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DEDICATORY

This research work is dedicated, with deep love and gratitude, to my parents, Luzmila and Gerardo, for being my greatest inspiration to become a better person every day and for always believing in my abilities, even during the moments when I doubted myself. Thank you for your unconditional support throughout every stage of my life, both personally and academically. Your effort, sacrifice, and example of discipline have taught me that, with dedication and consistent hard work, any goal can be achieved. This accomplishment also belongs to you because every piece of advice, every word of encouragement, and every sacrifice you made for me were essential in helping me achieve this important goal.

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RESUMEN

El presente trabajo de investigación tiene como objetivo diseñar una guía didáctica basada en los juegos tradicionales de la cultura Kichwa-Otavalo como una herramienta para fortalecer el aprendizaje del vocabulario en inglés en los estudiantes de octavo año de Educación General Básica de la Unidad Educativa Cotacachi. La investigación buscó identificar las dificultades que los estudiantes enfrentan al aprender nuevo vocabulario, así como las estrategias didácticas que los docentes implementan durante las clases de inglés. Para ello, se aplicó una encuesta a los estudiantes y una entrevista a los docentes como instrumentos de recolección de datos, siguiendo un enfoque mixto que combina métodos cuantitativos y cualitativos. Los resultados evidenciaron que los estudiantes presentan dificultades en el aprendizaje del vocabulario en inglés debido a factores como la falta de motivación, la práctica insuficiente de palabras nuevas y el uso limitado de estrategias didácticas interactivas por parte de los docentes que involucren el contexto cultural de los estudiantes. Por último, con base en estos hallazgos, se diseñó una guía didáctica, la cual integra diversas actividades fundamentadas en los juegos tradicionales de la cultura Kichwa-Otavalo como recurso para la enseñanza del vocabulario en inglés. Por ello, esta propuesta constituye una alternativa metodológica enfocada en el contexto real de los estudiantes que busca fortalecer el aprendizaje del vocabulario, fomentar la participación activa de los estudiantes y promover la valoración de su identidad cultural.

Palabras clave: vocabulario inglés, juegos tradicionales Kichwa-Otavalo, aprendizaje basado en juegos, guía didáctica.

ABSTRACT

The present research aimed to design a didactic guide based on the traditional games of the Kichwa-Otavalo culture as a tool to enhance English vocabulary learning among eighth-grade students at Cotacachi High School. The study sought to identify the difficulties students face when learning new vocabulary, as well as the teaching strategies implemented by English teachers during their lessons. To achieve this, a student survey and a teacher interview were used as data collection instruments within a mixed-methods research approach that combined quantitative and qualitative methods. The findings revealed that students experience difficulties in learning English vocabulary due to factors such as a lack of motivation, insufficient vocabulary practice, and the limited use of interactive teaching strategies that incorporate students' cultural context. Finally, based on these findings, a didactic guide was designed, integrating a variety of activities grounded in the traditional games of the Kichwa-Otavalo culture as a resource for teaching English vocabulary. Therefore, this proposal constitutes a methodological alternative that is aligned with students' real-life context and seeks to strengthen vocabulary learning, encourage students' active participation, and promote the appreciation of their cultural identity.

Keywords: English vocabulary, Kichwa-Otavalo traditional games, game-based learning, didactic guide.

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INTRODUCTION

Today, mastery of the English language is a vital requirement for personal and professional development in various areas of life. Vega et al. (2022) state that more than 80% of job offers for managerial and mid-level positions currently require that applicants be proficient in a second language, such as English, in most cases with a B2 level on the universal scale. Further, a person who is proficient in English has a 44% greater opportunity of obtaining a better job compared to those who lack this skill, which creates a favorable advantage for accessing different educational, professional, and scientific fields.

Therefore, for the successful development of English language skills, vocabulary plays a fundamental role. In concordance with Agazzi (2022), vocabulary is an important part of English teaching and learning because if learners do not have sufficient vocabulary proficiency, they will have limitations in understanding others or expressing their ideas effectively. Similarly, vocabulary plays an important role not only as an indicator of effective language proficiency but also in the proper development of English skills (Lei & Reynolds, 2022). Thus, it is necessary to implement effective teaching strategies that make learners feel engaged and comfortable, allowing them to actively participate in class (Bui, Nguyen & Nguyen, 2025).

Research context

In Ecuador, English has become a mandatory foreign language for teaching in educational institutions due to globalization and the wide range of opportunities that can be generated in different areas of life. However, the resources and methods applied during the teaching-learning process are disconnected from the students' reality for effective mastery of this target language. The present research is motivated by the need to develop inclusive and innovative tools to enhance English vocabulary in eighth-grade students within the sociocultural context where they are immersed. Taking into account that Ecuador is a pluricultural country, particularly the Kichwa-Otavalo people, who are rich in culture, wisdom, and a great variety of traditions, those elements are useful as educational resources for teachers and students in the English teaching and learning process.

Research problem

English is recognized as the most useful communication tool globally. However, the reality of English proficiency in some Latin American countries is concerning; for example, Colombia, Venezuela, Ecuador, and Mexico are the lowest-ranking in the English Proficiency Index (EPI) (Cochrane, 2022). According to this index, a global rating that measures and classifies countries and regions around the world by their English skills levels, Ecuador ranks 82nd out of 116 countries worldwide; that is, the Ecuadorian population holds an overall low proficiency band in a global context. Specifically in Latin America, Ecuador is 19th out of 21

countries, a statistic that shows a low level of English competence compared to others; it represents a critical case in this target language mastery (English Proficiency Index, 2024).

Although English was established as a mandatory foreign language for learning in the Ecuadorian educational curriculum from elementary education through high school in all educational institutions in 2016 (Ministerio de Educación del Ecuador, 2026), students still face a low level of English competence due to various factors. Hence, Zhao (2024) proposes several internal and external factors that influence language learning, such as the teaching-learning environment, cultural and identity aspects, educational resources the teacher implements in their lessons, and the social environment in which EFL students are immersed. Similarly, it should be noted that there is a lack of resources and strategies focused on learners' social environments.

Furthermore, the lack of effective methods and tools for teaching English makes it more difficult for students to develop language skills. In addition, studies show that in Ecuador, high school students face deficiencies mainly in vocabulary mastery, which is considered a base for developing the four English skills; this problem arises because teachers focus only on teaching the grammatical features of the language, neglecting lexical knowledge (Bravo & Palmira, 2020). Sutrisna (2021) states that the lack of English vocabulary is directly connected to inadequate use of methodologies and the limited implementation of interactive resources in the classroom.

In this context, Cotacachi High School students present certain challenges regarding vocabulary due to various factors. Actually, eighth-grade learners face deficiencies in the mastery and use of English vocabulary in different situations of daily life; also, it can be identified that students have some trouble understanding what they read and listen to, and even the basic instructions that the teacher writes on the board. Moreover, they present difficulties when they need to express themselves orally in English. Consequently, these challenges occur due to certain reasons, such as the number of pedagogical hours established for this subject and traditional teaching strategies that are not adapted to their reality, as well as the background of the students.

To guide this investigation, the researcher proposes two questions with the aim of analyzing the relevance of using Kichwa-Otavalo traditional games as didactic tools in enhancing English skills proficiency.

- How can traditional Kichwa-Otavalo games improve English vocabulary learning in middle education students at Cotacachi High School?

- What challenges do students face when they learn a second language, like English?

Justification

The modern world has evolved rapidly, where mastering a second language goes beyond basic communication. In other words, it has become a tool that allows understanding and making visible the cultural elements and traditions of a social group outside one's own world, as well as the innovation of new technologies (Wei, 2024). Moreover, having a good command of English has contributed to the exchange of knowledge and the creation of interpersonal relationships. For that reason, learning a universal language is an opportunity to experience, transmit, and access different information.

The present research work proposes implementing Kichwa-Otavalo traditional games as a didactic tool with the aim of promoting a more interactive and inclusive learning environment during English classes, where the learner can participate actively and be the center of the construction of their learning. Overall, these kinds of games related to the local culture allow students to reconnect with their sociocultural context and associate with the English learning process, especially with vocabulary development, using a different approach than the traditional one, employing resources from the real-life context of the students for meaningful learning.

Therefore, this research is of significant importance because it seeks to improve English vocabulary through the integration of culture, specifically traditional games. In this aspect, students can expand their lexical knowledge as a foundation to gain proficiency in English skills in a fun and active way, taking into account examples from real resources. The English language is considered a positive factor for economic growth and interpersonal relationships (Zhao et al., 2024). In this case, if students do not have sufficient and appropriate vocabulary, they will not be able to express their ideas and engage in everyday conversations with others.

In the same way, it is essential that didactic resources or tools be implemented, adapting to the context in which the students are located. Therefore, the proposal developed marks a different vision where traditional games of local communities are involved as a didactic tool to help expand English vocabulary in high school students. Finally, this integration allows teachers to develop a flexible, inclusive, culture-focused teaching-learning process within the classroom; it is also important to mention that with these materials, students will be able to reconnect with their own context.

Similarly, this project results from the need to create new educational resources that involve culture. Ecuador is a multicultural country characterized by numerous traditions that can be used as an innovative resource for acquiring a new language and developing second language skills. Nevertheless, many investigations focus on studying and generating standardized teaching methods without taking into account the characteristics of the environment surrounding the learner. Similarly, Mera et al. (2023) specify that within the

educational field, it is necessary to revalue cultural identity with the purpose of guaranteeing that students' training is based on it and put into practice in the real context.

This project directly benefits Cotacachi High School, specifically the eighth-grade students and English teachers. Through this proposal, teachers can create an inclusive learning environment by integrating traditional games involved in the local culture into their lesson plans for a meaningful learning process. Consequently, it allows adapting teaching resources to the students' backgrounds. On the other hand, "if teachers take into consideration cultural diversity, students will have a sense of meaningfulness in their English classes" (Galimberti et al., 2019, pag. 1); that is, they will connect with their roots and consider it as a way or tool to acquire a new language, like English.

Besides, the indirect beneficiaries of this work are external agents. In other words, teachers of other subjects who want to make use of this guidance for their classes by utilizing extracurricular materials. By incorporating these tools, teachers will be able to develop cultural awareness that will help students learn about something that is authentic to a locality, as the materials provided by the Ministry of Education in many cases do not fully integrate the cultural characteristics of a society. Finally, the people who will benefit indirectly are those activists and linguistic revitalization institutions that seek to create new teaching methods.

Objectives

General objective

- To propose Kichwa Otavalo traditional games as didactic tools to enhance English vocabulary in eighth-grade students at Cotacachi High School

Specific objectives

- To diagnose what strategies the teachers at Cotacachi High School apply to improve English vocabulary in students
- To design a didactic guide about Kichwa Otavalo traditional games to enhance English vocabulary in eighth-grade students
- To select the most appropriate Kichwa-Otavalo traditional games to enhance English vocabulary in eighth graders

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a Second Language (ESL)- a Foreign Language (EFL)

EFL (English as a foreign language) and ESL (English as a second language) are terms commonly used today and are often treated as synonymous. However, English as a foreign language refers to the teaching or learning of the English language as an additional language where English is not an official language in a country, like Ecuador. In this regard, Irfan (2024) argues that this learning process aims to develop communicative competences in order to interact and establish connections with other cultures and societies. In this context, the target language practice outside the learning environment has limitations due to diverse factors, such as customs, mother tongue, linguistic structures, among others, which hinder the effective development of English language skills, speaking and listening.

Whereas ESL (English as a Second Language) consists of teaching or learning English to non-native English speakers who live in a country where the official and dominant language is English (Cambridge University Press, 2025). In other words, learners have a more interactive English environment outside the classroom, which involves similar linguistic, historical, and cultural backgrounds. Additionally, learning does not only depend on classroom instruction but also on constant interaction with the environment. Benson (2022) states that this helps students reinforce their knowledge every day, become exposed to the language more naturally, and develop their linguistic skills faster in an autonomous way.

1.2. Learning Theories

Learning theories are scientific frameworks that analyze the process of acquiring knowledge. From this perspective, learning theories are a set of conceptual models that seek to explain how individuals process, retain, and store new knowledge and develop their skills during the learning experience. This process is influenced by internal and external factors such as the learning environment, social context, motivation, cognitive aspects, as well as previous experiences (Gandhi & Mukherji, 2023). Fithriyah (2024) claims that by comprehending them, the teacher will be capable of designing adequate activities and implementing effective strategies to enhance the teaching-learning process. In essence, there are several learning theories that offer different perspectives on the ways in which individuals learn, but in the present research, four of them are cited.

1.2.1. Cognitivism

Cognitive learning is the process that engages the student's cognitive system in acquiring new knowledge. In English language learning, cognitivism works by connecting

linguistic aspects, such as vocabulary and grammar, with the student's prior knowledge. According to McLaughlin, “language acquisition is a sophisticated cognitive task wherein learners actively piece together their linguistic understanding” (as cited in Song et al., 2026, p. 6). In other words, when a student learns a language, they incorporate new words into their memory and interpret their meaning, identify how they are used in different real-life situations, and establish relationships with other linguistic knowledge, thus allowing the new information to make sense.

1.2.2. Constructivism

Constructivism maintains that individuals actively construct their own learning, while the teacher acts as a facilitator of the learning process. Under this view, as argued by Jumaah (2024), constructivist theory plays an important role in the acquisition of a new language since students take an active role in the learning process, allowing them to discover meanings and relate them to their prior knowledge rather than memorize words mechanically. Likewise, this theory states that knowledge acquisition through exploration and direct interaction with classmates through activities, such as collaborative work, debates, or role-play guided by the teacher, generates meaningful learning outcomes.

1.2.3. Social constructivism

Socio-constructivist theory emphasizes that individuals construct their learning through social interaction. From a socio-constructivist perspective, English learning develops through active and collaborative participation, with students placed at the center of the learning process. According to Alkhawaldeh and Omari (2025), this theory defines language learning as a self-motivated process. Thus, all the factors surrounding learners influence their knowledge acquisition, meaning that each student follows a unique learning process and develops within a particular social context. Finally, considering that language develops through interaction, the classroom should provide opportunities for students to dialogue, negotiate meaning, and work in pairs or groups.

1.2.4. Socio-cultural Learning Theory

Although socio-cultural learning theory is closely related to socio-constructivism, it focuses on explaining how cultural aspects, beliefs, and symbols influence the acquisition of knowledge. In the context of English learning, this theory proposes using students' own context, including their local culture, identity, and social reality, as part of the language learning process (Nithideechaiwarachok and Chano, 2024). This is because teachers often use resources based on unfamiliar contexts during English lessons, which can reduce students' motivation for learning and then generate a disconnection between the learning process and their own reality.

In accordance with Giannoukos (2024), Socio-cultural learning theory postulates several principles, as shown in the table below:

Table 1

Principles of Socio-cultural Learning Theory

Principles	Description
Mediation	Learning requires using cultural tools. For instance, symbols, beliefs, language, and other sociocultural factors are used to transform knowledge.
Collaboration	Social interaction and cooperation are vital for constructivist learning.
Activity	Learning involves active participation in goal-oriented and meaningful tasks to construct one's own knowledge.
Context	Social and cultural aspects that influence the learning process.
Development	Learning connects prior knowledge and experiences to construct new knowledge.
Scaffolding	The teacher facilitates the learning process and guides students to build their own knowledge.

Note. Author's own elaboration

1.3. Language teaching approaches and methods

Language teaching has constantly evolved due to the implementation of different approaches and methods over the years. In this regard, these methods and approaches aim to address how people learn a language and the needs of each educational context. Although the two concepts are often associated, each represents a distinct aspect of language teaching. An approach refers to the theoretical principles that explain what a language is and how it is

acquired. While a method considers how these principles are organized and applied during the teaching process. Therefore, language teaching should be viewed as an organized system in which learning theories guide the practical lessons developed in the classroom, allowing for a coherent relationship between theory and practice (Richards & Rodgers, 2014).

1.3.2. Historical Evolution

In its early stages, language teaching was primarily influenced by models used for teaching classical languages, such as Latin and Greek, where memorization of grammatical structures and translation of written texts predominated (Yuan, 2025). In this regard, this approach focused on knowledge of rules and vocabulary memorization, neglecting the development of the four language skills: writing, listening, reading, and speaking. Thus, Richards and Rodgers (2014) emphasize the importance of the development of methods and approaches to language teaching reflects teachers' attempts to find more effective ways to achieve an effective teaching process that meets students' needs.

One of the first methods implemented for foreign language teaching was the Grammar Translation Method, which was widely used during the nineteenth and twentieth centuries. In this regard, the objective of this method was for students to learn the grammar of the language and become able to translate written texts accurately. Nevertheless, this method limited the development of communicative skills, such as listening comprehension and oral expression. Hence, due to these limitations, new approaches emerged, such as the Direct Method, which emphasized the need to use English as the main means of communication in the classroom. Since then, greater importance has been given to the practical use of the language and direct interaction with the language being learned (Richards & Rodgers, 2014).

Since the 1970s, language teaching has focused primarily on developing communicative competences. In this sense, new flexible learning theories centered on student needs were integrated due to technological advancements and the expansion of English as an international language worldwide, which allowed access to more job and academic opportunities and even facilitated the establishment of international relations with other developed countries (Richards & Rodgers, 2014; Panahi et al., 2023). As a result, this evolution allowed the implementation of other traditional and contemporary teaching methods.

1.3.3. Traditional teaching methods and approaches

Traditional language teaching methods were the first systematic guide for language learning. At first, the Grammar Translation Method was introduced, focusing on the study of grammatical rules, vocabulary memorization, and the translation of texts from one language into another. Then the Direct Method appeared, which emphasized the exclusive use of the

target language. Although both methods contributed to the development of language teaching, they also presented certain limitations, since the Grammar Translation Method reduced opportunities for oral communication. While The Direct Method made the explicit teaching of complex grammatical structures more difficult (Richards & Rodgers, 2014).

Another influential method was the Audiolingual Method, which was developed in the mid-twentieth century based on linguistic structure and behavioral psychology. This method focused on forming language habits through pattern repetition, substitution drills, and intensive practice of oral structures. Additionally, it contributed to the development of listening and speaking skills (Hu, 2024). However, as research on second language acquisition advanced, its functionality began to be questioned because mechanical repetition did not guarantee the development of communicative competence or the ability to use the language in real-life situations. As a result, new contemporary methods and approaches began to emerge (Richards & Rodgers, 2001).

1.3.4. Contemporary methods and approaches

From the second half of the twentieth century onward, research in applied linguistics and second language acquisition began to incorporate interaction and the active construction of knowledge. In this term, students came to be viewed as active participants in the classroom, while teachers assumed the role of learning facilitators. During this period, approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Game-Based Learning (GBL) emerged. Therefore, these approaches promote the use of language in authentic situations and support the development of the four language skills (Richards & Rodgers, 2014).

1.4. Game-Based Learning (GBL) in English teaching

Game-Based Learning, integrated as a tool to improve learning outcomes, has gained increasing attention in recent years. In fact, Alotaibi (2024) highlights that this methodology uses games to teach a subject, such as English, while promoting students' motivation, active participation, interaction with their classmates, and the development of cognitive skills through different challenges. Moreover, Game-Based Learning incorporates dynamic activities and authentic resources to encourage the use of the language in meaningful contexts. This supports the development and improvement of vocabulary through dynamic and interactive learning experiences, as well as the enhancement of information retention.

In English language teaching, Game-Based Learning has a positive impact on students' motivation, participation, and meaningful learning. This approach encourages learners to construct knowledge through practical experiences in which mistakes are considered part of the learning process and feedback is provided immediately, as well as the teacher makes use of

contextualized resources for real practice of the target language. Besides, games create an environment that promotes communication, collaboration, and the spontaneous use of the language. This methodology contributes to the development of vocabulary, grammar, and other language skills while increasing students' engagement in learning (Hafiza & Pratolo, 2024).

Teacher role

In Game-Based Learning, the teacher plays a fundamental role as a designer and facilitator of the learning process. First, his/her responsibility is to select or design the most appropriate games that align with the learning objectives, considering students' language proficiency level and learning needs (Cheng, 2023). Second, Hu (2024) indicates that teachers are responsible for explaining the rules, organizing the activities, encouraging students' participation, and providing feedback during and after the game to promote reflection on what has been learned. In this way, they create a learning environment where students feel motivated to express their ideas, collaborate with their classmates, and take an active role in constructing their knowledge.

Student role

In this method, students play an active and participatory role, since learning is constructed through overcoming the challenges presented by the game and interaction with other participants. Throughout this process, learners explore, make decisions, solve problems, and apply both their knowledge and the target language. Thus, they develop autonomy, communicative skills, and even critical thinking. Furthermore, Game-Based Learning places students at the center of the learning process, allowing them to construct knowledge through meaningful experiences while fostering greater motivation and engagement with learning (Plass et al., 2020).

Material

The materials used in Game-Based Learning are considered an important component of the teaching and learning process. For instance, these resources include board games, flashcards, real-life objects, or materials designed by the teacher according to the learning content and students' needs. In English language teaching, materials should be selected according to students' language proficiency level and should provide opportunities to practice vocabulary, as well as the four language skills (Hwang, 2024). Likewise, the use of contextualized materials, like traditional games, helps connect learning with students' sociocultural reality, increasing their interest and active participation.

Procedure

The implementation of Game-Based Learning follows an organized process that allows for the integration of games with learning objectives. Although the stages may vary depending on the educational context and the needs of students, several authors agree that its application incorporates a series of phases that promote the development of meaningful learning experiences (Plass et al., 2020; Hwang & Chiu, 2024). The procedure is described below:

- **Planning**: The teacher establishes the objectives for the class, designs or selects the game, and organizes the time and place to carry out the activity.

- **Introduction:** The content to be developed and the rules and instructions of the game are determined.

- **Game implementation:** Students use the language (English) by participating in the game and applying what they have learned, along with the teacher's guidance.

- **Feedback and reflection:** The teacher provides feedback and opportunities for reflection where students can identify their mistakes and improve them.

- **Assessment:** The learning achieved by the students is evaluated through observation or any assessment instrument.

Game design

Design in Game-Based Learning involves the planning of game-based activities in which game elements are connected to established learning objectives. For this reason, teachers should consider aspects such as the content to be taught, the learning environment, students' needs, rules, and materials. As Plass et al. (2020) express, an effective GBL design requires the integration of three main components: learning objectives, students' background, and game elements. Besides, these components include aspects such as rules, challenges, and feedback, which help guide students' participation and, in the case of vocabulary learning, allow learners to relate new words to meanings and interactive contexts.

Game-based learning Strategies and techniques

The following table presents a pedagogical synthesis regarding Game-Based Learning strategies, techniques, and implementations in English language teaching.

Table 2
GBL Strategies, techniques, and implementations in English teaching

GBL strategies	Related techniques	Implementation in English teaching
• Alignment between learning objectives and the game.	Role play, simulation, and board games.	A game is designed in which students need to use vocabulary or expressions about the topic.
• Orientation before the game	Briefing and demonstration.	The teacher explains the rules and gives a short demonstration.
• Activation of previous knowledge	Memory games and short questions.	Students recall familiar words before working with new vocabulary.
• Scaffolding during the game	Guiding questions, clues, and flashcards.	The teacher facilitates expressions, pictures, or clues when students face difficulties.
• Immediate feedback	Checking and mistake correction.	Students receive explanations on their answers and have another opportunity to correct them.
• Progressive challenge	Levels, rounds, and missions.	Students start recognizing words and gradually progress to sentences and dialogues.
• Collaborative learning	Cooperative games	Group members exchange information and work together to achieve the same goal.

Note. Developed by the author based on the literature reviewed (Chiotaki et al., 2023; Hwang et al., 2023; Nautiyal et al., 2024; Plass et al., 2020; Sun et al., 2023).

1.5. Lexical Approach

Savranbekovna (2022) defines "a lexical approach to teaching means the primary focus is on helping cadets acquire vocabulary" (p.139). In other words, the Lexical Approach focuses particularly on vocabulary and "lexical chunks," where students develop their communicative competence by recognizing and using frequent expressions, collocations, set phrases, and word sequences that appear naturally in everyday language, rather than meaningless words. In that way, learners develop fluency through the use of fragments or phrases of several words and language comprehension for communicating effectively with others (Sewbihon, 2021).

The lexical approach represents a pedagogical shift in English as a Foreign Language (EFL) teaching, focusing on the importance of vocabulary, rather than grammar, as a base for language acquisition. The lexical approach, originally conceptualized by Michael Lewis (1993), emphasizes teaching word combinations, collocations, and pre-made phrases as key units of meaning and fluency. Furthermore, recent research has strengthened the validity of this model, particularly in foreign language learning contexts where communicative competence is a primary objective (Boers, 2021).

Strategies and techniques of the Lexical Approach

The strategies of the Lexical Approach guide vocabulary learning through continuous exposure to lexical units, such as collocations, fixed expressions, and lexical chunks. In this regard, these strategies promote the recognition of word combinations, as vocabulary learning becomes more effective when students notice and reuse complete word sequences rather than memorizing isolated words (Lewis, 1993). Furthermore, Nation (2013) how essential is to know that repeated exposure to and practical use of new words contribute to the development of language skills. Similarly, the techniques implemented through a variety of classroom activities create opportunities for students to expand their vocabulary and use new words in meaningful contexts. Likewise, several strategies and techniques are described below.

Table 3
Lexical Approach strategies and techniques

Lexical approach strategies	Techniques
• Lexical Chunks	Chunk identification, flashcards, and highlighting

• Collocations	Matching activities, collocation grids, and word partnerships.
• Promoting noticing	Finding mistakes, classifying, and underlining.
• Using chunks in real-life situations	Role play, debates, dialogues.

Note. Elaborated by the author based on the literature reviewed (Lewis, 1997; Nattinger & DeCarrico, 1992; Wray, 2002).

1.6. Traditional games played in Kichwa-Otavalo culture

The Kichwa Otavalo culture is a group of native peoples of the province of Imbabura. In this context, each community has its own traditions, ancestral knowledge, and cultural practices that have been passed down from one generation to another, making them unique. Overall, it is widely recognized for its rich cultural heritage, strong sense of identity, and commitment to preserving its ancestral traditions. However, Castro, Rojano et al. (2022) address how rapid technological advances and the growing influence of foreign cultures have gradually reduced the practice of many of these traditions. As a result, activities such as traditional games, storytelling, and even the use of the Kichwa language have become less common among younger generations.

Due to ongoing cultural changes, the practice of traditional games among younger generations has gradually declined. As a consequence, many of these traditional activities are becoming less common, and only a few communities continue to preserve them. Although these games share the same cultural roots, each community has adapted them to their own context, incorporating their beliefs, knowledge, customs, and ways of life into the way they are played. It is important to highlight the most representative traditional games among Kichwa-Otavalo communities, such as the spinning top, yermis, chunkana, and kites (Benítez et al., 2023).

1.7. Teaching English (EFL) in Ecuadorian education

Ecuador introduced a new English as a Foreign Language (EFL) curriculum in 2016. In this sense, the curriculum defines a set of learning objectives that are aligned with performance indicators and assessment criteria. Guevara et al. (2024) mention that these objectives are based on international standards to maintain a flexible teaching-learning process

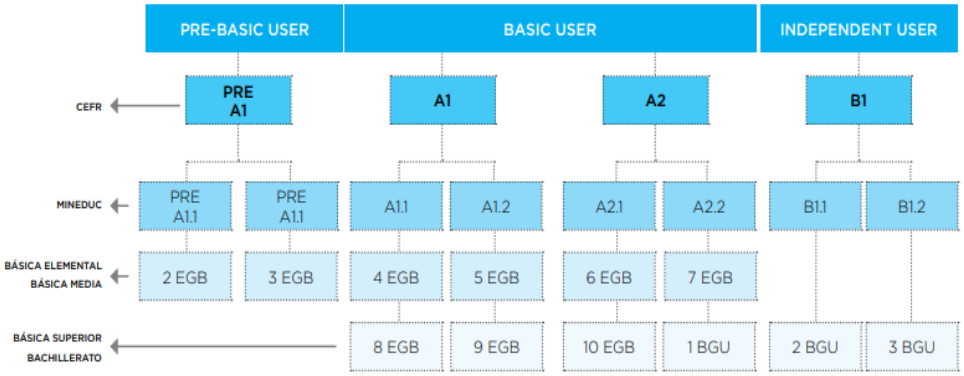
to address students' learning needs and develop effective language learning. Likewise, the curriculum integrates Content and Language Integrated Learning (CLIL) as one of its main pedagogical approaches, combining content, culture, and cognitive development to encourage students' motivation and provide a supportive environment for English language acquisition (Ministerio de educación, 2016, p. 3).

In this context, English as a Foreign Language (EFL) is a compulsory subject in Basic General Education and Secondary Education. In this regard, the national curriculum aligns with the proficiency levels established by the Common European Framework of Reference for Languages (CEFR). Additionally, the Ministerio de Educación (MINEDU, 2016) argues that the curriculum aims to develop students' communicative competence in English through the meaningful use of the language, enabling them to apply it in different real-life contexts. Despite these curricular guidelines, several challenges appear in achieving the expected levels of English proficiency because these challenges are associated with factors such as the limited availability of teaching resources and the insufficient implementation of innovative teaching strategies by teachers.

The following image details the levels of English proficiency according to the Common European Framework of Reference for Languages in Ecuadorian education:

Figure 1

Levels of proficiency according to CEFR in Ecuadorian education.



Source: Ministry of Education (2016).

1.8. English vocabulary learning

One of the most important elements in English proficiency as a foreign language is vocabulary acquisition. In this regard, lexicon is fundamental for understanding, conveying, and expressing ideas. Actually, it is vital to build a lexical repertoire that allows students to

practice their English vocabulary in real-life communication situations before forming complex sentences or using complex grammatical structures (Biseko, 2025). In the same way, Teng (2024) confirms that students who constantly expand their vocabulary demonstrate better levels of reading comprehension, oral expression, and written production. Thus, vocabulary learning strengthens English comprehension and functionality, enabling more effective and meaningful learning outcomes.

1.8.1. Definition of vocabulary

Vocabulary is defined as the set of words and expressions that a person knows and uses to communicate in a language. However, knowing a word does not just mean remembering its meaning; it also implies understanding how it is pronounced, how it is spelled, and in what contexts it can be used appropriately. From this perspective, Nation (2021) points out that vocabulary learning is more effective when students have multiple opportunities to learn new words through application of the language in real situations and strategies that promote internalization, as used by teachers, rather than simple memorization.

Passive vocabulary

Receptive or passive vocabulary consists of the words that learners can recognize when reading a text or listening to a conversation, even though they do not use them spontaneously in speaking or writing. Thus, this type of vocabulary is usually developed first during the process of learning a foreign language, like English, because understanding is generally easier than producing the target language. Similarly, continuous exposure to reading materials, audio resources, and conversations gradually expands receptive vocabulary and supports language comprehension. Over time, and through practical activities, these words can become part of learners' active vocabulary, contributing to more natural and fluent communication (Webb, 2020).

Active vocabulary

The words that a person uses easily when speaking or writing to express their thoughts make up their active vocabulary. This type of vocabulary requires a greater level of mastery than passive vocabulary because it involves recalling words quickly and using them appropriately according to the context. In the words of Teng (2024), the development of active vocabulary depends on frequent practice and participation in productive activities where students have the opportunity to use the language authentically. For this reason, it is important for teachers to promote conversations, games, discussions, and collaborative tasks that help transform receptive vocabulary into productive and functional knowledge.

1.8.2. Principles of teaching and learning vocabulary

Vocabulary is considered a fundamental component of language development. In other words, having a broad and varied vocabulary reflects a higher level of language proficiency. Therefore, applying the principles of vocabulary teaching and learning helps students use words accurately in real-life situations. According to Ismail et al. (2017), these principles are essential for effective vocabulary instruction, as teachers are responsible for selecting appropriate vocabulary based on them. These principles are detailed in Table 4.

Table 4
Principles of teaching and learning vocabulary

Principles	Description
• Select Appropriate Words	The words should be selected according to the students' English proficiency level, allowing them to understand the vocabulary correctly.
• Focus on Different Aspects of Words	It is important to include aspects such as pronunciation, collocations, and word family members, as well as grammatical patterns, since these elements help expand students' English vocabulary.
• Progress from Less Demanding to More Demanding Vocabulary-related Activities	It is necessary to introduce vocabulary gradually, since it is a process that requires time for processing and internalization before it can be used effectively in different contexts.
• Limit Forced Semantic Elaboration during the Initial Stages of Learning New Words	Avoid overwhelming students with complex explanations or overly elaborate materials because these will only confuse them and can cause them to lose track of the learning process. Instead, it is necessary to use simple resources that are appropriate for their level of language proficiency.
• Encourage Interest among Students during the Learning Process	It is essential to keep students highly motivated. For this reason, lessons should be interesting, as this encourages them to participate actively. In addition to that, teachers

	should design didactic materials that capture students' attention and facilitate the learning process.
• Accommodate Use of Contextual Cues	Contextual cues are a versatile didactic tool that facilitates classroom instruction. For example, teachers can use flashcards, graphic organizers, stories, games, and other similar resources. As a result, these materials help students internalize and use words more effectively.
• Expose Learners to the Use of a Dictionary	The use of a dictionary during the early stages of English learning is highly beneficial, as it helps expand students' vocabulary and enables them to remember synonyms of a word or relate it to other words.
• Exercise Repetition by Introducing Words Frequently Inside the Module	Students must be frequently exposed to vocabulary related to real-life experiences and situations, since this enables them to use it more naturally and fluently, leading to more meaningful language learning.
• Promote Deliberate Vocabulary Acquisition	The teacher provides detailed and clear explanations of aspects related to the new vocabulary through didactic materials and other tools.
• Expose Learners to Exercises and Activities Other Than Memorizing Words	The use of innovative activities is needed to encourage students' willingness to learn. For example, teachers can incorporate games, comics, debates, and even dramatizations to help students internalize new words.

Note. Author's own elaboration.

1.8.3. Importance of teaching English vocabulary

Vocabulary teaching is one of the fundamental components of English mastery, as words enable learners to understand and express ideas effectively. For instance, when students have a broad vocabulary, they can participate more confidently in conversations, understand texts, and also develop their reading, writing, listening, and speaking skills significantly (Liem

& Suryo, 2025). Based on the perspective of Webb et al. (2023), vocabulary development plays a key role in the effective development and mastery of a second language, since it allows language comprehension and fluent English production. Therefore, learning new words improves linguistic skills and even promotes the development of cognitive abilities and facilitates interaction in different contexts, including academic, social, and professional settings.

CHAPTER II: METHODOLOGY

2.1. Description of the study area

Cotacachi High School is a public institution located in Imbabura Province, in the canton of Cotacachi. It is situated on Modesto Peñaherrera Street and 10 de Agosto Avenue, near the Kichwa community of La Calera. This high school was founded on August 11, 1995, and was originally known as the Technological Institute of the Leather Industry. Some years later, it became Unidad Educativa Cotacachi, offering different educational levels, including kindergarten, elementary school, and high school. Currently, the school has more than 800 students and about 55 teachers. This research was carried out with eighth-grade students from two parallels: parallel A, with 19 students, and parallel B, with 22 students, giving a total of 41 participants.

2.2. Type of research

This investigation was conducted based on a mixed research approach that involves quantitative and qualitative methods. Dawadi, Shrestha, & Giri (2021) demonstrate that a mixed method provides a broad view and a deeper understanding of the phenomenon under study. It also allows addressing complex questions that cannot be adequately answered by using only one research approach. In other words, for this research work, a mixed research method was useful for obtaining a more complete understanding of the data collected and helped the researcher expand and examine the information from different perspectives to acquire solid evidence.

Quantitative research approach

On the one hand, the quantitative research approach is defined as a systematic and objective process in which numerical data are collected to test theories or hypotheses. Ghanad (2023) claims, “quantitative research involves quantifying things and asks questions such as 'how long', 'how many', and 'the degree to which'. Quantitative research aims to quantify the data and generalize findings from a sample of a study from varied perspectives”. Therefore, the information was collected using an instrument that measures attitudes, and its analysis was carried out using statistical procedures. In this study, this approach provided verifiable and observable information that supports the research project process.

Qualitative research approach

On the other hand, the qualitative research approach focuses on understanding the reasons behind people's actions, as well as the way they perceive their experiences and the

world around them (Ghanad, 2023). In other words, the research approach allows the researcher to gain a deeper understanding of social reality, individuals' experiences, and behaviors. Although qualitative research does not primarily use numerical data, Nassaji (2020) states that qualitative data can also be analyzed through statistical and numerical values. Thus, this approach helped to identify general patterns while providing more detailed information as the research developed and was even useful for identifying relevant factors that supported the study from a broader and more detailed perspective.

2.3. Design

Descriptive

This study employed a descriptive research design, which aims to describe the characteristics of a phenomenon in a precise way. In other words, a descriptive design focuses on providing a systematic and accurate description of the findings, considering their characteristics and the relationships between them (Furidha, 2023). In this study, this design allowed for evaluating the current situation of English language learning, particularly vocabulary acquisition by students. Furthermore, it helped identify the teaching resources and strategies used by teachers in their teaching process to develop a proposal that addresses the needs of learners identified during the data analysis.

2.4. Method

This research work adopted a deductive method. The deductive method has as its principal characteristic the move from general to specific. As Yuwono & Rachmawati (2023) explain, “deductive reasoning is a theory-testing process that starts with an existing theory or generalization and seeks to see whether the theory applies to specific examples”. This type of reasoning helps establish a connection between the theoretical foundation and the data collected from the students, as well as contributes to a better understanding of the current situation of English vocabulary learning, allowing the researcher to compare and explain the findings more clearly.

2.5. Research techniques and instruments

Survey

A survey is a technique used to collect data by asking questions to a selected sample of participants. According to Taherdoost (2022), “this technique aims to measure the qualities of a specific target population considering a part of that population named sample by using a designed instrument recognized as a questionnaire and adopting statistics.” In this research,

this technique was useful for measuring students' level of difficulty during their classes and their preferences for learning English, as well as for identifying the possible causes of the research problem. Therefore, a questionnaire was used as the data collection instrument, and the participants answered specific questions on paper, helping to discover what they feel, do, and think regarding English learning.

Interview

An interview is a qualitative technique that is used to gather information by asking a set of questions to one or more participants in order to collect opinions, beliefs, and experiences. In this context, Saunders et al. (2023) describe that a structured interview follows a predetermined set of questions asked in the same order to all participants, allowing the researcher to collect consistent information and compare the responses more easily. Hence, for this investigation, the structured interview was useful because it contributed to collecting data about the learning environment, the teaching strategies used in English classes, and the challenges faced by teachers during their teaching process.

2.6. Research Questions

- How can traditional Kichwa-Otavalo games improve English vocabulary learning in middle education students at Cotacachi High School?
- What challenges do students face when they learn a second language, like English?

2.7. Population

The population selected for this research was 41 eighth-grade students, divided into A and B parallels at Cotacachi High School**.**

Table 5
Eighth-grade students of Cotacachi High School

	Cotacachi High School		
Parallels	A	B	Total
Number of students	19	22	41

Number of teachers	1	1	1

Note. Author's own elaboration.

2.8. Procedure

First, the research problem was defined with the aim of contributing to the improvement of English vocabulary through the implementation of effective teaching strategies and didactic resources for eighth-grade students at Cotacachi High School. Next, after the research instruments had been designed and validated by teachers from Universidad Técnica del Norte, the data collection process was carried out. For this purpose, a survey was designed for forty-one students, consisting of an eight-item questionnaire with a Likert scale. In addition, a structured interview was prepared for the two teachers, including six open-ended questions. Finally, after the data had been collected, the results were interpreted, where pie charts were used to analyze the quantitative data, while the qualitative information was examined through an inductive and reflective interpretation.

CHAPTER III: ANALYSIS AND DISCUSSION

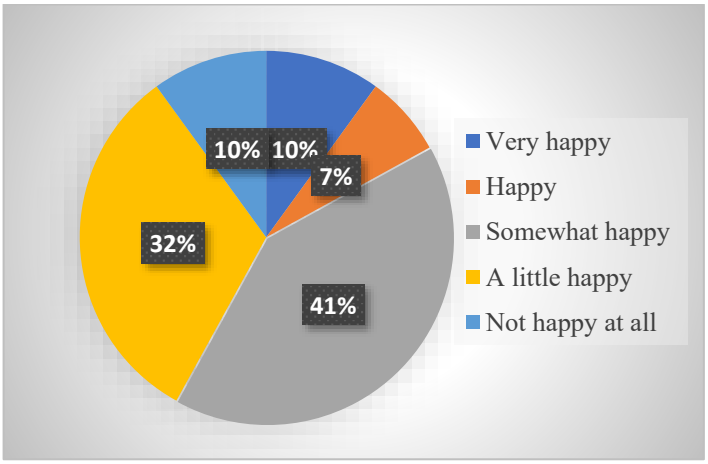
The following chapter presents the results obtained by the survey and interview after their application at Cotacachi High School, as well as a deep analysis of the data obtained. The quantitative results are presented using a pie chart, including the percentages according to the frequency of the answers. Moreover, each question has a detailed analysis. On the other hand, the information provided by teachers is interpreted through a qualitative analysis.

3.1. Quantitative interpretation

3.1.1. Survey applied to the students

Figure 2

Students' feelings regarding English learning.



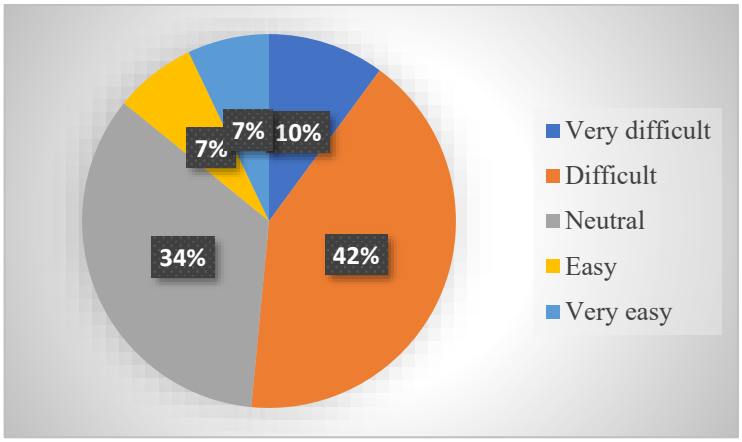
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

Pie Chart 1 shows the feeling of students regarding learning English. The majority of students (41%) reported feeling somewhat happy, which could indicate that they do not feel completely satisfied; however, they have a positive attitude toward this subject. On the other hand, 10% of students revealed that they do not feel happy; this result, although it corresponds to a small group surveyed, could demonstrate that these learners have not had significant experiences during English learning, which may be related to a lack of motivation, insecurity about participating, or the implementation of conventional teaching methods by teachers. As a result, the data obtained suggest the need to include dynamic tools in classes that contribute to reinforcing students' confidence and motivation during language learning.

Figure 3

Levels of difficulty in English vocabulary learning.



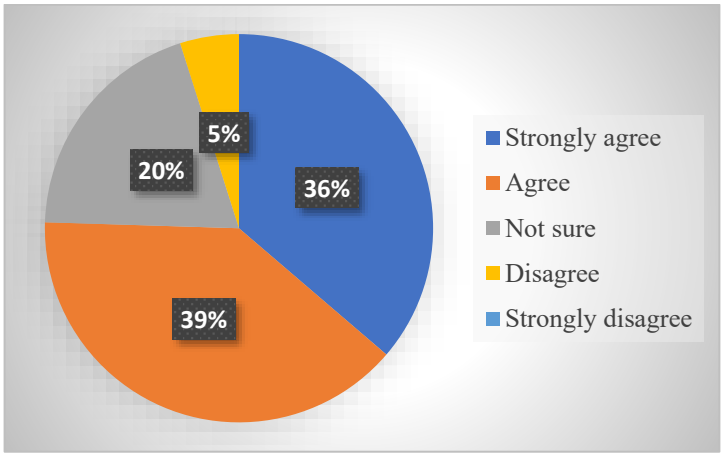
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

This pie chart reveals the level of difficulty students perceive when learning new vocabulary in English. In fact, 42% of those surveyed consider it difficult, indicating that most students face challenges when incorporating new English vocabulary into their linguistic repertoire, which could be due to factors such as a lack of internalization of meanings or absence of practice in the classroom. In contrast, only 7% rate learning vocabulary as easy. Therefore, the results suggest that the teacher should implement resources that significantly strengthen the learning of this linguistic component.

Figure 4

Students' perception of the contribution of English vocabulary learning to language comprehension.



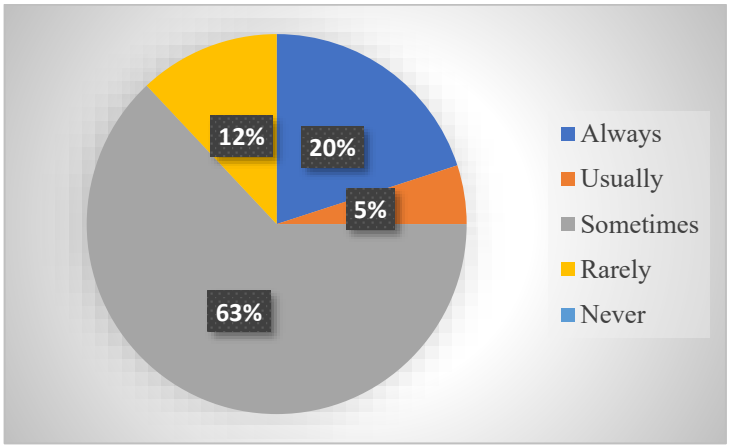
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

The following pie chart asks about the importance of vocabulary for understanding the English language. 39% of students considered themselves to agree and 36% totally agreed that learning vocabulary in English plays a fundamental role in the improvement and development of communicative skills. Nevertheless, only 5% disagreed with this statement, indicating very limited opposition to this view. Hence, the data obtained demonstrate that students are aware of the importance of vocabulary as a lexical element for understanding English, which could allow the teacher to implement vocabulary-related resources and methods.

Figure 5

Frequency of Vocabulary Learning Activities.



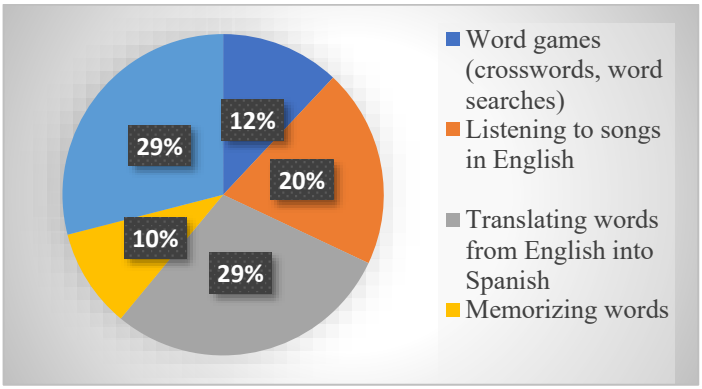
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

Pie chart 4 shows the frequency of dynamic activities used by the teacher. The majority of students, with 63%, indicated that their English teacher only sometimes uses this type of activity, such as games, which could be inferred to mean that the teacher uses a methodology more aligned with the traditional approach. Likewise, 12% of the participants stated that it is rarely used, which could be a limitation for interactive learning. In this regard, incorporating this type of activity more frequently could encourage active student participation in the classroom and transform the teaching-learning process into a more meaningful experience.

Figure 6

Types of activities used to teach English vocabulary.



Note. Author's own elaboration**.** Students' survey, 2026

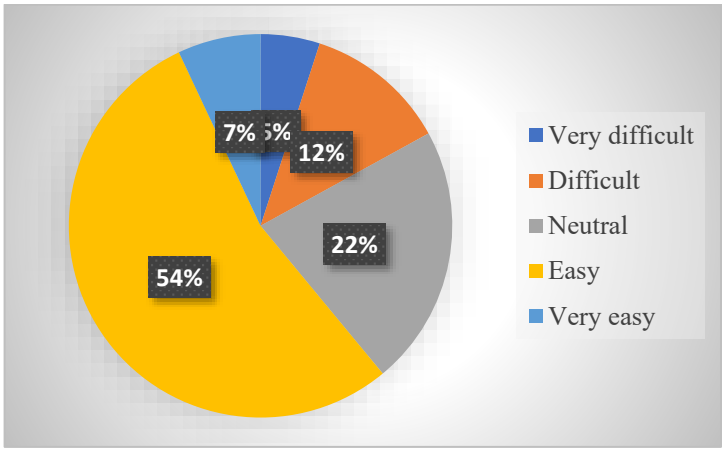
Analysis:

The graph illustrates the common activities that the teacher implements to teach vocabulary. In fact, the most frequent practices are copying words from the board (29%), translating words from English into Spanish (29%), and memorizing words (10%). Taken together, the three activities account for 68%, reflecting the highest percentage; this implies a stronger utilization of conventional teaching methods and the passive role that students play during their English lessons. In contrast, the other 12% consider that the teacher uses activities, such as word games; this could indicate the limited use of didactic tools, although they are effective for vocabulary learning.

In summary, these findings reveal that EFL learners face limitations in constructing significant lexical knowledge. Thus, it is determined that it is important to employ didactic tools, such as traditional games, which provide a more participatory environment linked to the cultural context of students.

Figure 7

Perceptions about vocabulary learning through games.



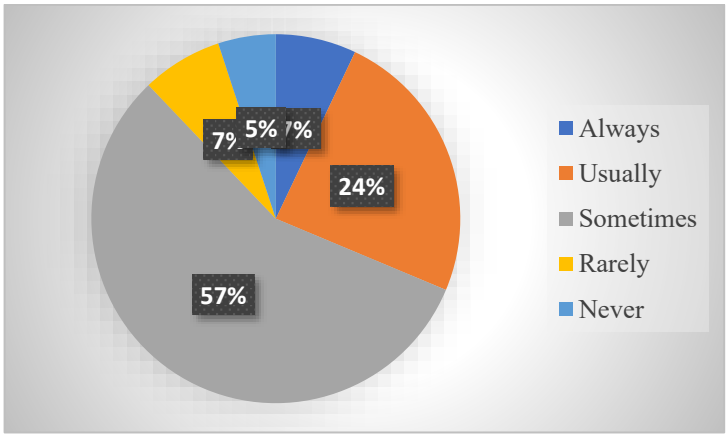
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

The results of Graph 6 illustrate the students' perception of using games to learn English vocabulary. In fact, more than half of the respondents (54%) claim that games simplify the learning of new words. In concordance with Hikmawan, Damayanti & Setyarini (2023), the utilization of games during lessons increases motivation to participate, reduces anxiety in acquiring vocabulary, and even promotes cooperative learning where students work with each other as a group. As a result, it is inferred that games as a didactic tool not only increase interest in the language but also help build confidence and reduce the perception of the complexity of learning English vocabulary.

Figure 8

Frequency of vocabulary retention after class.



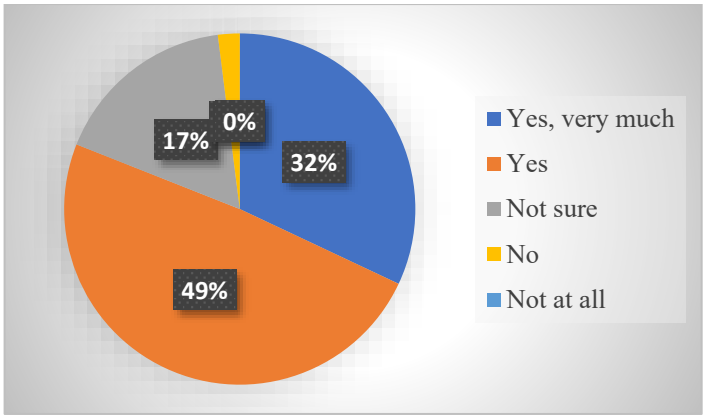
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

Graph 7 shows the frequency with which students remember the vocabulary learned after class. 57% of the respondents state that they only sometimes remember the words learned, which means they still face a challenge in this important area, as it is the foundation for the development of English skills. In other words, it is inferred that students are unable to retain information in the long term. Similarly, 7% of the participants claim that they rarely achieve it. Therefore, according to the results obtained, this might be related to the lack of spaces where students can express orally or in writing what they have learned, or the inappropriate use of teaching strategies that are not in line with the students' academic level.

Figure 9

Interest in learning English through traditional games



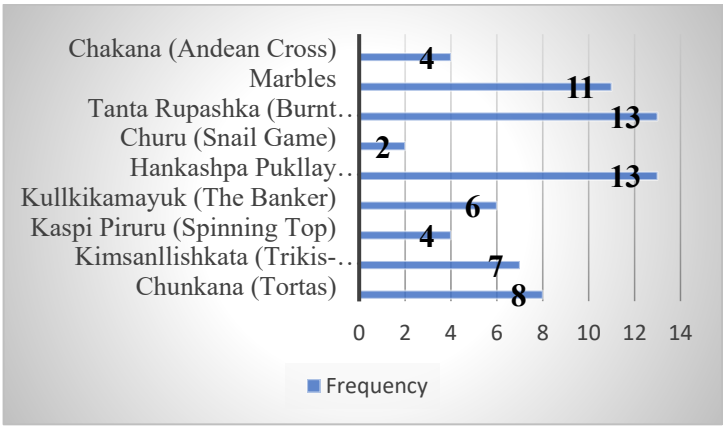
Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

The following pie chart shows the students' interest in learning English using traditional games. Actually, more than 80% of the students express enthusiasm for developing their English skills through the implementation of traditional games. This observation allows for the implementation of dynamic resources that are closer to the students' social context. However, 17% of the students are unsure about using this type of game, possibly due to a lack of knowledge on the topic in question. Therefore, the results obtained favorably support the implementation of traditional games as a didactic tool during the English teaching process, due to respondents indicating a high level of acceptance of this educational resource.

Figure 10

Preferred traditional games for learning English vocabulary.



Note. Author's own elaboration**.** Students' survey, 2026

Analysis:

This last graph illustrates the students' preferences regarding traditional games that could be implemented to learn English vocabulary. In this context, the students demonstrate greater interest in (tanta rupashka) and (hankashpa pukllay), with 13 choices each, followed by Marbles, which received 11 preferences. This suggests that learners manifest greater interest in games that involve active participation and interaction with their classmates, creating a more dynamic learning environment. Therefore, these findings provide useful information for designing the teaching proposal, as choosing the games that students prefer may increase their participation and support a more meaningful way of learning English vocabulary while also valuing elements of their cultural context.

3.2. Qualitative interpretation

3.2.1. Interview applied to the teachers

Question 1: How many years of experience do you have as an English teacher?

Teacher A:

Well, I have 21 years of experience as an English teacher. I started teaching when I was 21 years old. At first, I worked on an hourly basis because teachers were paid by the hour at that time. Later, I joined the public education system, where I have been working for almost ten years.

Teacher B:

I have been working as an English teacher for about 14 years with different age groups, from early childhood education to adults.

Analysis:

Both teachers have several years of experience teaching English. Because of their experience, they know how students learn, which teaching methods work better in their classes, and the difficulties students usually have when learning English as a foreign language. Therefore, their answers provide useful information to understand the research problem and to interpret the results of this study.

Question 2: What are the main difficulties your students face when learning English vocabulary? Please explain your answer.

Teacher A:

Certainly, the main difficulties that many students face when learning English vocabulary include a lack of practice, memorizing words without context, and limited exposure to English outside the classroom. In addition, some students struggle with pronunciation and the correct use of words in sentences.

Teacher B:

They are often afraid of making mistakes, mispronouncing words, and memorizing vocabulary. These are the main difficulties they experience.

Analysis:

Teachers A and B indicated that the main difficulties in learning English vocabulary are not only related to memorization but also to factors that limit the practical use of the language. Both mentioned that students have problems remembering new words. Teacher A explained that this problem is more common when students learn words without a clear context, and they do not have contact with English outside the classroom, as well as with pronunciation and using new words correctly in sentences. While Teacher B added that many students are afraid of making mistakes, which often prevents them from participating actively in class. In summary, these responses show that learning vocabulary depends on different factors; thus, students need

activities that allow them to learn vocabulary in context, practice it regularly, and feel comfortable using English in class.

Question 3: Do you think that learning vocabulary helps students develop their English language skills? Please explain your answer.

Teacher A:

Yes, I believe vocabulary learning is very important and essential because it allows students to understand and express themselves in English. Without sufficient vocabulary, it is difficult to develop skills such as reading, writing, listening, and speaking. Therefore, vocabulary is a fundamental basis for learning English.

Teacher B:

Absolutely. Vocabulary learning is very important because it helps students develop the four language skills. By improving and expanding their vocabulary, students can strengthen any of these skills, especially speaking, which is one of the main goals in educational institutions.

Analysis:

Both teachers mentioned that vocabulary is one of the most important parts of learning English. Teacher A stated that students who do not have enough vocabulary find it difficult to understand the instructions and express their ideas, which affects their English skills. In the same way, Teacher B shared a similar opinion and expressed that learning new words helps students improve the four skills, especially speaking, which is one of the main goals in English classes. In short, these answers suggest that vocabulary is more than learning individual words since it provides students with the language they need to communicate with more confidence and express their ideas in real-world situations.

Question 4: What strategies do you use to help your students learn English vocabulary?

Teacher A:

Some of the strategies I use include educational games, flashcards, group work, images, vocabulary contextualization, and interactive activities. I also encourage students to use vocabulary in real-life communication situations.

Teacher B:

It depends on the students' level. We work with the Universal Design for Learning (UDL) approach, which offers different ways for students to learn, whether through visual, auditory, or movement-based activities. For example, I use videos, images, and flashcards. After students learn the meaning of the words and associate them mentally, they are encouraged to write sentences using the new vocabulary.

Analysis:

Both teachers explain the different strategies they implement to teach English vocabulary, focused on their students' learning needs. For instance, Teacher A preferred to include interactive activities and encouraged students to use new words in real situations. While Teacher B indicated that the lessons should be adapted by using the Universal Design for Learning (UDL) approach, with visual, auditory, and movement-based activities. In essence, based on the information provided, students learn vocabulary better when they take part in different classroom activities; thus, using different teaching strategies helps students understand, practice, and use new words more easily during the learning process.

Question 5: Have you used games as a strategy to teach English vocabulary in your classes? If yes, briefly describe how you have used them.

Teacher A:

Yes, I have included many games in my classes. For example, I use memory games, vocabulary bingo, role-plays, and group competitions, where students practice vocabulary in a dynamic and participatory way, improving both their motivation and learning.

Teacher B:

Yes, absolutely. I have used games such as bingo, verb bingo, and vocabulary bingo. Students feel very motivated and enthusiastic about learning. They also need to practice oral production, so I combine vocabulary learning with speaking activities at the same time.

Analysis:

Teachers A and B confirmed that they use games regularly to teach English vocabulary. In fact, the effectiveness of this approach is positive. Moreover, both teachers explained that

these activities involving games make learners more interested in learning and encourage them to participate during the lesson. In addition, teacher B reported that games provide students the opportunity to practice vocabulary while speaking, so they can use new words during class activities. Therefore, these answers show that games help students learn vocabulary in a more active way because they encourage participation and allow students to have more opportunities to use English.

Question 6: Would you like to teach English vocabulary through Kichwa-Otavalo traditional games?

Teacher A:

It would be quite a challenge, but yes, I would like to teach English vocabulary through Kichwa-Otavalo traditional games because they would allow us to integrate local culture with language learning. They would make lessons more meaningful and increase students' motivation. In addition, they would strengthen cultural identity while students learn English.

Teacher B:

Yes, absolutely. Since this is an intercultural institution and we have Kichwa-speaking students, we seek ways to help them preserve their cultural roots and continue speaking Kichwa. This would also help them become trilingual in Kichwa, Spanish, and English. I think integrating Kichwa-Otavalo traditional games is an excellent idea. Although I am not familiar with specific games, I believe this approach would help students feel more connected to their culture, become more motivated, and overcome their fear of speaking. Since they already speak Kichwa, it may be easier for them to learn another language, particularly English.

Analysis:

Both teachers expressed their interest in teaching English vocabulary through Kichwa-Otavalo traditional games. Teacher A mentioned that using these kinds of games could be challenging but believed they would help connect English learning with students' cultural identity. Similarly, Teacher B supported this idea and stated that the school has an intercultural context; these games could help students keep using the Kichwa language while learning English. In summary, based on the information obtained, Kichwa-Otavalo traditional games can be used for more than teaching vocabulary due to the fact that they help students value their culture while learning another language and even connect with their identity.

3.3 Discussion

The results obtained from the student survey and the teacher interviews showed that vocabulary is a fundamental part of learning English. However, several difficulties were identified during the teaching-learning process through the application of research instruments, as well as the different perspectives that teachers have on teaching English as a foreign language. For that reason, it is necessary to develop didactic resources that support the effective development of English vocabulary, as it provides the foundation for mastering the language.

First, it is necessary to examine students' perceptions of English vocabulary learning. As the survey results reflected, most students agreed that English vocabulary is a fundamental basis for developing language skills. Nevertheless, they experience difficulties in learning it effectively due to factors such as the limited use of teaching strategies and the lack of resources connected to their own context, as well as insufficient tools that increase their motivation to learn a new language. As a result, these findings indicate the need to develop innovative strategies that involve both students' learning environment and their active participation in the classroom.

Likewise, the integration of games as a didactic tool was highly accepted by the students. In fact, the survey results illustrated that more than 80% of the students stated that games are beneficial for the English learning process. As Hernández and Rosell (2022) point out, when games are properly implemented as a didactic resource, they increase students' motivation to complete more challenging tasks, foster a competitive spirit, and reduce frustration, fear, and anxiety when acquiring new knowledge. Together, these benefits enable students to achieve meaningful learning outcomes.

Furthermore, the teacher interviews provided valuable insights, since they expressed a positive perception of using games in English classes. This creates an opportunity to innovate teaching methods while strengthening students' cultural identity. In this regard, incorporating games, especially traditional ones, is not a simple task, as it requires selecting activities that promote cooperative learning and interaction, adapt to students' needs, and contribute to strengthening their culture.

To conclude, the responses from both teachers and students support the importance of English vocabulary and highlight the effectiveness of games as a didactic tool for acquiring new words. Thus, it is necessary to develop an educational resource that broadens teachers' perspectives on teaching methods and promotes interaction among students. By contrast, although teachers use a variety of teaching strategies and didactic resources in their classes, the findings suggest that these practices can be strengthened through more dynamic, participatory, and contextualized activities that connect English learning with elements of students' own culture.

CHAPTER IV: PROPOSAL

4.1. Title

Kichwa Roots, English Words: Learn English Through Traditional Games

4.8. Introduction

Ecuador is a country characterized by its cultural diversity, reflected in its traditions, customs, gastronomy, and ancestral expressions that form part of the identity of its people. In particular, the communities of the north of the country have preserved and strengthened their cultural practices as a manifestation of their territorial identity and historical legacy. These elements represent a valuable resource for preserving cultural heritage and transmitting it to new generations. In this regard, incorporating cultural practices into the educational environment opens an opportunity to strengthen both the learning and the appreciation of local culture. One such alternative is to integrate traditional games into the process of teaching English as a foreign language, allowing students to develop their vocabulary through contextualized, meaningful activities linked to their sociocultural reality.

The findings obtained from the research instruments applied during this research work revealed several challenges related to the teaching and learning process of English vocabulary. On the one hand, the results identified some of the difficulties teachers face when teaching vocabulary, while on the other hand, the survey highlighted the challenges students experience when learning new words. Despite these difficulties, the data also showed that students have a positive perception of using games as a didactic tool and expressed their willingness to learn English through this methodology.

In summary, as a result, the proposal “Kichwa Roots, English Words: Learn English Through Traditional Games” was developed. This didactic guide consists of integrating traditional Kichwa-Otavalo games into the teaching and learning process of English vocabulary. In this context, the proposal aims to establish a connection between language learning and students' cultural context by using traditional games as a didactic resource that encourages active participation in the classroom. At the same time, this innovative alternative seeks to motivate students to value the cultural practices of their community while expanding their English vocabulary through meaningful, dynamic, and contextualized learning experiences.

4.3. Justification

The present didactic guide arises from the need to create authentic resources that support students in improving their English vocabulary. To achieve this, it integrates traditional games as a didactic resource that encourages interaction among classmates and collaborative work while creating opportunities to improve English vocabulary acquisition. Since vocabulary is one of the fundamental components of language learning, strengthening it also contributes to the development of the four core English language skills.

This didactic guide is designed for eighth-grade students and English teachers at Cotacachi High School. It offers a variety of traditional games and dynamic activities developed to encourage students' interest in learning English and improve their vocabulary in a participatory classroom environment. At the same time, this proposal expands the use of creative didactic resources in English lessons, providing teachers with practical alternatives to apply in their teaching processes. Likewise, this guide promotes the appreciation and practice of ancestral knowledge, contributing to the preservation of traditional practices that have gradually been lost across generations.

Finally, this proposal has significant educational and cultural value because it integrates Kichwa-Otavalo traditional games into English language learning. This academic guide supports the development of English vocabulary, as well as contributing to the preservation and revitalization of local cultural practices by incorporating traditional games into the learning process. In this context, this didactic guide offers a flexible and motivating methodological alternative that encourages the connection between classroom learning and real-life experiences while promoting the active construction of knowledge.

4.4. Objectives

4.4.1 General objectives

- To propose Kichwa Otavalo traditional games as didactic tools to enhance English vocabulary in eighth-grade students at Cotacachi High School

4.4.2 Specific objectives

- To diagnose what strategies the teachers at Cotacachi High School apply to improve English vocabulary in students

- To design a didactic guide about Kichwa Otavalo traditional games to enhance English vocabulary in eighth-grade students

- To select the most appropriate Kichwa-Otavalo traditional games to enhance English vocabulary in eighth graders



8°

E.G.B

KICHWA ROOTS ENGLISH WORDS

Learn English Through Traditional Games



Written by Wayta Samari Morán P.

UNIT	LESSON	OBJECTIVE	STRATEGY/ TECHNIQUE	VOCABULARY	GRAMMAR
UNIT 1 Me and My School	**LESSON 1 CHUNKANA**	By the end of the lesson, students will be able to exchange greetings and basic personal information through short questions and answers.	❖ Scaffolding: flashcards and clues. ❖ Lexical chunks: phrase cards, highlighting. ❖ Sentence frames and dialogues.	• hello • good morning • name • age • from What is your name? My name is... How old are you? I am ... years old. Where are you from? I am from...	Verb to be: *I am / You are*. WH- questions. - What - How old - Where
	LESSON 2 KASPI PIRURU	By the end of the lesson, students will be able to identify selected countries and nationalities through a role play.	❖ Collaborative learning: rotating roles ❖ Immediate feedback. ❖ Collocations: country–nationality pairs, dialogues. ❖ Recycling: dialogue rounds.	• Ecuador-Ecuadorian • Peru–Peruvian • Colombia–Colombian • Mexico–Mexican • Brazil–Brazilian • Spain–Spanish • The United States–American • Canada–Canadian Where are you from? I am from Ecuador/I am Ecuadorian. What about you?	Verb *to be* in affirmative sentences. Questions with Where: Where are you from?
	LESSON 3 KIMSAN-LLISHKA	By the end of the lesson, students will be able to identify common school objects and express possession using basic possessive adjectives.	❖ Collaborative learning: pair work. ❖ Lexical chunks: phrase cards. ❖ Sentence frames. ❖ Board game.	• Book • Notebook • Pencil • Pen • Ruler • Eraser • Backpack • Pencil case This is my... It is your... It is his... It is her...	Possessive adjectives: my, your, his, her.

UNIT	LESSON	OBJECTIVE	STRATEGY/ TECHNIQUE	VOCABULARY	GRAMMAR
UNIT 2 **My Daily Life**	**LESSON 1 CHURU PUKLLAY**	By the end of the lesson, students will be able to describe basic daily routines in a logical sequence using the Simple Present.	❖ Progressive challenge: word, sentence, sequence levels. ❖ Scaffolding: pictures, guiding questions. ❖ Collocations: word partnerships. ❖ Lexical chunks: phrase cards.	• wake up • get dressed • have breakfast • go to school • have lunch • do homework • have dinner • go to bed I wake up early. I go to school. I do my homework.	Simple Present in affirmative first-person sentences.
	LESSON 2 KANKASHPA PUKLLAY	By the end of the lesson, students will be able to talk about common hobbies and express how often they do them.	❖ Previous knowledge activation: guessing game. ❖ Movement challenge. ❖ Collocations: hobby expressions. ❖ Recycling: review game.	• Play soccer • Listen to music • Ride a bike • Watch TV **Frequency words:** always, usually, sometimes, never. I usually..., I sometimes..., I never...	Adverbs of frequency with the Simple Present.
	LESSON 3 TURTAS PUKLLAY	By the end of the lesson, students will be able to identify and classify common food items and use simple expressions with countable and uncountable nouns.	❖ Problem-solving: classification. Progressive challenge: word, category, phrase. ❖ Reflection: group discussion. ❖ Collocations.	• Apple • Banana • Orange • Bread • Rice • Milk • Water • Juice. Some apples, some bread, some rice, ...any water?	Countable and uncountable nouns; use of *some* and *any*.

UNIT	LESSON	OBJECTIVE	STRATEGY/ TECHNIQUE	VOCABULARY	GRAMMAR
UNIT 3 Our Community and Environment	LESSON 1 CHAKANA PUKLLAY	By the end of the lesson, students will be able to identify selected animals and habitats and describe their location in short sentences.	❖ Problem-solving: matching puzzle. ❖ Scaffolding: clues, flashcards. ❖ Collocations: animal–habitat pairs. ❖ Lexical chunks: location phrases.	• cow • dog • pig • bird • fish • bear • farm • forest • river On the farm, in the forest, in the river. The fish lives in the river.	Affirmative use of There is / There are.
	LESSON 2 KULLKI-KAMAYUK	By the end of the lesson, students will be able to relate common occupations to their workplaces and describe basic abilities using can.	❖ Scaffolding: pictures, clues. ❖ Collocations: occupation–workplace pairs. ❖ Sentence frames. Recycling: matching review.	• teacher • doctor • farmer • police officer • school • hospital • farm • police station. Works at a school, works in a hospital, can teach, can help people, can grow food.	Modal verb can / can't for abilities.
	LESSON 3 KUYCHI RUMPAWAN TINKASHPA PUKLLAY	By the end of the lesson, students will be able to describe simple environmental actions using the Present Continuous.	❖ Progressive challenge: word, phrase, sentence. ❖ Immediate feedback. ❖ Progressive challenge: word, phrase, sentence. ❖ Reflection and transfer: exit activity.	• recycle reuse • save water • plant trees • pick up litter, clean the park • protect animals • turn off the lights. They are recycling. She is saving water. They are planting trees.	Present Continuous: Affirmative sentences.

UNIT 1

ME AND MY SCHOOL



4



LESSON 1

GREETINGS AND PERSONAL INFORMATION



LESSON 1 - CHUNKANA

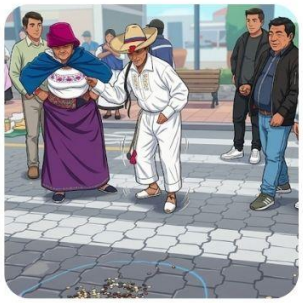
TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to exchange greetings and basic personal information through short questions and answers.

THE GAME

In the adapted Chunkana game question cards are placed inside a circle. Students slide a light cardboard token from a starting line. When a card leaves the circle, the player reads it and completes the speaking challenge.



MATERIALS

- Flashcards
- Question cards
- Chalk
- Pencils
- One light cardboard token per group.

VOCABULARY & CHUNKS

Key words: hello, good morning, name, age, from

- What is your name?→ My name is...
- How old are you?→ I am ... years old.
- Where are you from? → I am from...

GRAMMAR FOCUS

Verb *To Be*
I am / You are

WH-questions

- What
- How old
- Where

LESSON FLOW

1 WARM UP

Run "Greeting Switch." Use only familiar greetings. Do not explain grammar yet.

2 PRESENTATION

The teacher presents two profile cards. Model the dialogue. Color-code and highlight the patterns: I am / you are / what is your name? /Where are you from?

3 PRACTICE

Matching, dialogue completion, sentence ordering, and pair information exchange activities.

4 PRODUCTION

Organize and play chunkana game.

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LESSON 1 - CHUNKANA

TEACHER'S PAGE

WARM UP

1. Students stand up and walk quietly around the classroom.

2. When the teacher says "Stop!", students greet the nearest classmate: "Hello!" or "Good morning!"

3. Students ask: "What is your name?" Listen to the answer.

4. Students say "Nice to meet you," change partners, and repeat three times.

PRESENTATION

- The teacher will present the target vocabulary using flashcards.
- The teacher will model the pronunciation of the new words.
- The teacher will introduce and explain the lexical chunks and the grammar.

PRACTICE

- The teacher will explain each practice activity.
- The teacher will model the first example of each activity.
- The teacher will monitor students while they complete the exercises.
- The teacher will provide scaffolding when necessary.
- The teacher will provide immediate feedback.

PRODUCTION

- The teacher will encourage students to use the target vocabulary independently.
- The teacher will set up the game.
- The teacher will explain the game step by step.
- The teacher will provide positive feedback.

ANSWERS:

1. ~~Ana, 13, Otavalo; name, 12, Cotacachi; from, is, is; Juan, 13, Otavalo, name.~~

2. The tudent's own answers.

3. Your classmate's answer.

1. ~~3, 6, 1, 4, 2, 5~~

2. ~~My name is Pedro, I am from Otavalo, I am 13 years old~~

3. ~~am, is, are, are~~

4. Student's own answers.

1. ~~Lucas: 1, 4; Sofía: 2, 3; Diego: 5, 6~~

2.~~1. Hello, 2. Maria, 3. 13, 4. Otavalo, 5. What about you?, 6. Nice to meet you!~~

SET UP THE GAME

Form groups of 4 or 5 students.

Draw a circle on the floor with a whiteboard marker.

Copy the six sentences and questions shown on the cards onto separate pieces of paper, then roll them up.

Place the 6 rolled-up phrases inside the circle.

Make a starting line about one arm's length from the circle.

Use a light cardboard disc as the Katsa (token).

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LESSON 1 - CHUNKANA

Greetings and Personal Information

GRAMMAR CHECK

Verb to be + WH- Questions

Use **am** with I and **are** with you.

Use **WH-** questions to ask for personal information.

Examples:

- I **am** Ana.
- You **are** my friend.
- What **is** your name? – My name **is** Luis.
- How old **are** you? – I **am** 12 years old.
- Where **are** you from? – I **am** from Otavalo.

Tip: I am = I'm

1. LOOK AND READ

Read the information and complete the activity.

A



Name: Ana

Age: 13

From: Otavalo

B



Name: Luis

Age: 12

From: Cotacachi

C



Name: Sofia

Age: 13

From: Ibarra

A

Her name is _____.

She is _____ years old.

She is from _____.

B

What is his _____?

He is _____ years old.

He is from _____.

C

Where is she _____?

Her name _____ Sofia.

She _____ 13 years old.

2. COMPLETE

1. My name is _____.
2. I am _____ years old.
3. I am from _____.
4. What is your _____?

VOCABULARY BANK

- hello
- good morning
- name
- age
- from

- What is your name?
- My name is ...
- How old are you?
- I am ... years old.
- Where are you from?
- I am from ...

3. ASK A FRIEND



A: What is your name?

B: My name is _____.

A: How old are you?

B: I am _____ years old.

A: Where are you from?

B: I am from _____.

LESSON 1 - CHUNKANA

Greetings and Personal Information.

1 1. ORDER AND SAY

Write the number to put the dialogue in order. Then practice with a partner.

- [ ] I'm from Cuenca.
- [ ] Nice to meet you, too!
- [ ] Hello! My name is Ana.
- [ ] How old are you?
- [ ] Where are you from?

2 2. UNSCRAMBLE

Unscramble the words to make correct sentences.

1. name / is / My / Pedro _____
2. from / I / am / Otavalo _____
3. old / years / I / am / 13 _____

3 CHOOSE

Circle the correct word.

1. I (am / is) from Cotacachi.
2. What (is / are) your name?
3. You (are / am) Maria.
4. How old (am / are) you?

4 ASK AND ANSWER

Interview two classmates. Ask and write.

Name	Age	From

LESSON 1 - CHUNKANA

Greetings and Personal Information

1 READ AND TICK

Read the profile cards. Tick (✓) the two true sentences for each person.



LUCAS
Age 12
From Quito
Likes soccer
Pet dog.



SOFIA
Age 11
From Cuenca
Likes reading
Pet cat.



DIEGO
Age 13
From Otavalo
Likes music
Pet bird.

	LUCAS	SOFIA	DIEGO
1. He is from Quito.	☐	☐	☐
2. She is 11 years old.	☐	☐	☐
3. He likes reading.	☐	☐	☐
4. She has a dog.	☐	☐	☐
5. He is from Otavalo.	☐	☐	☐
6. He likes music.	☐	☐	☐

2 COMPLETE THE DIALOGUE

Read and write the missing words.



Alex: 1. _____!
Maria: Hi! I'm 2. _____.
Alex: How old are you?
Maria: I'm 3. _____ years old.
Alex: Where are you from?
Maria: I'm from 4. _____.
Alex: 5. _____.
Maria: 6. _____.

WORD BANK

Hello;
Maria;
13;
Otavalo;
Nice to meet you;
What about you?

LET'S PLAY CHUNKANA

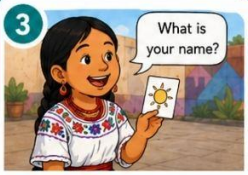
1. HOW TO PLAY STEP BY STEP



1. Stand behind the line and slide the Katsa.



2. If a card leaves the circle, pick it up and read it.



3. Complete the challenge: ask, answer, or greet.



4. Speak clearly using a complete chunk.



5. If the answer is correct, keep the card.



6. If you need help, ask the teacher.



7. If no card leaves the circle, pass the turn.



8. Continue until all cards are collected.



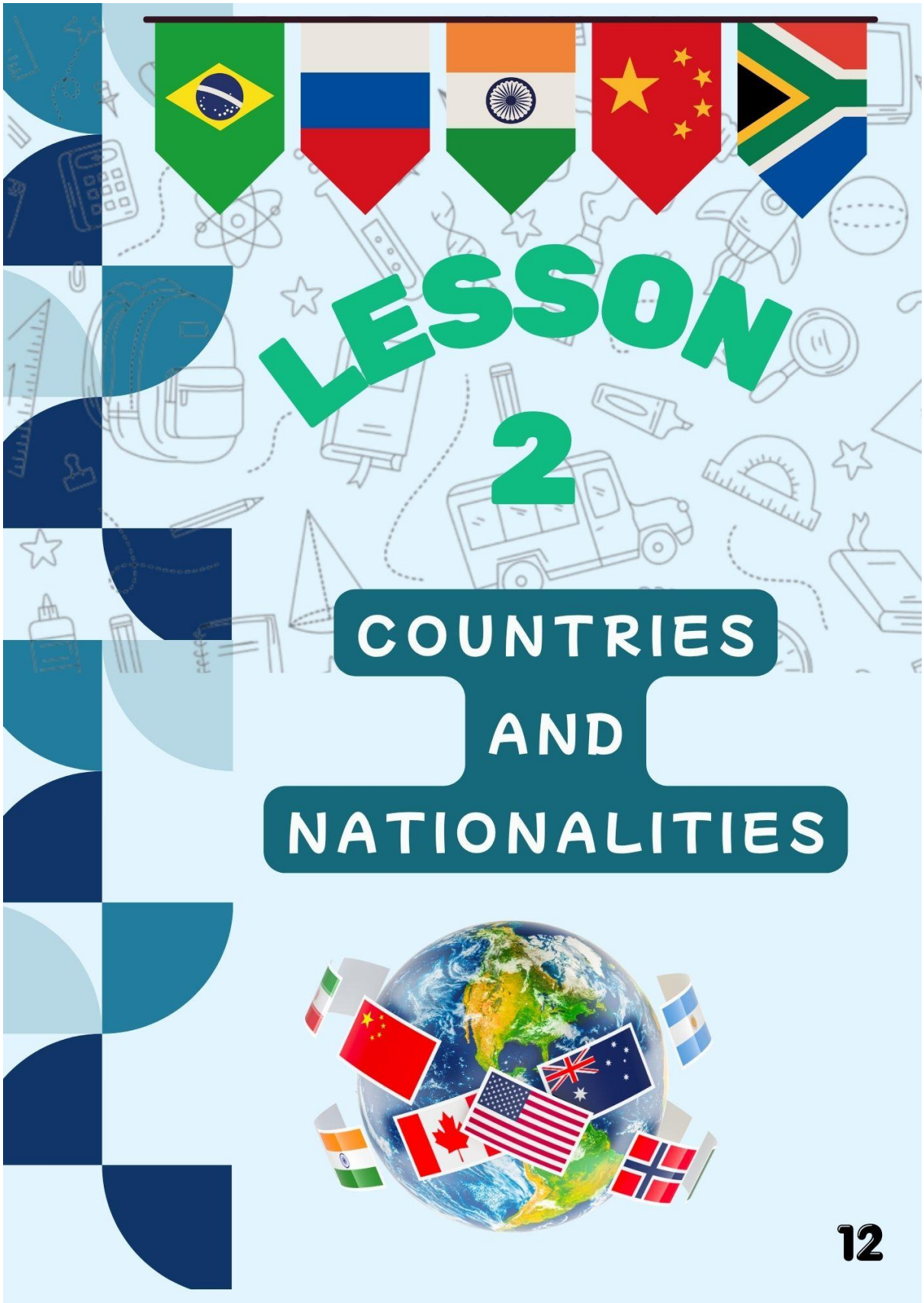
2. GAME RULES

- Be kind.
- Wait for your turn.
- Speak in English.
- Help your partner.
- Try again if you make a mistake.

3. QUESTION CARDS

What is your name?	How old are you?	Where are you from?	Say: Good morning!	Introduce yourself.	Ask a friend one question.

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LESSON
2
COUNTRIES
AND
NATIONALITIES
12

LESSON 2 - KASPI PIRURU

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to identify selected countries and nationalities through a role play.

THE GAME

Kaspi piruru is a traditional Kichwa-Otavalo game. Students spin the top and perform the activity indicated.



MATERIALS

· Kaspi piruru (spinning top).
country-nationality cards
Fictional identity cards
· board and markers
· pencils

VOCABULARY & CHUNKS

- Ecuador–Ecuadorian
- Peru–Peruvian
- Colombia–Colombian
- Mexico–Mexican
- Brazil–Brazilian
- Spain–Spanish
- United States–American
- Canada–Canadian

Where are you from?
I am from...
I am...
What about you?

GRAMMAR FOCUS

- Verb to be in affirmative sentences
- I am from + country
- I am + nationality
- Question: Where are you from?

LESSON FLOW

1. **WARM UP**
   Activate familiar country names with movement, repetition, and quick partner exchanges.
2. **PRESENTATION**
   Present country-nationality pairs, model the key chunks, and guide students with the grammar box.
3. **PRACTICE**
   The teacher guides the activities, such as matching, classification, spelling and gap-fill.
4. **PRODUCTION**
   Play Kaspi piruru game and complete active speaking challenges.

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LESSON 2 - KASPI PIRURU

TEACHER'S PAGE

WARM UP

1. The teacher assigns one country to each corner of the classroom: Ecuador, Peru, Colombia, and Mexico.
2. Students stand in the middle of the classroom.
3. Students listen carefully to the country named by the teacher.
4. They move quickly to the correct country corner.
5. When students arrive, say the corresponding nationality with your group.
6. Students return to the middle and wait for the next round.

PRESENTATION

- The teacher will present countries and nationalities using flashcards.
- The teacher will model the target vocabulary.
- The teacher will explain the use of the verb to be.

PRACTICE

- The teacher will explain each activity.
- The teacher will ask students to complete the dialogue.
- The teacher will provide immediate feedback.

PRODUCTION

- The teacher will explain the Kaspi Piruru game steps and rules.
- The teacher will organize students into groups.
- The teacher will monitor students' participation.

ANSWERS:

1. **1.** ~~Ecuador / 2. Ecuadorian / 3. from / 4. you~~

2. Student's own answer.

3. Your classmate's answer.

1. ~~Ecuador - Ecuadorian / Peru - Peruvian / Brazil - Brazilian / Spain - Spanish~~

2. **C**~~ountry: Canada, Mexico, Peru, Brazil~~

~~Nationality: Colombian, Spanish, American, Ecuadorian~~

3. **1.** ~~I am from Canada. / 2. I am Mexican. / 3. Where are you from? / 4. What about you?~~

1. ~~Where, from? Brazilian. What about you?~~

2. **1.** ~~I am Brazilian. 2. Where are you from? 3. I am Spanish. 4. What about you?~~

3. ~~Name: Alex Smith, Country: Canada, Nationality: Canadian~~

SET UP THE GAME

Form groups of three of four students.

Use a marker to number the sides of the spinning top from 1 to 6.

Choose the first student to start the game.

Stop the game after three rounds.

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LESSON 2 - KASPI PIRURU

Countries and Nationalities

GRAMMAR CHECK

Verb to be + Where questions

Use **am, is,** and **are** in affirmative sentences.

Use **Where are you from?** to ask about origin.

Examples:

- I **am** from Ecuador.
- She **is** Peruvian.
- They **are** Colombian.
- **Where are** you from? — I **am** from Brazil.
- What nationality **are** you? — I **am** Ecuadorian.

Tip: Country: Ecuador
Nationality: Ecuadorian

VOCABULARY BANK

Ecuador — Ecuadorian	**Peru** — Peruvian	**Colombia** — Colombian	**Mexico** — Mexican	**Brazil** — Brazilian	**Spain** — Spanish	**The United States** — American	**Canada** — Canadian

Useful chunks

- Where are you from?
- I am from Ecuador.
- I am Ecuadorian.
- What about you?

1. LOOK AND READ



Country: Ecuador

Nationality: Ecuadorian



Country: Peru

Nationality: Peruvian



Country: Colombia

Nationality: Colombian



Country: Mexico

Nationality: Mexican

2. COMPLETE

1. I am from _____ .
2. I am _____ .
3. Where are you _____ ?
4. What about _____ ?

3. ASK A CLASSMATE

A: Where are you from?
B: I am from _____ .
A: What is your nationality?
B: I am _____ .
A: What about you?
B: I am from _____ .

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LESSON 2 - KASPI PIRURU

Countries and Nationalities

1. MATCH

Match each country to its nationality.

Ecuador	Peruvian
Peru	Spanish
Brazil	Ecuadorian
Spain	Brazilian

2. SORT THE WORDS

Write the words in the correct column.

Colombian, Canada, Mexico, Spanish, Peru, American, Brazil, Ecuadorian

Country	Nationality

3. UNSCRAMBLE

Put the words in the correct order.

1. from / am / I / Canada

   _____

2. Mexican / am / I

   _____

3. you / Where / from / are / ?

   _____

4. about / What / you / ?

   _____



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LESSON 2 - KASPI PIRURU

Countries and Nationalities

1. COMPLETE THE DIALOGUE

Complete the following dialogue.

A: _____ are you from?

B: I am _____ Brazil.

A: I am _____.

A: _____

B: I am from Ecuador.

2. CORRECT THE ERRORS

Rewrite the sentences correctly.

1. I am from Brazilian.

_____

2. Where is you from?

_____

3. I am Spain.

_____

4. What about your?

_____

3. IDENTITY CARD

Choose a fictional identity. Write and practise.

Name: _____

Country: _____

Nationality: _____



LET'S PLAY

KASPI PIRURU

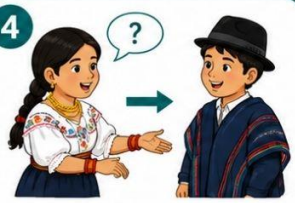
1. HOW TO PLAY

1. 
In your groups, take a spinning top.

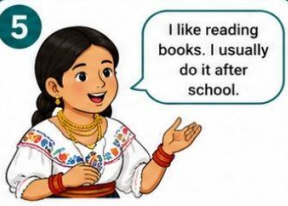
2. 
Spin the Kaspi piruru and do the activity for the number you get.

3. 

Look at the activities below.

4. 

Pass the turn to your partner.

5. 

Use a complete chunk, not one isolated word.

6. 

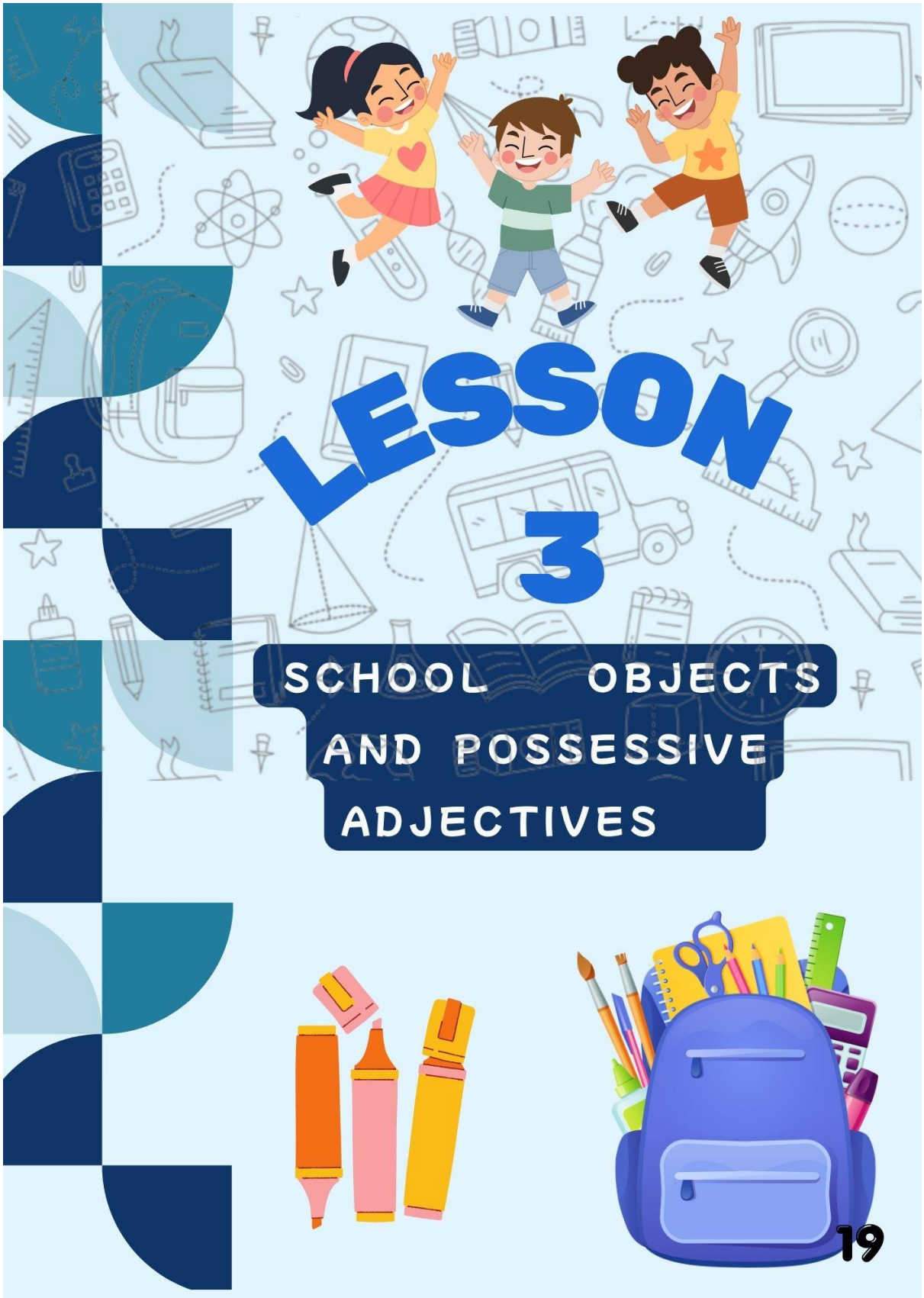
For role play, take an identity and speak with a partner.

A correct response earns one point.



3. THE SIX CHALLENGES

1. **Country:** say 4 countries.
2. **Nationality:** say 4 nationalities.
3. **Ask:** ask Where are you from ? To the next parther.
4. **Answer:** answer with 2 countries and 2 nationalities.
5. **Role play:** perform a short conversation.
6. **All:** complete all the challenges.


LESSON
3
SCHOOL OBJECTS AND POSSESSIVE ADJECTIVES
19

LESSON 3 - KIMSANLLISHKA

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to identify common school objects and express possession using basic possessive adjectives.

THE GAME

Kimsanllishka is a game as a three-in-a-row board game, in which the player uses 3 kernels of corn or three beans. Then, students have to identify a school object and say who it belongs to using a complete lexical chunk.



MATERIALS

- a Kimsanllishka board game.
- 3 kernels of corn or three beans.
- school-object cards or real classroom objects
- a word bank.

VOCABULARY & CHUNKS

- book
- notebook
- pencil
- pen
- ruler
- eraser
- backpack
- pencil case

This is my... / It is your... / It is his... / It is her...

GRAMMAR FOCUS

- Possessive adjectives: my, your, his, her
- my = belongs to me
- your = belongs to you
- his = belongs to a boy/man
- her = belongs to a girl/woman

LESSON FLOW

1. **WARM UP**
   Activate school-object vocabulary through movement, observation, and classroom searches.
2. **PRESENTATION**
   Present the eight objects, model possession chunks, and guide students with a grammar checker.
3. **PRACTICE**
   The teacher guides students in activities such as matching, labeling, choosing, and correcting.
4. **PRODUCTION**
   Play Kimsanllishka game.

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LESSON 3 - KIMSANLLISHKA

TEACHER'S PAGE

WARM UP

Instructions:

1. Students stand up and walk around the classroom.
2. Students touch or point to the object the teacher names.
3. Example: book, pencil, pencil case...
4. Students find five school objects in the classroom.
5. Students write the words in their notebook.

PRESENTATION

- The teacher will present the school objects using flashcards.
- The teacher will explain the possessive adjectives.
- The teacher will model simple sentences.

PRACTICE

- The teacher will explain each activity.
- The teacher will guide students to complete the exercises.
- The teacher will ask students to practice in pairs.
- The teacher will provide immediate feedback.

PRODUCTION

- The teacher will explain the board game rules and steps.
- The teacher will indicate who will start first.
- The teacher will monitor students' participation.
- The teacher will provide feedback after the game.

ANSWERS:

1.

~~Top row: pen, notebook, book, pencil~~

~~Bottom row: ruler, eraser, pencil case, backpack~~

2. ~~her book, 2. his pencil, 3. my notebook, 4. your pen, 5. her ruler, 6. his backpack~~

~~1. pencil - It is your pencil., backpack - It is her backpack., ruler - It is his ruler., book - This is my book~~

2. ~~1. my, 2. your, 3. his, 4. her~~

3. ~~1. This is my book. 2. It is your pencil.,3. It is his ruler. It is her backpack.~~

4. ~~This is my book. 2. It is his ruler. 3. It is her backpack. 4. It is your pencil case.~~

5. Student's own answer.

SET UP THE GAME

Form groups of two students.

Give one player three corn kernels and the other player three beans.

Draw a 3 × 3 board or use the board from the guide.

Stop the game after three rounds.

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LESSON 3 - KIMSANLLISHKA

School Objects and Possessive Adjectives

GRAMMAR CHECK

Possessive adjectives

Use possessive adjectives to show who something belongs to.

my, your, his, her

Examples:

- This is **my** book.
- It is **your** pencil.
- It is **his** ruler.
- It is **her** backpack.

Tip: Possessive adjectives go before a noun.

This is my ... | It is your ... | It is his ... | It is her ...

1. LOOK, READ, AND LABEL

Write the correct school-object word under each image space.



book



notebook



pencil



pen



ruler



eraser



backpack

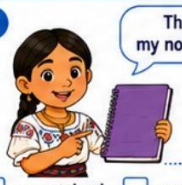


pencil case

Read and tick the correct option.

1. 
Ana holding a book.
☐ her book ☐ his book

2. 
Luis with a pencil.
☐ his pencil ☐ her pencil

3. 

☐ my notebook ☐ your notebook

4. 

☐ your pen ☐ his pen

5. 
Sofia with a ruler.
☐ her ruler ☐ my ruler

6. 
A student with a backpack.
☐ his backpack ☐ your backpack

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LESSON 3 - KIMSANLLISHKA

School Objects and Possessive Adjectives

1. MATCH

Match the object to the correct sentence.

pencil	● ●	This is my book.
backpack	● ●	It is your pencil.
ruler	● ●	It is his ruler.
book	● ●	It is her backpack.

2. CHOOSE

Circle the correct possessive adjective.

1. This is (my / his) notebook.
2. It is (your / her) pencil.
3. The ruler belongs to Luis.
   It is (his / her).
4. The backpack belongs to Ana.
   It is (his / her).

3. UNSCRAMBLE

Put the words in the correct order.

1. is / This / book / my _____
2. your / It / pencil / is _____
3. his / It / ruler / is _____
4. backpack / her / It / is _____

4. CORRECT THE ERRORS

Find and correct the mistakes and rewrite again.

1. This are my book.
   _____
2. It is he ruler.
   _____
3. It is she backpack.
   _____
4. It is you pencil case.
   _____

5. WRITE ABOUT YOUR BAG

Write four sentences using the possessive adjective.
Example: This is my blue pencil.

1. _____
2. _____
3. _____
4. _____

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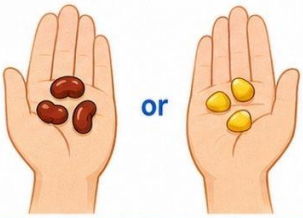
LET'S PLAY KIMSANLLISHKA

HOW TO PLAY

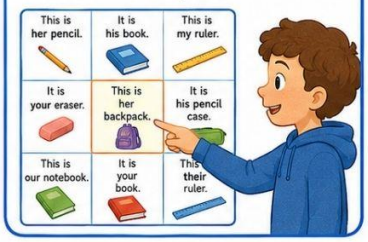
1 Work in pairs.



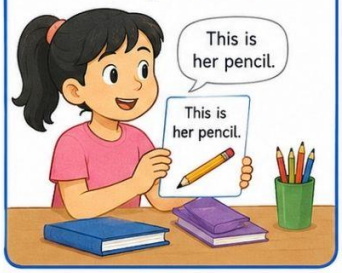
2 Take 3 beans or 3 corn kernels.



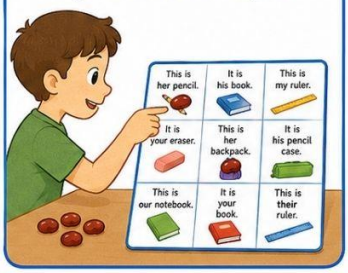
3 Player A chooses a square.



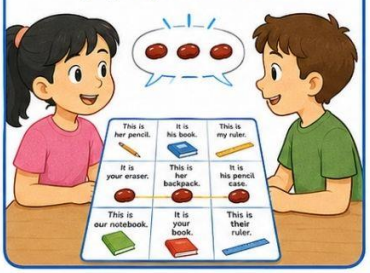
4 Read the instruction and say the answer.



5 If the answer is correct, put a bean in the square.



6 Take turns until one player gets 3 in a row.



GAME BOARD

Use this 3 × 3 board

Make 2 sentences using possessive adjectives	Say 3 school objects	Make 2 sentences including school-objects and possessive adjectives.
Spell 2 school objects	Name 4 school objects and 3 possessive Adjectives	Make 2 sentences using possessive adjectives
Name 3 possessive adjectives.	Spell 2 school objects	Say 3 school objects

UNIT 2



MY DAILY LIFE



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LESSON 1

MY DAILY ROUTINE



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LESSON 1 - CHURU PUKLLAY

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to describe basic daily routines in a logical sequence using the Simple Present.

THE GAME

Churu pukllay is a traditional snail-path game. Students move along a spiral board according to a spinner or die. Each space asks them to identify, order, or say a daily-routine chunk. The first player to reach the centre completes a final routine sequence.



MATERIALS

- snail-path board
- die
- one token per player
- daily routine chunks

VOCABULARY & CHUNKS

- wake up
- get dressed
- have breakfast
- go to school
- have lunch
- do homework
- have dinner
- go to bed

I wake up early
I go to school
I do my homework.

GRAMMAR FOCUS

- Simple Present, first person
- I + base verb
- Sequence words: first, then, next, finally

LESSON FLOW

1 WARM UP

Activate familiar routines through mime, guessing, and quick sequencing.

2 PRESENTATION

Present the eight routine chunks, model pronunciation, and guide students with the grammar checker.

3 PRACTICE

The teacher explains and guides the activities.

4 PRODUCTION

The teacher monitors the different groups in the Churu Pukllay game. Students move, complete progressively routine challenges.

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LESSON 1 - CHURU PUKLLAY

TEACHER'S PAGE

WARM UP

Instructions:

1. Form groups of 2 students.
2. Choose 3 daily routines shown below.
3. Watch a classmate mime a daily routine.
4. Students say the correct expression.

EXAMPLES:

- have lunch
- do homework
- have dinner
- go to bed

PRESENTATION

- The teacher will present the daily routines using flashcards.
- The teacher will model the target vocabulary.
- The teacher will explain the Simple Present.

PRACTICE

- The teacher will explain each activity.
- The teacher will ask students to order the daily routines.
- The teacher will guide students to complete the sentences.
- The teacher will provide immediate feedback.

PRODUCTION

- The teacher will explain the Churu Pukllay game rules.
- The teacher will organize students into groups.
- The teacher will monitor students' participation.
- The teacher will provide feedback after the game.

ANSWERS:

1. ~~6, 1, 3, 2, 4, 5, 7, 8~~
2. ~~wake up - First / get dressed - Then~~
3. ~~1. wake, 2. dressed, 3. breakfast, 4. school~~
4. Student's own answer.
5. Student's own answer.



SET UP THE GAME

Form groups of 3 or 4 students.

Establish the game rules.

Provide a word bank.

Stop the game after three rounds.

LESSON 1 - CHURU PUKLLAY

Daily Routine

GRAMMAR CHECK

Simple Present (I)

Use the simple present to talk about daily routines.

With I, use the base verb.

Examples:

- I **wake up** early.
- I **get dressed** at 7:00.
- I **have breakfast** at home.
- I **go** to school.
- I **do** my **homework** in the afternoon.

Tip: Use I + base verb.

VOCABULARY BANK


wake up


get dressed


have breakfast


go to school


have lunch


do homework


have dinner


go to bed

I **wake up** early.

I **go** to school.

I **do** my homework.

1 LOOK, READ, AND ORDER

Put the daily routine words in order from 1 to 8.

- [ ] I have dinner
- [ ] I wake up
- [ ] I get dressed
- [ ] I have breakfast
- [ ] I go to school
- [ ] I have lunch
- [ ] I do my homework
- [ ] I go to bed

2 NOTICE THE PATTERN

Underline the verb and circle the sequence word.

1. First, I wake up.
2. Then, I get dressed.
3. Next, I have breakfast.
4. Finally, I go to school.

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LESSON 1 - CHURU PUKLLAY

Daily Routine

3 COMPLETE

Complete the sentences.

1. I _____ up early.
2. I get _____ .
3. I have _____ .
4. I go to _____ .

4 MY REAL TIMETABLE

Write the approximate time for the six routines.

wake up: _____

go to school: _____

have lunch: _____

do homework: _____

go to bed: _____

5 FIRST, THEN, NEXT, FINALLY

Complete the short routine using sequence words.

_____

_____

_____

_____

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LET'S PLAY CHURU PUKLLAY

1 HOW TO PLAY

Read the steps.

1 Work in groups of 3 or 4.



2 Put all tokens at the start of the snail path.



3 **Roll** the die and move the correct number of spaces.



4 Read the challenge in the space.



5 Give a complete answer using the simple present.



6 If correct, stay.
If not, return one space.



Use full sentences in the simple present.



PROGRESSIVE CHALLENGES

Use the level shown in the space.

Word:	Sentence:	Sequence:	Question:	Mission:
name one routine.	say a complete routine chunk.	say three routines in order.	ask a partner about a routine.	describe a full school day.

The churu pukllay board is on the next page.

CHURU PUKLLAY BOARD



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LESSON 2

MY HOBBIES



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LESSON 2 - HANKASHPA PUKLLAY

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to talk about common hobbies and express how often they do them.

THE GAME

Hankashpa pukllay is a traditional hopscotch game with ten connected squares. In the adaptation, students move through hobby and frequency challenges. A player must say a correct hobby chunk before advancing.



MATERIALS

- hopscotch grid
- one small flat marker per player
- hobby cards
- frequency-word cards
- chalk or tape
- pencils

VOCABULARY & CHUNKS

- play soccer
- listen to music
- ride a bike
- watch TV
- always
- usually
- sometimes
- never

I usually...
I sometimes..
I never...

GRAMMAR FOCUS

- Adverbs of frequency with Simple Present

LESSON FLOW

1. **WARM UP**
   Activate hobbies vocabulary through guessing, movement, and quick preference questions.
2. **PRESENTATION**
   Present hobby collocations and frequency words; model their position in sentences.
3. **PRACTICE**
   The teacher explains and guides the activities.
4. **PRODUCTION**
   The teacher demonstrates the Kankashpa pukllay game step by step. Students hop, complete hobby-frequency challenges, and compare answers.

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LESSON 2 - HANKASHPA PUKLLAY

TEACHER'S PAGE

WARM UP

Instructions::

Mime one hobby. Your classmates guess the complete expression.

- play soccer
- listen to music
- ride a bike
- watch TV

PRESENTATION

- The teacher will ask questions about hobbies.
- The teacher will show the target vocabulary using flashcards.
- The teacher will give examples using the target language.

PRACTICE

- The teacher will guide students during the activities.
- The teacher will check students' answers.
- The teacher will give feedback.

PRODUCTION

- The teacher will explain the hankashpa Pukllay game rules and steps.
- The teacher will divide students into groups.
- The teacher will observe students during the game.
- The teacher will give feedback after the game.

ANSWERS:

1. ~~1. play | 2. listen | 3. ride | 4. watch~~

2. ~~1. B | 2. C | 3. D | 4. A~~

~~**1.** 1. c (a bike) | 2. b (music) | 3. d (TV) | 4. a (soccer)~~

2. Student's own answer.

~~**1.** 1. always | 2. usually | 3. sometimes | 4. never~~

2. Student's own answer.

3. ~~*Example: I always read a book on weekends.*~~



SET UP THE GAME

Form groups of 4 students.

Establish the game rules.

Provide the materials for the game.

This game can be played using the hopscotch board included in this guide. If preferred, the teacher may draw the hopscotch board on the schoolyard with chalk.

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LESSON 2 - HANKASHPA PUKLLAY

My hobbies

GRAMMAR CHECK

Adverbs of frequency

Use adverbs of frequency to say how often you do something.

Put them **before** the main verb.

Examples:

- I **always** play soccer.
- I **usually** listen to music.
- I **sometimes** ride a bike.
- I **never** watch TV in class.

Tip: always = 100% | **never** = 0%

VOCABULARY BANK

play soccer | listen to music | ride a bike | watch TV | always | usually | sometimes | never

I usually ... | I sometimes ... | I never ...

1 LOOK, READ, AND NOTICE

Read the hobby collocations. Underline the verb.

1. play soccer
2. listen to music
3. ride a bike
4. watch TV

2 SAY THE CHUNKS

Read the complete expressions and match the expressions with the pictures.

A  B  C  D 

1. I always listen to music. _____
2. I usually play soccer. _____
3. I sometimes ride a bike. _____
4. I never watch TV. _____

LESSON 2 - HANKASHPA PUKLLAY

My hobbies

1 MATCH

Match the verb to the correct noun.

1. Ride	_____	**a.**	soccer
2. listen to	_____	**b.**	music
3. watch	_____	**c.**	a bike
4. play	_____	**d.**	TV

2 COMPLETE

Use a frequency word according to how often you do it.

1. I _____ play soccer.

2. I _____ listen to music.

3. I _____ ride a bike.

4. I _____ watch TV.



LESSON 2 - HANKASHPA PUKLLAY

My hobbies

1 SORT BY FREQUENCY

Place *always*, *usually*, *sometimes*, and *never* on the scale.

most frequent → **least frequent**

2 MY FREE-TIME PROFILE

Complete your profile.

Favourite hobby: _____

I always _____ .

I usually _____ .

I sometimes _____ .

I never _____ .

3 REAL-LIFE SCENE: WEEKEND PLAN

Plan three free-time activities and say how often you do them.

1. _____
2. _____
3. _____

TALK ABOUT YOUR FREE TIME!

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LET'S PLAY HANKASHPA PUKLLAY

1 HOW TO PLAY

Read the steps.

1. Work in groups of four.



2. Place a coin in the first square.



3. Hop or walk safely through the squares.



4. Read the challenge and answer.



5. Use a full sentence with an adverb of frequency.



6. If correct, continue. If not, stop and try again next turn.



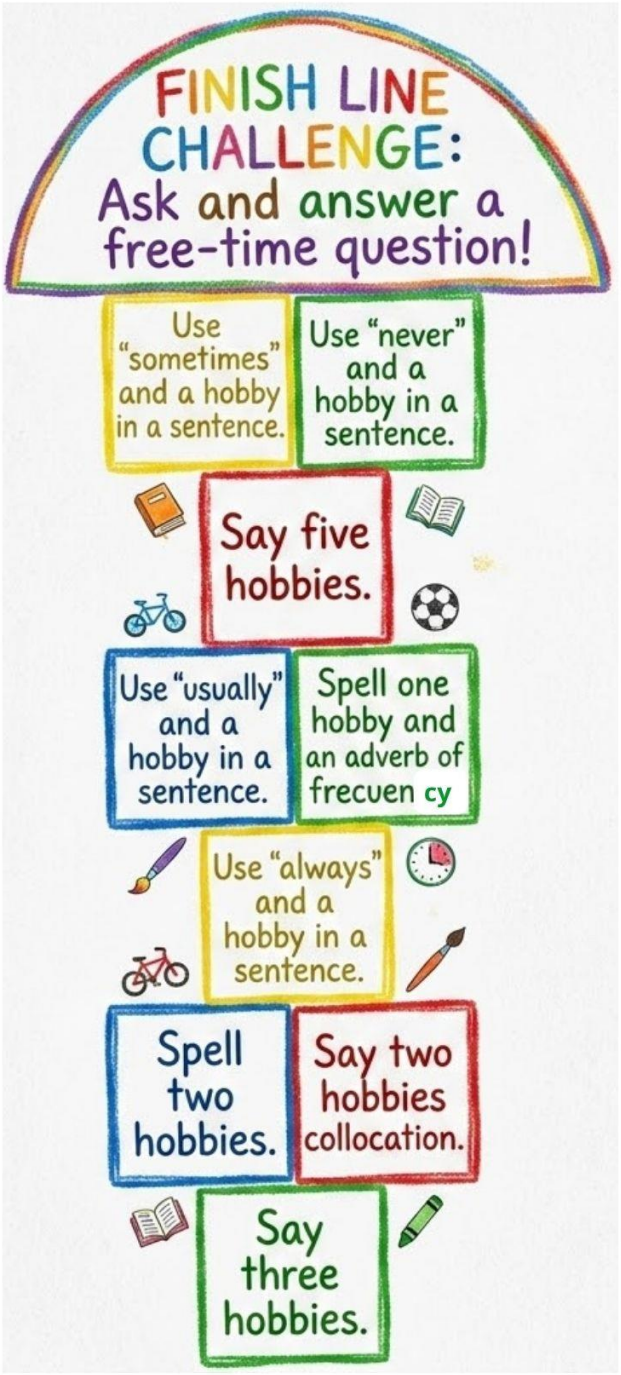
2 THE TEN CHALLENGES

Use one challenge per square.

Spell two hobbies.	Say two hobb y collocation.	Use always and a hobby in a sentence.	Spell one hobby and 1 adverb of frecuency.	Use usually and a hobby in a sentence.
Say three hobbies.	Use sometimes and a hobby in a sentence.	Say five hobbies.	Use never and a hobby in a sentence.	Ask and answer a free-time question.

The hopscotch is on the next page.

HOPSCOTCH GRID



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LESSON 3

FOOD

UNCOUNTABLE AND COUNTABLE NOUNS



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LESSON 3 - TURTAS PUKLLAY

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to identify and classify common food items and use simple expressions with countable and uncountable nouns.

THE GAME

Turtas pukllay is traditionally played by throwing a large flat seed to hit or move other pieces from a marked area. In the adaptation, food cards or tokens are placed in a circle. When a player moves one out, the group completes a classification or some/any challenge.



MATERIALS

- circle marked with chalk or tape.
- one light token per player
- food cards
- category chart
- pencils

VOCABULARY & CHUNKS

- apple
- banana
- orange
- bread
- rice
- milk
- water
- juice

some apples / some bread / some rice / Do we have any water?

GRAMMAR FOCUS

- Countable and uncountable nouns
- some in affirmative sentences
- any in questions and negative sentences

LESSON FLOW

1. **WARM UP**
   Activate food vocabulary through guessing, movement, and quick classification.
2. **PRESENTATION**
   Present the eight foods, classify countable and uncountable nouns, and model some/any chunks.
3. **PRACTICE**
   Use sorting, matching, shopping lists and real-life food situations.
4. **PRODUCTION**
   Play Turtas pukllay. Students move a food card out of the circle and complete a word, category, or phrase challenge.

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LESSON 3- TURTAS PUKLLAY

TEACHER'S PAGE

WARM UP

Instructions::

- **The t**eacher says the clues.
- Students listen to a clue and guess the food.

Teacher's example:

- **It** is a yellow fruit.
- It is a drink from cows.
- It is white and we eat it with meals.
- It is a fruit used for juice.

PRESENTATION

- The teacher will display pictures of food items.
- The teacher will introduce the target vocabulary.
- The teacher will explain the use of some and any.

PRACTICE

- The teacher will guide students through each task.
- The teacher will encourage students to identify and sort the food items.
- The teacher will review the answers with the class.

PRODUCTION

- The teacher will present the Turtas Pukllay game instructions.
- The teacher will organize the groups.
- The teacher will encourage students to use the target language during the game.
- The teacher will conclude the activity by giving feedback.

ANSWERS:

1.

~~Countable: apple | banana | orange~~

~~Uncountable: juice | bread | rice | milk~~

2.. ~~1. some | 2. any | 3. any | 4. some~~

1..~~1. some bread | 2. some milk | 3. some juice | 4. some apples | 5. some bananas~~

2.. Student's own answer.



SET UP THE GAME

Form groups of 4 students.

Establish the game rules.

Provide the materials for the game.

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LESSON 3 - TURTAS PUKLLAY

Food & Countable and Uncountable nouns

VOCABULARY BANK

apple	banana	orange	bread	rice	milk	water	juice

some apples | some bread | some rice | any water?

SAY THE CHUNKS

The teacher shows food flashcards, and students say the correct lexical chunk.

Example:



Some apples.



Some milk.

GRAMMAR CHECK

Countable and uncountable nouns

Countable nouns can be counted.
Uncountable nouns cannot be counted individually.

Use **some** in affirmative sentences and **any** in questions or negatives.

Examples:

- Countable: apples, bananas, oranges
- Uncountable: bread, rice, milk, water, juice
- I have **some** apples.
- We have **some** bread.
- Do you have **any** water?
- We do not have **any** juice.

★ **Tip: some** = affirmative | **any** = questions and negatives

MODEL SHOPPING DIALOGUE

Read and practice with a partner and circle with different colors the expressions ***any*** and ***some***.

A: Do we have any apples?
B: Yes, we have some apples.
A: Do we have any milk?
B: No, we do not have any milk.

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LESSON 3 - TURTAS PUKLLAY

Food & Countable and Uncountable nouns

WORD BANK
juice apple, bread, banana, rice, milk, orange

1 CLASSIFY

Write the foods in the correct group.

Countable:	Uncountable:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 CHOOSE

Circle some or any.

1. We have (some / any) apples. _____
2. Do we have (some / any) milk? _____
3. We do not have (some / any) rice. _____
4. There is (some / any) juice. _____

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LESSON 3 - TURTAS PUKLLAY

Food & Countable and Uncountable nouns

3 SHOPPING LIST

Complete a shopping list for breakfast using **some** and **any** and draw it.

For my breakfast, I need.....

1. _____
2. _____
3. _____
4. _____
5. _____

4 WRITE

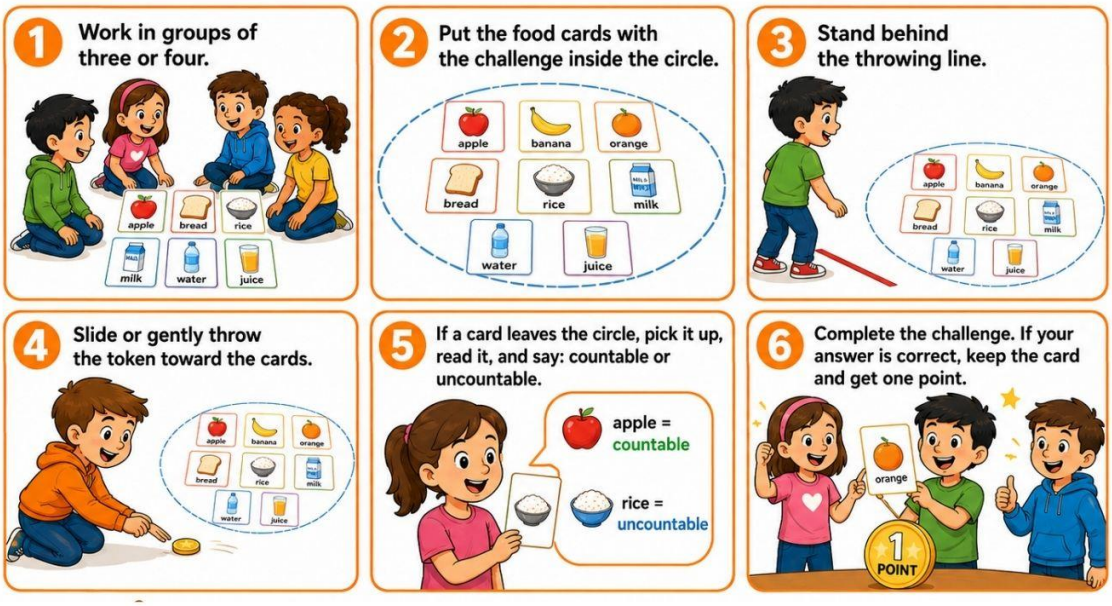
Write two affirmative sentences with **some** and two questions or negatives with **any.**

1. _____
2. _____
3. _____
4. _____

LET'S PLAY

TURTAS PUKLLAY

1 HOW TO PLAY



2 CHALLENGES

- Word: name the food.
- Category: say countable or uncountable.
- Phrase: use some or any.
- Question: ask Do we have any...?
- Mission: create a short canteen or picnic dialogue.


UNIT 3
OUR COMMUNITY AND ENVIRONMENT
48

LESSON 1

ANIMALS AND THEIR HABITATS



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LESSON 1 - CHAKANA PUKLLAY

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to identify selected animals and habitats and describe their location in short sentences.

THE GAME

Chakana pukllay uses the symmetrical Andean cross. In this adaptation, mission cards are placed on opposite arms or corners. Students solve location clues, match animals to habitats, and complete short language challenges around.



MATERIALS

- large Chakana board
- small tokens
- mission cards
- pencils
- score sheet

VOCABULARY & CHUNKS

- cow
- dog
- pig
- bird
- fish
- bear
- farm
- forest
- river

on the farm / in the forest / in the river / The fish lives in the river.

GRAMMAR FOCUS

- There is + singular noun
- There are + plural nouns
- Location phrases: on the farm / in the forest / in the river

LESSON FLOW

1. **WARM UP**
   Activate animal vocabulary through sounds, movement, and quick habitat guesses.
2. **PRESENTATION**
   Present animal-habitat pairs, model location chunks, and guide students with the grammar checker.
3. **PRACTICE**
   Use clues, mini maps, sorting, and collaborative problem-solving.
4. **PRODUCTION**
   Play Chakana pukllay. Students place cards on the cross, solve clues, and complete location missions.

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LESSON 1 - CHAKANA PUKLLAY

TEACHER'S PAGE

WARM UP

Instructions:

Students **s**tand in a circle. One student makes an animal sound or movement. The class says the animal.

·cow

·dog

·pig

·bird

bear

PRESENTATION

- The teacher will display pictures of animals and habitats.
- The teacher will present the target expressions.
- The teacher will ask students to repeat the expressions.

PRACTICE

- The teacher will support students while they complete the activities.
- The teacher will review the answers with the class.
- The teacher will reinforce the target language through short questions

PRODUCTION

- The teacher will present the Chakana Pukllay game.
- The teacher will arrange students into groups.
- The teacher will encourage students to describe the location of each animal using complete expressions.
- The teacher will conclude the activity by providing feedback

ANSWERS:

1. ~~**On the farm:** cow, pig; in **the forest: bear**,b bird; **in the river;**;: sh~~

~~**2.**. 1. fish.2.cow.3.bear.4.bird~~

~~**3.**. 1. on/ 2.in/ 3.in~~

~~**4.**.1.There is/ 2.There are/ 3. There are.~~

~~**5.** There is a cow on the farm. There are two birds in the forest.~~

~~**6.** 1. There is a pig on the farm. / 2. There are bears in the forest. / 3. There is a fish in the river.~~

SET UP THE GAME

Form groups of 4 students.

Establish the game rules and use the Chakana board.

Provide the mission cards to the students.

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LESSON 1 - CHAKANA PUKLLAY

Animals and habitats

GRAMMAR CHECK

There is / There are

Use **there is** for one thing and **there are** for two or more things.

Examples:

- **There is** a cow on the farm.
- **There is** a bear in the forest.
- **There are** fish in the river.
- **There are** birds in the forest.

Tip: one = there is | **many** = there are

VOCABULARY BANK


cow


dog


pig


bird


fish


bear


farm


forest


river

on the farm | in the forest | in the river | The fish lives in the river.

1 CLASSIFY THE ANIMALS

Place each animal under the correct habitat.

Cow, dog, pig, bird, forest, bear, fish

On the farm	In the forest	In the river

LESSON 1 - CHAKANA PUKLLAY

Animals and habitats

2. GUESS

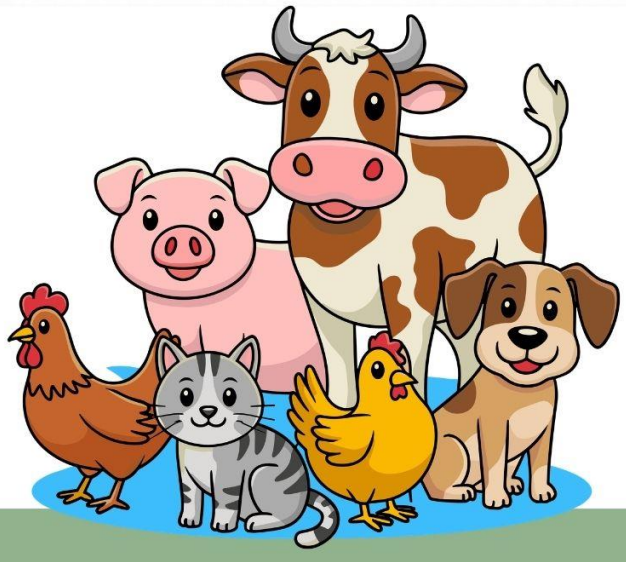
Read each clue and write the animal.

1. I live in water. _____
2. I live on a farm and say moo. _____
3. I live in the forest and I am big. _____
4. I can fly. _____

3. NOTICE THE PLACE WORD

Underline on or in in each sentence.

1. The pig lives on the farm. _____
2. The bear lives in the forest. _____
3. The fish lives in the river. _____



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LESSON 1 - CHAKANA PUKLLAY

Animals and habitats

4 THERE IS OR THERE ARE?

Choose the correct expression.

1. (*There is / There are*) a pig on the farm.

2. (*There is / There are*) two birds in the forest.

3. (*There is / There are*) three fish in the river.

5 HABITAT REPORT

In pairs, present a 30-second report:

There is...
There are... in the...

6 WRITE

Write one sentence for each habitat: *farm, forest, river.*

_____

_____

_____

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LET'S PLAY CHAKANA

PUKLLAY

1. HOW TO PLAY



CHAKANA MISSIONS

- **Word:** name 5 animals.
- **Pair:** say an animal-habitat pair.
- **Sentence:** say 1 animal and where the **animal** live.
- **Quantity:** use *There is* or *There are* in two sentences.
- **Puzzle:** solve a clue and place the card.

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LET'S PLAY

CHAKANA PUKLLAY



MY SCORE

Round 1 _____

Round 2 _____

Round 3 _____

Round 4 _____

☐ I used English.

☐ I worked with my team.

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LESSON 2

OCCUPATIONS AND WORKPLACES



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LESSON 2 - KULLKIKAMAYUK

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to relate common occupations to their workplaces and describe basic abilities using can.

THE GAME

Kullkikamayuk is traditionally played by throwing tortas toward numbered holes in a wooden tower. In this adaptation, each hole represents an occupation, workplace, ability, or mission. Students aim, select a prompt, and use English to earn points or a prize card.



MATERIALS

- a box with 5 squares
- soft paper balls

VOCABULARY & CHUNKS

- teacher
- doctor
- farmer
- police officer
- school
- hospital
- farm
- police station

works at a school / works in a hospital / can teach / can help people / can grow food

GRAMMAR FOCUS

- can + base verb
- can't + base verb
- occupation + works at/in + workplace

LESSON FLOW

1. **WARM UP**
   Activate occupations through gestures, tools, and workplace clues.
2. **PRESENTATION**
   Present occupation-workplace collocations and ability chunks with can.
3. **PRACTICE**
   Use clues, writing, sorting and reading.
4. **PRODUCTION**
   Play Kullkikamayuk. Students aim for a hole and complete an occupation, workplace, or ability challenge.

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LESSON 2- KUSHKI KAMAYUK

TEACHER'S PAGE

WARM UP

Instructions::

The teacher makes gestures.

Students watch a gesture and guess the occupation.

- teacher
- doctor
- farmer
- police officer

PRESENTATION

- The teacher will explain and relate each worker to their job.
- The teacher will present the vocabulary using flashcards.
- The teacher will model the target sentences.

PRACTICE

- The teacher will provide clear instructions for each task.
- The teacher will guide students while they read the text.
- The teacher will monitor students as they complete the activities.
- The teacher will discuss the answers with the class.

PRODUCTION

- The teacher will explain the traditional game steps.
- The teacher will organize students into groups.
- The teacher will indicate who starts the game.
- The teacher will encourage students to use complete sentences with can.

ANSWERS:

~~1. 1. teach | 2. help | 3. grow~~

~~2. 3. 1. Correct | 2. A doctor can help people in a hospital. | 3. A farmer can grow food on a farm. | 4. Correct~~

~~4. I work at a school, and I can teach students. Who am I? (A teacher)~~

5. ~~EXAMPLE: Looking for a teacher. You can teach children and work at a school.~~

~~6. 1. A doctor | 2. A builder | 3. A farmer | 4. A police officer~~

~~**7. Student's own answer.**~~

SET UP THE GAME

Form groups of 4 students.

Divide a box into five sections using cardboard dividers so the ball can fall into each section.

Place one challenge card in each section.

LESSON 2- KUSHKIKAMAYUK

OCCUPATIONS AND WORKPLACES

GRAMMAR CHECK

Can / can't for abilities

Use **can** to talk about ability.

Use **can't** for negative ability.

Examples:

- A teacher **can** teach.
- A doctor **can** help people.
- A farmer **can** grow food.
- A police officer **can** protect people.

Tip: Use **can** + base verb.

VOCABULARY BANK


teacher


doctor


farmer


police officer


school


hospital


farm


police station

works at a school | works in a hospital | can teach | can help people | can grow food

1 NOTICE THE VERB

Underline the base verb after *can*.

A teacher can teach. _____

A doctor can help people. _____

A farmer can grow food. _____

2 CAN OR CAN'T?

Show a thumbs-up for *can* and a thumbs-down for *can't*.

- A doctor can help people.
- A farmer can teach at a school.
- A teacher can teach.
- A police officer can protect people.

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LESSON 2- KUSHKIKAMAYUK

OCCUPATIONS AND WORKPLACES

3 CAN / CAN'T DECISION

Decide if each sentence is logical. Correct the illogical ones.

1. A teacher can teach.

_____

2. A doctor can grow food on a farm.

_____

3. A farmer can grow food.

_____

4. A police officer can help protect people.

_____

4 WORKPLACE RIDDLE

Create one riddle using the occupations, abilities and workplaces.

_____

_____

_____

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LESSON 2- KUSHKIKAMAYUK

OCCUPATIONS AND WORKPLACES

5 JOB ADVERTISEMENT

Create a small community job advertisement using can and workplace chunks.

6 READ THE TEXT AND CHOOSE THE CORRECT OCCUPATION FOR EACH NECESSITY

People in a community have different jobs. They help others every day. A doctor helps sick people and gives them medicine. A builder builds houses and classrooms. A farmer grows vegetables and fruits for families. A police officer protects people and keeps the streets safe.

A child is sick. _____

A school needs a new class. _____

A family needs vegetables. _____

A street needs protection. _____

7 ANSWER

Which occupation is important in your community and why?

_____

_____

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LET'S PLAY

KUSHKIKAMAYUK

HOW TO PLAY



MISSIONS

- Occupation: name 3 occupations.
- Workplace: say 2 occupations and where they work.
- Ability: say 2 occupations and what the worker can do.
- Can't: say one logical negative ability.
- Mission: complete all the challenges.

MY SCORE

Round 1 _____

Round 2 _____

Round 3 _____

Round 4 _____

☐ I used English.

☐ I worked with my team.

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LESSON 3

ENVIRONMENTAL ACTIONS



LESSON 3 - KUYCHI RUMPAWAN TINKASHPA PUKLLAY

TEACHER'S PAGE

OBJECTIVE

By the end of the lesson, students will be able to describe simple environmental actions using the Present Continuous.

THE GAME

Kuychi rumpawan tinkashpa pukllay is a traditional marble game played inside a circle. In this adaptation, environmental-action cards are placed in the circle. Players flick or roll a marble or safe token to move a card out, then complete a word, phrase, sentence, or mission challenge.



MATERIALS

- chalk for making a circle
- safe marbles or bottle caps
- environmental-action cards
- challenge cards
- pencils

VOCABULARY & CHUNKS

- recycle
- reuse
- save water
- plant trees
- pick up litter
- clean the park
- protect animals
- turn off the lights

They are recycling. / She is saving water. / They are planting trees.

GRAMMAR FOCUS

- am/is/are + verb-ing
- She is saving water.
- They are planting trees.

LESSON FLOW

1

WARM UP

Activate environmental actions through observation, movement, and quick decisions.

2

PRESENTATION

Present action chunks and model affirmative Present Continuous.

3

PRACTICE

Give one player three corn kernels and the other player three beans.

4

PRODUCTION

Play the adapted marble game and complete progressive word, phrase, sentence, and environmental missions.

LESSON 3- KUYCHI RUMPAWAN

TINKASHPA PUKLLAY

TEACHER'S PAGE

Instructions:

WARM UP

I ould mime an environmental action, and Student B should guess it.

- recycle
- save water
- plant trees
- pick up litter
- turn off the lights

PRESENTATION

- The teacher will introduce the new topic.
- The teacher will connect the pictures with the expressions.
- The teacher will demonstrate the language through examples.

PRACTICE

- The teacher will assign the practice activities.
- The teacher will assist students during the exercises.
- The teacher will confirm students' understanding.
- The teacher will correct mistakes when necessary.

PRODUCTION

- The teacher will prepare the traditional game.
- The teacher will distribute the game materials.
- The teacher will motivate students to communicate using complete expressions.
- The teacher will recognize students' participation and provide feedback.

ANSWERS:

~~**1.-** 1. They are recycling. / 2. She is saving water. / 3. They are planting trees. / 4. He is picking up litter.~~

~~**2.-** 1. recycling / 2. saving water / 3. planting trees~~

~~**3.-** 1. saving water / 2. recycling paper / 3. planting trees / 4. picking up litter.~~

~~**4.- 1.** They are recycling. / 2. She is saving water. / 3. He is planting trees. / 4. They are cleaning the park.~~

~~**5.-** reuse paper - save resources / pick up litter - clean the park / plant trees - protect animals~~

SET UP THE GAME

Form groups of 4 students.

Draw a circle on the floor.

Provide the mission cards to the students.



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LESSON 3- KUYCHI RUMPAWAN

TINKASHPA PUKLLAY

GRAMMAR CHECK

Present Continuous

Use the present continuous to describe actions happening now.

Form: subject + **am / is / are** + **verb-ing.**

Examples:

- They **are** recycling.
- She **is** saving water.
- They **are** planting trees.
- He **is** picking up litter.

Tip: Add -ing to the main verb.

VOCABULARY BANK


recycle


reuse


save water


plant trees


pick up litter


clean the park


protect animals



turn off the lights

They **are recycling.**

She **is saving** water.

They **are planting** trees.

1 SAY THE COMPLETE CHUNKS

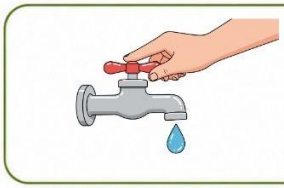
Listen to the teacher, read aloud and match the sentences with the picture.

1. They are recycling.
2. She is saving water.
3. They are planting trees.
4. He is picking up litter.









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LESSON 3- KUYCHI RUMPAWAN TINKASHPA PUKLLAY

ENVIRONMENTAL ACTIONS



1 WHAT ARE THEY DOING?

Read the situation and complete the sentence.

Two students put paper in a recycling box. They are _____.

A girl closes the tap. She is _____.

A group puts young trees in the soil. They are _____.

2 IDENTIFY

Read each clue and identify the action.

The tap is closed.

_____

Paper goes into a special bin.

_____

People put young trees in the ground.

_____

Students collect trash from the grass.

_____



LESSON 3- KUYCHI RUMPAWAN TINKASHPA PUKLLAY

ENVIRONMENTAL ACTIONS



1 ERROR HUNT

Find and correct the grammar error.

1. They is recycling. _____
2. She are saving water. _____
3. He is plant trees. _____
4. They are clean the park. _____

2 MATCH

Connect actions that can happen in the same environmental mission.

reuse paper	●	●	clean the park
pick up litter	●	●	save resources
plant trees	●	●	protect animals

3 DESCRIBE

Plan a one-day school eco campaign and describe what each group is doing.

_____

_____

_____

_____

_____



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LET'S PLAY

KUYCHI RUMPAWAN TINKASHPA PUKLLAY

HOW TO PLAY

1. Work in groups of 3 or 4.



2. Put the action cards inside the circle.



3. Stand behind the line.



4. Flick or roll the cap toward the cards.



5. If a card leaves the circle, read and complete the MISSION.



6. Say a sentence in the present continuous.



7. A correct answer gets 1 point and the card.

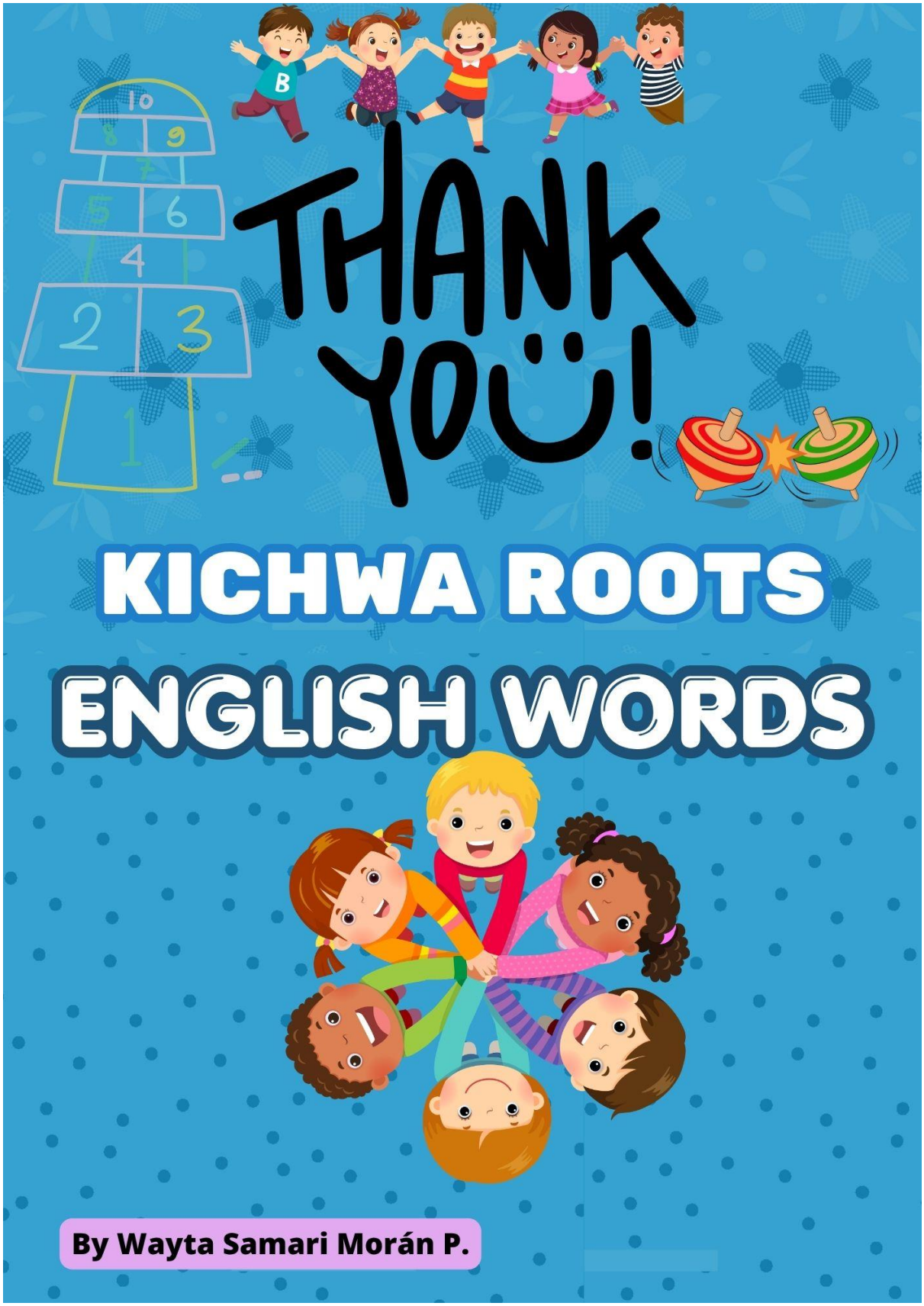


8. If the cap stays inside, pass the turn.



ECO-MISSIONS

- Word: I name 2 environmental actions.
- Phrase: say a sentence with the -ing form.
- Report: describe another student's action.
- Mission: solve a community environmental problem.


THANK YOU!
KICHWA ROOTS
ENGLISH WORDS
By Wayta Samari Morán P.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The results of this research work show that English vocabulary remains a significant challenge for eighth-grade students. Indeed, most learners have a limited vocabulary and struggle to use new words effectively when trying to express their ideas in this target language within real-life situations, because of diverse factors such as limited vocabulary practice and the lack of engaging strategies related to the students' needs implemented by the teachers, which slows down and diminishes confidence in speaking and writing skills. As a result, the data collected suggest that the difficulty stems not from a lack of ability on the part of the students, but rather from the way vocabulary has been taught, almost always through memorization of word lists, forgetting interaction and active participation.

By learning through games, students repeat vocabulary naturally and associate new words with actions and meaningful experiences, making them easier to retain in long-term memory. Actually, the use of games as a didactic tool is aligned with the game-based learning method, which focuses on active participation and meaningful use of language, encouraging students to apply what they have learned in the social context. Likewise, this resource involves learning theories such as constructivism, which focuses on the active construction of knowledge, and sociocultural theory, which emphasizes that center in social interaction and cultural connection. This combination allows learners to actively interact with their environment, relate new information to their prior knowledge, and engage in authentic social experiences.

Finally, traditional games from Kichwa-Otavalo culture are a valuable resource for teaching vocabulary, as they increase student motivation and participation. In other words, by establishing a connection between lesson content and students' sociocultural environment facilities the practice and expansion of the English lexicon in everyday situations; Because, the teacher addresses the need to value local cultural practices and, at the same time, diversify classroom strategies that promote students to participate more naturally and lose their fear of making mistakes, this also encourages them to use the language more frequently in various settings.

5.2. Recommendations

It is important to address students' real needs during their learning process. Therefore, it is recommended that English teachers and future research begin with the actual difficulties students face in acquiring English in order to implement meaningful strategies that address these problems. Alongside this, it is fundamental to conduct periodic evaluations of the effectiveness of the strategies used for teaching English vocabulary, in order to identify new needs and strengthen practices that promote student participation.

It is recommended that English educators integrate interactive and constructivist teaching strategies and resources into their English lessons, as this fosters active and participatory learning among students. Indeed, selecting strategies based on game-based learning and a lexical approach for vocabulary strengthening, as well as sociocultural theory, can contribute to the development of more meaningful learning experiences, in which students build new knowledge upon their prior experiences and at the same time revitalize their culture.

It is recommended that English teachers incorporate more local cultural practices, particularly traditional games, into their lessons because of their flexibility in teaching English. In fact, by frequently implementing these types of games, students practice words repeatedly, making learning a natural process rather than a momentary effort. Added to this, the consistent use of vocabulary in games allows new words to truly be internalized and retained, as well as connect with the cultural identity. Therefore, when games become part of the classroom routine, the educational environment transforms into a space where learning the English language is fun, motivating, and connected to the student's social context.

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Annexes.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 25 de febrero del 2026
Doctora- PhD

Sandra Mariana Guevara Betancourt

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y cuestionarios de Investigación del Proyecto "Kichwa-Otavalo Traditional Games as Didactic Tools to Enhance English Vocabulary in Eighth Grade Students at Cotacachi High School" Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
WAYTA SAMARI MORAN PIJUANGO

Wayta Samari Morán Pijuango
1005074388

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

INSTRUMENTOS DE INVESTIGACIÓN

PROYECTO: Kichwa-Otavalo Traditional Games as Didactic Tools to Enhance English Vocabulary in Eighth Grade Students at Cotacachi High School

OBJETIVO: Propose Kichwa-Otavalo Traditional Games as Didactic Tools to Enhance English Vocabulary in Eighth Grade Students at Cotacachi High School

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
ENTREVISTA PARA PROFESORES DE INGLÉS
TITULO DEL TRABAJO DE INVESTIGACIÓN Kichwa-Otavalo Traditional Games as Didactic Tools to Enhance English Vocabulary in Eighth Grade Students at Cotacachi High School
Fecha: 25 de febrero de 2026
Objetivo: Analizar las estrategias y herramientas didácticas utilizadas por los docentes para enriquecer el vocabulario en inglés en los estudiantes de octavo año del Colegio Cotacachi.
Indicaciones: Responda cada pregunta con sinceridad.
Pregunta 1 ¿Cuántos años de experiencia tiene usted como docente de inglés?
Pregunta 2 ¿Cuáles son las principales dificultades que presentan sus estudiantes al aprender vocabulario en inglés? Explique su respuesta.
Pregunta 3 ¿Considera usted que el aprendizaje de vocabulario contribuye al desarrollo de las habilidades del idioma inglés en los estudiantes? Argumente su respuesta
Pregunta 4 ¿Qué estrategias utiliza para ayudar a sus estudiantes a aprender vocabulario en inglés?
Pregunta 5 ¿Durante sus clases, ha incluido juegos como estrategia para la enseñanza de vocabulario en inglés? Si su respuesta es afirmativa, describa brevemente cómo los ha integrado.
Pregunta 6 ¿Le gustaría enseñar vocabulario en inglés usando juegos tradicionales Kichwa-Otavalo? ¿Por qué?

¡Gracias por su colaboración!

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

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

Observaciones:

Se sugiere hacer las correcciones señaladas en el cuestionario para que sea validado.

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

CUESTIONARIO

TITULO DEL TRABAJO DE INVESTIGACIÓN

Kichwa-Otavalo Traditional Games as Didactic Tools to Enhance English Vocabulary in Eighth Grade Students at Cotacachi High School

Fecha: 25 de febrero de 2026

Objetivo: Identificar la percepción de los estudiantes de octavo año sobre las estrategias empleadas por los docentes para mejorar el vocabulario en inglés en el Colegio Cotacachi.

Instrucciones:

- Lee cuidadosamente las preguntas y responde con sinceridad.
- Usa un esfero para seleccionar tu respuesta.
- Marca con una X la opción que mejor consideras según la pregunta.

1. ¿Cómo te sientes al aprender inglés?

- Muy alegre
- Bastante alegre
- Alegre
- Poco alegre
- Nada alegre

2. Para ti, aprender vocabulario nuevo en inglés es:

- Muy difícil
- Difícil
- Regular
- Fácil
- Muy fácil

3. ¿Crees que aprender vocabulario en inglés te ayuda a entender mejor este idioma?

- Totalmente de acuerdo
- De acuerdo
- No estoy seguro/a
- En desacuerdo
- Totalmente en desacuerdo

4. ¿Con qué frecuencia tu profesora utiliza actividades (juegos o dinámicas) para enseñarte vocabulario en inglés?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

5. ¿Qué actividades usa tu profesora para enseñar vocabulario en inglés?
Puedes marcar más de una opción.

- Juegos de palabras (crucigramas, sopas de letras)
- Escuchar canciones en inglés
- Traducir palabras del inglés al español
- Memorizar palabras
- Copiar palabras del pizarrón

6. Para ti, aprender vocabulario en inglés mientras juegas es:

- Muy difícil
- Difícil
- Regular
- Fácil
- Muy fácil

7. Después de la clase, ¿te acuerdas las palabras en inglés que aprendiste?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

8. ¿Te gustaría aprender inglés usando juegos tradicionales?

- Sí mucho
- Sí
- No estoy seguro/a
- No
- Para nada

9. ¿Qué juegos tradicionales te gustaría usar para aprender vocabulario en inglés?
Puedes elegir más de una opción.

- Chunkana (tortas)
- Kimsanllishkata (Trikis-trakas)
- Kaspi piruru (Perinola)
- Kullkikamayuk (El banquero)
- Hankashpa pukllay (Rayuela)
- Churu (caracol)
- Tanta rupashka (pan quemado)
- Canicas
- Chakana (cruz andina)

¡Gracias por tu ayuda!

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

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



Firma del Evaluador

C.C.: 1002503520

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	25-02-2026
Fecha de aprobación del experto:	10-04-2026

REPÚBLICA
DEL ECUADOR

Oficio Nro. MINEDEC-CZ1-10D03-2026-0379-OF

Cotacachi, 24 de abril de 2026

Asunto: RESPUESTA FAVORABLE A: SOLICITUD DE AUTORIZACIÓN PARA INVESTIGACIÓN EN LA UNIDAD EDUCATIVA "COTACACHI" POR ESTUDIANTE WAYTA SAMARI MORAN

Señor
José Luciano Revelo Ruiz
Decano de la Fecyt
UNIVERSIDAD TÉCNICA DEL NORTE
En su Despacho

De mi consideración:

En atención al documento Oficio Nro.UTN-FECYT-D-2026-0085-O, de fecha 15 de abril del 2026, referente a: SOLICITUD DE AUTORIZACIÓN PARA INVESTIGACIÓN EN LA UNIDAD EDUCATIVA "COTACACHI" POR ESTUDIANTE WAYTA SAMARI MORAN; egresada de la Universidad Técnica del Norte de la carrera de Pedagogía de los idiomas Nacionales Extranjeros, solicita la autorización para realizar las actividades que permitan obtener la información para el Trabajo de integración curricular, con los estudiantes de octavo año de EGB de la Unidad Educativa Cotacachi.

En base a lo expuesto, la Dirección Distrital 10D03 Cotacachi Educación, autoriza a la interesada el ingreso a la institución educativa antes indicada, para realizar las actividades con el grupo de estudiantes de 8vo año de EGB; procurando que el desarrollo de las mismas no afecten el normal desarrollo de la jornada educativa diaria.

Cabe mencionar que previo al ingreso a la institución educativa; la Srta. Wayta Samari Morán Pijuango debe cumplir con el proceso de capacitación de rutas y protocolos frente a situaciones de violencia detectadas o cometidas en el sistema educativo; para tal efecto; deberá comunicarse con la MSc. Indira Natali Buitrón Bejarano; COORDINADORA DECE DISTRITAL; contacto 0992539468; correo institucional: indira.buitron@educacion.gob.ec

Con sentimientos de distinguida consideración.

Atentamente,

REPÚBLICA
DEL ECUADOR

Oficio Nro. MINEDEC-CZ1-10D03-2026-0379-OF

Cotacachi, 24 de abril de 2026

Documento firmado electrónicamente

Mgs. Edwin Orlando Muñoz Fuerez
DIRECTOR DISTRITAL 10D03 COTACACHI - EDUCACIÓN

Referencias:
- MINEDEC-CZ1-10D03-UDAC-2026-0735-E

Anexos:
- solicitud_utn_investigacion.pdf

Copia:
Señorita Magíster
Indira Natali Buitron Bejarano
Coordinador del Departamento de Consejería Estudiantil

Señora Ingeniera
Esthela Alexandra Cuascota Cabascango
Analista Distrital de Atención Ciudadana

Señorita Licenciada
Dina Magdalena Carlosama Alvear
Analista Distrital de Regulación

Señor Magíster
Cléver Patricio Cerpa Lozano

dc/pg

EDWIN ORLANDO MUÑOZ FUEREZ

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REPÚBLICA DEL ECUADOR

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

Oficio Nro. UTN-FECYT-D-2026-0199-O
Ibarra, 28 de agosto de 2026

PARA: **MSc. Cléver Patricio Cerpa Lozano**
RECTOR DE LA UNIDAD EDUCATIVA COTACACHI

ASUNTO: **Solicitud de autorización para socializar propuesta**

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice que se brinde las facilidades necesarias a la Señorita MORÁN PIJUANGO WAYTA SAMARI, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "KICHWA ROOTS ENGLISH WORDS Learn English Through Traditional Games", perteneciente al trabajo de integración curricular: "KICHWA-OTAVALO TRADITIONAL GAMES AS DIDACTIC TOOLS TO ENHANCE ENGLISH VOCABULARY IN EIGHTH GRADE STUDENTS AT COTACACHI HIGH SCHOOL".

Por su favorable atención, le agradezco.

RECIBIDO Y AUTORIZADO
28-08-26

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

UNIDAD EDUCATIVA COTACACHI

Acuerdo Ministerial MEC No. 4066 – agosto 11/1995- Resolución UE "Cotacachi" No. 42 DP-CEZ-1-2014
ECUADOR – IMBABURA- COTACACHI

Msc. Clever Cerpa Lozano, C.C. 100167428-0 Rector del establecimiento en legal forma:

CERTIFICA

QUE: La señora **MORÁN PIJUANGO WAYTA SARAMI,** con cédula de identidad **N° 100507438-8,** egresada de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, realizó la socialización de la propuesta "KICHWA ROOTS ENGLISH WORDS LEARN ENGLISH THROUGH TRADITIONAL GAMES", perteneciente al trabajo de integración curricular con el tema: "KICHWA - OTAVALO TRADITIONAL GAMES AS DIDACTIC TOOLS TO ENHANCE ENGLISH VOCABULARY IN EIGHTH GRADE STUDENTS AT COTACACHI HIGH SCHOOL.

Misma que fue socializada con las Autoridades de la Institución y el Area de Ingles.

Particular que comunico para los fines pertinentes.

Cotacachi, 31 de Agosto del 2026

Atentamente,

MSc. Clever Cerpa Lozano

C.C.100167428-0

RECTOR

UNIDAD EDUCATIVA COTACACHI RECTORADO

Dirección: Calle Filemón Proaño y Waminka Rumiñahui
Telf: 062915866 - 062915821
email: uecotacachi@gmail.com

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8
KICHWA ROOTS
ENGLISH WORDS