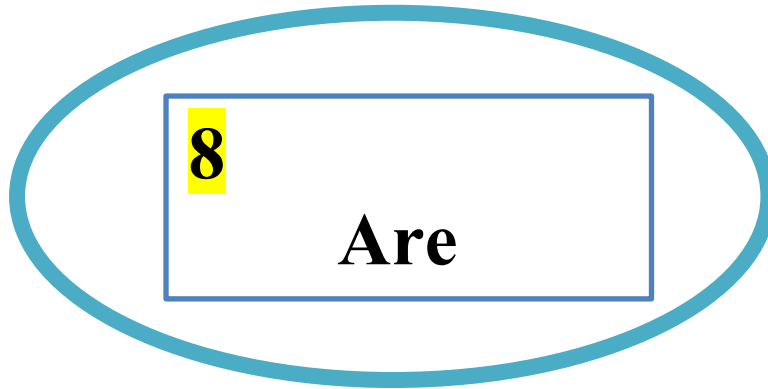
## Preparing the Game

- 1. Draw the Hopscotch Grid:** Create a traditional hopscotch grid with numbered spaces using chalk or tape.
- 2. Word Cards:** Prepare cards with different words, ensuring them to include various forms of the verb "to be" such as "am," "is," "are," "was," "were," "been," and "being."
- 3. Distribute Words on the Grid:** Randomly place the word cards in each hopscotch space.

## Game Instructions

- 1. Teacher's Direction:** The teacher will instruct students on which form of the verb "to be" they need to jump over during their turn.
- 2. Taking Turns:** Each student will take turns tossing a small object (like a stone or beanbag) onto the grid to determine their starting space.
- 3. Hopping:** Students must hop through the grid, ensuring they skip over the spaces containing the specified form of the verb "to be."
- 4. Completing the Course:** The goal is for students to reach the end of the grid without stepping on any of the targeted verb forms.
- 5. Discussion:** After each round, have a brief discussion with students about the verb forms they encountered and their uses in sentences.

Example





Without a single known inventor

## Objective

The goal of this activity is to help students learn how to convert regular verbs from the infinitive to the simple past tense and understand their meaning. They will practice applying the rules for adding the correct endings to regular verbs.

## Materials Needed

- Flashcards with infinitive verbs written on them
- A list of rules for forming the simple past tense





































## Rules for Forming the Simple Past Tense

1. Add “-ed” to most verbs. Example: *work* → *worked*
2. For verbs ending in “e,” add “-d.” Example: *love* → *loved*
3. For verbs ending in a consonant followed by “y,” change “y” to “i” and add “-ed.”
  - Example: *try* → *tried*
4. For verbs ending in a single vowel followed by a single consonant, double the final consonant and add “-ed.” Example: *stop* → *stopped*

## Game Instructions

1. **Form Groups:** Divide the class into groups of 5-10 students. Arrange each group in a straight line or a circle.
2. **Distribute Flashcards:** Give the last student in each line a flashcard with an infinitive verb written on it.
3. **Convert the Verb:** The student with the flashcard must convert the infinitive verb into its simple past tense form using the rules provided.
4. **Pass the Message:** The student whispers the converted verb to their partner. The message continues to pass down the line until it reaches the first student.
5. **Final Presentation:** The first student in line must pronounce the word aloud, write it on the board, and present it to the class.
6. **Check and Discuss:** Verify if the final result is correct. Discuss any errors and the rules applied.

# Materials

 Kneel	 Whisper	 Hug	 Dig	 Jump	 Run	 Draw	 Paint
 Whistle	 Think	 Listen	 Cut	 Water	 Yawn	 Cry	 Crawl
 Wrap	 Squeeze	<h1>VERBS FLASHCARDS</h1>				 Hide	 Point
 Wrestle	 Knock					 Drink	 Sit
 Shake	 Splash					 Throw	 Hit
 Dab	 Give	 Shop	 Recycle	 Read	 Write	 Mop	 Pop



Without a single known inventor

## Objective

The goal is to complete a line of three consecutive spaces, either horizontally, vertically, or diagonally, with the correct irregular verb cards in the missing tenses.

## Materials Needed

- Flashcards: Each card should have an irregular verb in one of its tenses (base form, past simple, or past participle).
- Tic-Tac-Toe Grid: A simple 3x3 grid drawn on a board or on paper.
- Markers: Use different colors or shapes for each player to distinguish between "X" and "O".

## Game Setup



- 1. Review Session:** Begin the game with a quick review of the list of irregular verbs and their different tenses. Ensure all students are familiar with the verbs that will be used.
- 2. Pair Up:** Divide the class into pairs. Each pair will have their own set of flashcards and a Tic-Tac-Toe grid.

## How to Play

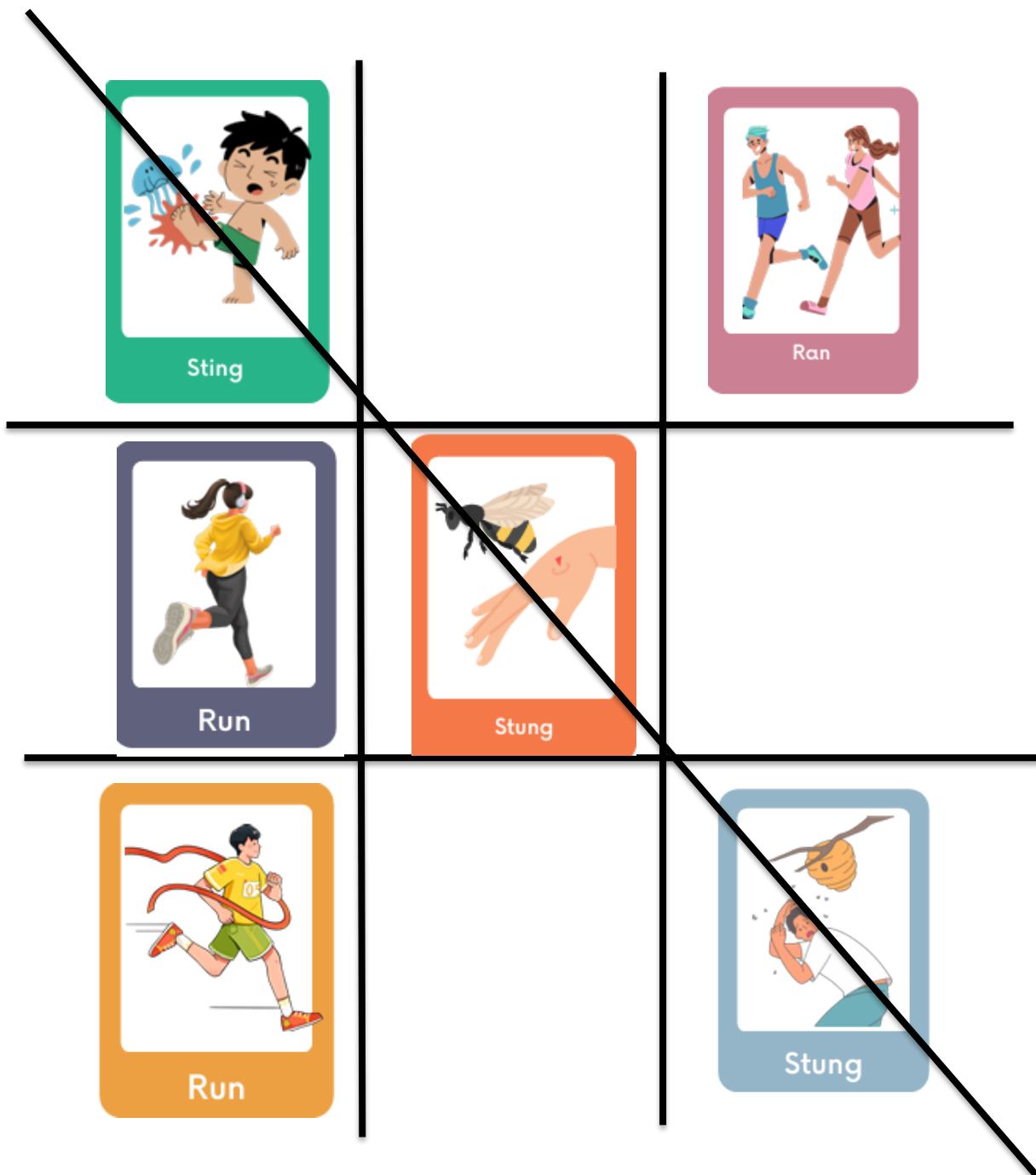
- 1. Teacher's Role:** The teacher will provide two irregular verbs in any tense (one verb for each student).
- 2. Student Task:** Each student must find the two cards representing the missing verb tenses and place them on the grid until they make a tic-tac-toe line.
- 3. Objective:** The goal is to complete a line (horizontal, vertical, or diagonal) on the grid with the correctly conjugated verb forms.
- 4. Winning the Game:** The first student to complete a line using the correct forms of the irregular verbs wins the game.

# Materials

Click on the image



# *Example*





Quiñonez L. 2025

## Objective

The primary goal of the game is to help students identify verbs in context and correctly determine their tense. This exercise not only improves verb recognition but also enhances overall language comprehension and usage skills.

## Materials Needed

- A miniseries or movie with English subtitles.  
<https://www.youtube.com/watch?v=nvyuCykKotU>
- Notebooks or paper and pens for students.
- A list of common verb tenses for reference.

## Game Instructions

### Step 1: Viewing the Miniseries

- Begin by watching a designated episode of the miniseries together as a class. Encourage students to pay close attention to the dialogue, especially the verbs used.

### Step 2: Verb Identification

- As students watch, they should write down any verbs they hear. They can pause the video if necessary to ensure they capture the verbs accurately.

### Step 3: Determining Verb Tenses

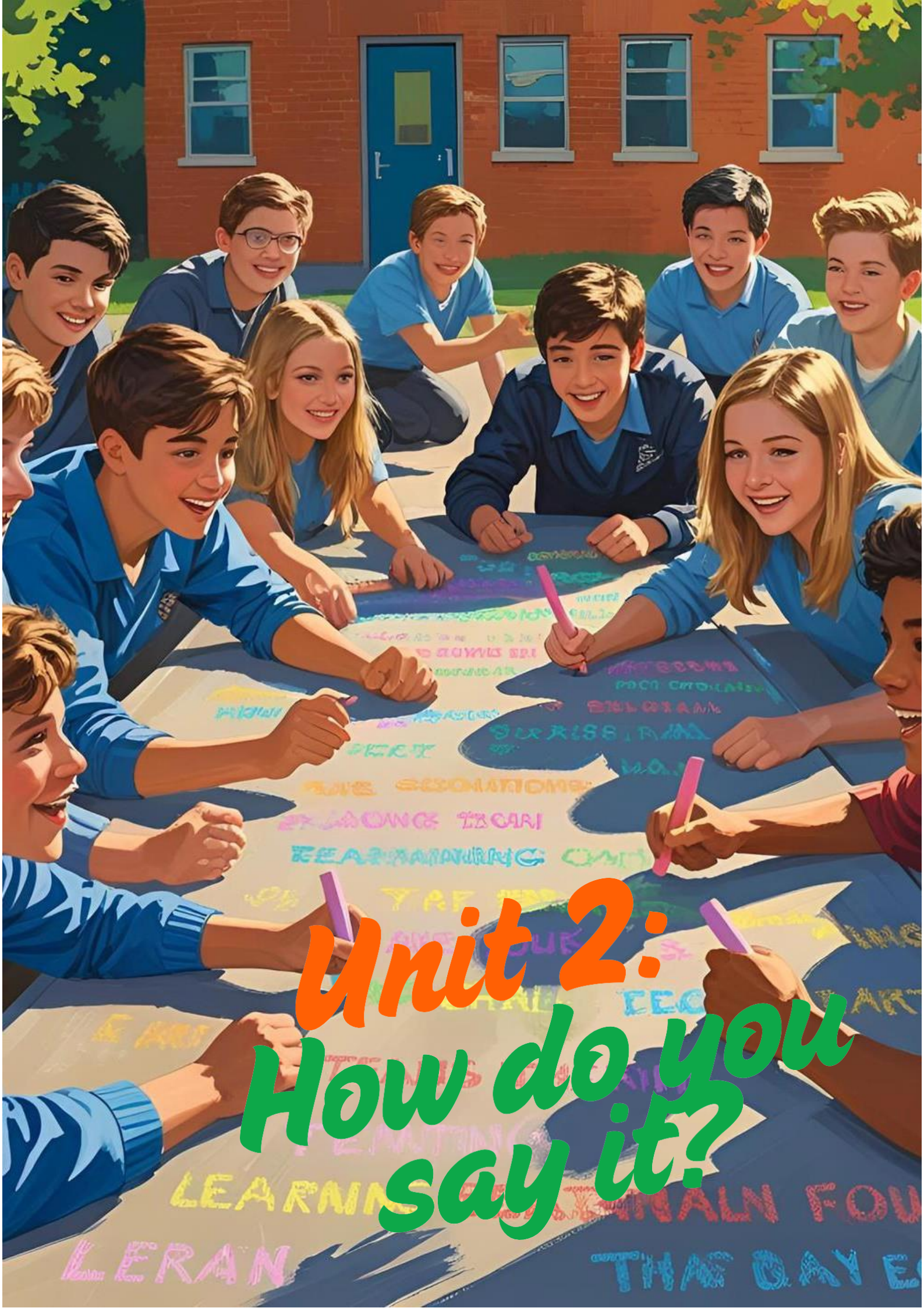
- After watching, students will review their list of verbs and determine the tense of each verb. Encourage them to use the subtitles as a reference to confirm their choices.

### Step 4: Group Discussion

- Organize students into small groups to discuss the verbs and tenses they identified. This collaborative step encourages peer learning and helps clarify any uncertainties.

### Step 5: Class Review

- Conclude with a class discussion where groups share their findings. Go over any common challenges and clarify any misunderstandings about verb tenses.



**Unit 2:**  
**How do you**  
**say it?**

LERAN  
LEARNING  
THAT DAY

## TASK

1

# Vocabulary Building Activity

## Word Relay Race

Without a single known inventor

### Objective

The primary goal of the Word Relay Race is to build vocabulary and encourage teamwork among participants.

### Materials Needed

- Vocabulary word strips with translations
- A timer

### How to Play

Begin by writing a selection of vocabulary words on slips of paper. Place these slips into a container from which participants will draw.

### Set Up Teams

Divide the class into two or more teams. Arrange each team in a line as you would for a traditional relay race.

### Start the Race

1. First Round: The first student in each team picks a word from the container.
2. Description: Without using the word itself, the student describes it to their teammates. They can use synonyms, antonyms, or definitions as clues.

### Pass the Baton

1. Once the team correctly guesses the word, the next student in line takes a turn.
2. The relay continues, with each student picking a new word and describing it to their team.

# Vocabulary

Click on the image

## ENGLISH SPANISH



- Verbs
- Adjectives
- Objects or nouns

Jump / Saltar	Bad / Malo
Dance / Bailar	Eat / Comer
Sleep / Dormir	Walk / Caminar
Sing / Cantar	Laugh / Reír

## TASK

## 2

# Listening and Production Quiz Show



Popular between 1930-1950

## Objective

Foster creativity and teamwork through acting exercises, to help students improve their listening and speaking skills.

## Materials Needed

Worksheet: A sheet with pictures or scenarios corresponding to the English sentences

Performance space: An area of the classroom where students can perform skits in pairs.

## Activity Instructions

Begin by writing a selection of vocabulary words on slips of paper. Place these slips into a container from which participants will draw.

Students should listen to the Spanish phrases and their English pronunciation, identify them, and circle them with colors on the worksheet, then act them out in pairs.

## Example Phrases

- "¿Dónde está la biblioteca?" (Where is the library?)
- "Me gusta bailar." (I like to dance.)
- "Tengo sed." (I am thirsty.)
- "¿Puedes ayudarme?" (Can you help me?)
- "Está lloviendo." (It is raining.)

# Quiz Show

Name and surname:

✚ They should listen to the phrases in Spanish and their pronunciation in English, identify them, and circle them on the worksheet.

 <p>I GET UP IN THE MORNINGS</p>	 <p>I TAKE A SHOWER</p>	 <p>TAKE A BATH AT NIGHT</p>	 <p>I BRUSH MY TEETH</p>	 <p>I LIKE TO READ A BOOKS</p>	 <p>I HAVE TO DO MY HOMEWORK</p>	 <p>I AM LEARNING</p>	 <p>I WALK MY DOG</p>
 <p>I NEED TO GO TO THE TOILET</p>	 <p>SHE WEARS A DRESS</p>	 <p>I WANT TO GO PLAY WITH MY TOYS</p>	 <p>I COMB MY HAIR</p>	 <p>GO FOR A WALK</p>	 <p>I MEET UP WITH MY FRIENDS</p>	 <p>GO TO BED</p>	 <p>I AM GOING TO EAT</p>
 <p>I TIDY THE TOYS</p>	 <p>I AM CLEANING</p>	 <p>WASH THE DISHES</p>	 <p>DO THE LAUNDRY</p>	 <p>WHERE IS THE LIBRARY</p>	 <p>I LIKE TO DANCE</p>	 <p>CAN YOU HELP ME?</p>	 <p>IT IS RAINING</p>
 <p>SWEEP THE FLOOR</p>	 <p>PLAY SPORTS</p>	 <p>I NEED STUDY</p>	 <p>GO TO SCHOOL</p>	 <p>IT'S COLD HERE</p>	 <p>I AM GOING TO COOK</p>	 <p>PLAY IN THE PARK</p>	 <p>MY DOG EATS</p>
 <p>TAKE OUT THE TRASH</p>	 <p>WATER THE PLANTS</p>	 <p>I LIKE TO PAINT</p>	 <p>GO TO THE DOCTOR</p>				
 <p>GO SWIMMING</p>	 <p>HAVE LUNCH</p>	 <p>GO TO THE PARK</p>	 <p>FEED THE DOG</p>				



Without a single known inventor

## Objective

Improve nonverbal communication skills, in addition to strengthening vocabulary and oral expression skills.

## Materials Needed

- Flashcards with different designs.
- A timer

## Instructions

### 1. Preparation:

- Before the class, prepare a set of action cards. Each card should have a profession, action, etc... written on it.
- Divide the class into small groups or pairs, depending on the class size.

### 2. Understanding the Game:

- Explain the rules of charades to the students:
  - Each student will take turns drawing a card from the deck.
  - Without speaking, the student will act out the action on the card.
  - The rest of the group must guess the action based on the performance.
  - The student acting can only use gestures and body language—no words or sounds are allowed.

### 3. Game Play:

- Start the activity by selecting a student to go first. Have them draw a card and read the action silently.
- Set a timer for a predetermined amount of time (e.g., 1 minute).
- The student then acts out the action while their classmates try to guess what it is.
- Once the action is guessed correctly or the time runs out, another student takes their turn.

[Click here to see the cards](#)

# WILD ANIMALS

## FLASHARDS



[Click here to see the cards](#)



**DOCTOR**



**POLICE  
OFFICE**



**FIREFIGHTE  
R**



**ENGINEER**



**CHEF**



**SINGER**

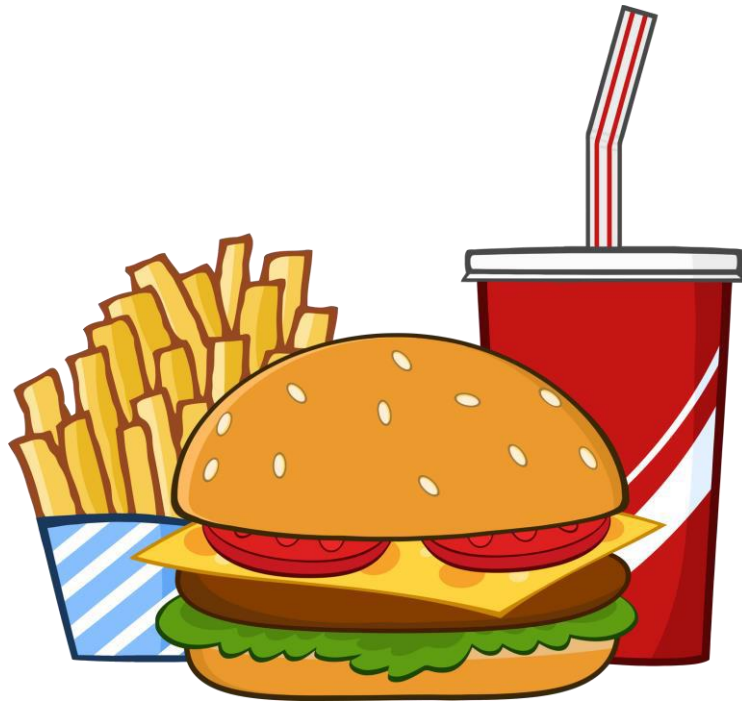


**STEWARDESS**



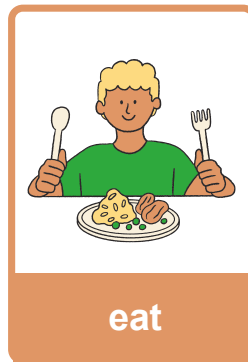
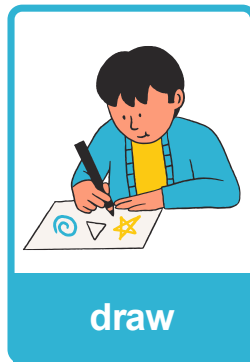
**TV  
REPORTER**

[Click here to see the cards](#)



# Food Flashcards

[Click here to see the cards](#)





## Objective

Lowe E. 1929

The primary objective of Vocabulary Bingo is to improve English vocabulary and pronunciation in a fun and interactive manner. By playing this game, participants can expand their vocabulary, gain confidence in word usage, and enhance their pronunciation skills.

## How to Play Vocabulary Bingo

### 1. Preparation:

- Word Cards: Create a set of word cards. Each card should include the English word, its meaning, and pronunciation. For example:
  - Word: *Eloquent*
  - Meaning: Fluent or persuasive in speaking or writing.
- Bingo Cards: Design bingo cards with a grid layout. Each space on the grid will contain a word from the word cards.

### 2. Game Setup:

- Distribute bingo cards to all players.
- Shuffle the word cards and place them in a stack.

### 3. Gameplay:

- Draw a word card and read it aloud, including its meaning and pronunciation.
- Players check their bingo cards to see if they have the word that was called.
- If a player has the word, they mark that space.
- The first player to complete a row, column, or diagonal of marked spaces shouts "Bingo!" and wins the round.



### 4. Winning Criteria:

- The winner can be the first to complete a line horizontally, vertically, or diagonally.
- Alternatively, you can opt for a "full house" where every space on the bingo card must be marked to win.

[Click here to see the cards](#)

# Mythical Bingo

Listen to the clues to find a mythical creature. Then, use a dot marker or bingo chip to mark each word as it is called out. If you get five in a row, you win!














 sphinx	 mummy	 unicorn	 leprechaun	 angel
 mermaid	 fairy	 griffin	 centaur	 wizard
 genie	 phoenix	Free space	 ghost	 Medusa
 Kraken	 cyclops	 vampire	 yeti	 gnome
 werewolf	 devil	 dragon	 manticore	 dark pegasus

## Another bingo option

[Click here to see the cards](#)

# FALL BINGO

Listen to the clues to find a fall related picture. Then, use a dot marker or bingo chip to mark each word as it is called out. If you get five in a row, you win!

 acorn	 scarecrow	 pumpkin	 jacket	 tractor
 apple	 corn	 sunflower	 football	 rake
 cornucopia	 squirrel	FREE SPACE	 leaf	 scarf
 basket	 farm	 turkey	 deer	 treat bag
 pie	 spider	 costume	 boots	 owl



**Unit 3:**  
**Bilingual**  
**Gymkhana**



Without a single known inventor

## Objective

The main objective of the "Color Hunt" activity is to help students improve their object and color recognition skills by incorporating physical activity and teamwork.

## Materials Needed

- An open space like a track or playground
- Objects of various colors visible around space (cones, flags, or natural items like flowers)
- Optional: A whistle for the teacher to signal the start and end of each round

## Instructions

**Preparation:** Gather students at the starting line of the track or at a central point in the playground. Explain the rules and objectives of the game.

**Dispersal:** Instruct students to disperse around the track or designated area. Make sure they have enough space to move freely without colliding with each other.

**Color Cue:** The teacher will call out the name of an object and its color, such as "black shoe" or "red pencil."

**Make sure** the colors mentioned correspond to readily available objects in the environment.

**Search and Identify:** Upon hearing the color and object, students should:

**Look for** an object they are wearing or that matches the named color.

**Check:** Once students reach their chosen object or show the color they are wearing, the teacher can check to see if the color matches the named object.



Without a single known inventor

## Objective

The primary objective of "Runners" is to reinforce vocabulary acquisition and language comprehension through an engaging activity. By collecting items such as school supplies, students practice language usage in a contextual setting, enhancing their ability to recall and use these words in everyday conversations.

## Materials Needed

- A list of items related to a specific theme (e.g., school supplies)
- Obstacles or markers to create a course
- A large open space.

## Setup

1. **Create a Course:** Set up a course with various obstacles or markers. These can be cones, ropes, or any items that create a path for students to navigate.
2. **Prepare the Item List:** Develop a list of items students need to collect. For school supply's theme, including items like pencil, notebook, eraser, and backpack.
3. **Assign Roles:** Divide students into small groups or pairs. Designate one student as the "runner" and another as the "navigator" who helps guide the runner through verbal instructions.

## Rules of the Game

1. **Starting the Race:** Each runner begins at the starting line. The navigator provides the runner with the first item from the list in English.
2. **Overcome Obstacles:** As the runner navigates the course, they must overcome obstacles. This could involve jumping over cones, crawling under ropes, or balancing on a beam.
3. **Perform Actions:** At each obstacle, the runner must perform an action dictated by their navigator, such as saying the item name aloud, using it in a sentence, or spelling it.
4. **Collect Items:** After successfully navigating an obstacle and performing the required action, the runner collects a representation of the item (such as a card or picture).



## TASK 3

# English Activity Target Shooting

## Objective

Without a single known inventor

The primary objective of the game is to improve students' vocabulary and sentence construction skills. By engaging in this fun and interactive task, students will also develop their ability to collaborate and communicate with their peers.

## Materials Needed

- Dartboard stands or large sheets of cardboard
- Balloons (enough for each group, plus extras)
- A variety of English words written on small slips of paper
- Darts (safety darts recommended)
- Tape or string for hanging balloons
- Stopwatch or timer

## Group Division

1. Divide the class into three groups. Each group should have an equal number of participants to ensure fair play.
2. Assign a target board to each group. The target board will have balloons attached to it.

## Game Instructions

### Setup

#### 1. Prepare the Balloons:

- Write a variety of English words on small slips of paper. These words should be related to specific themes, such as "songs from home", "shopping", "the human body", and "good manners".
- Insert one slip of paper into each balloon and inflate the balloons.

#### 2. Position the Target Boards:

- Arrange the target boards at a safe distance from the throwing line.

### Playing the Game

#### 1. Start the Game:

- At the signal, the first member of each group will throw a dart at their target board, aiming to pop a balloon.

#### 2. Reveal the Words:

- Once a balloon is popped up, the group retrieves the word inside. Each group member takes turns until all balloons have been popped.

#### 3. Form Sentences:

- After collecting all the words, the teams must work together to arrange them into coherent sentences related to the assigned themes.



**TASK 4**

**Sporting Events  
Olympic English**

**Objective**

Pierre de Coubertin 1896

By using English instructions, participants will have the opportunity to improve their comprehension and vocabulary in a sports environment.

**Materials Needed**

- A timer
- Soccer ball
- Rules of the game
- Basketball
- Volleyball
- Infraction flashcards

**Set Up Teams**

Participants will be divided into equal groups based on the number of students, who will rotate through the different sports disciplines.

**Sports**

**1. Basketball**

Two teams will be formed based on the number of students. Matches will be played on a half-court to facilitate quick rotation between groups.

**1. Soccer**

Two teams will be formed based on the number of students. A smaller court will be used to ensure active participation of all players.

**1. Volleyball**

Two teams will be formed based on the number of students. Matches will be best of three sets, each with 15 points.

**Instructions and Regulations**

**Languages:** All instructions and rules will be in English, promoting language learning in a practical and fun context.

**Visual Flashcards:** Visual flashcards will be used to indicate infractions ( green, red and yellow card) or sports actions. These cards will help players better understand the rules and actions specific to each sport.



## **Basketball**

- Basketball will be played with two teams based on the number of students.
- Points will be scored by shooting the ball into the opponent's hoop.
- Players can move the ball by dribbling or passing it to their teammates. A basket is worth two points, or three if shot from beyond the three-point line.
- The team with the most points at the end wins.
- Fouls are called for illegal physical contact, and free throws are awarded for fouls.

## **Common Violations**

1. Traveling
  - Occurs when a player holding the ball moves one or both of their feet illegally.
2. Double Dribble
  - Happens when a player dribbles the ball, stops, and then begins dribbling again or dribbles with both hands simultaneously.
3. Carrying or Palming
  - Occurs when a player's hand is under the ball while dribbling.
4. Three-Second Violation
  - A player remains in the opponent's key (paint) area for more than three seconds while their team is in possession of the ball
5. Offensive Foul
  - A foul committed by the player in possession of the ball, such as charging into a stationary defender.
6. Defensive Foul
  - A foul committed by a defender, such as illegal physical contact with an opponent.

## **Technical Violations**

1. Technical Foul
  - Issued for unsportsmanlike conduct, such as arguing with referees or using inappropriate language.
2. Flagrant Foul
  - Involves excessive or violent contact that could injure an opponent.
3. Game delay
  - Actions that delay the game, such as preventing the ball from being promptly put into play.



### **Soccer:**

- The game will be played with two teams based on the number of students, with a goal at each end.
- The objective is to score goals by putting the ball into the opponent's goal.
- Players may use any part of their body, except their hands and arms, to move the ball; only the goalkeeper may use their hands inside the penalty area.
- The team with the most goals at the end wins.
- Fouls are punished with free kicks or penalties, depending on the nature and location of the infraction.

### **Common Violations**

#### 1. Offside

- Occurs when an attacking player is positioned closer to the opponent's goal line than both the ball and the second-to-last defender when the ball is played to them.

#### 2. Handball

- Happens when a player deliberately handles the ball with their hand or arm.

#### 3. Foul Play

- Includes actions such as tripping, pushing, or holding an opponent.

#### 4. Dangerous Play

- Actions that pose a risk of injury to any player, such as high kicking near another player's head.

#### 5. Dissent

- Arguing with or showing disrespect towards the referee.

### **Technical Violations**

#### 1. Unsporting Behavior

- Includes tactics like simulation (diving) to deceive the referee or excessive celebration.

#### 2. Serious Foul Play

- Involves using excessive force or brutality against an opponent.

#### 3. Delay of Restart

- Deliberately delaying the restart of play, such as taking too long on a throw-in.

### **Game Management Violations**

#### 1. Goalkeeper Time Violation

- A goalkeeper holds the ball for more than six seconds.

#### 2. Improper Substitution

- Entering or leaving the field without the referee's permission.

#### 3. Encroachment

- Players entering the penalty area before a penalty kick is taken.



### **Volleyball:**

- The game will be played with two teams, each consisting of students divided by a net on a court.
- The objective is to get the ball over the net so that it lands in the opponent's court or so that they commit a foul. Each team can hit the ball up to three times before it crosses the net.
- The serving team scores a point when the opposing team fails to return the ball correctly. Matches will be played until 15 points are reached in a set.

### **Common Violations**

#### 1 Double Contact

- Occurs when a player contacts the ball twice in succession without another player touching it in between.

#### 2 Lift or Carry

- It happens when a player contacts the ball in a way that it is caught or thrown, rather than hit cleanly.

#### 3 Net Violation

- Occurs when a player touches the net during play, especially while attempting to play the ball.

#### 4 Foot Fault

- When a player steps over the service line while serving or crosses under the net into the opponent's court.

- A team uses more than the allowed three hits to return the ball over the net.

### **Technical Violations**

#### 1 Rotation Fault

- Occurs when players are not in their correct rotational positions at the time of service.

#### 2 Illegal Back-Row Attack

- A back-row player attacks the ball above the net's height when positioned in front of the attack line.

#### 3 Illegal Block

- When a player blocks a ball that is entirely on the opponent's side of the net before the opponent has had a chance to attack.

### **Game Management Violations**

#### 1 Delay of Game

- Actions that unnecessarily delay the continuation of play, such as prolonged discussions with the referee.

#### 2 Time Limit Violation

- Exceeding the allowed time for team timeouts or between sets.

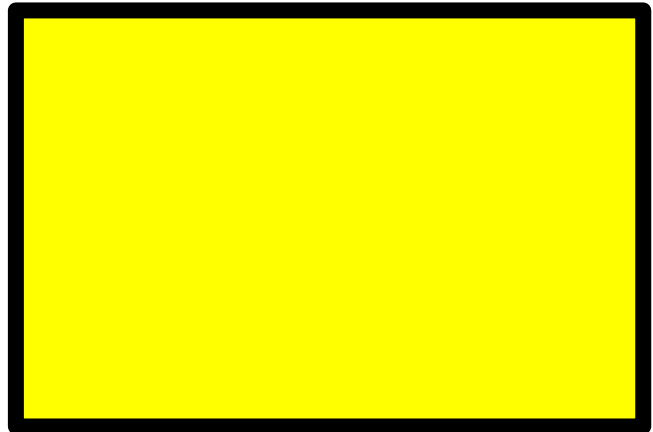
# ***Red and yellow violation cards***

## **Yellow Card**

**Meaning:** Caution or warning.

**Use:** Given for minor infractions, such as unsportsmanlike behavior, protesting to the referee, delaying the game, or repeated infractions.

**Consequence:** The player may remain on the field, but it is recorded on their record. Two yellow cards in the same match result in a red card.



## **Green Card**

**Meaning:** Warning or minor penalty, sometimes with a temporary suspension.

**Use:** Mainly used in sports such as hockey.

**Consequence:** May involve temporary suspension from the field.



## **Red Card**

**Meaning:** Immediate expulsion from the match.

**Use:** Given for a serious foul or for receiving two yellow cards during the same match.

**Consequence:** The player must leave the field of play and cannot be replaced.



# Unit 4: Role Play





# Listening Comprehension and Collaborative Work

## singers

## Objective

Without a single known inventor

The objective is to listen to and perform the chorus of two selected English songs, complete with choreography.

## Choosing the Songs

- The first step in this activity is for students to collaboratively select two songs in English. Here are some suggestions to help them get started:

1. "Happy" by Pharrell Williams [https://www.youtube.com/watch?v=avtAqjE-Eg&list=RDavtAqjE-Eg&start\\_radio=1](https://www.youtube.com/watch?v=avtAqjE-Eg&list=RDavtAqjE-Eg&start_radio=1)

- *Why it works:* The upbeat rhythm and repetitive chorus make it easy to learn and fun to choreograph.

2. "[Can't Stop the Feeling!](https://www.youtube.com/watch?v=kAi84V0nGIs&list=RDkAi84V0nGIs&start_radio=1)" by Justin Timberlake

[https://www.youtube.com/watch?v=kAi84V0nGIs&list=RDkAi84V0nGIs&start\\_radio=1](https://www.youtube.com/watch?v=kAi84V0nGIs&list=RDkAi84V0nGIs&start_radio=1)

- *Why it works:* Known for its catchy tune and positive vibes, this song encourages energetic movement.

## Listening and Learning

Once the songs are selected, students will:

1. Listen Actively:

- Play the chorus repeatedly and encourage students to focus on the lyrics and melody.
- Discuss any difficult words or phrases to ensure everyone understands their meaning.

2. Practice Singing:

- Begin by singing along with the recording.
- Gradually transition to singing without the recording to build confidence.

## Creating Choreography

With the chorus memorized, the next step is to design a simple choreography:

1. Brainstorm Movements:

- Encourage students to consider movements that align with the song's mood and rhythm.
- Consider using gestures that reflect the lyrics for added emphasis.

2. Collaborate and Combine:

- Share ideas and try different combinations of movements.
- Presentation of the students after the work has been organized.



2

# Reading Comprehension

## Thematic vocabulary



### Objective

Improving the ability to use thematic vocabulary in English is completing sentences based on pictures.

### Materials Needed

- Text in a document to complete the sentences.

### How to Play

- The missing words in the text must be filled in.

Have students complete the fill-in-the-blank exercise, taking into account the images in each sentence, and check their understanding through discussion.

### Steps to Implement in the Classroom

- 1. Sentence Completion Design:** Prepare sentence completions for students based on the pictures. Make sure the sentences are challenging but appropriate for the students' level.
- 2. Pair or Small Group Work:** Allow students to work in pairs or small groups (groups will be divided according to the number of students) to encourage discussion and the exchange of ideas.
- 3. Discussion and Feedback:** After completing the sentences, host a class discussion where students can share their answers. Provide feedback to correct mistakes and reinforce learning.

Implementing activities such as picture-based sentence completion as a visual aid enriches the learning experience and makes the vocabulary acquisition process more interactive and effective for students.

### Complete the Sentence

Choose the correct word to complete each sentence.

mother

would

seven

also

use

1. We can \_\_\_\_\_ the tools to fix the broken table.



2. I \_\_\_\_\_ like to go on a vacation with you.



3. Is that your \_\_\_\_\_ in the waiting lobby?



4. She was \_\_\_\_\_ tired after the party.



5. There are \_\_\_\_\_ people in the room.



stain

tail

paint

snail

pain



The \_\_\_\_\_ has a top shell.



The cat has a soft \_\_\_\_\_.



There is a blue \_\_\_\_\_ on my shirt.



The pin made him scream with \_\_\_\_\_.



I need brushes to \_\_\_\_\_.

goes Will your some with very

1. I have \_\_\_\_\_ marbles.



2. Is that \_\_\_\_\_ house?



3. The books are \_\_\_\_\_ heavy.



4. Ron is standing \_\_\_\_\_ Sam.



5. She \_\_\_\_\_ help me.

6. Alex \_\_\_\_\_ to the park every evening.



be after or first over how

1. I got the \_\_\_\_\_ place in quiz.



2. That used to \_\_\_\_\_ my old house.



3. Will you buy a cookie \_\_\_\_\_ a donut?



4. The dog rolled \_\_\_\_\_.



5. He knew \_\_\_\_\_ to play the guitar.



6. I wash my hands \_\_\_\_\_ every meal.



draw

hear

warm

fall

happy

1. Can you \_\_\_\_\_ a cat on my wall?



2. I can \_\_\_\_\_ the girl singing from my house.



3. He had a great \_\_\_\_\_ yesterday.



4. Drink your tea while it is \_\_\_\_\_.



5. She was \_\_\_\_\_ when she got a puppy for her birthday.



bring

until

soon

shall

strong

myself

1. We will have to stay at home \_\_\_\_\_ the snow stops.



2. I will \_\_\_\_\_ the cake and balloons.



3. We \_\_\_\_\_ go to the concert tomorrow.



4. The thief was \_\_\_\_\_ and energetic.



5. It's her birthday \_\_\_\_\_.



6. I will buy the tickets \_\_\_\_\_ today.



any   again   these   found   us   made

1. I \_\_\_\_\_ a purse.



2. Who made \_\_\_\_\_ cookies?



3. We \_\_\_\_\_ a lot of noise.



4. Take \_\_\_\_\_ book you like.



5. She tried to help \_\_\_\_\_.

6. Will you come \_\_\_\_\_?



cook   book   foot   wood   looks



The table is made of \_\_\_\_\_.



James likes to \_\_\_\_\_ pizzas.



My mother gifted me a \_\_\_\_\_ on my birthday.



Stella fell off her bike and broke her \_\_\_\_\_.



Luke always \_\_\_\_\_ confused in the parties.

## Objective

Practice common vocabulary and phrases used for interaction, while also encouraging creativity and collaboration among students.

## How to Play

They will be organized into groups (based on the number of students) and must perform a scene. They can choose from: ordering food at a restaurant, shopping for clothes at the mall, sightseeing somewhere, or using technology.

## Example

### Scene 1: Ordering Food in a Restaurant

Customers enter the restaurant, are greeted by the server, and request a table. Customers review the menu and place their orders.

The server takes their orders and repeats them back to confirm. Finally, customers ask for the check and pay.

#### Key Vocabulary:

Phrases such as “Can I have...?”, “I would like...”, “Could you please...?”, etc. Food and drink vocabulary.

### Scene 2: Clothing Shopping at the Mall

Customers enter the store and are greeted by the salesperson.

Customers search for a specific item and inquire about availability and sizes.

They practice price negotiation or ask for discounts.

Customers complete their purchase and leave.

#### Key Vocabulary:

Terms such as “size,” “color,” “price,” “discount,” “fitting room,” etc.

Phrases such as “Do you have this in size...?”, “How much does this cost?”, etc.

### Scene 3: Use of Technology

Users are having trouble with a device or app and request help. Experts explain how to solve the problem and introduce new features. They may include a discussion of the latest technological trends.

#### Key Vocabulary:

Terms such as “device,” “app,” “update,” “feature,” “troubleshoot,” etc.

Phrases such as “How do I...?”, “Can you help me with...?”, etc.



## Objective

The main objective of this game is to combine learning English with the fun of handball. Students will be able to improve their vocabulary and language skills while enjoying a physical and collaborative activity.

## Materials Needed

- A handball
- Cones or markers to delimit the court
- Cards with words in English
- A whiteboard or chalkboard
- Markers



## How to Play

### 1. Game Start

The game begins with a center throw, just like a regular handball match.

### 2. Word Challenge

Every time a player scores a goal, they must draw a card. The player must read the word aloud and use it in an English sentence. If the player does so correctly, they

can continue playing. If not, the goal is disallowed, and possession goes to the opposing team.

### 3. Playing Time

The game is played in two 15-minute halves, with a short break in between.

## Rules of the Game

- **Specific Theme:** Each game session can focus on a specific theme, such as animals, food, or body parts.
- **Difficulty Level:** Adjust the difficulty of the words according to the students' level.

Click on the image



**goldfish**



**squid**



**snake**



**bear**



**lion**



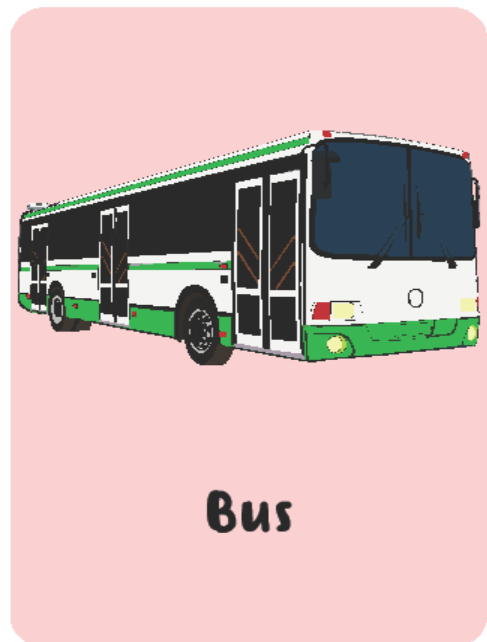
**shrimp**



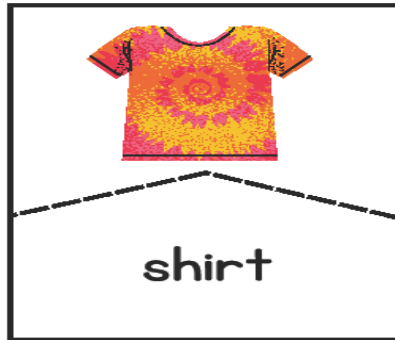
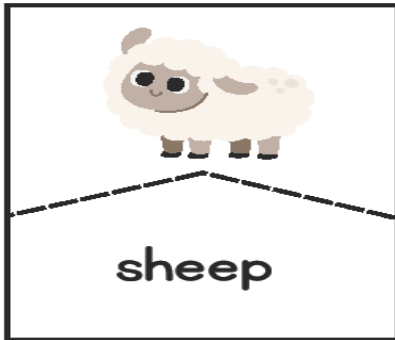
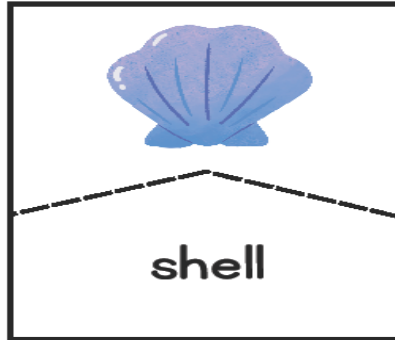
**butterfly**



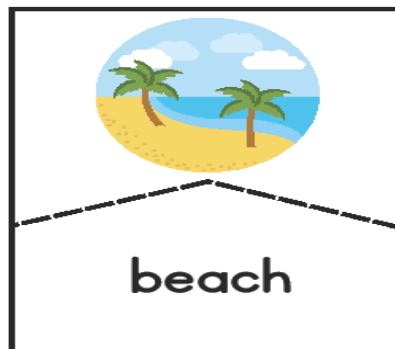
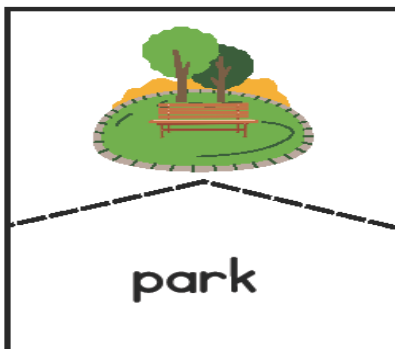
**weasel**

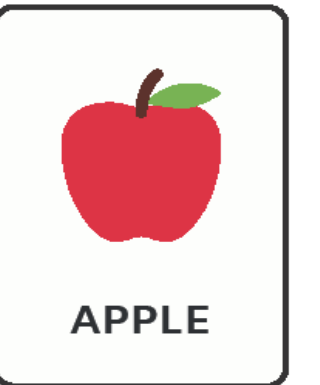
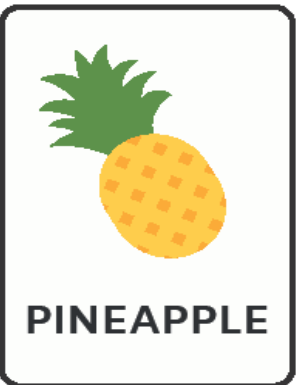
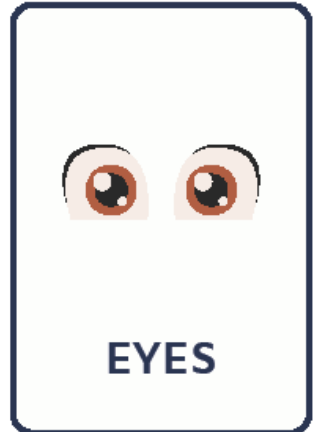


Beginning Digraphs – Matching Puzzles



Matching Puzzles: NOUNS (place)





#### 4.4. Impacts

There are three impacts to analyze

- Linguistic Impact
- Academic Impact
- Motivational Impact

**Figure 7** *Numerical impact levels*

<b>Numerical impact levels</b>
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impacts
1 Low positive impact
2 Medium positive impact
3 High positive impact

Formula to collect results.

$$\text{IL (Impact Level)} = \frac{\Sigma}{\text{number of items}}$$

$\Sigma$  = The results of each indicator are added.

n = Number of indicators included in the table

#### 4.4.1. Linguistic Impact

**Figure 8** *Linguistic Impact Indicators*

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
I can understand English words with the help of pictures.							
Pictures and games help me remember English words.							X
Dynamic games foster my interest in learning new English vocabulary.							X
I feel comfortable expressing myself in English through role-playing games, mimes, etc.							X
I have no difficulty understanding directions in English.						X	
<b>Total</b>							
<b>14</b>							

Source: Own elaboration

$$\text{Linguistic impact level} = 14/5 = 2,8$$

Linguistic impact level = Medium positive impact

#### Analysis

The linguistic impact demonstrates that the implemented strategies have produced medium positive results in students' language proficiency. This leads to the conclusion that students are acquiring more vocabulary with the support of word-matched images and playful activities.

Improving L2 language performance is a fundamental objective in education. The implementation of effective methodological approaches has proven to be key to achieving significant improvements.

Dynamic interactions such as games and visual instructions are an essential component of language learning. These interactions allow students to practice the language in real-life contexts, developing effective communication skills.

#### 4.4.2 Academic Impact

**Figure 9** *Academic Impact Indicators*

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
I actively participate in class activities.							
I believe that classmates share knowledge of the English language.							X
I believe that my classmates interacted happily in the class.							X
You believe that the activities helped you gain confidence and fluency in speaking English.							X
You believe that the activities allowed you to learn English in a fun way.							X
<b>Total</b>							
<b>15</b>							

Source: Own elaboration

$$\text{Academic impact level} = 15/5 = 3$$

Academic impact level = High positive impact

#### Analysis

The academic impact shows a highly positive result, demonstrating progress in student learning. Students responded effectively to the strategies implemented for knowledge acquisition, thereby improving their oral fluency, which in turn translates into enhanced communication skills in English.

The implementation of visual and kinesthetic strategies in English vocabulary

teaching has proven to be highly beneficial for students. It not only contributes to vocabulary enrichment but also improves students' ability to use the language fluently and effectively. This pedagogical approach emphasizes the importance of diversifying teaching methodologies to accommodate diverse learning styles and maximize students' academic potential.

#### 4.4.3 Motivational Impact

**Figure 10** *Motivational Impact Indicators*

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
I feel motivated to learn in class.							
I saw motivation and support among my classmates.							X
I like collaborating with my classmates so we can all learn English in class.							X
I feel proud when the teacher congratulates me on my learning.							X
I look forward to getting home and sharing that I've learned new English words.							X
<b>Total</b>							
<b>15</b>							

Source: Own elaboration

$$\text{Motivational impact level} = 15/5 = 3$$

Motivational impact level = High positive impact

#### Analysis

Motivation is a crucial factor in education, capable of transforming the experience of students' learning process. The visual and kinesthetic strategies implemented resulted in a highly positive impact. These student-centered and dynamic teaching strategies have proven particularly effective in maintaining interest and proactive participation. By feeling

emotionally connected to the content, students are more willing to acquire knowledge, which is critical for successful learning.

The ideal educational environment is one that balances academic challenges with emotional and educational support. An environment that challenges students while providing the necessary support to overcome those challenges is crucial to maintaining their engagement.

#### **4.4.3. Socialization**

**1. Question: Do you think the fun activities using images in the proposed guide helped you learn English vocabulary?**

- A great deal 45%
- Quite a lot 40%
- Fairly 15%
- A little 0%
- Not at all 0%

According to the data presented, 85% of students consider the use of images and other visual resources highly beneficial for learning English. This high percentage of positive responses suggests that teaching strategies that incorporate visual elements not only capture students' attention but also facilitate the internalization of complex concepts. This indicates that visual elements help clarify difficult concepts by providing a visual context that complements verbal or written explanations.

**2. Question: Did engaging in playful activities help you gain greater English language knowledge and fluency in class?**

- A great deal 45%
- Quite a lot 35%
- Fairly 15%
- A little 5%
- Not at all

The data indicate that 80% of students who participated in the playful activities felt they helped them acquire significant knowledge. The improvement in fluency experienced by students can be attributed to the interactive and practical nature of the playful activities. By simulating real-life situations and promoting active communication, students have more

opportunities to practice and consolidate their language skills.

The data strongly suggests that playful activities are a valuable tool in learning English.

They not only increase students' enjoyment and motivation but also have a positive impact on their fluency and knowledge acquisition.

### **3. Question: How motivated were you to learn English through recreational activities?**

- Very motivated 50%
- Motivated 35%
- Neutral 10%
- Not very motivated 5%
- Not at all motivated

The data provide a clear picture of the positive impact recreational activities have on students' English language learning. An overwhelming 85% of students reported feeling highly motivated to learn English through these activities. This high level of motivation suggests that recreational activities are not only well-received but are also an effective tool for engaging students in the educational process.

The high response and positive motivation reflected in English language learning through recreational activities underscores the importance of integrating innovative and dynamic teaching methods into school curricula. By transforming learning into a more engaging and less intimidating experience, an environment is fostered where students not only learn more effectively but also develop a positive attitude toward language learning.

## CHAPTER IV

### 5.1 CONCLUSIONS

- It was evident that the group of students who received the proposal showed remarkable enthusiasm and participation during the activities presented. This enthusiasm translated into a significant increase in English vocabulary acquisition. The visual and kinesthetic activities captured the students' attention, creating a dynamic and effective learning environment.
- Research shows that incorporating visual and kinesthetic strategies into the English learning process not only facilitates the acquisition of new vocabulary but also significantly improves word retention. These strategies are effective because they leverage different learning channels, allowing students to consolidate vocabulary more comprehensively and deeply.
- By engaging students in activities that require both visual perception and physical action, they create stronger and more lasting connections with vocabulary, resulting in a greater ability to remember and use learned words in appropriate contexts. Furthermore, these strategies promote more dynamic and engaging learning.
- Kinesthetic strategies include activities that involve physical movement, which is especially beneficial for students who learn best through action. When role-playing, group activities, movement, and hands-on exercises are included, they allow students to physically interact with the content and make learning a second language more enjoyable.
- Visual strategies focus on the use of graphic and visual elements to facilitate learning. This can include the use of mind maps, diagrams, educational videos, and visual presentations. Visual aids help students understand and retain information more effectively.

## 5.2 RECOMMENDATIONS

- It is essential to begin with a detailed review of the existing literature on visual and kinesthetic strategies in language learning. This includes previous studies, relevant educational theories, and teaching methods that integrate these strategies.
- Conduct vocabulary tests before and after the intervention, as these data will provide insight into their experiences and perceptions of the vocabulary acquisition process.
- It is recommended that teachers integrate these strategies into their English language teaching and adapt activities to students' interests and skill levels to enhance the learning experience and encourage active student participation.
- Create a learning environment where all students feel safe and valued, regardless of their individual differences, and provide tailored feedback to help them improve and build their confidence.
- Teachers are encouraged to use repeated exposure and contextual use of the English language in a fun and meaningful way with visual and kinesthetic activities. This exposure should be aligned with strategies with solid pedagogical frameworks.

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# Annexes

## Annex 1. Interview applied to the director



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

#### ENTREVISTA DIRECTORA

**Topic:** Visual and kinesthetic strategies in L2 learning to acquire vocabulary for pre-young learners at Escuela El Convento

**Tema:** Estrategias visuales y cinestésicas en el aprendizaje de L2 para adquirir vocabulario para estudiantes pre-jóvenes de la Escuela El Convento.

Estimado/a:

**Objetivo:** La presente encuesta tiene como propósito recabar información sobre las estrategias y actividades kinestésicas y visuales en las habilidades de comprensión lectora del idioma inglés de los estudiantes de la Escuela El Convento, con el fin de identificar posibles dificultades, causas, consecuencias y por ende posibles soluciones para mejorar el proceso de enseñanza aprendizaje de la lengua extranjera (Cupuerán Samantha, 2021).

**1. ¿Cuáles son las mayores dificultades que se han evidenciado en las estrategias de lectura de lengua extranjera en el aula?**

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**2. ¿Qué estrategias enfocadas a la comprensión lectora se han implementado desde la dirección para el mejoramiento de dicha destreza en el área de lengua extranjera?**

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**3. ¿Se han implementado previamente procesos de interacción kinestésica-visual en el aula con los estudiantes de la Escuela El Convento, para mejorar la comprensión lectora de lengua extranjera?**

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**4. ¿Cuáles beneficios conoce o aspira usted a obtener de la implementación de actividades de interacción kinestésica-visual en el aula de lengua extranjera, para mejorar la comprensión lectora de los estudiantes de la Escuela El Convento?**

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**5. ¿Qué características considera usted que deben contener las actividades basadas en la interacción múltiple kinestésica-visual, para mejorar la comprensión lectora en la clase de lengua extranjera de los estudiantes de la Escuela El Convento?**

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**¡Muchas gracias por su valiosa colaboración y tiempo!**

**Annex 2. Interview applied to the teacher**



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA  
FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**INTERVIEW APPLIED TO THE TEACHER**

**Topic:** Visual and kinesthetic strategies in L2 learning to acquire vocabulary for pre-young learners at Escuela El Convento.

**Objective.** The purpose of this survey is to collect information on the kinesthetic and visual strategies and activities in the reading comprehension skills of the English language of the students of the El Convento School, in order to identify possible difficulties, causes, consequences and therefore possible solutions to improve the teaching-learning process of the foreign language (Cupuerán. S, 2021).

1. What are the greatest difficulties that have been evident in foreign language reading strategies in the classroom?  
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2. What strategies focused on reading comprehension have been implemented by the management to improve said skill in the area of foreign language?  
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**3.** Have kinesthetic-visual interaction processes been previously implemented in the classroom with the students of the El Convento School, to improve foreign language reading comprehension?

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**4.** What benefits do you know or aspire to obtain from the implementation of kinesthetic-visual interaction activities in the foreign language classroom, to improve the reading comprehension of the students of the El Convento School?

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**5.** What characteristics do you think of activities based on multiple kinesthetic-visual interactions should be used to improve reading comprehension in the foreign language class at El Convento School?

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**6.** Do you know about strategies based on kinesthetic-visual interaction that promote students' development of reading comprehension in the foreign language area?

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7. What are the activities that have been implemented based on kinesthetic-visual interaction, which promote students' development of reading comprehension in the foreign language area?

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**THANK YOU FOR YOUR COOPERATION**



### Annex 3. Survey applied to the students

Marque con una x en el número de frecuencia, según su respuesta

#### 1 ¿Con qué frecuencia usted cree que se han empleado actividades

kinestésico-visual dentro del aula en la materia de inglés?

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

Actividades	1	2	3	4	5
Gráficos que represente la historia de un libro					
Audio libros en inglés para la mejora de la comprensión lectora					
Escuchar historias y dibujar lo que escuchan					
Presentar una canción o un baile de acuerdo con lo entendido del texto					

#### 2 ¿Con qué frecuencia me gusta leer historias en inglés?

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

#### 3 ¿Bajo qué circunstancias leo libros en inglés?

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre






Circunstancias/Razones	1	2	3	4	5

a. Cuando tengo que rendir una prueba o examen					
b. Cuando tengo que realizar un deber o tarea					
c. Cuando me interesa la portada de un libro					
d. Porque me gusta leer y aprender más					
e. Porque me gusta aprender palabras nuevas en inglés mientras leo.					

**4 ¿Con qué frecuencia he realizado dibujos mientras leo para entender mejor una historia en inglés?**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

**5 ¿Facilitaría la comprensión de un texto en inglés, si la docente utiliza materiales como pintura, plastilina o gráficos que expliquen la palabra u objeto?**

<b>Totalmente en desacuerdo</b>	<b>En desacuerdo</b>	<b>Poco de acuerdo</b>	<b>De acuerdo</b>	<b>Totalmente de acuerdo</b>
				

**6. Cuando escucho la narración de una historia y tengo que dar un resumen, ¿Prefiero utilizar mi creatividad y recrear la historia utilizando materiales, tales como?**

<b>Actividades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gráficos que represente la historia de un libro					
Audio libros en inglés para la mejora de la comprensión lectora					
Escuchar historias y dibujar lo que escuchan					
Presentar una canción o un baile de acuerdo con lo entendido del texto					

**7. Mencione tres juegos o actividades kinestésicas que no se hayan mencionado en las preguntas anteriores, que le gustaría que se realicen en la clase de inglés.**

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**8. ¿Qué actividades visuales en clases cree usted que le ayudarían a interesarse y aprender el idioma inglés**

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#### Annex 4

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

#### Socialization

Objective: This survey will serve to record the results of students' participation in the application of visual and kinesthetic strategies in L2 learning for vocabulary acquisition among pre-young learners at El Convento School.

**4. Question: Do you think the fun activities using images in the proposed guide helped you learn English vocabulary?**

- A great deal
- Quite a lot
- Fairly
- A little
- Not at all

**5. Question: Did engaging in playful activities help you gain greater English language knowledge and fluency in class?**

- A great deal
- Quite a lot
- Fairly
- A little
- Not at all

**6. Question: How motivated were you to learn English through recreational activities?**

- Very motivated

- Motivated
- Neutral
- Not very motivated
- Not at all motivated

**Annex 5 Images of interview and survey applications.**









## Hopscotch Game

Socialized activity

### Objective

This engaging hopscotch game is designed to help students learn and identify forms of the verb "to be" in various tenses. Students will improve their understanding of the verb's usage while participating in fun and physical activity.

### Materials Needed

- A hopscotch grid drawn on the ground or floor
- Chalk or tape to draw the grid
- Cards or pieces of paper with words written on them
- A list of words, including different forms of the verb "to be" and other random words



### Preparing the Game

- 4. Draw the Hopscotch Grid:** Create a traditional hopscotch grid with numbered spaces using chalk or tape.
- 5. Word Cards:** Prepare cards with different words, ensuring to include various forms of the verb "to be" such as "am," "is," "are," "was," "were," "been," and "being."
- 6. Distribute Words on the Grid:** Randomly place the word cards in each hopscotch space.

## Game Instructions

6. **Teacher's Direction:** The teacher will instruct students on which form of the verb "to be" they need to jump over during their turn.
7. **Taking Turns:** Each student will take turns tossing a small object (like a stone or beanbag) onto the grid to determine their starting space.
8. **Hopping:** Students must hop through the grid, ensuring they skip over the spaces containing the specified form of the verb "to be."
9. **Completing the Course:** The goal is for students to reach the end of the grid without stepping on any of the targeted verb forms.
10. **Discussion:** After each round, have a brief discussion with students about the verb forms they encountered and their uses in sentences.

