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DEDICATION

"Encomienda al Señor tu camino; confía en él, y él actuará."

Salmo 37:5

First, I dedicate this work to God for granting me the strength, wisdom, and perseverance needed not to give up along this journey. In moments of weariness, doubt, and difficulty, He was my guide and my refuge, enabling me to press on and reach this momentous point in my life.

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Finally, I dedicate these pages to myself as well for not giving up, for every effort, every sleepless night, and every moment of uncertainty, and for pressing on even when the road seemed difficult. Today, I can look back and feel proud of everything I have accomplished.

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ABSTRACT

This research examines the role of association strategies in reinforcing English vocabulary among young EFL learners in the Ecuadorian public education context. The study was conducted at Escuela de Educación Básica Municipal "13 de Diciembre" with 2nd, 3rd, and 4th grade students, aged 7 to 10 years. This age range represents a critical period in cognitive and linguistic development where concrete, experiential learning activities are more effective than abstract explanations.

The research adopts a mixed-methods approach with an action research design, combining qualitative and quantitative data collection and analysis. The theoretical framework draws from multiple disciplines, including psycholinguistics, cognitive psychology, and educational linguistics. Key theoretical foundations include the multi-store model of memory (Atkinson & Shiffrin, 1968), Baddeley's working memory model (2003), Vygotsky's sociocultural theory (1978), Krashen's affective filter hypothesis (1982), and Paivio's Dual Coding Theory (1986).

The study identifies and evaluates three primary types of association strategies: visual association (flashcards, drawings, realia), auditory association (rhymes, songs), and kinesthetic association (Total Physical Response). Findings indicate that association techniques significantly improve vocabulary retention compared to traditional rote memorization methods. Specifically, multisensory approaches that combine visual, auditory, and kinesthetic elements yield the highest retention rates. The research also reveals that student motivation and classroom participation increase substantially when association-based activities are implemented.

The results contribute to bridging the gap between pedagogical theory and practice in resource-limited classrooms, a common scenario in Latin American public education. Based on the

findings, the study proposes a set of practical, low-cost association-based activities that can be integrated into the English teaching curriculum. These recommendations aim to support teachers in implementing effective vocabulary instruction that respects the cognitive developmental stage of young learners.

Keywords: vocabulary acquisition, association strategies, EFL, young learners, Total Physical Response, dual coding theory, memory, Ecuadorian education.

RESUMEN

Esta investigación examina el rol de las estrategias de asociación en el fortalecimiento del vocabulario en inglés entre estudiantes jóvenes de inglés como lengua extranjera en el contexto de la educación pública ecuatoriana. El estudio se realizó en la Escuela de Educación Básica Municipal "13 de Diciembre" con estudiantes de 2do, 3ro y 4to grado, de 7 a 10 años. Este rango etario representa un período crítico en el desarrollo cognitivo y lingüístico donde las actividades de aprendizaje concretas y experienciales son más efectivas que las explicaciones abstractas.

La investigación adopta un enfoque de métodos mixtos con un diseño de investigación-acción, combinando la recolección y análisis de datos cualitativos y cuantitativos. El marco teórico se nutre de múltiples disciplinas, incluyendo la psicolingüística, la psicología cognitiva y la lingüística educativa. Los fundamentos teóricos clave incluyen el modelo multi almacén de la memoria (Atkinson & Shiffrin, 1968), el modelo de memoria de trabajo de Baddeley (2003), la teoría sociocultural de Vygotsky (1978), la hipótesis del filtro afectivo de Krashen (1982) y la Teoría del Código Dual de Paivio (1986).

El estudio identifica y evalúa tres tipos principales de estrategias de asociación: asociación visual (tarjetas didácticas, dibujos, objetos reales), asociación auditiva (rimas, canciones) y asociación kinestésica (Respuesta Física Total). Los hallazgos indican que las técnicas de asociación mejoran significativamente la retención de vocabulario en comparación con los métodos tradicionales de memorización mecánica. Específicamente, los enfoques multisensoriales que combinan elementos visuales, auditivos y kinestésicos producen las tasas de retención más altas. La investigación también revela que la motivación estudiantil y la participación en el aula aumentan sustancialmente cuando se implementan actividades basadas en asociación.

Los resultados contribuyen a cerrar la brecha entre la teoría pedagógica y la práctica en aulas con recursos limitados, un escenario común en la educación pública latinoamericana. Con base en los hallazgos, el estudio propone un conjunto de actividades prácticas y de bajo costo basadas en asociación que pueden integrarse en el currículo de enseñanza del inglés. Estas recomendaciones buscan apoyar a los docentes en la implementación de una instrucción de vocabulario efectiva que respete la etapa de desarrollo cognitivo de los estudiantes jóvenes.

Palabras clave: adquisición de vocabulario, estrategias de asociación, inglés como lengua extranjera, estudiantes jóvenes, Respuesta Física Total, teoría del código dual, memoria, educación ecuatoriana.

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INTRODUCTION

The present research focuses on the role of these association-based strategies in reinforcing vocabulary among young EFL learners. Specifically, the study examines students in 2nd, 3rd, and 4th grade at Escuela de Educación Básica Municipal "13 de Diciembre," a population of children aged 7 to 10 years. These grade levels were selected because they represent a critical window in cognitive and linguistic development. At this age, children have surpassed the preoperational stage described by Piaget but have not yet reached the stage of formal operations. They learn best through concrete, tangible, and experiential activities rather than through abstract explanations (Wadsworth, 2019).

The research adopts a mixed-methods approach, combining qualitative and quantitative data collection and analysis. This methodological choice allows for both measuring the effectiveness of

association strategies in terms of vocabulary retention and understanding the subjective experiences of the learners during the process. Within this framework, the study is known as action research. The researcher actively intervenes in the classroom, implementing strategies, observing the results, reflecting on the findings, and adjusting future actions based on these reflections. This cyclical process works well in educational settings where the goal is to generate knowledge and improve practices (Kemmis, McTaggart, & Nixon, 2019).

The theoretical basis of this research draws from diverse fields, such as psycholinguistics, cognitive psychology, and educational linguistics. Key theories include the multi-store memory model proposed by Atkinson and Shiffrin (1968), Baddeley's working memory model (2003), Vygotsky's sociocultural theory, which emphasizes the Zone of Proximal Development (1978), and Krashen's affective filter hypothesis (1982). Together, these perspectives provide a solid framework for understanding the development of young students.

Problem Description

In early language learning, vocabulary acquisition is fundamental to developing strong communication skills. However, many students in 2nd, 3rd, and 4th grade at Escuela de Educación Básica Municipal 13 de Diciembre show difficulties in retaining and using new English words effectively. Traditional teaching methods often focus on rote memorization, which can result in passive learning and limited vocabulary retention. This situation may hinder students' progress in reading, writing, and speaking in English.

Association techniques such as linking words with images, sounds, emotions, or prior knowledge have been proven to enhance vocabulary learning by making it more meaningful and

memorable. Despite their potential, these strategies are not consistently applied in the classroom. This lack of implementation may contribute to the limited vocabulary growth observed in many students. Therefore, it is important to analyze how association strategies are being used and how they can help reinforce vocabulary learning in these early grades.

Delimitation problem

Theoretical and practical scope: The study is framed within the field of language teaching, specifically the acquisition of vocabulary in English as a foreign language.
Spatial scope: The research will be conducted at Escuela de educación básica municipal 13 de Diciembre.
Temporal delimitation: The study will cover the 2025 school year.
Social group: Second-, third-, and fourth-grade elementary school students.

Formulation problem

How do association strategies influence vocabulary reinforcement in English among second, third, and fourth grade students?

What types of associations, such as visual, auditory, or contextual, are most effective for vocabulary retention in these grades?

How do these strategies affect student motivation and participation in English classes?

Justification

Learning English as a foreign language in public educational settings, such as the 13 de Diciembre Municipal Basic Education School, faces persistent challenges: traditional teaching methods focused on repetition, limited teaching resources, and low motivation among elementary

school students (Ministry of Education of Ecuador, 2021). This research is justified by addressing these problems through the association technique, a cognitive strategy supported by theories such as Dual Coding Theory (Paivio, 1986), which argues that the brain processes information better when verbal and visual stimuli are combined. By implementing association activities (e.g., images, role-playing, or songs), this study not only enriches the English vocabulary of students in grades 2 to 4 but also contributes to bridging the gap between pedagogical theory and practice in resource-limited classrooms, a common scenario in Latin America (Cameron, 2001).

While there is research on vocabulary acquisition in children (e.g., Nation, 2001; Schmitt, 2008), most focus on privileged environments or adolescent learners. This project distinguishes itself by analyzing the effectiveness of associations at three consecutive levels of basic education (2nd, 3rd, and 4th grade), allowing us to identify whether its impact varies according to age or cognitive maturity. Furthermore, it proposes creative adaptations for contexts with material constraints, such as the use of recycled materials to create flashcards or the integration of vocabulary into daily routines.

In Ecuador, English learning in public schools faces challenges such as lack of exposure to the language and traditional methods that are not very interactive. This research, conducted at the 13 de Diciembre Municipal School, seeks to demonstrate that associations (through pictures, songs, and games) improve vocabulary retention in students from 2nd to 4th grade, an age group that has been little studied in this context. The results will provide practical strategies for teachers and

enrich the debate on playful pedagogies in SLA, aligned with the standards of the Ecuadorian Ministry of Education.

Objectives

General Objective

To analyze the impact of the partnership on strengthening the English vocabulary of second, third, and fourth grade students at Escuela de Educacion Basica Municipal 13 de Diciembre, in order to improve their language proficiency and facilitate their language learning

Specific Objectives

To identify the most effective association strategies for English vocabulary learning among 2nd, 3rd, and 4th grade students.

To determine the relationship between the use of association techniques and improved student retention of English vocabulary.

To propose a set of association-based activities that can be integrated into the English teaching curriculum at Escuela de Educación Básica 13 de Diciembre.

To collect and analyze student and teacher perceptions of the effectiveness of association activities in English vocabulary learning.

CHAPTER I: THEORICAL FRAMEWORK

1.1.Vocabulary in the Learning Process

Vocabulary knowledge is widely recognized as a cornerstone of second language acquisition, influencing the learner's ability to understand others and to express ideas clearly. Without sufficient vocabulary, even the most sophisticated grammatical knowledge remains largely unusable in real communication. The importance of lexical competence becomes evident when considering the numbers: between 8,000- and 9,000-word families are necessary for adequate reading comprehension, while 5,000-to-7,000-word families are required for fluent spoken interaction (Schmitt, 2008).

In the specific context of primary education in Ecuador, vocabulary instruction takes on even greater importance. Children between the ages of 7 and 10 are at a stage where cognitive development and language learning are uniquely intertwined. Students at the "13 de Diciembre" school, like many others in public schools across the country, have limited exposure to English outside the classroom, making intentional and well-designed vocabulary instruction not only beneficial but essential for their progress (Cameron, 2019).

1.1.1 Fundamental Theories of Vocabulary Acquisition

Several theoretical perspectives have attempted to explain how vocabulary is acquired. Behaviorism emphasizes imitation and reinforcement, suggesting that learners repeat what they hear and are rewarded for correct production. Cognitivism, on the other hand, focuses on the mental processes involved in storing and retrieving words. A more integrated view comes from Nation (2022), who proposes that knowing a word involves three fundamental dimensions: form (its spoken and written shape), meaning (its conceptual content), and usage (how it functions in actual communication). This multidimensional understanding reveals that vocabulary acquisition is far more complex than simply memorizing translations.

For children between 7 and 10 years old, these three dimensions do not develop at the same pace. Form is often the easiest for young learners to grasp, especially when supported by auditory input such as rhymes or songs. Meaning requires concrete referents, such as images or objects. Usage, the most demanding dimension, develops gradually as learners encounter words in varied contexts (Nation & Webb, 2021).

1.1.2 The Importance of Vocabulary in Language Education

The relationship between vocabulary knowledge and overall academic success has been well documented. Students with richer lexical repertoires tend to perform better not only in language classes but across the curriculum. This is because vocabulary is the medium through which most academic content is delivered. González-Fernández and Schmitt (2017) identify several key aspects of vocabulary acquisition, including the need to learn multiple dimensions of each word, the distinction between receptive and productive knowledge, the role of formulaic language sequences, and the gradual nature of lexical development.

For young learners in 2nd, 3rd, and 4th grade, the incremental nature of vocabulary learning is particularly relevant. A word is rarely learned in a single encounter. Instead, it requires multiple exposures spaced over time, each one adding a layer of depth to the learner's understanding. This

implies that vocabulary instruction cannot be a one-time event but must be woven into the daily fabric of classroom activities (Schmitt, 2008).

1.1.3 Vocabulary and Communicative Competence

Communicative competence, the ability to use language appropriately in real situations, depends heavily on vocabulary knowledge. Without words to name objects, describe actions, or express feelings, even the most motivated learner cannot participate effectively in oral communication or read authentic texts. Webb (2020) emphasizes that vocabulary knowledge is one of the strongest predictors of a learner's overall level of linguistic competence.

For children aged 7 to 10, communicative competence begins with the ability to understand and respond to basic classroom commands, name familiar objects, and express simple needs and preferences. As their vocabulary grows, so does their confidence and willingness to participate. Nation (2022) recommends that vocabulary instruction prioritize high-frequency words while ensuring that less common but contextually relevant words are also addressed in a systematic manner.

1.2 Types of Vocabulary Knowledge

1.2.1 Receptive vs. Productive Vocabulary

A fundamental distinction in vocabulary studies concerns the difference between what learners recognize and what they can produce. Receptive vocabulary includes words that learners understand when they hear or read them, even if they cannot yet use them correctly in speech or writing. Productive vocabulary, by contrast, consists of words that learners can retrieve and use

appropriately when needed. Receptive knowledge typically develops first and remains larger throughout the learning process.

For students in 2nd, 3rd, and 4th grade, this gap between receptive and productive vocabulary is often quite wide. A child may recognize dozens of words in a song or story but actively use only a handful. Webb (2008) found that second language learners' receptive vocabulary consistently outpaces their productive vocabulary, and this gap widens as word frequency decreases. San Mateo Valdehíta (2013) concluded that while recognition tasks are valuable for initial exposure, production tasks are essential for moving words from passive to active knowledge.

1.2.2 Breadth and Depth of Vocabulary Knowledge

The concepts of breadth and depth, introduced by Anderson and Freebody (1981), provide a useful framework for understanding vocabulary development. Breadth refers to the sheer number of words a learner knows, while depth refers to how well each word is known, including its semantic, syntactic, and phonological characteristics. A learner with broad vocabulary may recognize many words superficially, but a learner with deep vocabulary understands nuances, collocations, and multiple meanings.

Nation (2001) proposed a comprehensive framework that includes three main categories: form (spoken, written, and word parts), meaning (form-meaning connection, concept, referents, and associations), and usage (grammatical functions, collocations, and constraints on use). Within this framework, the component of "associations" is particularly relevant to the present study, as it refers to the network of semantic relationships connecting a word to others in the learner's mental lexicon.

Qian (2002) further developed this understanding by proposing four interconnected dimensions: vocabulary size, depth of knowledge, lexical organization, and the automaticity of receptive-productive processing. For children between 7 and 10 years old, lexical organization becomes increasingly sophisticated as they learn to group words by category, identify opposites and synonyms, and recognize thematic relationships.

1.3 Memory and Association in Language Learning

The relationship between memory and language learning is inseparable. Every time a child learns a new word, the brain encodes, stores, and makes that information available for future retrieval. Understanding how these memory processes work provides a scientific foundation for designing effective vocabulary instruction, particularly for young learners between the ages of 7 and 10 (Agnes & Srinivasan, 2024).

1.3.1 Types of Memory (Short-term and Long-term Memory)

The classic model proposed by Atkinson and Shiffrin (1968) distinguishes three types of memory. Sensory memory holds information for a very brief period, just long enough for the brain to decide whether it is worth processing. Short-term memory, also known as working memory, temporarily stores information for about 20 to 30 seconds and has a limited capacity. Long-term memory, in contrast, has virtually unlimited capacity and can store information indefinitely.

Baddeley (2003) refined this understanding by proposing a multi-component model of working memory that includes the phonological loop (responsible for processing verbal and auditory information), the visuospatial sketchpad (handling visual and spatial information), the

central executive (directing attention), and the episodic buffer (integrating information from different sources). For vocabulary learning, the phonological loop plays an especially important role, as it allows learners to rehearse new words temporarily before they are transferred to long-term memory.

The process of consolidation, moving information from short-term to long-term memory, requires repetition and meaningful engagement. For children in 2nd, 3rd, and 4th grade, this process does not happen automatically. Without systematic review, newly learned words are likely to be forgotten within days or even hours. Gathercole and Alloway (2020) note that young learners' working memory capacity is still developing, which means that vocabulary instruction must be structured to respect these cognitive limitations.

1.3.2 Cognitive Processes: Association, Categorization, and Schemas

Association is a fundamental cognitive process that underlies much of human learning. When two items are experienced together repeatedly, they become linked in memory, so that activating one tends to activate the other. This principle has profound implications for vocabulary instruction. Association strategies work by creating mental hooks that connect new words to something already familiar to the learner.

For children aged 7 to 10, association is a natural and powerful learning mechanism. Young children constantly make connections between new experiences and existing knowledge, whether they are aware of it or not. The task for the educator is to channel this natural tendency toward specific vocabulary learning goals. Mnemonics, imagery, and sound patterns are all effective association techniques (Agnes & Srinivasan, 2024).

Categorization is another essential cognitive process. To manage the vast number of words in any language, the brain organizes them into mental categories based on shared characteristics. Without this organizational structure, the mental lexicon would be an unmanageable collection of isolated items. Khoram and Zare (2025) found that learners who received vocabulary instruction based on semantic categorization significantly outperformed those who did not, demonstrating that helping students see relationships between words pays measurable dividends in retention.

Schemas, or cognitive frameworks that organize knowledge about topics, also play a crucial role. When a learner has a well-developed schema for a topic such as "food" or "school," new vocabulary related to that topic is understood and remember. For young learners, activating prior knowledge and building schemas before introducing new vocabulary can significantly enhance retention (Lantolf & Poehner, 2020).

1.3.3 Association Techniques: Word-Picture, Word-Sound.

Various association techniques have been developed to leverage these cognitive processes. Word-picture association connects a new word to a visual image, either drawn, shown, or imagined. This technique takes advantage of the brain's powerful visual memory systems. Word-sound association, such as rhymes or alliterative phrases, connects new vocabulary to auditory patterns, making the word more distinctive and memorable.

1.4 Strategies to Reinforce Vocabulary through Association

Vocabulary reinforcement through association requires the implementation of specific strategies that target different sensory channels. Research has identified three primary types of

associative strategies: visual, auditory, and kinesthetic. Each type addresses different learning preferences and cognitive processes. For children between the ages of 7 and 10, a combination of these strategies tends to be more effective than any single approach.

1.4.1 Visual Association (Flashcards, Drawings, Realia)

Visual association connects new vocabulary to images or physical objects. The dual coding theory proposed by Paivio (2019) explains why this works: information that enters the brain through two channels simultaneously (visual and verbal) is stored in two independent but interconnected systems, effectively creating two pathways for retrieval rather than one.

Flashcards are perhaps the most common tool for visual association. When a learner sees an image while hearing or reading the corresponding word, a direct link is formed between the visual representation and the lexical form. The effectiveness of flashcards increases when learners actively participate in their creation. A study conducted in elementary school classrooms found that learners who drew their own representations of new words recalled those words with 35% greater accuracy than learners who only observed pre-made flashcards (Huertas & Rodríguez, 2021). For children in 2nd, 3rd, and 4th grade, the act of drawing engages motor skills and personal relevance, deepening the associative link.

Realia, or real objects, bring an additional layer of concreteness to visual association. Unlike flashcards, which are two-dimensional representations, realia allow learners to see, touch, and sometimes manipulate actual items. In an EFL classroom with limited resources, everyday objects such as pencils, books, fruits, or classroom furniture can serve as effective realia for vocabulary instruction.

1.4.2 Auditory Association (Rhymes, Songs)

Auditory association links new vocabulary to recognizable sound patterns. The human brain is naturally attuned to rhythm and melody, and when a new word is embedded within a song or rhyme, retention improves significantly compared to simple oral repetition. Murphey (2019) found that songs lower the affective filter, reduce anxiety, and create a positive emotional context for learning.

Rhymes are particularly effective for developing phonological awareness, the ability to recognize and manipulate the sound structures of words. A simple rhyme exposes learners to multiple repetitions of the same sound pattern in a short period, reinforcing both pronunciation and meaning. Goswami and Bryant (2020) note that phonological awareness developed through rhymes in early childhood predicts later reading success, even in a foreign language.

Songs add an emotional dimension that rhymes alone cannot provide. Music activates brain regions associated with language, emotion, and movement simultaneously, creating an integrated neural network that facilitates recall. A longitudinal study in elementary classrooms found that learners exposed to thematic songs for eight weeks showed a 42% increase in vocabulary retention compared to a control group using traditional written exercises (Ludke, Ferreira & Overy, 2021).

1.4.3 Kinesthetic Association (TPR – Total Physical Response)

Kinesthetic association involves connecting vocabulary to physical movement. Total Physical Response (TPR), developed by Asher (2019), is built on the observation that children learn their first language through physical response to parental commands before they can speak.

Applying this principle to second language instruction, TPR asks learners to respond to verbal commands with appropriate actions before requiring oral production.

The effectiveness of TPR lies in its activation of multiple neural pathways. When a learner hears "stand up" and performs the action, auditory, motor, and semantic systems are engaged simultaneously. This multisensory processing creates a robust memory trace that is more resistant to forgetting than purely verbal learning. Larsen-Freeman and Anderson (2020) found that learners who participated in TPR routines for fifteen minutes daily associated action verbs with 90% accuracy after just three sessions, while a control group using written lists achieved only 45% retention.

For children between 7 and 10 years old, TPR has the additional advantage of accommodating their natural need for movement. Young learners often struggle to sit still for extended periods, and TPR channels that physical energy into productive learning. Commands can progress from simple (single words) to complex (sequences of actions), providing a natural scaffold for vocabulary development. Mora (2021) confirms that voluntary movement associated with verbal instruction simultaneously activates the motor, auditory, and prefrontal cortices, creating a neural network resistant to forgetting.

CAPÍTULO II MATERIALS AND METHODS

2.1 Research Methodology

This chapter outlines the methodology used to investigate the role of word association in reinforcing vocabulary among 2nd, 3rd, and 4th grade students at Escuela de Educación Básica

Municipal 13 de Diciembre. The study employs a qualitative approach with supplementary quantitative data to provide a comprehensive analysis of the effectiveness of word association techniques in vocabulary acquisition.

2.1.1 Research Approach

The research approach refers to a strategy followed by a researcher to examine a phenomenon, answer questions, or test a hypothesis in a natural setting. Defining a research design includes a brief review of the problem of the study, subjective experiences, and the population of the study (McCombes, 2023). This research made use of mixed methods, a type of methodology that immerses both qualitative and quantitative research. The appropriate type of research must address characteristics like flexibility and applicability to minimize bias and maximize dependability. Besides, this research applied the qualitative and quantitative method which combines both numerical and descriptive analysis about vocabulary and its strategies. According to Halcomb and Hickman (2015) it is mixed research and "presents an alternative methodological approach, combining qualitative and quantitative research approaches, to explore complex phenomena in detail". Furthermore, the data collected gain deeper insight into narrative techniques because they support and explain the possible effects of the proposal. On the one hand, qualitative research aimed to explore qualities, human behaviors, relationships, and patterns in social interactions.

2.2 Techniques, and Instruments

2.2.1 Techniques

Two primary techniques were employed for data collection: interviews and surveys. Each technique was selected based on its appropriateness for the type of information required and the characteristics of the participants.

Survey. A survey was conducted among all students in 2nd, 3rd, and 4th grade. The survey utilized a Likert scale and closed-ended questions to measure students' attitudes, opinions, and preferences regarding association strategies for vocabulary learning. The survey technique was selected because it allows for the efficient collection of data from many respondents and facilitates statistical analysis (Zunzunegui, 2023).

Interview. Semi-structured interviews were conducted with the educational authorities and the English teacher at Escuela de Educación Básica Municipal "13 de Diciembre." The interviews consisted of open-ended questions designed to obtain detailed information about the participants' perceptions regarding the use of association strategies for vocabulary reinforcement. The interview format allowed for flexibility in probing responses and obtaining richer qualitative data (Kajamaa, Mattick & de la Croix, 2020).

2.2.2 Instruments

Questionnaire for the Interview. An interview guide was developed containing ten open-ended questions for the vice-principal and the English teacher. The questions addressed topics such as the importance of vocabulary instruction, the types of association strategies currently used in the institution, the challenges faced in vocabulary retention, and the perceived effectiveness of association strategies. The interview guide was reviewed by research advisors to ensure content validity.

Questionnaire for the Survey. A structured questionnaire was designed for students in 2nd, 3rd, and 4th grade. Given the young age of the participants (7 to 10 years), the questionnaire used simple language, visual supports (emojis and pictograms), and a Likert scale adapted with colors (green for "agree," yellow for "sometimes," red for "disagree"). The questionnaire included items related to students' difficulties with vocabulary learning, their preferences for different types of association strategies (visual, auditory, kinesthetic), and their perceptions of the strategies used by their teacher.

2.3 Research questions

How does the use of association strategies influence English vocabulary reinforcement among 2nd, 3rd, and 4th grade students?

What types of associations (visual, auditory, contextual) are most effective for vocabulary retention in these grades?

What impact does the implementation of these strategies have on student motivation and participation during English classes?

2.4 Research Scope

The purpose of this research was to obtain information and data to answer the research problem concerning vocabulary retention difficulties among young EFL learners. The scope of the study was limited to the specific context of Escuela de Educación Básica Municipal "13 de Diciembre" during the 2025-2026 school year. The findings are intended to inform pedagogical

practices within this institution and to provide a basis for future research in similar elementary EFL contexts.

2.5 Population

The study population consisted of students enrolled in 2nd, 3rd, and 4th grade of Educación General Básica at Escuela de Educación Básica Municipal "13 de Diciembre," located in the Parroquia Julio Andrade, Carchi province. The total population was 65 students distributed across three grade levels: 22 students in 2nd grade (ages 7-8 years), 21 students in 3rd grade (ages 8-9 years), and 22 students in 4th grade (ages 9-10 years). Given that the population was finite and relatively small (less than 100 participants), a non-probabilistic convenience sampling method was applied. According to Hernández (2014), this type of sample is commonly used when the population is accessible and manageable, allowing for a census to be conducted with all available participants. Therefore, all students in 2nd, 3rd, and 4th grade were included in the survey.

2.6 Procedure and Data Analysis

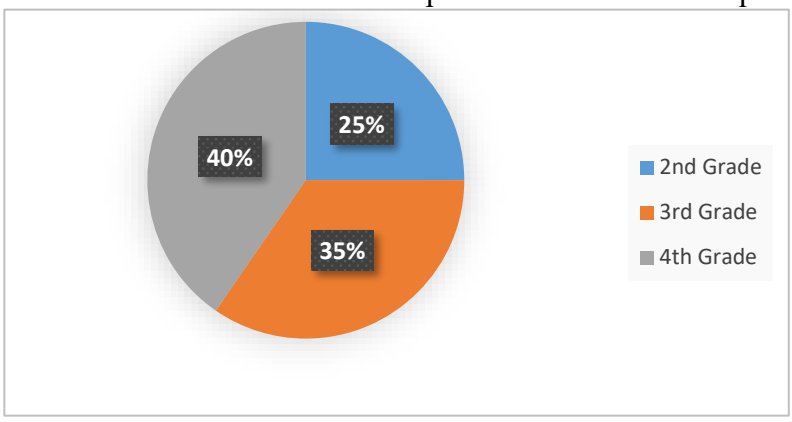
A census will be carried out for all students of 2°,3° and 4° grade at Escuela de Eduación Básica Municipal "13 de Diciembre" to obtain relevant data information; after that, data will be analyzed, interpreted, and discussed through descriptive statistical analysis.

CHAPTER III: ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Results.

The obtaining of data gathered through interviews with the educator and the survey applied to students were analyzed and discussed; the questionnaire and the transcription of the interviews

are in the annexes section. It presented the results of questionnaires applied to students of 2nd, 3rd, and 4th grade of Escuela de Educación Básica Municipal "13 de Diciembre".



The survey was applied to the 2nd, 3rd, and 4th grade students from Escuela de Educación Básica Municipal "13 de Diciembre", located in Julio Andrade parish, Carchi province.

1. **What grade are you in?**

Table 1
Grade level distribution

VARIABLES	STUDENTS	PERCENTAGE
2° GRADE	13	25%
3° GRADE	18	35%
4° GRADE	21	40%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 1. Grade level distribution

Source: 2nd, 3rd, and 4th grade students

Analysis:

In Graph 1, the students of Escuela de Educación Básica Municipal "13 de Diciembre" show that 40% belong to 4th grade, which means they are the majority of the students; 35% of those surveyed are in 3rd grade; finally, 25% are 2nd grade. Therefore, 52 students responded to the questionnaire.

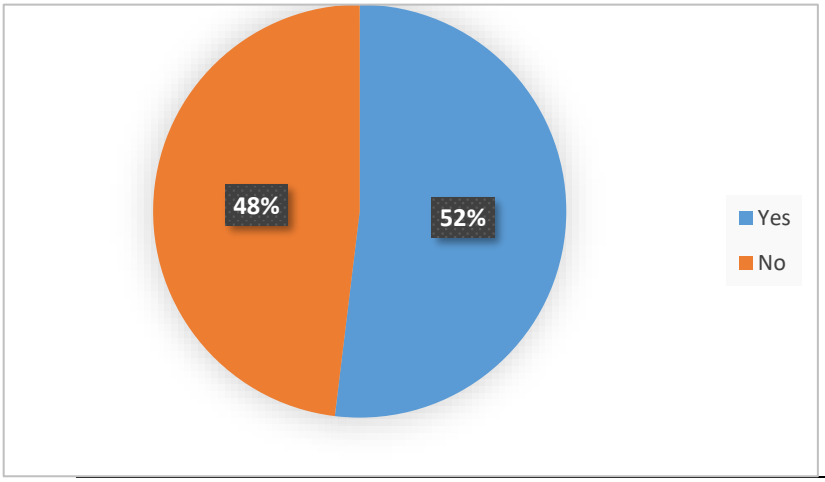
Interpretation:

The results show that most of the students surveyed are in 4th grade (40%), followed by 3rd grade (35%) and, finally, 2nd grade (25%). This indicates that the student population is evenly distributed, with 4th grade being the group with the largest number of participants. This distribution allows us to analyze how pairing strategies may have different effects depending on the students' age and level of cognitive maturity. By having a representative sample from all three grades, the results obtained more accurately reflect the reality of the school's educational context.

Results:

The survey was completed by 52 students at the school. Most of the children who participated were in 4th grade, representing (40%) of the total. Students from 3rd grade (35%) and 2nd grade (25%) also participated. This is beneficial because it allows us to see how children of

different ages learn and whether the strategies work the same for everyone or if there are differences based on grade level.



2. Do I find it difficult to learn new English vocabulary?

Tabla 2.
Perceived difficult in learning new vocabulary

VARIABLES	STUDENTS	PERCENTAGE
YES	27	52%
NOT	25	48%
TOTAL	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 2. Difficulty learning new vocabulary

Source: 2nd, 3rd, and 4th grade students

Analysis:

After having surveyed 52 children, which corresponds to the total number of respondents, the following results were obtained as shown in Graph 2: 52% of the students answered yes, they find it more difficult to learn new words; this happens because there are not enough good teaching strategies that allow them to develop the learning process easily. On the other hand, 48% of students answer no. Therefore, regarding learning new vocabulary, it is concluded that most students answered yes.

Interpretation:

The fact that 52% of students perceive learning English vocabulary as a difficult task is a significant finding that highlights the need to rethink the methodological strategies used in the classroom. This perceived difficulty can be attributed to a lack of exposure to the language outside the school setting and the absence of teaching strategies that promote meaningful learning (Castro & Piñan, 2025). Previous research has shown that elementary school students face difficulties in recalling learned vocabulary when they lack support materials or interactive activities that allow for consistent vocabulary practice (Castro & Piñan, 2025). From a cognitive perspective, vocabulary learning in a foreign language requires encoding and long-term memory storage processes that do not occur automatically, especially in children whose working memory capacities are still developing (Gathercole & Alloway, 2020). This finding aligns with the observations of Nation

(2022), who argues that vocabulary learning requires multiple exposures and systematic strategies to be effective, particularly in contexts where the target language is not present in the student's everyday environment.

Results:

Most of the children that is, 52% said they do have a hard time learning new English words. Only 48% said they have no difficulty. This tells me that more than half of the students are not learning vocabulary easily and that they need different methods to help them remember words better. It is important for teachers to seek out new strategies so that children do not feel that learning English is so difficult.

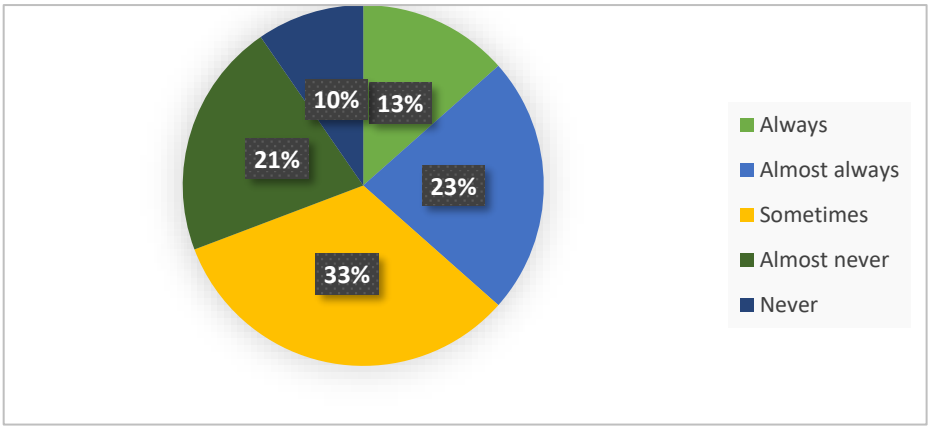
3. I learn a new word by relating it to a word I already know

Tabla 3.
Learning new words through association with prior knowledge

VARIABLES	STUDENTS	PERCENTAGE
Always	7	13%
Almost always	12	23%
Sometimes	17	33%
Almost never	11	21%
Never	5	10%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 3. Learning words by relating to known words



Source: 2nd, 3rd, and 4th grade students

Analysis:

According to the results of Graph 3, the following results were obtained: 33% of the students who learn new words sometimes relate the words to other words they already know, 23% almost always tend to relate with existing words, 13% always, and finally, 21% responded almost never and 10% never relate words to learn new vocabulary. Therefore, it is concluded that most of the respondents answered that they sometimes learn a word by relating it to another word. Considering the results of this question, most of the students consider that sometimes the vocabulary is related, which allows students to forget the vocabulary easily.

Interpretation:

The results indicate that only 36% of students consistently use the strategy of linking new information to prior knowledge, while 31% almost never or never use it. This finding is concerning from the perspective of cognitive psychology, given that the activation of preexisting mental schemas is a fundamental mechanism for the assimilation of new information (Lantolf & Poehner, 2020). Ausubel's theory of meaningful learning holds that learning is more enduring when new content is substantially related to what the learner already knows (Lantolf & Poehner, 2020). In this regard, the low frequency of this strategy's use could contribute to the difficulty students experience in retaining vocabulary. Mnemonic strategies, including associating new words with prior knowledge, have proven to be effective techniques for expanding vocabulary among elementary school students (Keysan, 2025). Therefore, it is imperative that teachers explicitly teach this strategy and provide opportunities for its systematic practice in the classroom.

Results:

Many children (33%) only sometimes relate a new word to one they already know. 23% do so almost always, and only 13% always do. But what concerns me most is that 31% of students almost never or never use this strategy. This means that many children are not taking advantage of a very useful technique that would help them remember words better. Teachers should teach them how to make this connection so they can learn more easily.

4. **How easy is it for me to learn a new word by associating it with a picture or object?**

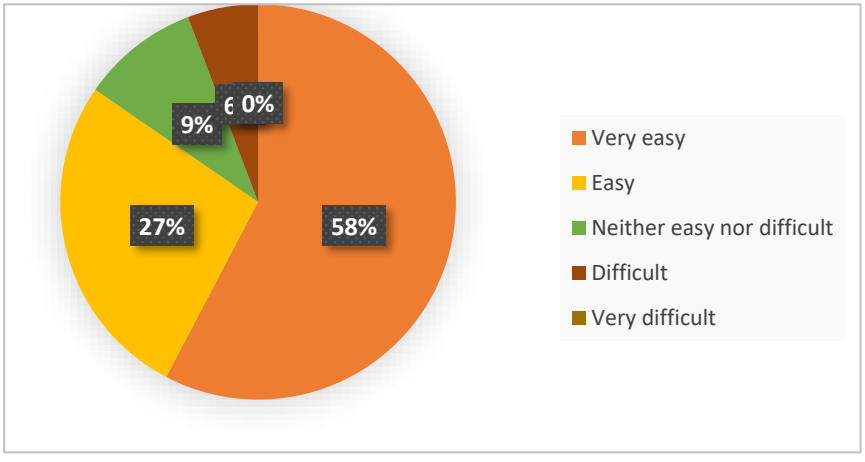
Tabla 4

Learning words related to pictures or objects

VARIABLES	STUDENTS	PERCENTAGE
Very easy	30	58%
Easy	14	27%
Neither easy nor difficult	5	10%
Difficult	3	6%
Very difficult	0	0%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 4. Learning vocabulary related to pictures or objects



Source: 2nd, 3rd, and 4th grade students

Analysis:

For many students, according to the results shown in Graph 4, 58% of them mentioned that it is very easy for them to learn words by linking them to a picture or object, followed by 27% who find it easy to learn new vocabulary by linking words to objects. Only 10% found it neither easy nor difficult, and 6% found it difficult. The responses obtained show that children easily learn new vocabulary when words are combined with images. Most pupils do not find it difficult to learn an unfamiliar word by relating it to a picture or object.

Interpretation:

85% of students consider learning vocabulary through images or objects to be easy or very easy, which constitutes compelling evidence in favor of visual association strategies for vocabulary learning. This finding aligns perfectly with the Dual Code Theory proposed by Paivio (1986), which maintains that the human cognitive system processes information through two independent but interconnected channels: the verbal system and the visual system. When information is presented through both channels simultaneously, two retrieval pathways are created in memory, significantly facilitating recall (Paivio, 2019). Recent research has shown that students who receive information in a dual manner (visual and auditory) are able to identify more words, especially those with less proficiency in the language (Wong & Samudra, 2019). This result has important pedagogical implications, as it suggests that the systematic inclusion of visual resources such as flashcards, drawings, and real objects in vocabulary teaching could considerably improve vocabulary retention in children.

Results:

Children love learning about pictures and objects. 58% said it is very easy and 27% said it is easy, so overall 85% of students prefer to learn this way. This is a great indication that teachers should use more pictures, flashcards, and real objects in their lessons. Children learn best when they see something concrete, not just when they hear the word. Therefore, using pictures and objects is a strategy that works very well for them.

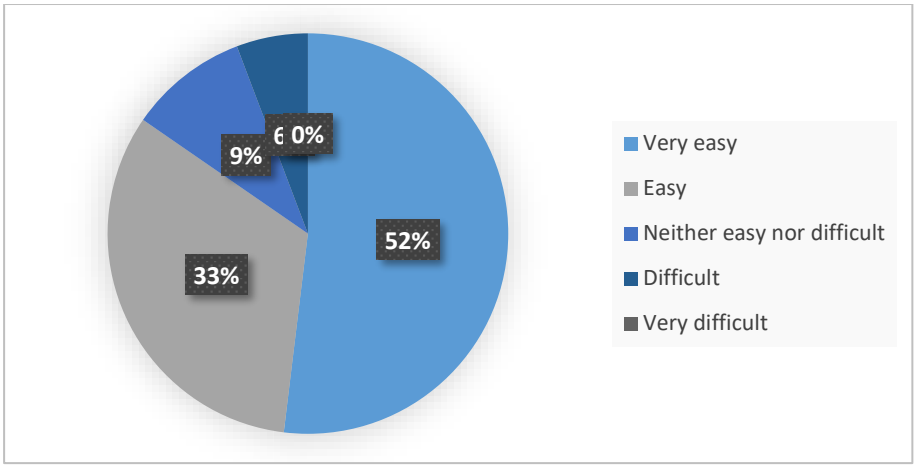
5. How easy is it for me to learn a new word by associating it with a song or rhyme?

Tabla 5.
Learning words related to songs or rhymes

VARIABLES	STUDENTS	PERCENTAGE
Very easy	27	52%
Easy	17	33%
Neither easy nor difficult	5	10%
Difficult	3	6%
Very difficult	0	0%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 5. Learning vocabulary related to songs or rhymes



Source: 2nd, 3rd, and 4th grade students

Analysis:

As shown in Figure 5, 52% of the students responded that it is very easy to learn vocabulary by associating it with a song or rhyme. In comparison, 33% answered that it is easy, 10% considered it neither easy nor difficult, and 6% found it difficult. Considering the results of this question, most students consider that the use of auditory association strategies would make the acquisition of English vocabulary more enjoyable and effective.

Interpretation:

85% of students find it easy or very easy to learn vocabulary through songs and rhymes, demonstrating the power of music and rhythm as pedagogical tools in foreign language learning. From a neuroscientific perspective, music activates multiple brain regions simultaneously, including those related to language processing, emotion, and memory (Ludke, Ferreira & Overy, 2021). When a word is presented in a song, it is not only processed phonologically but also associated with a melody and rhythm, facilitating its storage in long-term memory. Statistical studies have shown that students exposed to themed songs for eight weeks demonstrate a 42% increase in vocabulary retention compared to control groups using traditional written exercises

(Ludke, Ferreira & Overy, 2021). Mnemonic strategies based on sounds and rhythms have proven particularly effective for vocabulary comprehension in elementary school students (Keysan, 2025). Furthermore, Murphey (2019) argues that songs reduce the affective filter, decrease anxiety, and create a positive emotional context for learning. These findings strongly support the systematic incorporation of songs and rhymes into vocabulary teaching at the early levels of education.

Results:

Children also enjoy learning with songs. 52% said it is very easy and 33% said it is easy, so 85% of students learn better when they listen to music or rhymes. This tells me that songs are not only fun but also help children remember words. When a word is accompanied by a song, children remember it for much longer. Therefore, teachers should use songs every day in their lessons.

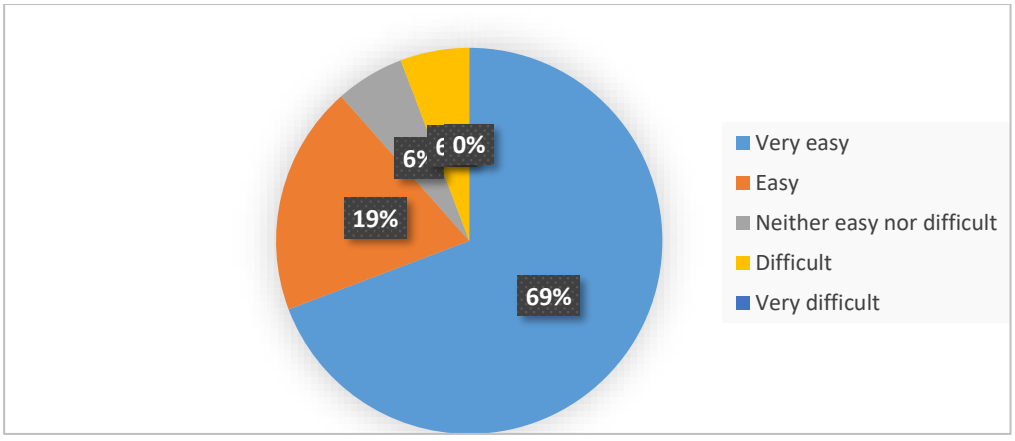
6. How easy is it for me to learn a new word by performing a movement or action?

Tabla 6.
Learning words related to movements or actions (TPR)

Variable	Students	Percentage
Very easy	36	69%
Easy	10	19%
Neither easy nor difficult	3	6%
Difficult	3	6%
Very difficult	0	0%
TOTAL	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 6. Learning vocabulary related to movements or actions



Source: 2nd, 3rd, and 4th grade students

Analysis:

According to the results in Figure 6, after having surveyed 52 children, which corresponds to the total number of respondents, the following results were obtained: 69% of the students responded that it is very easy to learn vocabulary by performing a movement or action, while 19% of the students find it easy. Only 6% found it neither easy nor difficult, and 6% found it difficult. The use and management of kinesthetic association (Total Physical Response) is one of the students' preferred strategies for learning vocabulary, with 88% of students rating it as easy or very easy.

Interpretation:

The kinesthetic strategy was the most highly rated by the students, with 88% considering it easy or very easy and 69% rating it as "very easy." This result provides strong evidence in favor of the Total Physical Response (TPR) approach developed by Asher (2019), which posits that children learn a language more effectively when they physically respond to verbal commands before producing spoken language. From a neuroscientific perspective, voluntary movement

simultaneously activates the motor, auditory, and prefrontal cortices, creating an integrated neural network that facilitates the storage and retrieval of information (Mora, 2021). Empirical research has shown that students who participate in daily TPR routines for fifteen minutes associate action verbs with 90% accuracy after only three sessions, while a control group using written lists achieves only 45% retention (Larsen-Freeman & Anderson, 2020). The high preference for this strategy can be explained by the natural need for movement that characterizes children aged 7 to 10, who are at a developmental stage where learning through bodily experience is particularly effective (Mora, 2021). This finding suggests that the systematic incorporation of kinesthetic activities into vocabulary teaching could have a significant impact on student motivation and performance.

Results:

The strategy that children liked most was learning by moving. 69% said it was very easy and 19% said it was easy, so 88% of the students prefer to learn when they can move. This is very important because children aged 7 to 10 have a lot of energy and need to move. If teachers use games where children must jump, walk like animals, or perform other actions, the children learn better and have more fun. Therefore, movement is the strategy that teachers should use most.

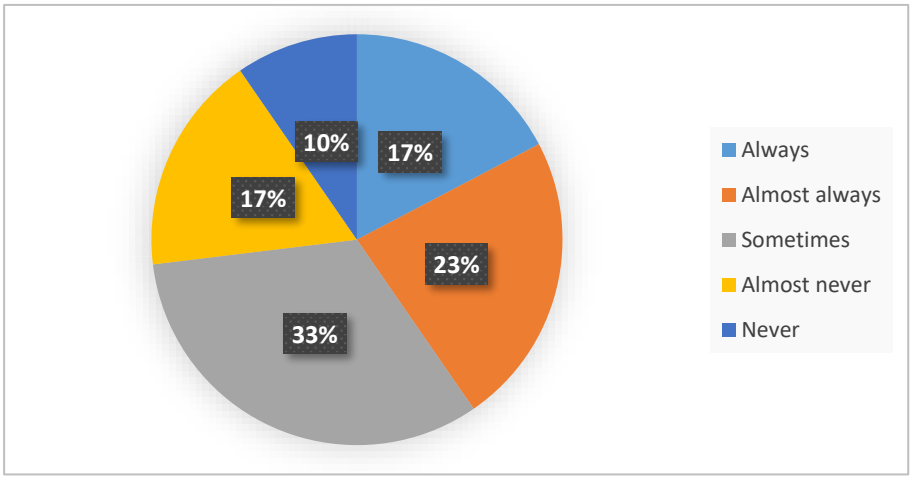
7. **Does my English teacher use flashcards or drawings on the board to teach new vocabulary?**

Tabla 7.
Teacher's use of visual strategies (flashcards, drawings)

Variable	Students	Percentage
Always	9	17%
Almost always	12	23%
Sometimes	17	33%
Almost never	9	17%
Never	5	10%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 7. Teacher's use of visual strategies



Source: 2nd, 3rd, and 4th grade students

Analysis:

According to the results in Figure 7, 33% of the students responded that their teacher sometimes uses flashcards or drawings to teach vocabulary. In comparison, 23% answered that she almost always uses them, while 17% said always, 17% said almost never, and 10% said never. Therefore, only 40% of students reported consistent use of visual strategies indicating that these strategies are not implemented as frequently as students would prefer or need.

Interpretation:

Only 40% of students reported that their teacher consistently uses visual strategies, while 33% indicated that they do so only sometimes, and 27% that they almost never or never do. This finding reveals a significant gap between students' learning preferences and the pedagogical practices implemented in the classroom, especially considering that 85% of students found it easy to learn with images. Previous research has documented that English teachers in similar contexts almost never use association strategies in the classroom, which contributes to students' difficulties in recalling learned vocabulary (Castro & Piñan, 2025). The absence of visual resources in vocabulary teaching contradicts the principles of Paivio's Dual Code Theory (2019), which emphasizes the importance of presenting information through multiple sensory channels to optimize learning. This situation is particularly concerning in the context of Ecuadorian public education, where students have limited access to the language outside the classroom (Ecuadorian Ministry of Education, 2021). The lack of implementation of these strategies could directly contribute to the learning difficulties students are experiencing.

Results:

Although children love learning with pictures, the teacher doesn't use them often enough. Only 40% of the students said their teacher uses pictures or flashcards always or almost always. 33% said only sometimes, and 27% said almost never or never. This is unfortunate because the children said that learning with pictures helps them a lot, but they aren't getting enough opportunities to do so in class. Teachers should use more pictures and flashcards to help children learn more effectively.

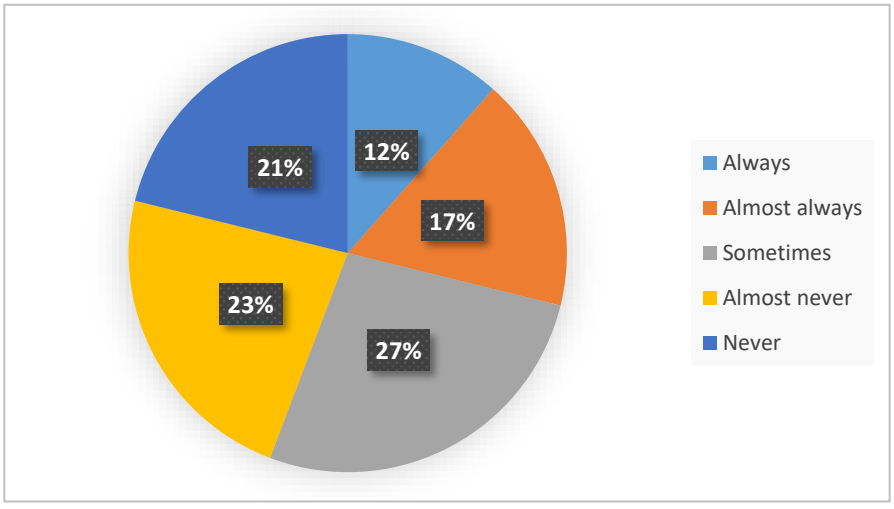
8. Does my English teacher use songs or rhymes to teach new vocabulary?

Tabla 8.
Teacher's use of auditory strategies (songs, rhymes)

Variable	Students	Percentage
Always	6	12%
Almost always	9	17%
Sometimes	14	27%
Almost never	12	23%
Never	11	21%
Total	**52**	**100%**

Source: 2nd, 3rd, and 4th grade students

Figure 8. Teacher's use of auditory strategies



Source: 2nd, 3rd, and 4th grade students

Analysis:

According to the results of the respondents in Figure 8, the students' survey yielded the following results: 27% of the students responded that their teacher sometimes uses songs or rhymes, while 23% said almost never, 21% said never, 17% said almost always, and only 12% said always. Students report that auditory association strategies are the least frequently used by the despite 85% of students finding this method easy or very easy for learning vocabulary.

Interpretation:

Auditory strategies (songs and rhymes) are the least used by the teacher, with only 29% of students reporting consistent use, while 44% indicate that they are almost never or never used. This finding is especially concerning empirical evidence demonstrating the effectiveness of music in vocabulary learning. Research by Ludke, Ferreira, and Overy (2021) showed that students exposed to themed songs exhibited a 42% increase in vocabulary retention compared to control groups. Similarly, Murphey (2019) found that songs reduce the affective filter and create a positive

emotional context that facilitates learning. The lack of implementation of these strategies represents a missed pedagogical opportunity to improve vocabulary retention and student motivation (Castro & Piñan, 2025). Furthermore, studies have shown that songs not only facilitate vocabulary acquisition but also improve pronunciation and fluency (Ludke, Ferreira & Overy, 2021). The results of this question reveal a disconnect between students' preferences and teaching practices, suggesting the need for more teacher training in the use of listening strategies and a review of the methodological approaches used in teaching English at the primary education level.

Results:

Songs are the least used resource by teachers in class. Only 29% of students said their teacher always or almost always uses songs. 44% said she almost never or never uses them. This is concerning because 85% of children said that learning with songs is easy or very easy. Teachers should use more songs and rhymes in their classes because children enjoy them and they help them remember words better. This is a missed opportunity.

INTERVIEW WITH THE DIRECTOR AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL "13 DE DICIEMBRE"

1. ¿Se ha realizado alguna investigación similar sobre estrategias de asociación para el aprendizaje de vocabulario en inglés dentro de esta institución?

No, hasta el momento no se ha realizado ninguna investigación específica sobre estrategias de asociación. Sería muy beneficioso porque nuestros estudiantes necesitan nuevas metodologías para aprender inglés.

2. ¿Qué tan importante considera la enseñanza del idioma inglés en los niños de 2do, 3ro y 4to grado de esta institución?

Es sumamente importante. El inglés abre puertas para el futuro de nuestros estudiantes. Sin embargo, tenemos limitaciones en cuanto a recursos y materiales didácticos. Lastimosamente, no contamos con aulas especializadas ni laboratorios de idiomas.

3. ¿Qué estrategias o métodos utilizan actualmente los docentes de inglés para enseñar vocabulario nuevo a los estudiantes?

De acuerdo con lo que he observado, la profesora utiliza principalmente la repetición y el uso del pizarrón. Utiliza flashcard, con mucha frecuencia. También he visto que usa el parlante para poner canciones, algo que hace a diario. Hay bastante innovación en las estrategias que usa la docente en las aulas.

4. ¿Considera que los estudiantes de estos grados logran recordar el vocabulario que aprenden en las clases de inglés? ¿Por qué?

No, realmente no. Los estudiantes olvidan rápidamente lo que aprenden. Después del fin de semana, parece que no hubieran visto el vocabulario. Esto se debe a que no hay refuerzo en casa para que los niños memoricen de manera efectiva.

5. ¿Consideraría importante implementar estrategias de asociación como el uso de dibujos, canciones y juegos con movimiento para reforzar el vocabulario en inglés en los grados iniciales? ¿Por qué?

Totalmente importante. Los niños de estas edades aprenden jugando, no memorizando listas. Las estrategias de asociación como dibujos, canciones y juegos con movimiento serían muy útiles porque los niños aprenden mejor cuando ven, escuchan y se mueven. Yo apoyaría cualquier iniciativa que traiga métodos más dinámicos al aula.

6. ¿La institución cuenta con materiales o recursos didácticos (flashcards, canciones grabadas, espacios para juegos) para apoyar la enseñanza de vocabulario en inglés?

Lamentablemente, no contamos con suficientes recursos. Tenemos un parlante, un centro de cómputo no muy especializado y el espacio del aula es limitado para actividades con movimiento. Esto es una realidad que enfrentamos y que limita el trabajo de los docentes, sin embargo, la docente de idiomas hace lo posible por realizar su respectivo material didáctico.

7. ¿Qué tan importante considera la interacción entre docente y estudiante en la clase de inglés para el aprendizaje de vocabulario? ¿Por qué?

La interacción es fundamental. Desde el inicio de la clase, la motivación y la confianza que la docente transmita a los estudiantes es clave. Si el estudiante no se siente motivado o tiene miedo

a equivocarse, no va a participar. La maestra debe conocer las limitaciones de sus estudiantes y adaptar las estrategias para llegar a todos, especialmente a aquellos con necesidades educativas.

INTERVIEW WITH THE ENGLISH TEACHER

1. **What association strategies do you use in your English classes to reinforce and help students remember the vocabulary they have learned?**

I use several association strategies in my classes. I love using flashcards because students respond very well to them. I also use drawings on the board, and I always try to connect new words with pictures or real objects. I use songs and rhymes whenever I can because children enjoy them. I am very interested in learning more strategies like TPR to make my classes even more dynamic and effective.

2. **How do the association strategies you use help students learn English vocabulary?**

Association strategies help my students learn vocabulary in a more natural and meaningful way. When I show a picture of an apple while saying 'apple', the students make an immediate connection. They don't just memorize; they understand. Songs help them remember words for a long time, and games make them excited to learn. These strategies have transformed my classroom into a more engaging and productive learning environment.

3. **What are the main challenges that 2nd, 3rd, and 4th graders face in retaining new English vocabulary?**

The main challenge is that students have limited exposure to English outside the classroom. However, I have found that when I use association strategies, retention improves significantly. For

example, after using a song with movements, my students remember the vocabulary for weeks. Another challenge is the lack of resources, but I am creative and use recycled materials to make my own flashcards and visual aids. I believe every challenge has a solution when we are committed to our students' learning.

4. **Do you think implementing association strategies could improve vocabulary retention among your students? Why?**

Absolutely, I have seen the positive results with my own eyes. When I use songs, games, and visual aids, my students are more engaged, participate more actively, and remember the vocabulary much longer. I am fully convinced that association strategies are the key to successful vocabulary learning in young children."

5. **What kind of support or resources would you need to implement association strategies more frequently in the classroom?**

I have already implemented these strategies with the resources I have, but I would love to have more materials. Printed flashcards organized by topic, audio recordings of songs, and a small space for movement activities would be wonderful. However, even without these resources, I continue to use association strategies because I know they work. Any additional support from the institution or from research projects like this one would be greatly appreciated to enhance my practice even further.

6. **Have you observed differences in how 2nd, 3rd, and 4th graders learn vocabulary? If so, what are those differences?**

Yes, I have observed interesting differences. Second graders love movement and songs; they learn best when they can jump, dance, and point. Third graders enjoy pictures, colors, and simple games. Fourth graders can handle more reading and writing activities, but they still love games and group challenges. I adapt my association strategies to each grade level because I know that what works for 2nd grade might not be as effective for 4th grade. This differentiation has made my teaching more successful.

7. **How important is memory in the process of learning English vocabulary in young children?**

Memory is fundamental. Without memory, there is no learning. That is why I believe association strategies are so valuable. They help students move vocabulary from short-term memory to long-term memory through meaningful connections. When a child connects a new word with a picture, a song, or a movement, that word stays in their mind.

8. **Would you recommend the use of association strategies for teaching vocabulary in the early grades of elementary school? Why?**

Yes, I would highly recommend them without any hesitation. In fact, I already recommend them to my colleagues. Association strategies are not only effective but also enjoyable for both students and teachers. They make learning fun, reduce student anxiety, increase participation, and

improve retention. I believe that every English teacher working with young children should use association strategies as a core part of their teaching.

9. **Do you have any final comments about the role of association strategies in your teaching practice?**

I just want to say that I am very grateful for this research. It confirms what I have always believed: that children learn best when they can see, hear, and move. Association strategies have made me a better teacher and have made my students more successful English learners. I am committed to continuing to use and improve these strategies in my classroom every day. Thank you for this opportunity to share my experience.

CHAPTER IV: PROPOSAL

4.1. Proposal Title

"LEARNING ENGLISH WITH FUN ACTIVITIES"

4.2. Rationale

This guide offers simple and enjoyable activities to help children learn English vocabulary. The activities use three easy strategies: looking at pictures, listening to songs, and moving the body. Children between 7 and 10 years old learn best when they have fun, and this guide makes learning English an enjoyable experience.

At Escuela de Educación Básica Municipal "13 de Diciembre," students in 2nd, 3rd, and 4th grade need better ways to learn and remember English words. The results from the student surveys

showed that most students learn better when they use pictures, songs, and movements. The teacher also expressed the need for ready-to-use materials that are easy to prepare and fun for children.

This guide helps teachers make English classes more interesting while helping students remember new vocabulary for a longer time.

4.3. Theoretical Foundations

4.3.1. Why These Activities Work

According to the CEFR (2020), teachers should use different strategies to help students learn languages. This guide uses three main types of strategies that are proven to work with young learners:

- **Visual strategies** (students learn by looking at pictures and objects)
- **Auditory strategies** (students learn by listening to songs and rhymes)
- **Kinesthetic strategies** (students learn by moving their bodies).

4.3.2. How Children Learn Best

Clark (2018) explains that children learn better when they use their senses. They need to see, hear, and touch. Famous researchers like Piaget and Vygotsky said that young children learn through concrete experiences, not just memorization. This guide follows these important ideas.

4.3.3. Why Games and Movement Help Learning

Paivio (2019) said that when children see a picture hear a word at the same time, they remember it better Asher (2019) showed that when children move their bodies while learning, the words stay in their memory longer. This guide uses both powerful learning techniques.

4.4. Proposal Objectives

4.4.1. General Objective

To create a practical guide with fun activities that help children improve their English vocabulary.

4.4.2. Specific Objectives

- To provide easy-to-use activities that use pictures, songs, and movements.
- To help teachers make English classes more dynamic and engaging.
- To help students remember new vocabulary more effectively.

4.5. Beneficiaries

The direct beneficiaries of this proposal are the 52 students from 2nd, 3rd, and 4th grade at Escuela de Educación Básica Municipal "13 de Diciembre," who will improve their English vocabulary through fun and interactive activities. The English teacher will also benefit by having access to a practical guide with ready to use activities that make her classes more dynamic and engaging. Additionally, parents and families will benefit indirectly as their children develop a more positive attitude toward learning English and show better academic performance. Finally, other teachers and researchers interested in vocabulary acquisition strategies for young learners will find this guide a useful reference for future educational practice.

4.6 Activity guide "LEARNING ENGLISH WITH FUN ACTIVITIES"

This guide, "Learning English with Fun Activities," has been designed as a practical resource to support English vocabulary instruction for 2nd, 3rd, and 4th-grade students at the "13 de Diciembre" Municipal Basic Education School, in response to diagnostic findings that highlighted the need for more dynamic and effective strategies. The activities are organized into three sections corresponding to visual, auditory, and kinesthetic association strategies; they include clear instructions, objectives, materials, and adaptation suggestions to facilitate classroom implementation. It should be noted that, while artificial intelligence tools were used for technical support in organizing and drafting certain sections, the pedagogical design, the selection of activities, and all proposed adaptations are the exclusive work of the author, who assumes full responsibility for the relevance and quality of this material.

LEARNING ENGLISH WITH FUN ACTIVITIES

Hello!

Let's learn!

ENGLISH

GRAMMAR

WORDS

FUN!

VOCABULARY

I ♥ ENGLISH

PLAY LEARN GROW

BY:
Joleida Guerrero

AI

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Canva

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4 Lesson 4:
Reviewing Visual Vocabulary

red

blue

yellow

WELCOME TO THE TEACHER!

WELCOME TO AN EXCITING LEARNING ADVENTURE!

This guide has been created with a lot of love to support you in teaching English as a foreign language to children in 2nd, 3rd and 4th grade of Elementary School. We know that children learn best when they have fun, so every activity is designed to make learning playful, visual and meaningful.

WHAT WILL YOU FIND IN THIS GUIDE?

- Ready-to-use activities with clear, step-by-step instructions.
- Engaging worksheets with colorful illustrations and spaces to color.
- Association strategies that connect new content with what children already know.
- Games and activities that encourage active participation.
- Formative assessments to measure your students' progress.

HOW IS EACH UNIT ORGANIZED?

Each unit is divided into 4 lessons that follow a consistent structure:

1. **WARM UP** (Activation)
   A short activity to spark interest and connect with previous knowledge.
2. **PRESENTATION** (Presentation)
   Introduction of the new vocabulary and structures.
3. **PRACTICE** (Practice)
   Guided activity to apply what has been learned.
4. **STUDENT WORKSHEET** (Worksheet)
   Individual activity to reinforce learning.

HOW TO USE THIS GUIDE

FOR THE TEACHER:

BEFORE CLASS:

- Review the unit vocabulary and practice pronunciation.
- Prepare materials: flashcards, pictures, real objects, colors, scissors, glue.
- Create a cozy environment: music, vocabulary posters, and space to move.

DURING CLASS:

- Follow the structure: Warm Up → Presentation → Practice → Worksheet.
- Use English naturally, but allow children to use Spanish when they need to.
- Motivate participation: celebrate achievements and use positive reinforcement.
- Adapt the pace: if you see they need more time, take it!

AFTER CLASS:

- Review worksheets and provide feedback.
- Use the assessment section to measure progress.
- Save student work in each student's portfolio.

CREATIVE TIPS FOR YOUR CLASSES:

- **SONGS** — Use songs to teach vocabulary. YouTube has thousands of resources.
- **THEATER** — Have children act like animals or characters.
- **ART** — Coloring, cutting and pasting reinforces kinesthetic learning.
- **COMPETITION GAMES** — "Who can name more colors in 1 minute?"
- **ENGLISH CORNER** — Create a special space with posters and materials.

TEACHER'S GUIDE

UNIT 1: COLORFUL WORLD

LESSON 1: IDENTIFYING COLORS WITH FLASHCARDS

ACTIVITY 1.1: COLOR DETECTIVE

OBJECTIVE:
By the end of this lesson, students will be able to identify and name 10 colors in English: red, blue, yellow, green, orange, purple, pink, brown, black, and white.

VOCABULARY:
Red, Blue, Yellow, Green, Orange, Purple, Pink, Brown, Black, White

STRUCTURE:
What color is it?
It's (red).

MATERIALS:
Color flashcards, crayons, worksheet, real objects (toys, clothes, school supplies)

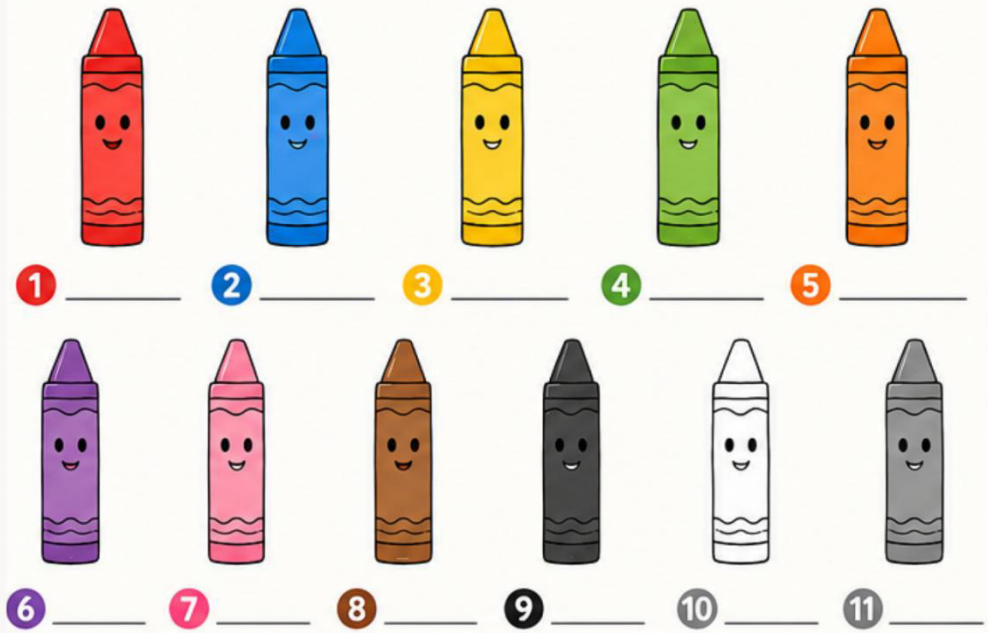
CAN DO STATEMENT:
I can recognize and name familiar words by looking at pictures, flashcards, and real objects.

STAGE	TIME	INSTRUCTIONS	IDEAS EXTRAS
WARM UP (8-10 min)	10 min	**Song Time:** Play the "Rainbow Colors Song". Ask students to point to colors around the classroom. Question: "What color is your shirt?" Encourage responses in Spanish first, then introduce the English word. Extra: Play "I Spy" with colors: "I spy with my little eye... something red!"	Use gestures and mime to teach and reinforce colors.
PRESENTATION (10-12 min)	12 min	**Flashcard Time:** Show each color flashcard. Say the color clearly: "Red. Red. Say it with me: RED." Hold up objects of each color: "This is a red apple. What color is it? It's red." Write the color names on the board. Practice in chorus and individually. Extra: Ask volunteers to find an object of each color in the classroom.	Bring real objects from home to make it more real!
PRACTICE (15-18 min)	18 min	**Worksheet Time:** Give students the Color Detective worksheet. They color each crayon with the correct color and write the name below. Monitor and help as needed. Extra: In pairs, students take turns: one points to a color, the other says it: "It's blue!"	Make it a game: "Color Race" to see who finishes first!
CLOSING (3-5 min)	5 min	**Celebration:** Review the colors one more time. Ask: "What color do you like?" Students answer: "I like (red)." Collect worksheets for assessment.	Give stickers or stars as positive reinforcement!

TOTAL CLASS TIME: 45 MINUTES

COLOR DETECTIVE

Look at the crayon. Color it and write the name of the color in the space below.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

Now, find something in the classroom for each color and draw it in the box!

1	2	3	4	5
6	7	8	9	11

LESSON 2

RECOGNIZING ANIMALS THROUGH PICTURES

Teacher Guide



ACTIVITY 1.2: ANIMAL PUZZLE



OBJECTIVE:

By the end of this lesson, students will be able to identify and name 10 animals in English: cat, dog, bird, fish, elephant, lion, monkey, cow, horse, rabbit.

VOCABULARY:

Cat, Dog, Bird, Fish, Rabbit, Elephant, Lion, Monkey, Cow, Horse

STRUCTURE:

What animal is it?

It's a (cat).

MATERIALS:

- Animal flashcards
- Animal puzzles (audio or printed)
- Worksheet
- Crayons

LESSON STAGES (45 MINUTES)

STAGE	TIME	INSTRUCTIONS	EXTRA IDEAS
1 WARM UP	8–10 min	Animal Warm Up: Ask students: "Do you have a pet?" Show pictures of animals and have students say the names in Spanish. Play animal sounds and have students guess.	Act out animals (Use fingers or puppets) and have students guess.
2 PRESENTATION	10–12 min	Flashcard Time: Present each animal. Say: "This is a cat. Say it with me: CAT." Ask: "What color is the cat?" (Review colors). Practice pronunciation.	Show real pictures or toys of the animals and name students' pets.
3 PRACTICE	15–17 min	Worksheet Time: Give students the Animal Puzzle worksheet. They draw a line to match each animal to its picture. • The teacher will use flashcards and a poster for Activity 3 of the worksheet.	In small groups, play "Animal Charades" (one student acts out, others guess).
4 CLOSING	5–8 min	Animal Song: Sing "Old MacDonald Had a Farm." Ask: "What's your favorite animal?" Students answer: "I like (cat)."	Give praise and encourage students to use the structure "I like (dog)."

TEACHER TIP:

Use realia, gestures, and lots of repetition. Make it fun, active, and visual!

ASSESSMENT:

Observe students' participation and ability to identify and name the animals.

ANIMAL PUZZLE

Let's learn and have fun!

1 Match the animal with its name.

Draw a line to match.

1. • LION
2. • BIRD
3. • RABBIT
4. • FISH
5. • ELEPHANT

2 Color your favorite animals.

My favorite animal is: _____

3 What animals do you see in the image? Check (✓).

☐ ☐ ☐ ☐ ☐

4 Complete the sentence.

What animal is it?

It is an _____.

5 Draw a pet or an animal you like.

I like _____.

Teacher Guide

LESSON 3: LABELING CLASSROOM OBJECTS

ACTIVITY 1.3: CLASSROOM MAP

OBJECTIVE:
By the end of this lesson, students will be able to identify and name 10 classroom objects in English.

VOCABULARY:
Book, Pencil, Eraser, Ruler, Desk, Chair, Board, Bag, Door, Window

STRUCTURE:
What is this?
It's a **(book)**.
It's an **(eraser)**.

MATERIALS:
- Real classroom objects
- Flashcards
- Worksheet
- Crayons

LESSON STAGES (45 MINUTES)

STAGE	TIME	INSTRUCTIONS	EXTRA IDEAS
1 WARM UP	8–10 min	**Classroom Tour:** Walk around the classroom and point to objects. Ask: "What is this?" Let students answer in Spanish. Play "I Spy": "I spy something red." Students guess the object.	Touch objects and say the names.
2 PRESENTATION	10–12 min	**Real Objects:** Show real objects one by one. Say: "It's a book. Book. Say it with me: BOOK." Explain "a" vs "an": "It's a book." "It's an eraser." Practice in chorus.	Ask volunteers to point to objects you name.
3 PRACTICE	15–17 min	**Worksheet Time:** Give students the Classroom Map worksheet. They label each object by writing its name.	In pairs, students ask and answer: "What is this?" "It's a ruler!"
4 CLOSING	5–8 min	**Clean Up:** Ask students to put their materials away. Review objects: "What is this? It's a bag!"	

TEACHER TIP:
Use gestures, repetition, and real objects to reinforce learning.

ASSESSMENT:
Check the worksheet for correct labels and spelling.

CLASSROOM MAP

Let's learn and have fun!

1 Write the name of each item.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2 Color Your Favorite Classroom Object.

My favorite object is: _____

3 Circle the objects that you carry in your backpack.

4 Dialogue: What is this?

What is this?
It's a (book).
It's a (desk).
It's a (ruler).

5 Draw a Map of Your Classroom.

My classroom map has _____



TEACHER'S GUIDE

UNIT 2

AUDITORY ASSOCIATION



CAN DO STATEMENT

I can understand and repeat familiar words and simple phrases when listening to songs, rhymes, and chants.

UNIT OBJECTIVE

Students will develop their listening skills by connecting words and meanings through songs, rhymes, chants, and sounds, promoting better vocabulary retention and pronunciation.

FOCUS

- Listening
- Understanding
- Repeating
- Remembering

CONTENT FOCUS

a. Singing family vocabulary songs
b. Listening to counting rhymes
c. Chanting feelings vocabulary
d. Listening to animal sounds



LESSONS OVERVIEW

2.1 FAMILY SONGBOOK



Focus: Family vocabulary
Activity: Students listen and sing family songs to identify and repeat key words.
Outcome: Students can understand and say family words through songs.

2.2 NUMBER PUZZLE



Focus: Numbers 1–10
Activity: Students listen to counting rhymes and complete puzzle activities.
Outcome: Students can understand and say numbers in order.

2.3 FEELING WHEEL



Focus: Feelings vocabulary
Activity: Students listen to chants and point to the correct feeling.
Outcome: Students can recognize and say feelings.

2.4 ANIMAL SOUND MATCH



Focus: Animal sounds
Activity: Students listen to animal sounds and match them to the correct animal.
Outcome: Students can identify animals by the sounds they make.

TEACHING TIPS

- Use repetition, rhythm, and music to support memory.
- Encourage students to move, clap, or act out while listening.
- Provide visual support (pictures, flashcards, gestures).
- Praise participation and effort to build confidence!



Lesson 1

Singing Family Vocabulary Songs

Activity: Family Songbook



Objective: Students will recognize, pronounce, and sing family vocabulary while creating their own Family Songbook.

MATERIALS

- Family flashcards
- Family Songbook worksheet
- Crayons or colored pencils
- Scissors and glue (optional)
- Speaker or computer

5 min — WARM-UP

- Greet the students in English with energy and a smile.
- Show the family flashcards one by one.
- Ask: "Who is this?"
- Say each word clearly (mother, father, sister, brother, grandmother, grandfather, baby).
- Students repeat the words after you using gestures.





10 min — PRESENTATION

- Tell students they will learn family vocabulary through a song.
- Play the Family Song once for students to listen.
- Play it again, pointing to the correct flashcard each time a family member is mentioned.
- Invite students to sing the words they recognize with you.

20 min — PRACTICE – FAMILY SONGBOOK ACTIVITY

- Give each student a Family Songbook worksheet.
- Explain that they will create their own Family Songbook by coloring the family members while listening to the song again.
- Replay the song in the background while students color.
- Walk around the classroom to help and ask questions such as "Who is this?"
- Encourage students to answer using complete sentences:
  - This is my mother. – This is my father.
  - This is my sister. – This is my brother.
- When they finish coloring, invite students to read the words in their Songbook out loud.



10 min — CLOSING

- Ask volunteers to show their Family Songbook and say each family member.
- Review the vocabulary using the flashcards. Ask: "Who is this?" Students answer together.
- Finish the lesson by singing the Family Song together.
- Congratulate students for their participation and effort!



TEACHER'S TIPS

- Speak slowly and clearly.
- Use gestures and facial expressions.
- Encourage all students to participate.
- Praise students: "Excellent!", "Great job!", "Well done!", "Amazing!"
- Keep the classroom active by singing and clapping!



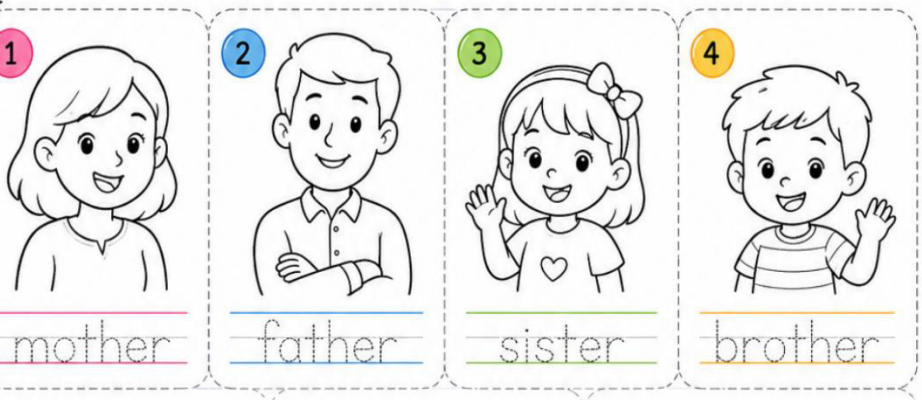
My Family Songbook

Name: _____

Date: _____

Listen, color, and sing!

1. Listen to the song.
2. Color the family members.
3. Trace the words.
4. Sing the song with your teacher!



LET'S SING!

My Family, My Family

This is my mother,
This is my father,
This is my sister,
This is my brother,
This is my grandmother,
This is my grandfather,
And baby too!
My family, I love you!

Draw your favorite family moment!

Great job! You are awesome!

LESSON 2: LISTENING TO COUNTING RHYMES

ACTIVITY 2.2: NUMBER PUZZLE

OBJECTIVE:
By the end of this lesson, students will be able to listen to and recognize numbers from 1 to 10 through counting rhymes and identify them in a simple puzzle activity.

VOCABULARY:
One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten

STRUCTURE:
What number is it?
- It is number one.
- It is number five.
- It is number ten.

MATERIALS:
- Number flashcards (1–10)
- Audio or teacher-led counting rhyme
- Number Puzzle worksheet
- Crayons
- Pencil

LESSON STAGES (45 MINUTES)

STAGE	TIME	INSTRUCTIONS	EXTRA IDEAS
1 WARM UP	8–10 min	**Counting Together:** Review numbers 1–10 using flashcards. Count forward and backward together. Invite volunteers to arrange the flashcards in order from 1 to 10. Use "Show Me the Number" game. Say a number and students point to or hold up the correct flashcard.	Make it fun with claps, movements and lots of energy!
2 PRESENTATION	10–12 min	**Listening to the Counting Rhyme:** Play the counting rhyme (or recite it) twice. 1st time: Students listen. 2nd time: Students repeat each number and follow the rhythm with claps. Ask: "What number comes after three?" "What number is before seven?"	Encourage students to clap once for each number as they say it.
3 PRACTICE	15–17 min	**Number Puzzle Worksheet:** Students look at the puzzle, identify each number and complete the activity. Walk around and support students. Review answers together as a class. Students compare with a partner before checking.	Praise effort and correct pronunciation.
4 CLOSING	5–8 min	**Review Game:** Show flashcards in random order. Students say each number aloud. Count together from 1 to 10 with the rhythm of the rhyme.	Invite students to lead the class in counting.

TEACHER TIP:
Use gestures, clapping, movement, and repetition to help students remember the numbers and stay engaged.

ASSESSMENT:
Observe whether students can recognize, pronounce, and identify the numbers from 1 to 10 while completing the Number Puzzle worksheet and participating in the activities.

1 2 3
4 5 6
7 8 9 10

NUMBER PUZZLE

1 Match the number with its name.

2	ten
5	two
7	nine
9	seven
10	five

2 Color the numbers.

1 2 3 4 5
6 7 8 9 10

3 Listen again to the counting song with your teacher. Circle the numbers you hear.

1 4 7 10 3
6 2 9 5 8

4 Write the missing numbers.

1 ___ 3 ___ 5

6 ___ 8 ___ 10

5 Draw a line to match the numbers in order.

1	3
2	1
3	5
4	2
5	4

LESSON 3: CHANTING FEELINGS

VOCABULARY

ACTIVITY 2.3: FEELING WHEEL

OBJECTIVE:

By the end of this lesson, students will be able to recognize, pronounce, and identify basic feelings in English by chanting, listening, and using the Feeling Wheel.

VOCABULARY:

Happy | Sad | Angry | Scared | Sleepy | Excited

STRUCTURE:

How do you feel?

I feel _____.

MATERIALS:

- Feelings flashcards
- Feeling Wheel worksheet
- Crayons
- Pencil
- Canción

STAGE	TIME	LESSON STAGES (45 MINUTES)	EXTRA IDEAS
1 WARM UP	8–10 min	**Feelings Song and Chant:** Introduce the feelings vocabulary through a song and a chant. Encourage students to listen, sing, repeat the words, and use facial expressions and gestures to represent each feeling. Repeat the vocabulary several times to reinforce pronunciation and build students' confidence.	**Extra Idea:** Use feelings flashcards while students sing and participate.
2 PRESENTATION	10–12 min	**Introducing the Feelings:** Present the feelings vocabulary using visual materials. Pronounce each word clearly and encourage students to repeat after the teacher. Guide students to recognize and identify each feeling through observation, repetition, and oral practice.	**Extra Idea:** Encourage students to participate by identifying the feelings shown.
3 PRACTICE	15–17 min	**Feeling Wheel Worksheet:** Distribute the worksheet and explain each activity before students begin. Allow students enough time to complete the tasks while practicing the target vocabulary. Monitor their work, provide support when needed, and encourage participation throughout the activity.	**Extra Idea:** Review the completed activities with the class and provide positive feedback.
4 CLOSING	5–8 min	**Feelings Review:** Review the feelings vocabulary through a short chant and oral participation. Encourage students to identify the feelings confidently and use the vocabulary they learned during the lesson. Finish with a brief review of the key words before ending the class.	**Extra Idea:** Invite volunteers to participate in the final review.

TEACHER TIP:

Use songs, chants, gestures, and facial expressions to create a positive learning environment and help students remember the new vocabulary.

ASSESSMENT:

Observe students' participation, pronunciation, and ability to recognize and identify the feelings vocabulary, and use the structure "I feel..." correctly while completing the classroom activities and the worksheet.

FEELING WHEEL

Let's learn and have fun!

1 Look at the Feeling Wheel. Write the correct number for each feeling.



2 Color the feelings.



3 Read the sentences and color the correct feeling.

I feel happy. | I feel angry. | I feel sleepy. | I feel scared. | I feel excited. | I feel sad.

4 How do you feel today?

Look at the feelings and check (✓) the one that shows how you feel today.

I feel _____.

5 Draw yourself.

Draw your face showing your feeling.

Today I feel _____.

Great job! You did it!

LESSON 4: LISTENING TO ANIMAL SOUNDS

ACTIVITY 2.4: ANIMAL SOUND MATCH

OBJECTIVE:

By the end of this lesson, students will be able to recognize, identify, and match common animals with their corresponding sounds in English.

VOCABULARY:

Dog, Cat, Cow, Duck, Bird, Horse

STRUCTURE:

What animal is it?

It is a _____.

MATERIALS:

- Animal flashcards
- Animal song
- Animal Sound Match worksheet
- Crayons
- Pencil

STAGE	TIME	LESSON STAGES (45 MINUTES)	EXTRA IDEAS
1 WARM UP	8–10 min	**Animal Song and Sounds:** Introduce the animal vocabulary through a song and different animal sounds. Encourage students to listen carefully, sing along, repeat the animal names, and imitate the sounds and movements. Repeat the activity several times to reinforce vocabulary and maintain students' engagement.	**Extra Idea:** Use animal flashcards while students sing and imitate the animal sounds.
2 PRESENTATION	10–12 min	**Introducing the Animals:** Present the animals using flashcards and their corresponding sounds. Pronounce each animal clearly and encourage students to repeat after the teacher. Help students recognize the relationship between each animal and its sound through listening and repetition.	**Extra Idea:** Encourage students to identify the animals by listening to their sounds.
3 PRACTICE	15–17 min	**Animal Sound Match Worksheet:** Distribute the worksheet and explain each activity before students begin. Encourage students to complete the tasks by listening, identifying, and matching the animals with their corresponding sounds. Monitor students' work, provide support when needed, and reinforce the vocabulary throughout the lesson.	**Extra Idea:** Review the completed worksheet together and encourage students to participate by naming the animals aloud.
4 CLOSING	5–8 min	**Animal Sounds Review:** Review the animal vocabulary by singing the song one more time and listening to different animal sounds. Encourage students to identify the animals confidently and participate in the final class review.	**Extra Idea:** Invite volunteers to imitate an animal sound while the rest of the class guesses the correct animal.

TEACHER TIP:

Use songs, animal sounds, gestures, and movements to create an enjoyable learning environment and help students remember the vocabulary more easily.

ASSESSMENT:

Observe whether students can recognize, identify, and match the animals with their corresponding sounds, participate actively in the song, and complete the worksheet successfully.

LESSON 4: LISTENING TO ANIMAL SOUNDS

ACTIVITY 2.4: ANIMAL SOUND MATCH

1. Listen to the animal sounds. Then, draw a line to match each animal with its sound.

1	Dog	•	A	quack, quack!
2	Cat	•	B	moo, moo!
3	Cow	•	C	woof, woof!
4	Duck	•	D	meow, meow!
5	Bird	•	E	tweet, tweet!
6	Horse	•	F	neigh, neigh!

Choose your favorite animal. Draw it and write its sound.

Its sound is: _____

UNIT 3 ACTION HEROES

Let's move, act, and learn!



Kinesthetic Association

We learn better when we move, use our body, and do actions!

TEACHER'S GUIDE



Kinesthetic Association (TPR)

Learning English Through Movement and Action



Can Do Statement



I can understand and respond to simple classroom commands and action words through physical movement.

CONTENTS

a. Following action commands

b. Touching body parts

c. Walking like animals

d. Playing freeze dance



UNIT 3 – LESSON 1

Following Action Commands

Can Do Statement:
I can understand and respond to simple classroom commands and action words through physical movement.

1. WARM-UP
5 min

- Greet the students with a big smile.
- Say simple action words and do the actions.
- Students repeat and copy you.



2. PRESENTATION
10 min

- Show one Command Card at a time.
- Say the command slowly and do the actions.
- Students watch, listen and repeat.
- We learn 7 commands today.


Open the door.

3. GUIDED PRACTICE
10 min

- The teacher shows a card.
- Students listen carefully.
- Everyone does the action together.
- Let's go faster little by little!



4. MAIN ACTIVITY – COMMAND CARDS
15 min

- Mix all the cards.
- One student picks a card.
- The class listens and does the action.
- Then we play "Teacher Says".
  - ★ If I say "Teacher says..." + command, you do the action.
  - ★ If I don't say "Teacher says...", you stay still!



5. WRAP-UP
5 min

- Review all the commands together.
- Hold up the cards and students respond quickly.
- Praise everyone!



3.1 COMMAND CARDS


Open the door.


Close the door.


Raise your hand.


Sit down.


Stand up.


Jump.


Clap.

Materials


Command Cards


Music Speaker


Open Space


Teacher Pointer

Extra Ideas

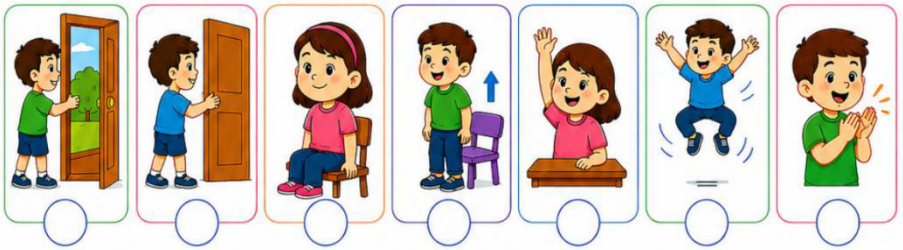
- Let students be the teacher and give commands.
- Play music and stop it. Students freeze!
- Use cards with big pictures.
- Pair students: one says the command, the other does it.
- Have fun and move your body!



Command Cards WORKSHEET

1 Look, read and number the pictures. Write the correct number (1–7) under each command.

1. Open the door
2. Close the door
3. Raise your hand
4. Sit down
5. Stand up
6. Jump
7. Clap



2 Read and match. Draw a line from the command to the correct picture.

1. Open the door
2. Close the door
3. Raise your hand
4. Sit down
5. Stand up
6. Jump
7. Clap



3 Color the pictures.


Open the door. Close the door.
Raise your hand. Sit down. Stand up.
Jump. Clap.


Well done! You can follow the commands!



LESSON 2
Touching Body Parts

Objective: Students will be able to identify and respond to basic body parts vocabulary through movement and physical actions.

CLASS TIME: 45 MINUTES

VOCABULARY
- Head
- Eyes
- Ears
- Nose
- Mouth
- Hands
- Arms
- Legs
- Feet



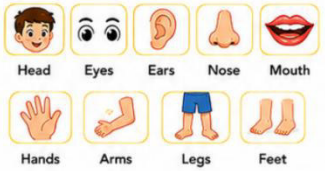
1 WARM-UP — 5 min

- Greet the students with a big smile.
- Ask them to stand up.
- Do some fun actions together to get them ready for the class.



2 PRESENTATION — 10 min

- Show flashcards or point to your body.
- Say each word clearly and slowly.
- Students repeat and touch the correct body part.



EXAMPLE:
Teacher: "Touch your nose!"
Students touch their nose.



3 PRACTICE — 15 min

- Play the listening and movement game "Touch and Move!"
- Students listen carefully and touch the body part.
- Start slowly, then make it faster!

EXAMPLES OF COMMANDS:
- Touch your head!
- Touch your eyes!
- Touch your arms!
- Touch your ears!
- Touch your mouth!
- Touch your legs!
- Touch your nose!
- Touch your hands!
- Touch your feet!



4 ACTIVITY — 10 min

- **Body Parts Challenge!**
- Teacher says a body part and students touch it as quickly as possible.
- Teacher can also point to a body part and ask: "What is it?"
- Students answer together.



5 WORKSHEET — 5 min

- Students complete a simple worksheet.
- Activities can include:
  - Match the word with the correct picture.
  - Label the body parts.
  - Color the body parts.
  - Follow the instructions.



Teacher walks around and gives support when needed.



6 CLOSING — 5 min

- Review the vocabulary by asking students to touch different body parts.
- Praise their effort!
- Say goodbye with a happy message.



Great job, everyone! You can identify body parts in English!

WELL DONE!

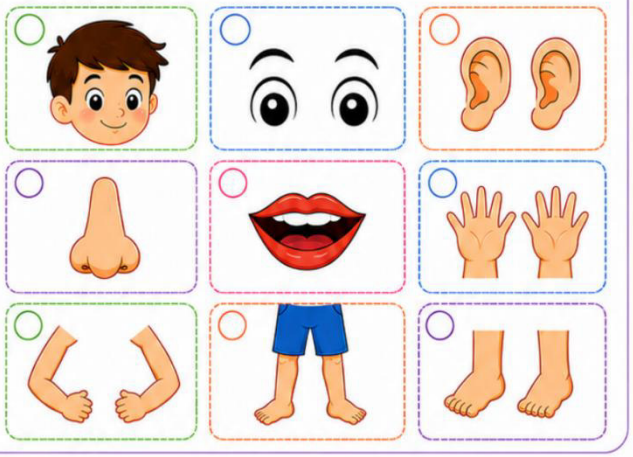
EXTRA IDEA:
Play **"Simon Says"** using body parts.
For example: "Simon says, touch your head!"
Students only follow when they hear "Simon says."



Body Part Puzzle

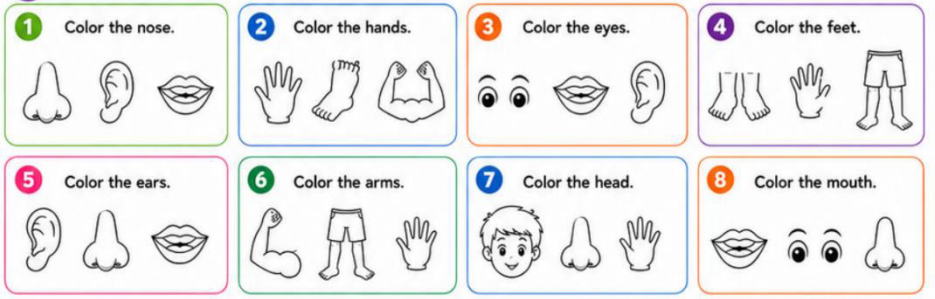
1 Look, read and choose. Write the correct letter in each circle.

- A Head
- B Eyes
- C Ears
- D Nose
- E Mouth
- F Hands
- G Arms
- H Legs
- I Feet

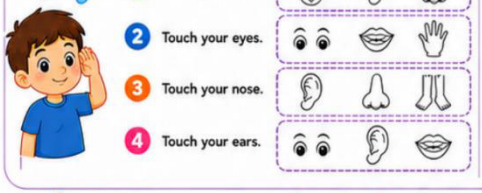


2 Read and color the correct body part.

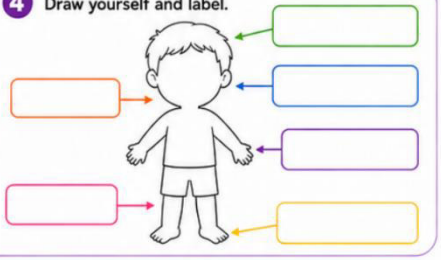
1. Color the nose.
2. Color the hands.
3. Color the eyes.
4. Color the feet.
5. Color the ears.
6. Color the arms.
7. Color the head.
8. Color the mouth.



3 Listen to your teacher and circle the body part.



4 Draw yourself and label.



Good Job!

Teacher's feedback:

Lesson 3: Walking Like Animals

45-minute English class

Objective: Students identify animals and imitate how they walk using simple action words and classroom commands.

Materials: flashcards or pictures of animals, speaker or song, space to move, crayons, worksheet.

1 Warm-up (5 minutes)
Calentamiento

1. Greet the class and make a circle.
2. Say: *"Hello, everyone! Are you ready to move?"*
3. Review body parts quickly: legs, feet, arms.
4. Ask children to march, clap, and stomp.
5. Introduce the idea: *"Today we will walk like animals!"*



2 Presentation (10 minutes)
Presentación

Show one animal picture at a time. Say the animal name and model the movement.

Use simple commands:
- *Walk like a duck. Waddle, waddle!*
- *Hop like a rabbit.*
- *Jump like a frog.*
- *Stomp like an elephant.*
- *Crawl like a bear.*
- *Swing like a monkey.*

Ask students to repeat: *"I am a duck!" "I am a frog!"*



3 Guided Practice (10 minutes)
Práctica guiada

1. Place animal cards around the classroom.
2. Call out an animal.
3. Students move to the correct card and imitate the movement.
4. Say: *"Show me your rabbit hop!" "Show me your elephant walk!"*
5. Praise all attempts: *"Great job!" "Excellent hopping!"*



Use repetition and gestures.

4 Game Time (10 minutes)
Juego

Animal Walk Race

1. Divide the class into two or three teams.
2. Put a start line and a finish line.
3. Show an animal card.
4. One student from each team moves like that animal to the finish line and back.
5. The next student takes a turn.
6. Keep the game fun and safe.
7. At the end, clap for all teams.



Make sure children have space to move safely.

5 Animal Movement Cards (8 minutes)
Tarjetas de movimientos de animales

Students listen, choose a card, and act like the animal shown.

Teacher instructions:
1. Place the animal movement cards face down or in a basket.
2. Invite one student at a time to pick a card.
3. Read the animal aloud or help the student say it.
4. Model the action first: walk, hop, jump, stomp, crawl, or swing.
5. The student imitates the animal movement for the class.
6. Ask the class: *"What animal is it?"* and let them answer together.
7. Repeat with different students and different cards.
8. Praise participation: *"Great job!" "Nice hopping!" "Excellent elephant walk!"*

Use simple cards with duck, rabbit, frog, elephant, bear, and monkey.

Card ideas:
- Pick a card
- Say the animal
- Move like it
- Guess the animal



6 Closing (2 minutes)
Cierre

Ask: *"What animal can you be?"*

Let 3 or 4 children demonstrate their favorite animal walk.

Finish with: *"Goodbye, little animals!"*

Give positive feedback and prepare for the worksheet review.



Job!

Teacher's observation — Great! / Okay / Needs help

LESSON 3

Walking like animals

ANIMAL MOVEMENT CARDS

1 Look, read and match. Write the letter of each movement under the correct animal.

A crawl	B hop	C walk	D slither	E swim	F fly
					









2 Read and choose the correct movement. Circle the answer.

1.  Monkeys can walk / swing / slither.
2.  Fish can fly / swim / hop.
3.  Snakes can walk / crawl / slither.
4.  Birds can hop / fly / crawl.
5.  Rabbits can swim / hop / slither.
6.  Turtles can fly / walk / crawl.

3 Look at the pictures and write a sentence about what each animal can do.

1. 
2. 
3. 
4. 
5. 
6. 

Great job!

Teacher's feedback:

LESSON 4

Playing Freeze Dance

ACTIVITY: ACTION BOARD GAME

OBJECTIVE

Students will practice action vocabulary and use it in a fun board game.

TIME

45 minutes

MATERIALS

- Music
- Flashcards (action cards)
- Whiteboard / chalkboard
- Markers
- Dice
- Counters (1 per player)
- Board eraser

TEACHER TIPS

- Model the actions first.
- Encourage all students to participate.
- Use music to make it more exciting.

STEP-BY-STEP INSTRUCTIONS



1 WARM UP (5 MINUTES)

- Play "Simon Says" with some actions (jump, clap, walk, spin, etc.).
- Ask: "What actions did we do?" Write them on the board.

2 EXPLAIN THE GAME (5 MINUTES)

- Show the Action Board Game worksheet.
- Explain that students will move around the board and do the action they land on.
- If they land on "FREEZE!", they must stop and freeze like a statue until another player passes.



3 PLAY THE GAME (25 MINUTES)

- Students get in groups of 3–4 players.
- Each player puts their counter on START.
- Players take turns rolling the dice and moving their counter.
- Whey they land on a space, they read the action and do it.
- If they land on "FREEZE!", they freeze.
- First player to reach FINISH wins!

4 WRAP UP (10 MINUTES)

- Ask students: "What is your favorite action?"
- Do a short "Freeze Dance" with music! Dance and freeze when the music stops.

Remember: Have fun, move your body, and learn new actions!

ACTION BOARD GAME

Roll the dice, move your counter, and do the action! If you land on "FREEZE!", stop and freeze!



HOW TO PLAY

1. Put your counter on START.
2. Take turns rolling the dice.
3. Move your counter and do the action.
4. If you land on "FREEZE!", stop and freeze.
5. First player to reach FINISH wins!

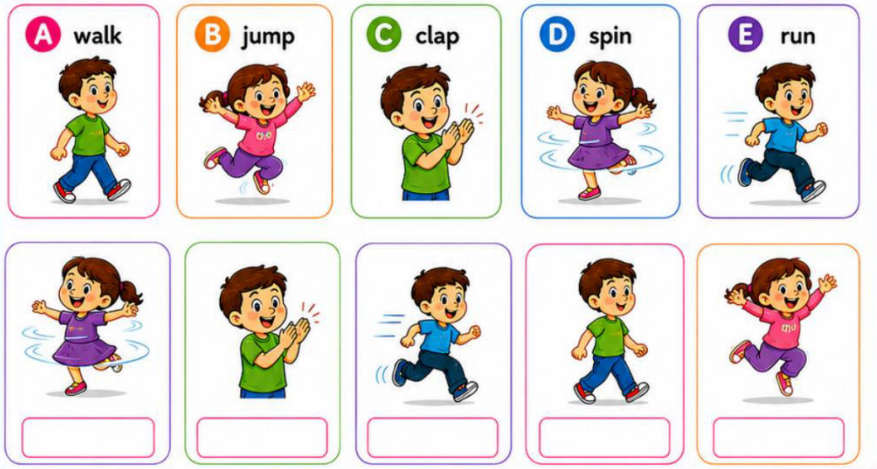


LESSON 4

Playing Freeze Dance

ACTION BOARD GAME WORKSHEET

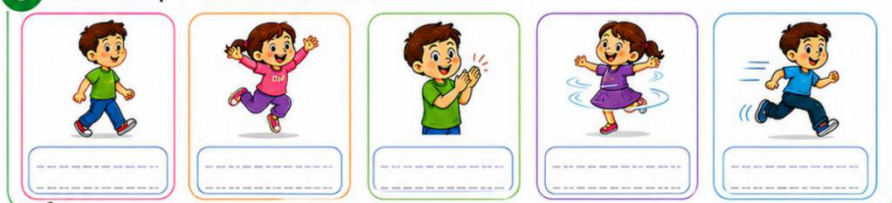
1 Look, read and match. Write the letter under the correct picture.



2 Read and choose the correct action. Circle the answer.



3 Look at the pictures and write the action.





Great job!

HOW DID YOU DO?



TEACHER'S GUIDE

UNIT 4

FUN REVIEW

apple star car

INTEGRATED REVIEW – CAN DO STATEMENT

I can use visual, auditory, and kinesthetic strategies to remember and use learned vocabulary.

UNIT OBJECTIVE

Students will review and reinforce previously learned vocabulary through games, songs, movements, short dramatizations, and drawing activities.

FOCUS

- Remembering
- Listening
- Speaking
- Moving
- Visualizing

CONTENT FOCUS

a. Playing memory match games
b. Reviewing with songs and movements
c. Acting out simple stories
d. Drawing and guessing

LESSONS OVERVIEW

4.1 MEMORY MATCH GAMES

Focus: Vocabulary review

Activity: Students turn over cards to find matching pairs and say the words aloud.

Outcome: Students identify and remember vocabulary through visual association.

4.2 SONGS AND MOVEMENTS

Focus: Listening and action review

Activity: Students sing familiar songs and respond with gestures and movements.

Outcome: Students recall vocabulary through rhythm, repetition, and body movement.

4.3 SIMPLE STORIES

Focus: Oral comprehension and speaking

Activity: Students act out short stories using simple words, gestures, and expressions.

Outcome: Students use vocabulary in context with confidence.

4.4 DRAW AND GUESS

Focus: Creative vocabulary recall

Activity: Students draw a word or idea and classmates guess it.

Outcome: Students represent and recognize learned vocabulary in a fun way.

TEACHING TIPS

- Use repetition, visuals, and gestures to support memory.
- Encourage students to sing, move, and participate actively.
- Model each activity first with clear examples.
- Praise effort and participation to build confidence.

TEACHER'S GUIDE

UNIT 4

FUN REVIEW

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Activity: Students draw a word or idea and classmates guess it.

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- Model each activity first with clear examples.
- Praise effort and participation to build confidence.

LESSON 1

Playing Memory Match Games

ACTIVITY: Memory Card Game

OBJECTIVE:
Students will be able to recognize and match familiar vocabulary through a memory game.

VOCABULARY EXAMPLE:
Colors, animals, numbers, classroom objects, body parts, or family members.

CLASS TIME
45 MINUTES

1 WARM-UP
5 min

- Greet the students happily.
- Ask: "Do you like games?"
- Show some memory cards and ask: "What do you see?"
- Review the vocabulary quickly (colors, animals, objects, etc.).

Let's play a fun game today!

2 PRESENTATION
10 min

- Show the memory cards face up.
- Say each word clearly and let students repeat.
- Explain the game:
  - Each card has a picture.
  - You need to find the pairs.
  - Try to remember where each card is!

Find the matching pairs!

3 PRACTICE
15 min

- Students work in pairs or small groups.
- Place all the cards face down.
- Players take turns to flip over two cards.
- If the cards match, the player keeps the pair and plays again.
- If they don't match, they turn them back over.
- The game continues until all pairs are found.

I found a pair!

4 ACTIVITY
10 min

- Change the cards and play again with a different set (colors, animals, numbers, etc.).
- Encourage students to say the words when they find a pair.
- Challenge: Try to remember where the cards are!

Cat!

It's a match!

5 WORKSHEET
15 min

- Students complete a simple worksheet.
- Activities can include:
  - ✓ Match the pictures.
  - ✓ Color the pairs.
  - ✓ Draw the missing card.
  - ✓ Circle the correct picture.

red blue green yellow

6 CLOSING
5 min

- Ask: "What did you learn today?"
- Praise their effort.
- Say goodbye with a happy message.

Great job everyone!

WELL DONE!

EXTRA IDEA
Make your own memory cards with drawings or photos from the unit vocabulary.

You can also play as a class team competition!

LESSON 1

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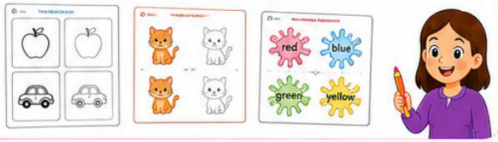
4 ACTIVITY
10 min

- Change the cards and play again with a different set (colors, animals, numbers, etc.).
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- Challenge: Try to remember where the cards are!



5 WORKSHEET
15 min

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  - ✓ Color the pairs.
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5 min

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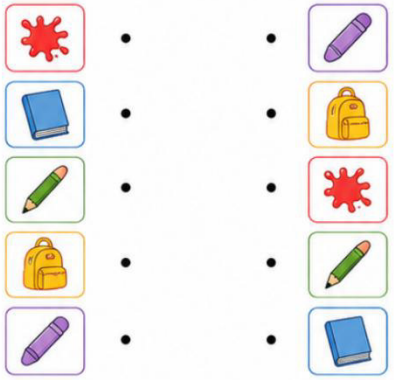


Playing Memory Match Games



ACTIVITY: Memory Card Game

1 Match the cards. Draw a line to find each pair.



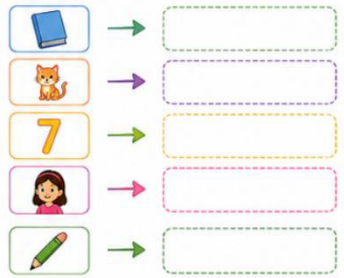
2 Look at the pictures and circle the two cards that form a pair.



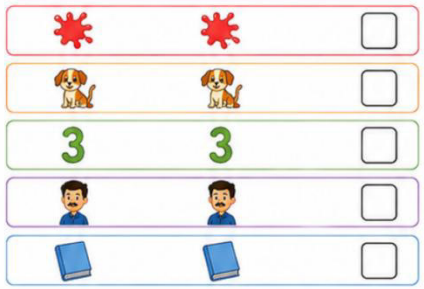
3 Color the matching pairs with the same color.



4 Look at the first card in each box and draw its pair next to it.



5 Find the pairs below and write ✓ in the boxes when you find them.



Well Done!

Teacher's feedback:

LESSON 3

Acting Out Simple Stories

ACTIVITY: Story Cubes

OBJECTIVE:
Students will act out and create simple stories using story cubes.

VOCABULARY FOCUS:
Actions, places, people, objects and feelings.

CLASS TIME
45 MINUTES

1 Warm-up
5 min

- Greet the students with energy.
- Show the story cubes to the class.
- Ask: "What do you see on the cubes?"
- Say some examples: "house, tree, boy, dog, car, happy, sad..."
- Explain that today they will use the cubes to make and act out stories!



EXAMPLE QUESTION
"What story can we make with these cubes?"

2 Presentation
10 min

- Explain: "Today we will play Story Cubes!"
- Show the cubes and their pictures.
- Review the pictures (people, places, objects, actions, feelings).
- Explain the rules:
  - We roll the cubes.
  - We look at the pictures.
  - We make a story with all of them.
  - We act out the story!"





3 Practice
15 min

- In small groups, students take turns rolling the cubes.
- They create a short story using all the pictures.
- Then, they act it out for their group.
- Classmates listen and give a thumbs up!
- Encourage everyone to be creative and have fun!



4 Activity
10 min

- Each group acts out their story for the class.
- The class tries to guess the story.
- Give applause to every group!
- Teacher can model one story first if needed.





5 Closing
5 min

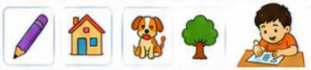
- Ask: "Which story was your favorite? Why?"
- Praise their creativity and effort.
- Say goodbye with a happy song!





EXTRA IDEA
Students can draw the story they acted out.





Store your story cubes in a box for next time!



EXTRA IDEA
You can prepare your own bingo cards or let students draw some pictures to make their cards.





You can also play in teams for more fun!



STORY CUBES

1 Look and Write.

Look at the pictures on the story cubes. Write the words.



1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

2 Roll and Write.

Look at the cubes below. Roll them (or imagine you roll them) and write the pictures you got in the boxes. Then, write a word for each picture.

1 2 3 4

_____ _____ _____ _____

3 Make a Story!

Use the 4 pictures from Activity 2 and write a simple story.

Use these words to help you:

- First
- Then
- Next
- Finally

_____
_____
_____
_____



4 Draw Your Favorite Part.

Draw your favorite part of your story.
Don't forget to color!



5 Act It Out!

Act out your story with your group. Use your cubes and your ideas. Have fun!





EXTRA IDEA!
Draw your own story cubes!
What pictures will you put on them?



LESSON 4

Drawing and Guessing

ACTIVITY: Picture Cards

OBJECTIVE:
Students will draw, describe and guess the pictures using vocabulary in English.

VOCABULARY REVIEW:
Colors, animals, numbers, classroom objects and family members.

CLASS TIME:
45 MINUTES

1 DRAW — 10 min

- Look at the picture cards.
- Choose one card and draw it on your paper (without showing it).
- Use colors if you want.



2 DESCRIBE — 10 min

- Show your drawing to your classmates.
- Say the words you remember.
- Use clues (color, number, object, animal, family member, etc.).



3 GUESS — 10 min

- Listen to your classmates' descriptions.
- Look at the picture cards.
- Guess what it is!
- Say the name out loud.



4 PICTURE CARDS — Use these cards!





Great job!

Teacher's feedback:





Drawing and Guessing

Picture Cards



1 Draw and color!

Choose 5 words from the boxes below.
Draw the picture and color it.

Use your creativity!

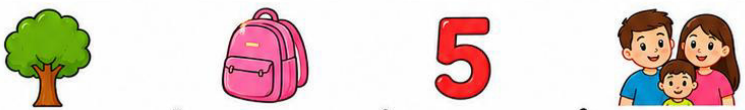
color	animal	number	classroom object	family member

2 Write the words!

Look at the pictures and write the correct words.



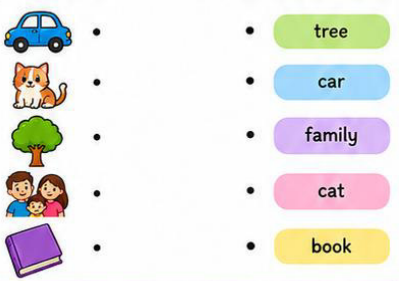
1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____ 7. _____ 8. _____ 9. _____ 10. _____

3 Match the pictures to the words.

Draw a line to match each picture with its name.



- tree
- car
- family
- cat
- book

4 Look, count and write the numbers.

Count the objects and write the correct number.



5 Color the objects.

Follow the instructions and color the objects.



Color the apple red.	Color the star yellow.	Color the backpack blue.	Color the tree green.	Color the book purple.

You did it!



Great job!

Teacher's feedback:



4.7 Impacts

This research identifies three important impacts related to and resulting from the implementation of association strategies to strengthen vocabulary in second, third and fourth grade elementary school children.

- Linguistic Impact
- Educational Impact
- Didactic Impact

To continue the scale to measure the level of impact.

Table 9

Numerical impact level

-3 Higth negative impact
-2 Medium negative impact
-1 Low negative impacts
0 No impacts
1 Medium positive impact
2 Medium positive impact
3 High positive impacts.

Taken from: (Posso, 2011)

4.7.1 Linguistic Impacts.

Table 10

Linguistic impact

	Indicators	Impact Levels	-1	-2	-3	0	1	2	3
1.	I can recognize and identify familiar English vocabulary by using association strategies								x
2.	I can remember when English word by connecting them with pictures, songs, movements and real-life experiences								x
3.	I can pronounce familiar vocabulary more clearly after participating in association based on learning activities.								x
4.	I can use familiar English vocabulary with greater confidence during classroom activities.								x
5.	I can understand the meaning of new vocabulary by relating it to previous knowledge and everyday situations.								x
TOTAL									15

Linguistic impact level $= \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$

Linguistic impact level = high positive

Analysis:

Table 10 presents the results regarding the linguistic impact of association strategies on English vocabulary learning. The five indicators evaluated measure different aspects of linguistic development: vocabulary recognition, retention through multisensory connections, pronunciation clarity, confidence in vocabulary usage, and comprehension of new words through the activation of prior knowledge.

As can be seen, all indicators reached the maximum level of positive impact (3), resulting in a total score of 15 out of a possible 15. Calculating the impact level by dividing the total sum (15) by the number of items (5) yields an average of 3, corresponding to a high positive impact.

4.7.2. Academic impacts

Table 11

Indicators	Impact levels	-1	-2	-3	0	1	2	3
1. I can participate actively in English learning activities that use association strategies.								x
2. I can stay motivated while learning new English vocabulary through interactive activities.								x
3. I can work collaboratively with my classmates during vocabulary learning activities.								x
4. I can apply the vocabulary learned in different classroom activities and learning situations.								x
5. I can develop a positive attitude toward learning English through								x

	meaningful and enjoyable experiences.	
TOTAL		15

$$\text{Academic impact level } = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Academic impact level = high positive

Analysis:

Table 11 presents the results regarding the academic impact of the partnership strategies. The five indicators assess key aspects of academic performance: active participation, motivation, collaborative work, vocabulary application, and the development of a positive attitude toward learning English.

As with the linguistic impact, all indicators reached the maximum level (3), resulting in a total score of 15 out of 15. Calculating the impact level by dividing the total sum (15) by the number of items (5) yields an average of 3, corresponding to a high positive impact.

4.7.3 Didact impact

Table 12

	Indicators	**Impact levels**	-3	-2	-1	0	1	2	3
1.	I can learn new English vocabulary through activities that combine images, songs, games, and movement.								x
2.	I can follow classroom activities more easily because the learning materials are organized and appropriate for my age.								x

3.	I can participate actively in different learning activities designed to reinforce vocabulary.	x
4.	I can use the vocabulary learned through meaningful and interactive classroom experiences.	x
5.	I can enjoy learning English because the proposed activities make the lessons more dynamic and engaging.	x
TOTAL		15

$$\text{Didactic impact level } = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Didactic impact level = high positive

Analysis:

Table 12 presents the results regarding the educational impact of the association strategies. The five indicators assess methodological and pedagogical aspects: the effectiveness of multisensory activities, the suitability of materials, participation in diverse activities, the use of vocabulary in meaningful experiences, and enjoyment of the learning process.

Once again, all indicators reached the maximum level (3), resulting in a total score of 15 out of 15. Calculating the impact level by dividing the total sum (15) by the number of items (5) yields an average of 3, indicating a high positive impact.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions.

- The review of the literature showed that vocabulary learning becomes more effective when students relate new words to images, sounds, movements, or previous experiences, allowing them to build meaningful learning.

- The theoretical foundations confirmed that active and interactive methodologies are more appropriate for children than traditional memorization, as they encourage participation and facilitate language learning.

- The methodology used in this research provided sufficient and reliable information to understand how association strategies influence English vocabulary learning.

- The research instruments allowed the collection of valuable information from both students and teachers, making it possible to meet the objectives established for the study.

- The findings revealed that students respond more positively to vocabulary activities that include images, songs, games, and movement, making learning more engaging and easier to remember

- The study also showed that, although association strategies are valued by both teachers and students, they are not always used consistently during English lessons.

- The proposed activity guide responds to the needs identified during the research by offering practical activities that promote vocabulary learning through association strategies.

- The activities included in the proposal encourage active participation and create a more motivating learning environment for young English learners.

5.2 Recommendations.

- English teachers should continue incorporating association strategies into their lessons so that students can acquire vocabulary in a more natural and meaningful way.

- Learning activities should be designed to include games and songs, flashcards, and movement, considering that characteristics and learning pace of young learners.

- Future research should continue combining different data collection techniques to obtain a broader understanding of the teaching and learning process.

- Schools should periodically evaluate their teaching practices to identify strengths and opportunities for improving English language instruction.

- Teachers should frequently use activities based on visual, auditory, and kinesthetic association to strengthen students in vocabulary learning.

- Schools should encourage the regular use of innovative teaching strategies by providing teachers with training opportunities and appropriate classroom resources.

- The guide should be incorporated into English lessons and adapted whenever necessary to respond to students is interests and learning needs.

- Teachers are encouraged to enrich the guide with new activities that maintain students is motivation and reinforce vocabulary learning throughout the school year.

CHAPTER VI: REFERENCES

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CHAPTER VII: ANNEXES

Annex 1. Form Survey 001 –

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - EN LÍNEA

ENCUESTA DIRIGIDA A ESTUDIANTES DE 2DO, 3RO Y 4TO GRADO

Objetivo: Conocer la opinión de los estudiantes sobre las estrategias de asociación (dibujos, canciones y juegos con movimiento) para aprender vocabulario en inglés.

Instrucciones: Marca con una X la respuesta que más se parezca a lo que tú piensas o sientes.

1. A qué grado perteneces? (What grade are you in?)

( ) 2do grado
( ) 3ro grado
( ) 4to grado

2. ¿Encuentro difícil aprender vocabulario nuevo en inglés? (Do I find it difficult to learn new English vocabulary?)

Yes ( ) Not ( )

3. ¿Aprendo una palabra nueva relacionándola con una palabra que ya conozco?

Always ( ) Almost always ( ) Sometimes ( ) Almost never ( ) Never ( )

4. ¿Qué tan fácil es para mí aprender una palabra nueva relacionándola con un dibujo u objeto? (How easy is it for me to learn a new word by associating it with a picture or object?)

Very easy ( ) Easy ( ) Neither easy nor difficult ( ) Difficult ( ) Very difficult ( )

5. ¿Qué tan fácil es para mí aprender una palabra nueva relacionándola con ur canción o rima? (How easy is it for me to learn a new word by associating it with a song or rhyme?)

Very easy ( ) Easy ( ) Neither easy nor difficult ( ) Difficult ( ) Very difficult ( )

6. ¿Qué tan fácil es para mí aprender una palabra nueva realizando un movimiento o acción? (How easy is it for me to learn a new word by performing a movement or action?)

Very easy ( ) Easy ( ) Neither easy nor difficult ( ) Difficult ( ) Very difficult ( )

7. ¿Mi profesora de inglés utiliza tarjetas con dibujos (flasheares) o dibujos en pizarrón para enseñar vocabulario nuevo? (Does my English teacher use flashcar or drawings on the board to teach new vocabulary?)

Always ( ) Almost always ( ) Sometimes ( ) Almost never ( ) Never ( )

8. ¿Mi profesora de inglés utiliza canciones o rimas para enseñar vocabulario nuevo? (Does my English teacher use songs or rhymes to teach new vocabulary?)

Always ( ) Almost always ( ) Sometimes ( ) Almost never ( ) Never ( )

¡Gracias por tu colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

FORMATO ENTREVISTA A LA DIRECTORA DE LA INSTITUCIÓN

Tema: "THE ROLE OF ASSOCIATION TO REINFORCE VOCABULARY IN 2ND, 3RD AND 4TH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL 13 DE DICIEMBRE"

Objetivo: Obtener información sobre el contexto institucional y las estrategias de enseñanza de vocabulario en inglés desde la perspectiva de la autoridad de la institución.

1. ¿Se ha realizado alguna investigación similar sobre estrategias de asociación para el aprendizaje de vocabulario en inglés dentro de esta institución?

2. ¿Qué tan importante considera la enseñanza del idioma inglés en los niños de 2do, 3ro y 4to grado de esta institución?

3. ¿Qué estrategias o métodos utilizan actualmente los docentes de inglés para enseñar vocabulario nuevo a los estudiantes?

4. ¿Considera que los estudiantes de estos grados logran recordar el vocabulario que aprenden en las clases de inglés? ¿Por qué?

5. ¿Consideraría importante implementar estrategias de asociación como el uso de dibujos, canciones y juegos con movimiento para reforzar el vocabulario en inglés en los grados iniciales? ¿Por qué?

6. ¿La institución cuenta con materiales o recursos didácticos (flashcards, canciones grabadas, espacios para juegos) para apoyar la enseñanza de vocabulario en inglés?

7. ¿Qué tan importante considera la interacción entre docente y estudiante en la clase de inglés para el aprendizaje de vocabulario? ¿Por qué?

GRACIAS POR SU COLABORACIÓN

Annex 2 Form 002 – Interview Principal at Escuela de Educacion Básica Municipal 13 de Diciembre.

Annex 3. Interview form with teacher of institución

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - EN LÍNEA

INTERVIEW FORM WITH THE TEACHER OF INSTITUCION

Topic: "THE ROLE OF ASSOCIATION TO REINFORCE VOCABULARY IN 2ND, 3RD AND 4TH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA MUNICIPAL 13 DE DICIEMBRE"

Objective: Obtain information to analyze the impact of association strategies on vocabulary acquisition in English as a foreign language 2nd, 3rd, and 4th grade students at Escuela de Educación Básica Municipal 13 de Diciembre.

1. **What association strategies do you use in your English classes to reinforce and help students remember the vocabulary they have learned?**
2. **How do the association strategies you use help students learn English vocabulary?**
3. **What are the main challenges that 2nd, 3rd, and 4th graders face in retaining new English vocabulary?**
4. **Do you think implementing association strategies could improve vocabulary retention among your students? Why?**
5. **What kind of support or resources would you need to implement association strategies more frequently in the classroom?**
6. **Have you observed differences in how 2nd, 3rd, and 4th graders learn vocabulary? If so, what are those differences?**
7. **How important is memory in the process of learning English vocabulary in young children?**
8. **Would you recommend the use of association strategies for teaching vocabulary in the early grades of elementary school? Why?**

THANK YOU FOR YOUR COOPERATION

Annex 4. Authorization for the Application of the Instruments at Institution

Julio Andrade, 05 de junio de 2026

MSc. Solangie Pérez
DIRECTORA DE LA ESCUELA MUNICIPAL DE EDUCACIÓN BÁSICA "13 DE DICIEMBRE"
Presente. -

Asunto: Solicitud de autorización para la aplicación de encuestas y entrevistas con fines de investigación académica

De mi consideración:

Reciba un cordial y respetuoso saludo. A la vez, le deseo éxitos en las importantes funciones que desempeña en beneficio de la comunidad educativa de la institución que dignamente dirige.

Por medio de la presente, me permito solicitar a usted la autorización para aplicar una encuesta a los estudiantes de segundo, tercero y cuarto año de Educación General Básica, así como realizar entrevistas a la docente de inglés y a la directora de la Escuela Municipal de Educación Básica "13 de Diciembre".

Esta actividad forma parte del proyecto de investigación titulado: **"The Role of Association to Reinforce Vocabulary in 2nd, 3rd and 4th at Escuela de Educación Básica Municipal 13 de Diciembre"**, correspondiente a la línea de investigación **Gestión,** Calidad de la Educación, Procesos Pedagógicos e Idiomas, desarrollado como trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, en la Universidad Técnica del Norte, Facultad de Educación, Ciencia y Tecnología.

Es importante señalar que la información recopilada será tratada con absoluta confidencialidad y anonimato, garantizando que los datos obtenidos serán utilizados exclusivamente con fines académicos y de investigación. Asimismo, la aplicación de la encuesta y las entrevistas no afectarán el normal desarrollo de las actividades escolares y tendrán una duración aproximada de 15 a 20 minutos por aula para las encuestas, y de 20 a 30 minutos para las entrevistas.

Agradezco de antemano la atención brindada a esta solicitud y la apertura institucional para el desarrollo de investigaciones orientadas al fortalecimiento de los procesos educativos. Quedo atenta a su favorable respuesta.

Atentamente

Guerrero Benalcázar Joleida Gabriela
C.C. 0401834395
Estudiante de la Universidad Técnica del Norte

Annex 5. Proposal Socialization

Julio Andrade 07 de septiembre, 2026

Msc. Solangie Pérez
DIRECTORA DE LA ESCUELA MUNICIPAL DE EDUCACIÓN BÁSICA "13 DE DICIEMBRE"
Presente.

Asunto: Solicitud de autorización para la socialización de la guía de actividades "LEARNING ENGLISH WITH FUN ACTIVITIES"

De mi consideración:

Reciba un cordial y respetuoso saludo. A la vez, le deseo éxitos en las importantes funciones que desempeña en beneficio de la comunidad educativa de la institución que dignamente dirige.

Por medio de la presente, me permito solicitar a usted la autorización para realizar la socialización de la guía de actividades titulada **"LEARNING ENGLISH WITH FUN ACTIVITIES"**, dirigida a los estudiantes de segundo, tercero y cuarto año de Educación General Básica de la Escuela Municipal de Educación Básica "13 de Diciembre".

Esta actividad forma parte del proyecto de investigación titulado: **"The Role of Association to Reinforce Vocabulary in 2nd, 3rd and 4th at Escuela de Educación Básica Municipal 13 de Diciembre"**, correspondiente a la línea de investigación Gestión, Calidad de la Educación, Procesos Pedagógicos e Idiomas, desarrollado como trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, en la Universidad Técnica del Norte, Facultad de Educación, Ciencia y Tecnología.

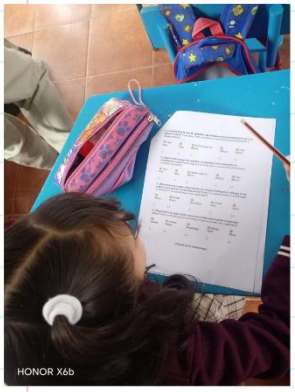
Agradezco de antemano la atención brindada a esta solicitud y la apertura institucional para el desarrollo de investigaciones orientadas al fortalecimiento de los procesos educativos. Quedo atenta a su favorable respuesta.

Atentamente

Guerrero Benalcázar Joleida Gabriela
C.C. 0401834395
Estudiante de la Universidad Técnica del Norte

Annex 6. Photographic evidence

APPLICATION OF THE STUDENT SURVEY





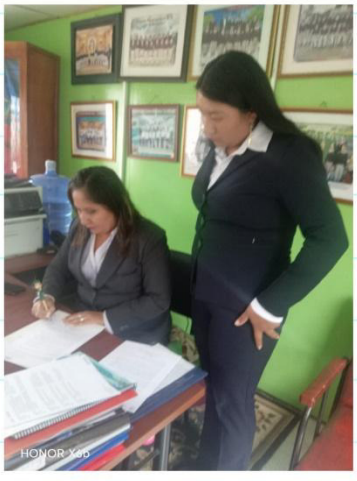


INTERVIEW WITH THE TEACHER OF THE INSTITUTION





INTERVIEW WITH THE DIRECTOR OF THE INSTITUTION





Annex 7. Guide to socialization evidence







