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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- EN LÍNEA

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTOS DE INVESTIGACIÓN

TEMA:

"THE ROLE OF ASSOCIATION TO REINFORCE VOCABULARY IN 5th GRADE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA LUIS LEORO FRANCO"

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DEDICATION

First of all, I want to thank to God, who became my strength, and my little angel in the heaven Diana, this is for you. My parents and my brother those who always encouraged me, to my friends, we have had so much fun together, and my classmate Ronnye for being a responsible and collaborative friend in this project.

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ABSTRACT

This study is carried out on association strategies to reinforce the vocabulary of fifth-grade learners of the Unidad Educativa "Luis Leoro Franco." The principal beneficiaries are students and teachers of the institution. This research was carried out in Ibarra, Imbabura province. The overall goal of this research is to Analyze the effect of association strategies on vocabulary acquisition in learning English as a foreign language and how these strategies enhance the acquisition of language. Therefore, to collect information for this study, mixed methods were applied; in other words, interviews were conducted with authorities and educators of the school, at the same time and surveys were given to students. The research's main finding in this study is the absence of vocabulary practice due to young learners forgetting the vocabulary, in addition to the absence of enjoyable activities to provide learning acquisition when teaching English. The primary conclusion is that it is imperative to incorporate enjoyable activities into the English learning process through the use of association strategies to facilitate the practice of vocabulary and its recall. It is recommended that educators incorporate an environment of jovial practices to reinforce vocabulary acquired in a positive setting. This investigation enhances the acquisition and recall of vocabulary during the English language teaching process, and it also provides a basis for further studies in the field of English acquisition.

Keywords: association strategies, cognitivism, vocabulary, recall memory, enjoyable activities.

RESUMEN

Las estrategias de asociación no son parte del aprendizaje de vocabulario del inglés. La presente investigación tiene como finalidad desarrollar actividades interactivas en el cual se incorporen estrategias de asociación usando juegos basados en aprendizaje para reforzar el vocabulario. Esta investigación se llevó a cabo en la Unidad Educativa "Luis Leoro Franco ", desde diciembre hasta enero con los estudiantes de quinto grado de básica. Para recolectar información, se aplicó una encuesta a todos los estudiantes de quinto año; además se aplicaron entrevistas a las principales autoridades de la institución, una entrevista a la vicerrectora de la institución, al coordinador del área de inglés y a la profesora encargada de impartir la materia de inglés. Las entrevistas se aplicaron para obtener información sobre opiniones sobre el uso de las estrategias de asociación para reforzar el vocabulario; también se aplicó la encuesta a los estudiantes para determinar qué estrategias utiliza el docente para reforzar vocabulario. Los resultados mostraron que los estudiantes no cuentan con material para refuerzo con actividades interactivas, por ello los estudiantes tienen dificultades para recordar el vocabulario aprendido dado que no hay material de apoyo ni actividades interactivas que permitan a los estudiantes practicar el vocabulario, además es un reto para los profesores motivar a medida que avanzan en su aprendizaje de vocabulario L2 en lengua extranjera. Estos datos fueron analizados cualitativa y cuantitativamente, los cuales se concluyó que los profesores de inglés casi nunca utilizan estrategias de asociación. Finalmente, una guía fue diseñada con una serie de actividades interactivas con estrategias de asociación basadas en juegos que permitirá la práctica y refuerzo del vocabulario a través de estas actividades. Los estudiantes se beneficiaron en cuanto al uso de las estrategias; con ello mejorarán su atención y motivación por la materia inglés. De la misma manera, los padres de familia, la ciudadanía del cantón, la provincia y el Ecuador.

Palabras clave: estrategias de asociación, vocabulario, actividades interactivas, refuerzo, recuerdo, práctica.

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Introduction

The thesis identify "the role of association to reinforce vocabulary in 5th grade of Educación General Básica at Unidad Educativa "Luis Leoro Franco" aims to analyze the effect of association strategies on vocabulary acquisition in learning English as a foreign language. In the last year, learners have suffered a steady decline in foreign language acquisition; for this reason, it is necessary to investigate innovative strategies to teach English, including interactive activities and active participation, and providing association strategies in teaching English to facilitate recall. Additionally, learning and teaching a foreign language must incorporate games to promote enjoyable activities beneficial to recall. It was concluded that learners need to be motivated and engaged in learning to be able to retain vocabulary. Furthermore, these association strategies create a comfortable environment, and it is vital for effective vocabulary acquisition in the classroom. Chapter 1 will explore the theoretical framework, the background of the diverse perspectives, strategies, and the role of memory within learning acquisition of vocabulary, next chapter 2 will explore the methods to collect and analyze the qualitative and quantitative methods to understand the research, then in chapter 3 explores the results of the interviews to authorities, and surveys to students of the fifth grade, after that in chapter 4 develop useful guide incorporation various internal mental process through interactive activities to principally provide more opportunities to practice the vocabulary to retain it, in addition, make the learning process more enjoyable for learners of fifth grade and the analysis of the linguistic, academic and cognitive impacts, finally, in chapter 5 explore the conclusions and recommendations.

Research Problem

Learners face challenges in the learning vocabulary process in their English classes and do not recall vocabulary; in this case, memorization is not enough. They need to use current strategies and provide opportunities within the classroom for vocabulary acquisition in several contexts. This initiative will enhance this process and will facilitate an effective recall.

Problem description

Ecuadorians try to apply strategies to increase vocabulary retention, but they always fail, so they maintain a low level of English assessments. A study carried out by Index English Proficiency (2023) shows that Ecuador has a deficient level of English assessment, also in the province of Imbabura with a score of 438. In addition, it is a challenge for Ecuador's students specifically to be aware of the language learning process and apply strategies for vocabulary acquisition.

Vocabulary is an essential element of learning English; this 438 over 1000 represents a fundamental part of English assessment. In this sense, according to CERF, learners of fifth grade at level A1.2 should understand simple phrases, expressions, and basic vocabulary about family, shopping places, and occupations. For this, it is necessary to provide different useful strategies to incorporate in the process of vocabulary retention.

Some needs have been observed related to aspects already mentioned; vocabulary learning is complex for learners in class. Many students cannot retain newly learned words because they have issues with retention. Also, learners change the meaning of the vocabulary learned, and they can be confused. Due to some resources not being provided in class, the same way the output decreases.

Delimitation problem

This investigation will be conducted in the province of Imbabura, specifically in Ibarra city, among fifth-grade students aged 9 or 10 years old of level A1.2 according to CEFR of Unidad Educativa "Luis Leoro Franco"; some students have problems recalling vocabulary and do not use effective strategies. The investigation will take place during the 2024-2025 school year.

Formulation problem

The vocabulary reinforcement without using association strategies and using the native language in the classroom does not facilitate retention. Based on that, what are the most relevant strategies of association to encourage learners to recall vocabulary? Including this type of strategy in the process of vocabulary acquisition is essential.

Furthermore, how can this strategy benefit students in vocabulary retention? Therefore, what is the impact of association strategies on vocabulary recall?

Justification

In the vocabulary acquisition process, some learners often retain it effectively in their memories, but they may also experience monotonous review strategies in the classroom. For this reason, to encourage this process and make it more fun, educators could implement innovative strategies to promote an effective connection between prior and new knowledge.

In the whole process of learning English, vocabulary is a key part within the classrooms, which is why it is relevant to investigate other forms of vocabulary retention, such as associations of words with pictures of different words in the learner's native language, which can facilitate retention. Word games, flashcards, and memory games can make vocabulary reinforcement more engaging. To encourage interaction and vocabulary-recalling classes, educators can include innovative strategies to recall vocabulary. This process promotes more opportunities for different

ways to reinforce vocabulary acquisition by involving fun activities to increase vocabulary and provide better retention.

This research seeks to identify, describe, and assess strategies to retain vocabulary. Teachers will incorporate these strategies to ensure that the process of vocabulary acquisition is effective. For this research, we focus on learners of fifth grade with their level A1.2 through several innovative strategies to able to recall vocabulary effectively.

A possible cause of not retaining vocabulary is students' neglect and the limited use of strategies; therefore, it is essential to consider innovative strategies for vocabulary recall. For this reason, the teacher should provide fifth-grade students with some effective strategies to retain vocabulary that strengthen vocabulary recall.

The direct beneficiaries are students, teachers, and the academic community; on the other hand, the indirect beneficiaries are the family and social circle. Similarly, the implementation of this research will be local and will be conducted in the city of Ibarra at Unidad Educativa "Luis Leoro Franco". The main goal is to identify various strategies for vocabulary retention in fifth-grade learners. The research hopes to increase the different abilities of the learners and accomplish better vocabulary retention.

Employing fun strategies facilitates retention and provides opportunities for learners to include English vocabulary, through these strategies, many students will be able to express their ideas clearly and more precisely, in the same way, can increase learner´s confidence, the purpose of vocabulary recall is when the teacher provides instructions using a second language, learners will be able to understand and follow instructions correctly because vocabulary is elemental within the process of learning English.

The relevance of this research applies to many learners and teachers must be aware of the impact of vocabulary retention. Vocabulary knowledge depends heavily on the exposure that the learner has in different contexts; similarly, when there is not this knowledge, the ability to retain decreases.

There are additional helpful strategies that educators can implement since vocabulary reinforcement makes it easier to understand lectures and fosters successful communication in L2. Vocabulary is a fundamental part of the acquisition process because it facilitates the comprehension of lessons and creates effective interaction. Students´ cognitive strategies and metacognitive may be effective in retaining vocabulary. Through these different strategies, students can recall words and information learned. To achieve this, it is vital for teachers to engage learners with a variety of strategies and provide vocabulary retention.

For early learners, it is vital to enhance the different forms to retain vocabulary. We know that some of them are bilingual due to the diversity of the country, which serves as an advantage for the potential to achieve a second language, even if each language and the process is different in the learner. On the other hand, it is necessary to create confidence in the classroom for optimal reinforcing vocabulary.

Reinforcing vocabulary is essential to recalling unfamiliar words that students already know; vocabulary is a crucial part of the acquisition process. Teachers can also facilitate the retrieval of words through spaced repetition and association of unfamiliar words with familiar images, vocabulary about stories of personal experiences, familiar places, and locations. Therefore, the use of various strategies facilitates vocabulary retention, and unlocks unfamiliar words, making them easily accessible when needed.

Objectives

General Objective

Analyze the effect of association strategies on vocabulary acquisition learning English as a foreign language in fifth-grade students at Unidad Educativa "Luis Leoro Franco".

Specific Objectives

- Identify the most effective types of association strategies for vocabulary reinforcement.

- Describe the effect of applying association strategies for vocabulary retention.

- Assess the impact of association techniques on vocabulary recall.

CHAPTER I: THEORETICAL FRAMEWORK

Several studies show distinct perspectives on vocabulary acquisition in each field where English is used in work, business, and general. It is necessary to know previous information about vocabulary so that this section compiles research, findings, and reflections of authors who have mentioned that vocabulary is an essential part of performance in L2.

Folse (2004) argues that there are numerous aspects to consider when learning a new language, like syntax, pronunciation, and spelling, but vocabulary is vital. It is a key step in research and the field of education and has been a relevant topic to study in the last few years. It is common to find learners with low performance in foreign languages, specifically in vocabulary retention.

One of the major challenges that the learners face in learning is vocabulary (Ghazal ,2009). Part of the investigations about the core topic has been focused on other aspects, involving learning vocabulary acquisition, and many researchers and teachers have applied certain strategies to enhance this issue.

In this sense, Ibarra & Martinez (2018) have carried out research oriented to working memory as a strategy, including various strategies to encode and retrieve information for some time, working memory is a better process to avoid memory overload, this strategy includes chunking. Creating a story with information that students are aware, or using imagery of essential elements to improve performance in L2. The results of this study demonstrate that working memory strategies help to minimize learners' memory limitations, thus increasing their vocabulary retention in retrieval capacity in the L2, resulting in better performance for this analysis. Is essential for teachers to provide the necessary tools to succeed in the learning process.

Knowing the definition of a word is essential because vocabulary retention requires the active interaction of several associations. One crucial study made by Leyva and Peña (2006) mentions that vocabulary acquisition in a foreign language is necessary to provide students with an effective competence strategy to solve different implications. The semantic associations, metaphorical and metonymic associations, occupy a special place because of their high frequency in the English vocabulary system. As a result, semantic associations will help students create a truly concatenated system that responds to learners' communicative needs.

Acquisition is the technique of expanding the number of words, and students who learn English must focus on strategies to reinforce vocabulary to provide more opportunities to retain vocabulary. An article conducted by Rozario (2021) shows that learning vocabulary is vital to the foreign language learning process because the implication of new words is often articulated in the writing and speaking of language and, at the same time, is necessary to the teaching of language.

Vocabulary acquisition is considered an inherent issue of title theoretical importance. So, other research carried out by Meara (1983) mentions the use of syntagmatic associations as responses that form an obvious sequential link with the stimulus word; children tend to respond related to certain phonological features as a systematic response to acquire vocabulary. On the other hand, rhyming responses, common types of clang association often have the same starting sounds as the stimulus or a similar noticeable consonant group. As a result, this association encourages several responses and a greater proportion of native-like.

In other research, Ismael (2023) mentions various strategies for learning vocabulary, in which teachers should apply cognitive techniques, such as the use of a dictionary to translate, writing, or pronouncing words. Additionally, metacognitive teaching vocabulary in groups and students learning by mistakes, at the same time, this strategy provides a comfortable environment

to enable students´ vocabulary acquisition; also, students should be encouraged in English cultural events through cooperation as a social strategy. This research concludes that metacognitive strategies to make connections with the content help students acquire vocabulary to ensure that students retrieve vocabulary. In addition, teachers should employ memory strategies to recall vocabulary because these vocabulary acquisition techniques have a positive impact on L2.

Currently, students are provided with effective strategies focused on recalling vocabulary. The role of vocabulary in a foreign language plays an important role in learners' development performance in L2; also, various strategies provide training beneficial opportunities to increase vocabulary.

Nowadays, non-native speakers acquire vocabulary to master their second language vocabulary knowledge; therefore, vocabulary is more necessary in students of second languages. Min (2013) indicates that they may not be able to be proficient with enough vocabulary, but a variety of strategies is essential to provide effective vocabulary acquisition. Also, the use of the dictionary is a great resource to provide effective vocabulary acquisition. Therefore, it is use reinforces through the meaning of words, helping to expand vocabulary knowledge. It is a great resource for the students.

1. The Common European Framework of References for Languages

1.1.1 Definition

The Common European Framework of Reference for Languages, an essential tool in language education, classifies language competence into six levels, ranging from beginner to proficiency in several advanced skills such as speaking, writing, listening, and reading, enabling learners to progress at each stage. Moreover, the CEFR provides educators with the freedom to design their guidelines, syllabuses, and teaching methods. CEFR (2020) argued that this tool,

known as the European framework, increased international understanding that relates language skills with language assessment to provide a common method for the language education profession to facilitate communication. Since 1964, the Council of Europe has used the CEFR, which is available in forty languages, as an international standard for developing language competencies, aiming to enhance global understanding and improve the quality of language learning in institutions for effective communication.

1.1.2 CEFR levels and vocabulary acquisition

The European Standard (2020) uses the descriptor scale to measure proficiency, dividing it into three broad categories: A, B, and C. These categories further subdivide into six reference levels: Basic user A1-A2, Independent user B1-B2, and Proficient user C1-C2. These levels describe a set of common reference levels in diverse colours of a rainbow (page 34). At every user level learner must master vocabulary for communication, for instance in levels A1-A2 vocabulary learners learn basic words, and simple phrases and learn personal details, and produce brief-expression to describe routines, familiar situations, and basic communicative needs, in intermediate levels B1-B2 learners can express themselves in everyday life, family, hobbies, interests, work, travel, and events and understand most general topics with specialist vocabulary, avoid repetition, and have a good range of vocabulary, on the other hand in advanced level C1- C2 learners have a good command of a broad vocabulary and colloquialisms, users can understand technical vocabulary and idiomatic expressions and select various options in almost all situations. In short, the six levels of language proficiency give rise to different profiles of the progress of the mastery of each level, focusing on learning and teaching progress, in addition to teaching materials design, tasks, and assessment of foreign language proficiency. Therefore, CEFR is widely recognized and utilized in Europe and other countries to promote a user profile around the word

and specify the descriptors of levels of learning of language to achieve the goal and contribute to the curriculum development of organizations such as Cambridge that are aligned with CEFR that develop individual proficiency to establish the domains of language around the world.

1.1.3 Strategies for retention of vocabulary

Strategies are procedures used to increase the effectiveness of language learning by language teachers in conducting actions aimed at developing skills to complete activities successfully. Furthermore, it can view the use of strategies through the lens of metacognitive principles, which encompass planning, implementation, control, and repair in various communicative strategies. CEFR (2002) noted that there are strategies and activities to implement in the classroom, such as communicative activities in which the receiver and the interlocutor interact; likewise, communicative strategy is a useful way of helping students produce language through speaking, writing, listening, and reading. In other words, English teachers encourage interaction, expression, comprehension, and meditation in front of listeners as presentations and pictures in which two or more learners represent a role and can use notes for speaking in public; even learners speak aloud monologues to increase their knowledge and vocabulary. In conclusion, combining various strategies in the classroom offers more opportunities for vocabulary acquisition, as these strategies help learners establish a conversational style that allows them to express their feelings and meaning. Teachers instruct students to either listen to or read a book, and they also encourage students to form groups and write an example.

1.1.4 CEFR is used to assess vocabulary.

In general, it is important to consider the acquisition of the vocabulary and how the learner can receive words, phrases, and sentences. Each student can identify specific words and describe the daily routine in the classroom.

The CEFR aims to evaluate the learner's advancement in vocabulary, despite the lack of a specific strategy for vocabulary assessment. At this level, recognizing the basic concepts according to A1.2 is crucial for assessing the learner's proficiency; they must be able to describe places, numbers, and family members, understand instructions, and identify the concepts in which they are used. (Council of Europe, 2020).

The assessment options encompass oral lessons, exercises involving new words, and identifying words within a text. The author's research revealed that the creation of the CEFR aimed to establish a framework for comparing and studying languages. The process of creating such a framework involved numerous challenges and took over 25 years to complete (Milton & Alexiou, 2009, p. 2).

A successful research performance results in the dominance of the words learned in the class, which helps identify the context of sentences. Through an assessment, the teacher can determine the learner's needs and recognize how to apply strategies. Some authors describe that "CEFR uses the term assessment to refer to the implementation of language competence, thereby focusing on learner performance and its analysis" (Piccardo et al. 2011).

1.2 Educational legal framework for English language teaching

1.2.1 Level of CEFR of students (A1.2) according to the Ministry of Education

A few years ago, Ecuador's Ministry of Education established linguistic competencies to reform the curriculum in basic education, beginning with Pre at the end of the third year and progressing to Level A1.2. According to Ministerio de Educación (2013), emphasizes that basic learners are expected to reach a certain level of English when they graduate from Education General Basica, in this case, fifth EGB with A1.2, which entails the development of language

competence, including a repertoire of words and phrases related to social since it is conclusive to personal information related to the background that they learned, as well as limited control of grammatical structures. In short, in Ecuadorian high schools, the Exit Profile A1.2 emphasizes the development of abilities; the curriculum integrates language to be able to communicate because foreign languages increase critical thinking skills and creativity.

1.2.2   Student exit profile

According to the Ministry of Education (2014), "For A1.2, pupils learn linguistic competence, can ask and answer simple questions about personal information and details, and interact slowly with other classmates remembering simple phrases and greetings. They also learn numbers, prices, addresses, costs, time, and habits, in addition to producing short paragraphs and letters." Level A1.2 students understand and relate their basic and educational knowledge to what they are already familiar with. Additionally, each student has limited control over a few simple grammatical structures and can identify simple vocabulary. Additionally, they can link words using basic learned vocabulary, everyday forms, and polite forms. Despite this, they are able to produce slow dialogues, relying on repetition, rephrasing, and repair. In summary, in education, general basics at the A1.2 level, students will have achieved communicative competence because this English language curriculum is designed for basic users. Students have learned familiar words, simple instructions, and notes within the limit of their vocabulary for the level.

1.2.3   Ecuador's legal educational system

The 2008 Montecristi Constitution orients public policy towards a new model that promotes the long-term sustainable development of the country, ensuring the exercise, guarantee, and enforceability of the rights recognized in the Constitution of the Republic of Ecuador while also fulfilling its objectives. MARCO LEGAL EDUCATION (2012) mentions that the government

plans, organizes, provides, and optimizes educational services considering technical, pedagogical, technological, cultural, linguistic, inequality compensation, and territorial demand criteria. (p. 69). Villavicencio (2022) has insisted that the national government promote innovative, inclusive, and quality education for citizens at all levels. Access to education should be universal, inclusive, and of high quality. The initial, basic, and baccalaureate levels encourage the continuation and completion of studies. The educational system in Ecuador operates under the public policies of the Buen Vivir regime, playing a crucial role in addressing social issues and fostering an inclusive, solidarity society free from violence.

1.3   Cognitive theory

1.3.1   Cognitivism

Clark (2018) argued that cognitivism, also known as cognitive theory, emerged as a learning theory in the 1950s and early 1960s as an alternative to behaviorism. This theory encompasses internal mental processes, primarily in the human brain, and actively engages in the process of processing information to solve problems (p.176). This approach focuses on how the mind receives, saves, organizes, and retrieves information from memory to create meaningful knowledge, thanks to the way humans learn to remember and process information through experience. Indeed, the principal exponents who have contributed to the development of the learning theory are Bruner, Vygotsky, Ausubel, Bloom, and Piaget.

1.3.2   The importance of learning theory

"The major theories of learning are behaviorism, constructivism, humanism, and cognitivism, so these theories seek to understand and explain the learning process so that educators can take action to teach suitably" (National University, 2024). Learning theory plays a crucial role in the development of students' knowledge, providing valuable insights into how learners acquire

understanding and how to retain information. How you receive, organize, store, process, and retain information, especially learning theories, plays a crucial role in education. It aids educators in developing effective teaching practices and improving their educational approaches to creating effective learning experiences. Indeed, educators can use it to adapt to the diverse needs and learning styles of students, enabling them to manage student behavior. This is because it creates an inclusive environment and facilitates the successful design of curriculum for both traditional classroom learning and online learning.

1.3.3 Foundations of cognitivist principles

Humans process information through several key components in the mind, which include acquiring, modifying, storing through input, and using the information. Each of these components actively participates in the information process. Grider (1993) believed that without attention, the information disappears quickly; thus, the information is transferred to short-term memory. Conversely, increased attention leads to the transfer of information to long-term memory (LTM), which distinguishes between episodic and semantic memory. Semantic memory originates from the environment, while episodic memory originates from experienced events. Villagra (2020) claimed that in cognitivism, human beings are considered like machines. The mind permanently organizes, processes, and conserves information while also attempting to understand the brain's processes, resulting in working memory-encoded information. Undoubtedly, this process indicates that cognitivism endeavors to comprehend the brain's processes.

1.3.4 Cognitive Learning Strategies to Maximize Learning

"Learning strategies are divided into cognitive, organizing learning, and interaction; nevertheless, metacognitive and social-affective strategies are distinct from cognitive, above all involving repetition, organizing new information, and summarizing meaning, and predicting the

meaning of the situation through imagination" (British Council, s.f.). Cognitive benefits students´ ability to acquire information effectively owing to cognitive strategies the teacher uses to learn. Identical learning strategies are procedures that students use to improve learning and retrieve and apply added information. There are undoubtedly numerous ways to engage students in applying cognitivism; teachers must encourage students to problem-solve to identify connections between concepts or events, as this process facilitates the storage and retrieval of information for application.

1.4 Bloom's Taxonomy cognitive domain

1.4.1 Cognitive level

Benjamin Bloom, psychologist, and pedagogue is based on a hierarchy of educational objectives to be achieved with students. The Domains of Educational Activities are divided into Cognitive, Affective, and Psychomotor. "Bloom's Taxonomy is a list of objectives useful to assess the learning process of students and useful for logically designing activities and exercises for meaningful, lifelong learning" (Agüera, 2024). Similarly, Campuseducacion (2024) has insisted that "to formulate the objectives, the level of development of the students must be taken into account, as well as the congruence with the activities and tasks proposed to work on the contents, always using the infinitive form." For all these reasons, the levels help teachers simultaneously develop learning outcomes. Given the circumstances, the cognitive domain consists of six levels: remembering, understanding, applying, analyzing, evaluating, and creating; however, certain verbs are not particularly appropriate at each level and not relevant at other levels.

1.4.2 Lower thinking skills

"The application of lower-order thinking skills provides essential skills for building the foundation for higher-order thinking, i.e., from lower-order to higher-order thinking, in which case

students' skills are useful for learning subsequent skills for acquiring information." (Schadt, 2021). These skills are activities that require remembering, understanding, and applying. The initial level of understanding involves grasping the material's significance and making its meaning, including interpretation, summarization, classification, and inference. The next level involves remembering the entire information, thinking, interpreting, and explaining facts, events, and concepts. This includes identifying previously learned information and constructing its meaning. The final level of lower thinking involves applying the acquired knowledge in real-world situations, such as solving problems and making decisions.

Vocabulary acquisition is an essential part of a second language; in that way, it is important to give use of LOTS. Also, this increases the problem-solving skills of students, recalling and using the knowledge acquired in the different lessons.

1.4.3   Association and Retention Strategies

Aka (2017) Active learning strategies have demonstrated a 70% increase in vocabulary retention when learners discuss the content, an 80% increase when learners practice the content through any activity, and a 95% increase when learners teach someone. Individual differences play a significant role in learning, as individuals tend to process and learn new information in unique ways. Therefore, all students require association; in fact, active learning engages English in young learners in a pleasant way since they need comprehension at this level, understanding and recalling relevant information from long-term memory, especially identifying vocabulary; at the same time, it is part of the vocabulary of knowledge and classification. These learning outcomes include abstracting, classifying, associating, categorizing, discriminating, inferring, and interpreting information.

1.4.4 Understand: strategies in the classroom

Understanding is the second level where learners identify simple information; students can learn, practice vocabulary, and connect facts with background or personal information to enhance their learning skills. Kampen (2024) emphasized that teachers must be involved in learning to maximize students' performance potential, employing a variety of techniques for both learning and active practice. The challenge for teachers is to maintain involved students in the classroom; for this reason, educators must apply teaching strategies, initially when the teacher introduces a new word through simple descriptions or pictures to introduce the use of vocabulary notebook drawings of words, a discussion of when to use the word, and consolidation of activities at the end of each lesson.

Supporting students is fundamental for them to develop skills; for this, the diverse use of association strategies has a teaching-learning excellence that contributes to a positive environment for learning, leaving aside behaviorism. The learning process should not only involve summative assessment as a didactic strategy but also a variety of interactive strategies. "By the way, the word will be strengthened once you are capable of doing it. These activities include games such as Pictionary, crossword, word search, puzzle, hangman, bingo cards, role-playing, word games, and memory games". (Victoria State Government, 2020). Therefore, students need to apply techniques that increase their engagement in daily lessons.

CHAPTER II. MATERIALS AND METHODS

2.1 Research Approach

This study implies both qualitative and quantitative methods, due to the use of numerical and non-numerical data for collecting information that allowed analyzing and interpreting. On the other hand, the combination of both methods helped to gather vital information that was essential to investigation development.

2.2 Type of Research

Within this research, it is important to identify what type of research allowed the organization of the information according to the specific necessities.

Using this type of research enabled recognition of the different aspects to analyze the field of investigation. Sandelowski (2000) indicates that implementing the mixed methods works at the technique level at the sampling, data collection, and data analysis level.

Descriptive research

This type of research will try to explain the phenomenon of the study in-depth investigation and find the characteristics of the population regarding the information gathered from the group of students. In an article carried out by Lans & Van Der Voordt (2002), descriptive research through knowledge can contribute to informed decisions in an analysis survey. The research identifies details and precise data descriptions of the reality from details of the process.

Correlational research

In this research, we identify this type of research that seeks to know the relationship between two variables or more, the purpose of this research is to determine if the vocabulary relates to strategies for retention.

Asamoah (2014) states that correlational research represents a general approach that assesses the covariance among naturally occurring variables between two or more variables without any attempt to influence them.

2.3 Research methods, techniques, and instruments.

The methodology refers to the procedure that will be followed to achieve the objectives of the information validly and effectively, as the structure for the collection and analysis of the information.

This study will be carried out using a qualitative and quantitative methodological approach. Also, this research will help ensure the reliability and validity of the research. In addition, this approach is used in social science, behavior, and health. According to Harvard Catalyst (2024), mixed methods combine rigorous qualitative and quantitative research that makes results easier to understand and the answers to the research questions.

2.4 Techniques and instruments

A questionnaire for teachers and students, open-ended questions to teachers, and closed questions to students to provide information through the Likert scale method will be used to measure people's attitudes and opinions. It is a useful tool to evaluate their effectiveness in a set of statements; independently, the answers vary to assess student satisfaction (Zunzunegui, 2023). Interviews: This research will interview the vice-rector of the Unidad Educativa "Luis Leoro Franco," the coordinator of the English area, and the teacher; they will answer open questions about the most effective strategies to retain information from each participant when data is collected.

The interview will be conducted face to face, consisting of ten open questions. The purpose of the interview will be to obtain relevant information from different perceptions of the main authorities.

Survey: This research will apply the survey technique through electronic media in the school to obtain precise information from all students of fifth grade regarding the effective strategies to reinforce vocabulary in students; this will be used to describe the rigor of the information obtained and the relationship between variables.

2.5 Research questions

- What are the most relevant strategies of association to encourage learners to recall vocabulary?

- How can this strategy benefit students in vocabulary retention?

- What is the impact of association strategies on vocabulary recall?

2.6 Research Scope

The purpose of the research will be to obtain information and data to answer the research problem.

2.7 Population

The study population for research will be the students of the fifth grade of EGB of parallels "A"," B", "C", "D", and "E." Considering that the population is finite, 97 learners of fifth grade, considering that the population to be investigated was small, less than 100, a non-probabilistic convenience was applied. According to Hernandez (2014), this type of sample is the most used, due to the fact that the population is easier to gather; therefore, a survey will be conducted with all fifth-grade students to collect information about the research topic.

2.8 Procedure and Data Analysis

A census will be carried out for all students of fifth grade at Unidad Educativa "Luis Leoro Franco" 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 educators 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 fifth grade of Unidad Educativa "Luis Leoro Franco".

The survey was applied to the fifth-grade students from Unidad Educativa "Luis Leoro Franco," located in Ibarra city.
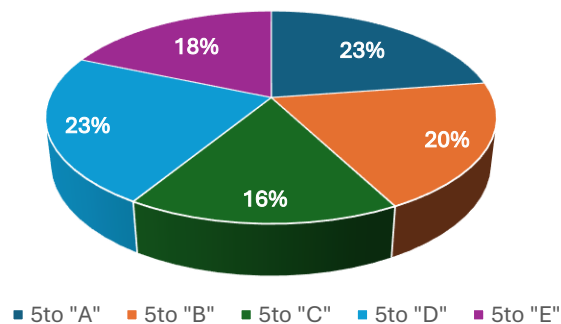
1. **Mark with an X the class to which it belongs.**

Table 1

Parallel to which it belongs.

VARIABLES	STUDENTS	PERCENTAGE
5to "A"	22	23%
5to "B"	19	20%
5to "C"	16	16%
5to "D"	22	23%
5to "E"	18	19%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 1

Parallel to which it belongs.

Source: Fifth-grade students

Analysis:

In Graph 1, the fifth-grade students of the Unidad Educativa "Luis Leoro Franco" 23% belong to the fifth "A" and fifth "D", which means that they are the majority of the students; 20% of those surveyed are in the fifth "D"; 19% belong to fifth "E"; finally, 16% are fifth "C", which is the smallest number of students surveyed. Therefore, 97 students responded to the questionnaire.

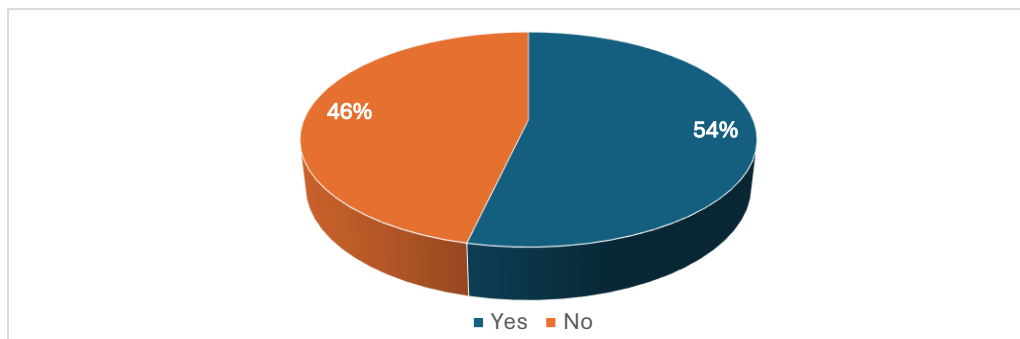2. **In my experience, do I find it difficult to learn new vocabulary in English?**

Table 2

Learning new vocabulary

VARIABLES	STUDENTS	PERCENTAGE
Yes	52	54%
No	45	46%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 2

Learning new vocabulary

Source: Fifth-grade students

Analysis

After having surveyed 97 children, which corresponds to the total number of respondents, the following results were obtained are shown in Graph 2: 54% of the fifth-grade students answered yes, they find it more difficult to learn new words; this happens because there are no

good teaching strategies that allow them to develop the learning process easily; on the other hand, 46% of students answer no. Therefore, regarding the learning of new vocabulary, it is concluded that most students answered yes.

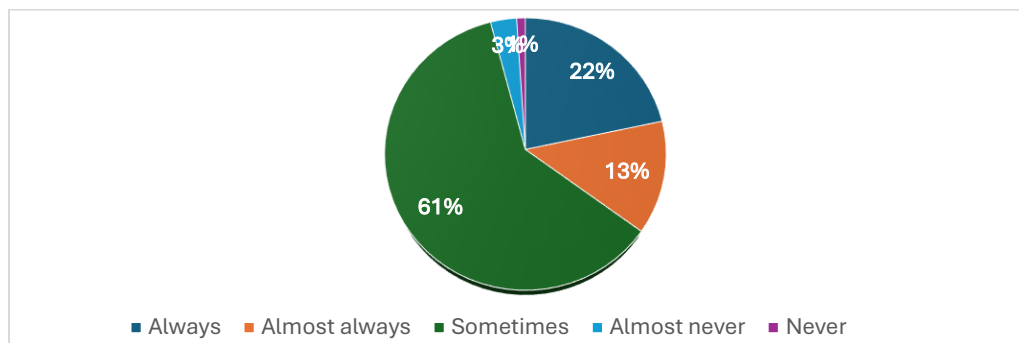### 3. Do I learn a new word by relating it to a word I already know?

Table 3

Learning new words

VARIABLES	STUDENTS	PERCENTAGE
Always	21	22%
Almost always	13	13%
Sometimes	59	61%
Almost never	3	3%
Never	1	1%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 3

Learning new words.

Source: Fifth-grade students

Analysis:

According to the results of Graph 3, the following results were obtained: 61% of the students who learn new words sometimes relate the words to other words they already know, 22% always tend to relate with existing words, 13% almost always, and finally, 3% responded almost never to related words to learn new vocabulary. Therefore, it is concluded that most of the

37

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.

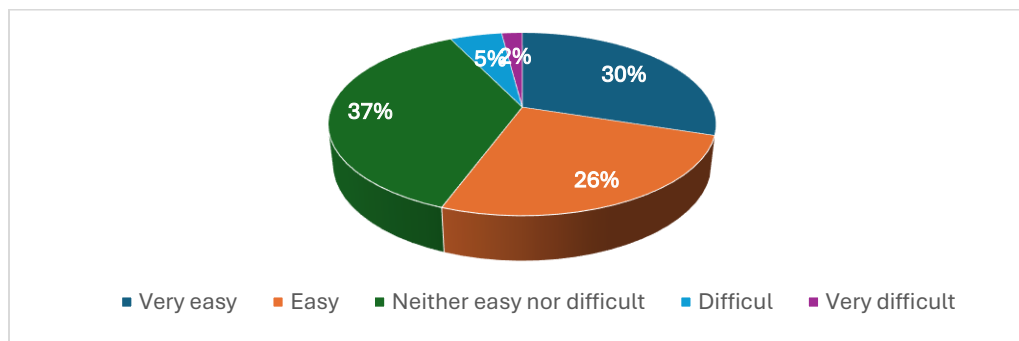**4. Do I find it easy to learn a new word by relating it to an object?**

Table 4

Learning words related to objects.

VARIABLES	STUDENTS	PERCENTAGE
Very easy	29	30%
Easy	25	26%
Neither easy nor difficult	36	37%
Difficult	5	5%
Very difficult	2	2%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 4

Learn vocabulary related to objects.

Source: Fifth-grade students

Analysis:

For the majority of students, according to the results shown in Graph 4, 37% of them mentioned that it is neither easy nor difficult for them to learn words by linking them to an object, followed by 30% who find it very easy to learn new vocabulary by linking words to objects, and

26% find it easy to learn new vocabulary by linking words to objects. The responses obtained show that children easily learn new vocabulary when words are combined with things. Most pupils do not find it difficult to learn an unfamiliar word by relating it to an object.

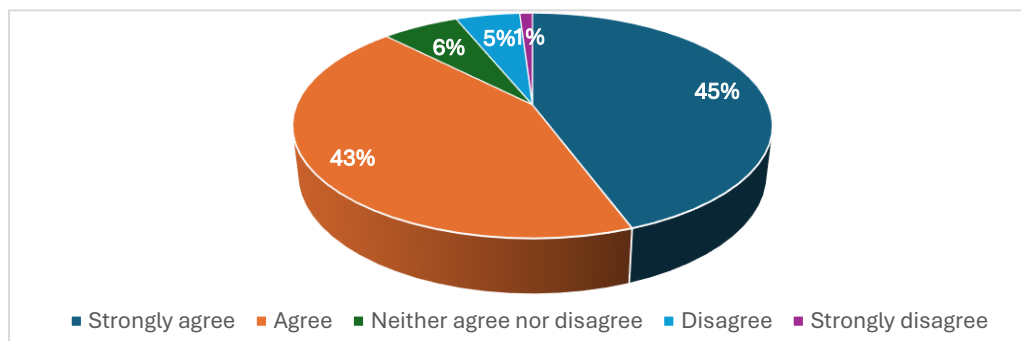5. **Do I think that association strategies in English classes would make learning new vocabulary more enjoyable?**

Table 5

Association strategies

VARIABLES	STUDENTS	PERCENTAGE
Strongly agree	43	44%
Agree	42	43%
Neither agree nor disagree	6	6%
Disagree	5	5%
Strongly disagree	1	1%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 5

Association Strategy

Source: Fifth-grade students

Analysis:

As shown in Figure 5, 37% of the students responded that their teacher uses cognitive strategies when learning vocabulary. In comparison, 18% answered that they use strategy-based instruction, 17% considered that they use rote strategies, 14% considered that they use metacognitive

strategies, 8% responded that they use socio-affective strategies, and in other cases 6% responded that they rarely use visual strategies to acquire vocabulary. Considering the results of this question, most students consider that the use of associative strategies would make the acquisition of English vocabulary more enjoyable.

6. **Which of the following strategies does your teacher use in class to develop your English vocabulary?**
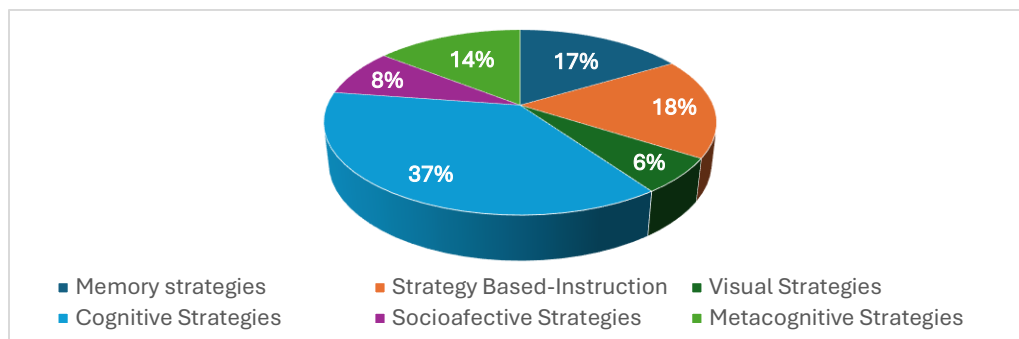
Table 6

Strategies that teachers use.

VARIABLES	STUDENTS	PERCENTAGE
Memory strategies	16	16%
Strategy -Based Instruction	17	18%
Visual Strategies	6	6%
Cognitive Strategies	36	37%
Socio-affective Strategies	8	8%
Metacognitive Strategies	14	14%
Total	97	100%

Source: Fifth-grade students

Figure 6

Strategies used by the teacher.

Source: Fifth-grade students

Analysis

As shown in Figure 6, 37% of the students responded that their teacher uses cognitive strategies when learning vocabulary. In comparison, 18% answered that they use strategy-based

instruction, 17% considered that they use rote strategies, 14% considered that they use metacognitive strategies, 8% responded that they use socio-affective strategies, and in other cases, 6% responded that they rarely use visual strategies to acquire vocabulary. Therefore, it is concluded that to learn vocabulary, it is necessary to use cognitive strategies.

7. **Which of the following strategies would you like your teacher to use in class to develop your English vocabulary?**

Table 7

Strategies would like your teacher to use.

VARIABLES	STUDENTS	PERCENTAGE
Game-Based learning strategies	51	53%
Cognitive Strategies	20	21%
Visual Strategies	6	6%
Metacognitive Strategies	2	2%
Strategies-Based Instruction	3	3%
Socio-affectives Strategies	15	15%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 7

Strategies would like your teacher to use.
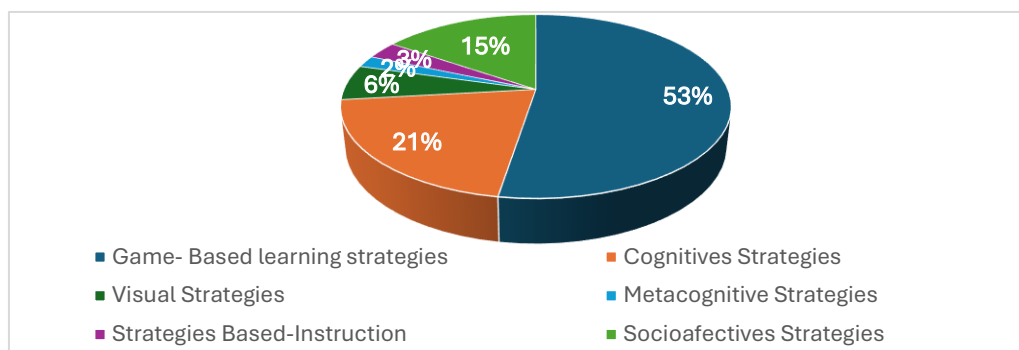
Source: Fifth-grade students

Analysis:

According to the results in Figure 7, after having surveyed 97 children, which corresponds to the total number of respondents, the following results were obtained: 53% of the students responded that they would like the teacher to use game-based strategies, while 21% of the students prefer cognitive strategies, 6% would like the teacher to use visual strategies, on the other hand, 3% would like their teacher to use metacognitive strategies, and 2% of the students prefer the use of metacognitive strategies. It is clear that the use and management of game-based strategy is one of the students' preferred strategies for learning vocabulary.

8. **In English classes, have the association strategies helped me to learn vocabulary?**

Table 8

Association Strategies

VARIABLES	STUDENTS	PERCENTAGE
Strongly agree	43	44%
Agree	35	36%
Neither agree nor disagree	14	14%
Disagree	2	2%
Strongly disagree	3	3%
Total	**97**	**100%**

Source: Association strategies

Figure 8

Association Strategy

Strongly agree · Agree · Neither agree nor disagree · Disagree · Strongly disagree
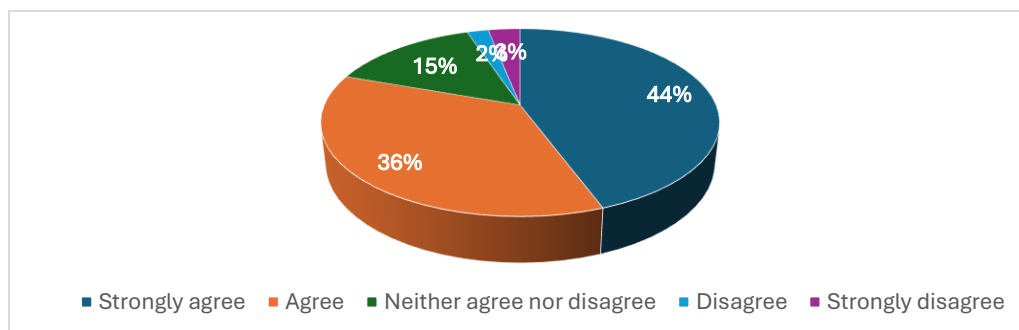
Source: Fifth-grade students

Analysis:

According to the results of the respondents in Figure 8, the students' survey yielded the following results: 44% of the students responded that they strongly agree that the association strategies helped them to learn vocabulary, while 36% of the students agreed with their statement, while 15% of the students neither agree nor disagree; on the other hand, 3% of the students strongly disagree and 2% of the students agree. Students strongly agree that association strategies help them to learn vocabulary.

9. **Rank the following list of association strategies according to your preferences, with 1 being the one you like the most and 5 being the one you like the least.**

Table 9

Association strategies for better learning.

VARIABLES	STUDENTS	PERCENTAGE
Visual Estrategias: Pictures, flashcards	13	13%
Memory Strategies: Word Association	20	21%
Game-Based Learning Strategies: Crossword	17	18%
Cognitive Strategies: Guessing, repetition	22	23%
Mnemonic Strategies: Memory games, rhymes	25	26%
Total	**97**	**100%**

Source: Fifth-grade students

Figure 9

Association strategies for better learning
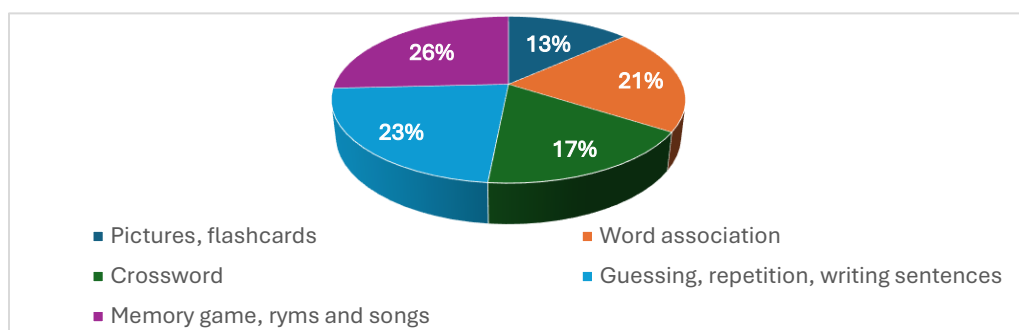
Source: Fifth-grade students

Analysis:

Graph 9 above shows the responses of the participants who were asked to rank the association strategies according to their preferences, with 1 being the most preferred and 5 the least preferred. According to the results, 26% of the learners prefer the use of mnemonic strategies such as memory games, rhymes, and songs, while 23% of the learners agree with the use of cognitive strategies, such as predicting, repeating, and writing sentences. Furthermore, 21% of the respondents believe that it is better to use word association strategies; on the other hand, 17% of the learners chose to select game-based strategies such as word search, i.e. game-based strategies, and finally, 13% of the learners agree with the use of visual strategies.

Therefore, it can be observed that the students believe that it is important for the teacher to incorporate cognitive strategies in which they can predict, repeat, and write sentences using pictures to practice their vocabulary, in which they can incorporate memory games and word association for vocabulary acquisition and recall. In conclusion, the application of these strategies does help the students to improve their English vocabulary in a fun way and, as a result, in the development of the student's performance in L2.

Interviews applied vice-principal at Unidad Educativa "Luis Leoro Franco"

1.   ¿Se ha realizado alguna investigación similar en cuanto a este tema?

Antes de contestar y dar paso a las preguntas, quisiera desearles a ustedes el mejor de los éxitos y a ustedes por ser parte de nuestra institución. Dando contestación a la pregunta, no se ha podido enfocar ni canalizar esta situación porque realmente nuestra situación y nuestra realidad no se encuentra con recursos apropiados y económicos para nosotros poder tener este abastecimiento y poder avanzar, y cumplir con nuestros logros que ustedes tienen en mente, su propuesta es muy interesante. Ustedes son los pioneros para que puedan, de esta manera, impulsar

y dejar que esto siga adelante y que se desarrolle este lindo proyecto, que los únicos beneficiados serán nuestros queridos estudiantes.

2.   ¿Cuán importante considera la enseñanza del idioma inglés como lengua extranjera en los niños?

Demasiado importante para nuestro nivel como sociedad y que bonito que esto pueda desde tempranas edades realizarse; una de las falencias que tienen en el idioma de inglés es que no cubren desde temprana edad, desde el nivel inicial, es por esa razón que vienen arrastrando y ese será un problema para que ustedes puedan analizar, les dejo en sus manos.

3.   ¿Qué estrategias de asociación en la adquisición de vocabulario se utilizan en la institución?

Bueno, de acuerdo a las prácticas y clases que he realizado con los compañeros docentes de las áreas, he visto que ellos utilizan estos recursos tecnológicos como el parlante para poder escuchar canciones, también frases en inglés, porque si a los estudiantes les cuesta a veces pronunciar en vista de que es diferente la pronunciación que la escritura, entonces las falencias de los estudiantes es que si cumplen estos vacíos porque a veces no se canaliza dentro de la malla curricular en el área de inglés. Nuestra institución. lastimosamente, no cuenta con aulas especializada ni laboratorios para que ellos también puedan fortalecer este idioma.

4.   ¿Considera que las estrategias que aplican los docentes de inglés en sus clases han cumplido con las expectativas de aprendizaje de los estudiantes?

Bueno, en esta parte voy a decirlo en general; a veces sí hay estas falencias por parte de los compañeros docentes que no utilizan los métodos y estrategias. Es una clase muy fría, muy tradicional, que a veces no utilizamos estas gamas o abanicos de la innovación que tenemos a nuestra disposición y en nuestra realidad para poder llegar y cumplir con el objetivo de la clase. Si

falta, y lo digo de forma general, estas estrategias innovadoras son las que nacen y dan paso para que nosotros podamos compensar en este difícil idioma que es la lengua extranjera.

5. **¿Qué tan importante considera la interacción entre docente y estudiante en la clase de inglés? ¿Por qué?**

Desde mi punto de vista, desde el inicio es la motivación, la apertura que ustedes tienen que tener, la confianza de poder llegar a los estudiantes, porque si usted no llega con la motivación, usted lo puede perder y que el estudiante en vez de sentirse feliz, puede igual tener sentimientos, emociones, frustraciones porque no le entendió y también los maestros deben conocer y saber las limitaciones de nuestros estudiantes con necesidades educativas y también nos dan esas estrategias para poder llegar con nuestros chicos, ahora que nosotros tenemos un buen número relativo con necesidades asociadas y no asociadas.

6. **¿Desde su perspectiva, los estudiantes están familiarizados con las estrategias de asociación para la adquisición de vocabulario en inglés?**

No, nuevamente esta es la realidad que como docentes y autoridades a veces nos trunca, y es desde ahí que desde el Ministerio deben tener un plan, desde planta central poder nosotros llegar para poder cumplir con nuestros objetivos, esos son retos, pero como nuestra realidad, lastimosamente, tenemos que contar con lo que tenemos. Pero eso no es imposible, es como siempre se les ha dicho a los docentes que tenemos que hacer la diferencia de no ser tradicionalistas sino maestros innovadores, y ahora que tenemos la inteligencia artificial es mucho mejor para poder llegar, y también utilizar estos recursos como son materiales que puedan también ser parte de que los estudiantes puedan llegar con este aprendizaje significativo.

Interviews applied to English coordinator at Unidad Educativa "Luis Leoro Franco"

1. Why is it important to learn vocabulary in English?

It is so important to learn vocabulary because if you do not have input or information in your brain, it is impossible to speak and develop any of the language skills, so acquiring vocabulary is the first step for becoming an English speaker.

2. Do you consider association strategies relevant? Why?

Yes, they are very relevant because English is a very dynamic subject, so we integrated different topics in vocabulary; the students can learn that English is not only talking about personal information but is trying to talk about different fields; for instance, if you want to talk about adjectives, in this case, you can get information from different subjects like social studies, natural science, and mathematics, and that knowledge can help you to develop the speaking skill or any skill you want to improve in students.

3. How relevant do you consider the use of association strategies in the foreign language classroom?

Yes, they are relevant. I am confident that by combining information from various aspects, you can apply your cultural background and even incorporate new vocabulary to enhance your speaking, writing, and other skills. In short, incorporate vocabulary from various topics to get more feedback and background to enhance your ability to speak English.

4. Are students familiar with association strategies for vocabulary acquisition, and have they been used in foreign language classes?

In my opinion, teachers have to be updated that association strategies are part of all the English teachers need to know more strategies to have more successful English classes.

5. What association strategies benefit acquiring and recalling the vocabulary learned in the lessons?

It depends on what students learn and what kind of students you have in front of in a class, so, in my opinion, the teachers need to know in a very clear way what kind of teachers they are teaching English. It depends on each group. Let's suppose the students who came five, and the students who came twelve are very different from each other because we suppose you want to learn vocabulary related to animals with the students who came five**;** you need to show a lot of pictures, a lot of realia, like this way you can improve vocabulary acquisition in these students, but the students who came twelve, probably you only need to show the right words on the board or probably show one of the pictures, and the students immediately are going to catch the idea or what vocabulary you are teaching.

6. Did the association strategies contribute to vocabulary acquisition?

Definitely yes, because as much as you use different strategies to integrate your English lesson, it is much better for the student's benefit.

7. What is the role of association strategies in vocabulary learning?

I am not clear about this topic, but I consider association strategies are very useful for English teachers because they help us to integrate vocabulary in different ways. I suppose I want to teach lessons related to the environment; it is a good moment for using adjectives, vocabulary numbers, and all of this stuff. You can have a very successful lesson.

8. **Why does memory play a key role in vocabulary learning?**

This is a pertinent inquiry, as our role as educators extends beyond the confines of the classroom. We should focus on the future students keeping the new vocabulary stored in their long-term memory because it that the only way that the students will produce much English; even if

students do not have vocabulary in long-term memory, it is impossible for them to produce Englis. That is why association strategies have a very important role.

9. **Do you consider it relevant to use association strategies for vocabulary acquisition?**

Yes, nowadays is so important because you know as teachers, we are teaching English to different students, different children and teenagers, so as English teachers we have to be very updated even if we can use technology, artificial intelligence, emotional intelligence, those are thanks we can use like a mix for getting good English classes is the most important our students can become real English speakers.

Interviews applied English teacher at Unidad Educativa "Luis Leoro Franco"

1. **What association strategies are used in English classes for reinforcement and recall of learned vocabulary?**

In English class, they normally use visual association that could be used because of the number of students that we normally have here, and students use a book as support material to do activities. Another common strategy could be practicing vocabulary using flashcards, searching for new words, and using the dictionary to connect words with other words that they learned, and finally using repetition.

2. **How do the association strategies used help students learn vocabulary in English?**

Association strategies specifically help students communicate through various activities that they do in the book. Depending on the topic, they have more opportunities to reinforce the vocabulary not only by memorizing it, but association strategies could also promote the practice of vocabulary to communicate using simple conversations or for daily activities in which students compare their new language with their new language learn.

3. Do you think it is relevant to use association strategies for vocabulary learning?

I think association strategies are going to be useful for them because the majority of the students don't like English. For this reason, I consider they will engage with learning English, which is also useful not only to memorize but also to promote engaging English in a better way for young learners because they need the vocabulary.

4. **Why do you consider the implementation of vocabulary learning strategies in the classroom to be essential?**

It is not common to use here, as I said before, the number of students in each class, the background of students, the slow interest of students in English class, and another reason that is why it is not implemented; we do not have support material for all the students, and the parents do not collaborate with this in order to have more than we would like to have. For all these reasons, it is not possible to implement them.

There is no collaboration of authorities with the other teachers for new ways to learn English to acquire vocabulary didactics of implementing any material of all students.

5. Which association strategies are used in English classes for vocabulary learning?

I'm not sure what the exact ones could be, but I think that trying to use the ones that are on the Internet is a good idea because on the Internet we can check more ideas, but the most commonly used in class are flashcards, and I think repetition is the most common that we can do it here because we do not have the appropriate material in some situations in order to correct vocabulary.

6. How are association strategies for vocabulary acquisition used in the process of learning English?

In the process of learning English, the most crucial aspect is to draw comparisons between their mother tongue and the native language they intend to learn. Students need a lot to have new

vocabulary because they are going to be communicating specifically when they need to describe their daily routine that they want to say: for this, the need all the time to use their new vocabulary and apply it.

7. To what extent do you think association strategies are relevant to vocabulary acquisition?

Association strategies could be very useful because students need to communicate with other students and establish simple conversations using vocabulary. I think it is important to practice vocabulary; in addition, these strategies help students to learn new words at the same time, making learning more memorable. Those who use association strategies tend to remember and apply new vocabulary more efficiently with visual association, making learning more interactive when they need to recall vocabulary and apply it.

CHAPTER IV: PROPOSAL

4.1. Proposal title

LEARN VOCABULARY BY MAKING CONNECTIONS IN ENGLISH.

4.2. Rationale

This guide to association strategies offers activities based on the techniques of association strategy methods to teach English. These activities are particularly engaging for children, as they can help the youngest students develop the ability to recall vocabulary and make the learning process more enjoyable.

4.3. Theoretical foundations

4.3.1. Strategies for retention of vocabulary

The CEFR (2020) contends that teachers must implement a series of procedures to improve the efficacy of language learning. This includes implementing a set of activities and applying strategies that can be implemented in the classroom, such as cognitive, metacognitive, socio-affective, and game-based learning strategies, which require educators to interact with the learner positively to provide a good learning environment. Consequently, the combination of strategies assisted learners in developing vocabulary to recall in producing language skills, such as speaking, listening, reading, and writing.

4.3.2. Cognitivism

As mentioned, Clark (2018) emphasized the substitution of behaviorism with learning theory. The primary exponents who have made substantial contributions to the development of learning theory are Bruner, Vygotsky, Ausubel, Bloom, and Piaget. This theory is also relevant to the internal mental processes of the human brain, as well as the processing of information to solve problems. The organization, retrieval, and storage of information from memory are the primary

methods of generating meaningful knowledge. Acknowledging that this process of acquiring the capacity to remember and assimilate information through experience is essential.

4.3.3. Association and Game based on learning strategies.

Learning strategies that are based on games of association that emphasize learning and fun activities to enhance retention of vocabulary through practices in real-world situations. Additionally, one research noted that "game-based learning strategies are a teaching strategy that supports students incorporating friendly competition and active participation to keep motivated in learning English class" (European School Education Platform, 2024).

4.4. Proposal objectives

4.4.1. Objective

To create a teaching resource based on an association strategy for fifth-grade students at Unidad Educativa "Luis Leoro Franco."

4.4.2. Specific objective

- To create a guide with didactic activities to retrieve vocabulary for fifth-grade students
- To develop game activities that offer an enjoyable environment for reinforcing vocabulary in class.

4.5. Beneficiaries

Vocabulary acquisition is indispensable for effective communication via the association strategy. Furthermore, the fifth-grade students of "A", "B", "C", "D", and "E" will benefit from this project. Additionally, the teacher can utilize the guide to offer additional activities that allow students to practice vocabulary, thereby making the English language learning process more interactive and facilitating the retention of vocabulary in long-term memory. Therefore, by incorporating these strategies, students develop the ability to retain unfamiliar words.

LEARN VOCABULARY BY MAKING CONNECTIONS IN **ENGLISH**

A1.2 CEFR

PREPARED BY

CASTRO CASTILLO ALEJANDRA MICAELA
PIÑAN ROSERO RONNYE ISRAEL

AGE 8-9

WORKKBOOK

INTRODUCTION

At Unidad Educativa "Luis Leoro Franco," the proposal was developed to improve young learners' vocabulary acquisition in English while also encouraging an association technique to help with vocabulary recall and support the teaching process.

The main principle of the proposal is to increase vocabulary through an association strategy.

Each activity was selected to help students and teachers remember vocabulary, and a variety of strategies will be provided for them to use throughout the English learning process.
During data collection, the association strategy was to create didactic material based on the preferences.

JUSTIFICATION

Vocabulary acquisition It is vital to identify activities to recall vocabulary that enhance knowledge and, at the same time, increase student's motivation to recall words. While making learning fun, this research was useful.
This project will function as a resource for educators to assist in the retrieval of vocabulary, thereby enhancing the language proficiency and motivation of students to practise vocabulary.

OBJECTIVES

GENERAL OBJECTIVE
- Enhance students's English vocabulary through the use of a game-based learning strategy.

SPECIFIC OBJECTIVES
- Encourage the implementation of association strategies.
- Provide students with the opportunity to enhance their vocabulary.
- Develop performance by engaging in a variety of activities.

1

CAN DO OBJETIVE

- Comprehend sentences and common expressions regarding familiar subjects, including fundamental personal and familial information, shopping, points of interest, and employment.
- Engage in basic, daily activities that call for straightforward information exchanges on well-known subjects.
- Describe aspects of their past, environment, and matters related to their immediate needs, using simple language.
- Ask and answer questions about personal details, such as where they live, things they have, and like and people they know, so, students can use basic vocabulary and understand simple sentences.
- **Describe places:** Students can describe places, including their city,
Students can describe people, including their appearance and personalities.

The learning material from unit 1 to unit 5 of this guide to recall vocabulary was based on the English level, at the same time, in resources from New Leaders (2024). According to the Common European Framework of Reference for Languages (CEFR). For this reason, we have proceeded with the development of this didactic resource that contains the interactive practice of vocabulary through a game-based learning strategy for students to retrieve the vocabulary through the Canva tool (2025).

Recall vocabulary through games using association strategy

Game-based learning (GBL) is an instructional method that uses games as a central part of the learning process. It involves incorporating game elements like rules, goals, interactions, and competition to engage students in educational activities

Student Activities

- Students learn by doing, exploring, and problem-solving in an interactive environment.
- Intrinsic motivation
- Activities applying games
Games designed to teach or help students practice specific skills or content.

- Increases student engagement and motivation.
- Introduces situational learning
- Addresses special education need

ROLE PLAYING GAME   FLASHCARDS
PICTIONARY
CROSSWORD   MATCHUP   HANGMAN
TEAM WORK   PUZZLE GAMES   WORD SEARCH
MEMORY GAME
SIMULATION GAMES   WORD GAMES

2

Teacher's guide

DON'T FORGET

In each unit, the teacher needs to have the visual support material, which can be found at the beginning of each unit.

INTRODUCTION

- Using the bingo cards or flashcards to incorporate the game is the responsibility of the instructor.
- Incorporate interactive language-focused games.
- Tailor game difficulty to students' proficiency and utilize real-time feedback to adjust teaching strategies effectively.

AFIRMATION

- Combine games with content or real-world scenarios to enhance vocabulary and comprehension through different activities.
- Integrate team-based activities that encourage peer learning and communication, such as visual strategy, puzzle-solving crossword, and group challenges

CONECTION

- In each lesson, it is essential to integrate different activities and to encourage previous lessons with new topics to recall vocabulary and peer learning to develop vocabulary.
- This proposal included games as part of the teaching strategy, such as puzzle-solving, word search, role-playing, and Hangman.

3

Learning Contents

To remember places at home
what color? , who are?, where is?
adjectives+ noun

GENERAL REVIEW

MODULE 1 — **The city**

- Places o f the city
- Prepositions of place
- to listen and pronounce.

MODULE 2 — **At the shopping center**

- Fast food restaurants, coffee shops, department stores, clothes, toys, bookstores,
- First/second/third/ floor

MODULE 3 — **Occupations**

- Jobs
- Review places.
- Use yes/no questions, I, He, She.
- Listen and pronounce

MODULE 4 — **Numbers**

- Numbers from 1-100
- Prices, age
- Telephone numbers.

MODULE 5 — **The season**

- Seasons
- Clothes for each season
- Temperature

MODULE

1

The city

Can do objective

- I can ask people questions about places in the city and answer such questions using prepositions slowly and clearly.

Learning objectives

- To identify places of the city.
- To use prepositions of place
- To listen and pronounce.

Learning Sub-contents

What is a city?

- To identify places in the city.

ACTIVITY 1
- Places of the town 1
- Places of the town 2

ACTIVITY 2
- Identify different places of the city
- Write the place of the city

ACTIVITY 3
- Matchup the place with the correct name.

ACTIVITY 4
- Locate places using prepositions

Roadway
- Complete the word search
- Crossword puzzle

ACTIVITY 2
- To use prepositions of place
- Describe the places using prepositions in English
- Where is located the ball?

The city

PLANNING

Learning goals

This lesson will enable learners to talk about places of the city using prepositions.

Indicators

- To identify places of the city.
- To use prepositions of place
- To listen and pronounce.

Key vocabulary

Places of the city
Prepositions of place

WARM UP

Invite students to name places in the city that they know and ask questions about the location of the school, bank, hospital, and carousel.

PRESENTATION

Before beginning the exercise, show the city's pictures for visual identification. Focus the student´s attention on the pronunciation of different places in the city. Go over the words in the word bank, invite students to associate each preposition using, and then have them complete each. Ask them to justify their answers.

PRACTICE

Ask students to read vocabulary and invite students to match them. Once the students have completed the exercise, have them read the words aloud and copy them on the board After that, encourage students to write simple sentences.
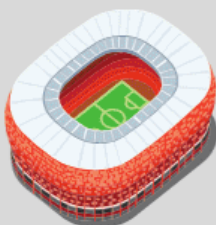
Places of the town 1
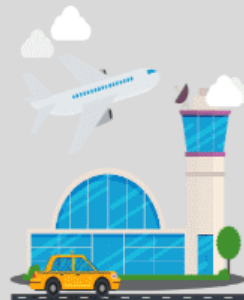
Bank

Museum

Restaurant
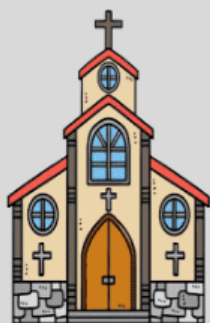
Church

Tunnel

Stadium

Bridge

Supermarket

Bakery

8

Places of the town 2

airport

train station

bus station

Hotel

Hospital

Carrousel

zoo

School

Cinema

9
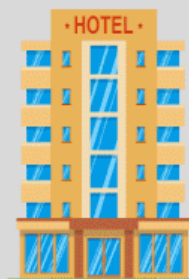
ACTIVITY 1

1. Complete the name of places of the city
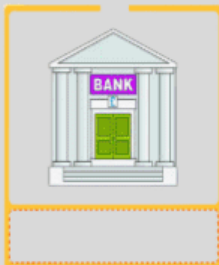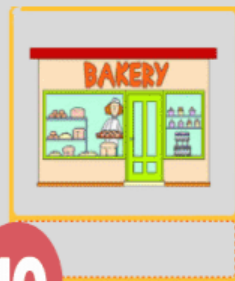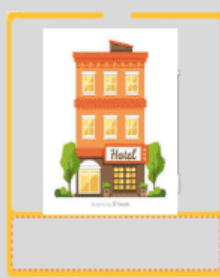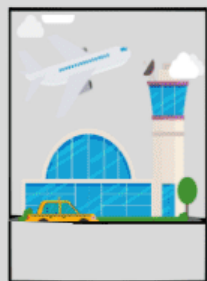
- airport,
- train station
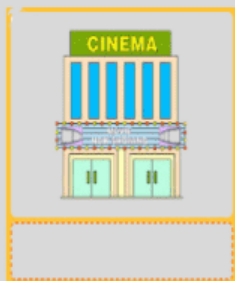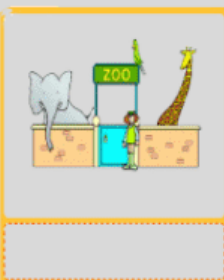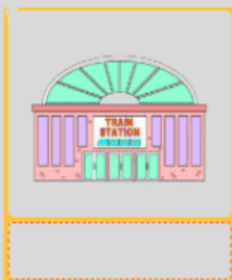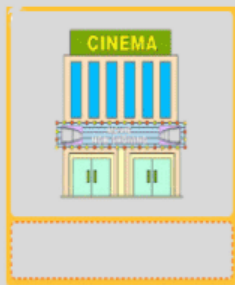- bus station
- hotel
- hospital
- carrousel
- zoo
- school
- cinema
- bank
- museum

TEACHER'S GUIDE ACTIVITY 1

WARM UP

- Ask students to brainstorm places they know in their city. Write their responses on the board.
- Discuss why these places are important to the community.
- Before students begin the activity, ask pupils to look at the picture.

PRESENTATION

- Introduce the topic and ask students to identify the locations in the city as you point to and review the pronunciation of the key vocabulary.
- Ask students to look at the vocabulary from the material and then check the pronunciation.
- Ask students to predict the name of each place.
- Have students write the names of the correct places using the pictures.

PRACTICE

Answers
- airport, train station, bus station, hotel, hospita, carrousel, zoo, school, cinema, bank, museum

- After completing the activity, ask students to pronounce each word.
- Divide students into small groups and assign each group a different place in the city.

ACTIVITY 2

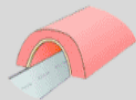1. Use box words to write the city's name.

bridge **supermarket** **church**

bank **museum** **bakery** **tunnel**

1.I like delicious meal in the_____.

2.The cars pass by the _____.

3.My mother buy bread at the _____.

4.The _____ is in the park .

5.On Sundays my family go to the _____

6. My dad buys food at the_____.

12

WARM UP

- Invite students to review previous activity and using pictures, ask students to identify principal vocabulary to determine the logical sequence of the illustrations and phases
- Ask students to identify different locations within the city.
- Students talk about the places they like best.

PRESENTATION

- Have students mention one place near your house
- Go through the meaning of the places and ask students the pronunciation of different places
- Ask volunteers to share their answers and have them write the correct locations; after that, check their spelling.

PRACTICE

- Ask students to analyze the sentences and ask students to think of the answer.
- Ask students to come in from the classroom and read aloud each sentence.
- Have students write the names of the correct places using the pictures.

Answers
- restaurant
- tunnel
- bakery
- church
- bridge
- supermarket

- Assign a specific location in the city to every small group of students.
- Ask students to verify their answers after finishing the task.

13

ACTIVITY 3

1. Assign the appropriate name to the location.

airport

train station
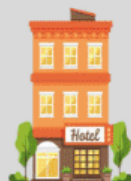
bus station

hospital

hotel

zoo

carrousel

school

cinema

supermarket

WARM UP

- Ask students the meaning of different types of places in the city and students have to match up and check the correct answer to the activity
- Ask the meaning of each one.

PRESENTATION

- Before starting the task, have students identify the vocabulary and write the appropriate name.
- After completing their group assignment, students will select one location and compose a simple description.
- Ask students to examine the material's vocabulary and verify the pronunciation.
- Ask students to use the vocabulary to write the names of the appropriate places using images

PRACTICE

Answers • airport, train station, bus station, hotel, hospita, carrousel, zoo, school, cinema, bank, museum

- Ask students to identify their favourite location after finishing the exercise; they answer the question, "Where is it?"
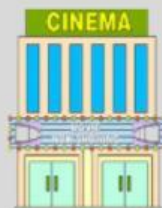- After that, students work on pronouncing the words correctly.

ACTIVITY 4

1. Choose the correct answer

SUPERMARKET

1. bridge ☐
2. supermarket ☐
3. restaurant ☐

RESTAURANT

1. church ☐
2. hospital ☐
3. restaurant ☐

CINEMA

1. cinema ☐
2. zoo ☐
3. carrousel ☐

BUS STATION

1. bus station ☐
2. school ☐
3. carrousel ☐

1. bus station ☐
2. airport ☐
3. carrousel ☐

TRAIN STATION

1. train station ☐
2. school ☐
3. hospital ☐

1. church ☐
2. hospital ☐
3. restaurant ☐

ZOO

1. cinema ☐
2. zoo ☐
3. carrousel ☐

1. bus station ☐
2. airport ☐
3. hotel ☐

16

2. Choose the correct answer

_ _ _ o _ _

_ i r _
_ t _ i _ n

B _ k _ _ _

_ o _ _ _

_ _ s _ _ m

_ _ _ p _ _ a l

_ a _ k

_ u _
_ t _ i _

_ i _ o _ _

_ u _ n _ _

_ _ _ d _ _

17

WARM UP

- Invite students to answer the question, How do you say different places in English?, and propose to some outgoing volunteers to say the meaning in Spanish. Before starting the activity, ask students to relate the image to the meaning in English.

PRESENTATION

- Ask volunteers to predict the answer and choose the answer according to the picture.
- Explain to students the correct answers and check their spelling.

PRACTICE

- Students focus attention on the spelling of the words; invite pupils to recall vocabulary in the activity.

Answers1
- supermarket, restaurant, cinema, bus station, carousel, train station,chuch,zoo,airport

- Have students invited to predict the answers.
- Guide them so that no matter how to spell the words, then correct pronunciation.
- Have students complete the activity and share in pairs the answers, implementing role play and assigning a brief description for each place to identify them.

Have students encouraged to predict the answers, then compare their answers.

Answers 2
- school, train station, bakery
- hotel, museum, hospital
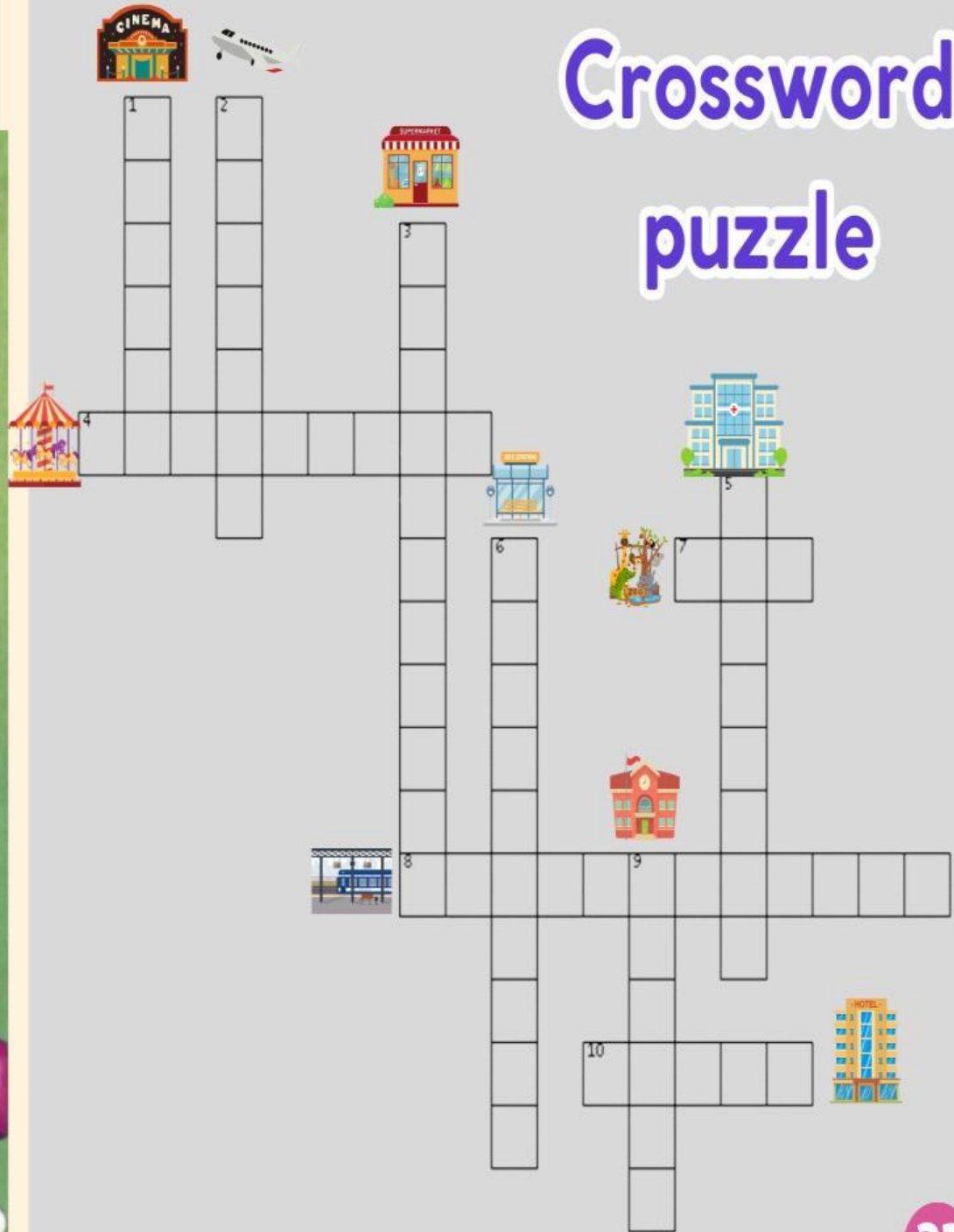- bank, bus station, airport
- tunnel, bridge

Roadway

1. Answer the question.

Where do they go?

START

ZOO

HOSPITAL

BAKERY

SCHOOL

Computer Store

BUS STATION

TRAIN STATION

END

They go _____.

20

Crossword puzzle

1
2
3
4
5
6
7
8
9
10

21

WARM UP

- Ask students to identify the places of the city; in pairs of students, create sentences and answer the question, "Where do they go? using whatever place in the city.
- Before starting the activity. Ask students to indicate a location they like; just make sure they pronounce it correctly.

PRESENTATION

- Invite students to look at the pictures; remind students that they use the vocabulary of the places of the city.
- When students make predictions, it helps keep them involved in the activity

PRACTICE

- In this game activity, students read their answers aloud and check their spelling.

Answers
- They go to the supermarket.
- They go to the restaurant.
- They go to the cinema.
- They go to the bus station.
- They go to the carousel.
- They go to the train station.
- They go to the church.
- They go to the zoo.
- They go to the airport.

- Ask students to guess the spell to identify the locations, then complete the crossword.
- Review the activity and ask the learners to write the missing places in the crossword.

- Ask students to write the appropriate names for each location in the city.

Answers
- Airport
- Train station
- Bus station
- Hospital
- Hotel
- Zoo
- Carrousel
- School
- Cinema
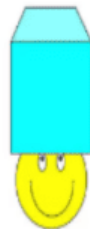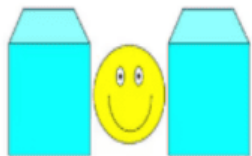- Supermarket

PREPOSITIONS OF PLACE

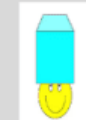next to

in

on

under

between

in front of

behind

Where is it located?

2. Examine the image and fill in the appropriate place prepositions.
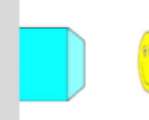
1. Where is the ball?
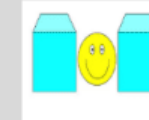
The ball is_____ the box.

The ball is_____ the box.

The ball is_____ the box.

The ball is_____ the box.

The ball is_____ the box.

The ball is_____ the boxes.

The ball is_____ the box.

The ball is_____ the box.

ABC

ACTIVITY 1

1. Examine the sentences and fill them in with the location's prepositions.

next-to	behind	between

in front of

1. Where is the hospital?

The hospital is_____ the **airport**.

2. Where is the bank?

The bank is_____ the bakery and the cinema.

3. Where is the chuch?

The church is_____ the restaurant.
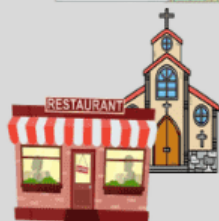
4. Where is the carrousel?

The carrousel is_____ the park.

Warm up

- Ask students about the pictures and what they think about them.
- Explain the importance of the prepositions in real life and give examples.
- Have students copy the list of prepositions into their notebooks.

Presentation

- Have students practice the prepositions using places in the city.
- Ask volunteers to answer questions about the pictures and the different places.

Practice

- Reinforce the pronunciation of the places and prepositions.
- Underline the places that they find in the sentences.
- Write the complete sentences and go through their pronunciations.

Answers
- Next-to
- Between
- Behind
- In front of

PLACES OF THE CITY
WORD SEARCH

1.Find the places of the city.

School Hospital Mosque Library Bank Hotel

Theatre Museum Shop Bakery Zoo Stadium

Y	S	C	H	O	O	L	C	M
T	B	M	O	S	Q	U	E	S
H	M	U	S	E	U	M	B	T
E	V	T	P	I	T	S	A	A
A	P	A	I	R	E	H	K	D
T	H	O	T	E	L	O	E	I
R	D	B	A	N	K	P	R	U
E	F	H	L	Z	O	O	Y	M
K	L	I	B	R	A	R	Y	O

Prepositions of place-exercise for class

Choose and add the place preposition.

The mouse is_____ the box.

on	behind	between

The dog is_____ the box.

on	in	under

The elephant is_____ the boxes.

under	in	in front of

The child is_____ the box.

on	in	behind

The penguin is_____ the box

in front of	under	between

The ball is_____ the table.

next to	in	in front of

The teedy bear is_____ the box.

in	under	on
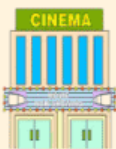
Activity 2:
Place of my city

1. Is it a supermarket?

Yes, it is
No, it is not ✓

2. Is it an airport?
_____

3. Is it a train station?
_____

4. Is it a carrousel?
_____

5. Is it a bus station?
_____

6. Is it a school?
_____

1. Is it a hospital?
_____

2. Is it a cinema?
_____

3. Is it a bank?
_____

4. Is it a church?
_____

5. Is it a tunnel ?
_____

6. Is it a bridge?
_____

WARM UP

- Ask pupils at random the names of various locations.
- If the students make predictions, have them search the vocabulary of the places of the city and complete the word search to remember them.

PRESENTATION

- Instruct students to utilize the vocabulary belonging to various locations within the city.
- Ask students to view the flashcards, have a class read the question, then answer.

Is it a supermarket?

Write: Yes, it, when it is correct.

Write: No, it is not, when it is not correct.

- After examining the image, write the right response.

PRACTICE

- All of the students practice the pronunciation of the vocabulary of the places and read the answers.
- Invite students to check the answers.

Answers activity 2

- No, it is not
- Yes, it is
- No, it is not
- No, it is not
- Yes, it is
- Yes, it is

- Yes, it is
- Yes, it is
- No, it is not
- No, it is not
- No, it is not
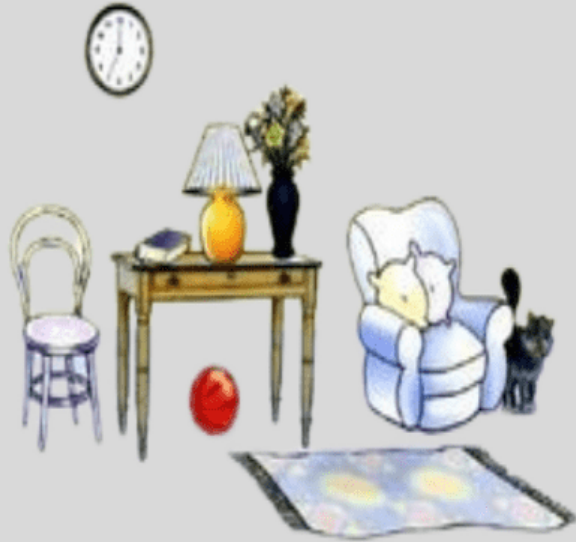- No, it is no

WHERE IS IT?

Look at the picture and complete the sentences with the preposition of place

The lamp is _____ the book and the flowers.

The flowers are _____ in the book.

The ball is_____ the table.

The carpet is_____ the table.

The clock is_____ the wall.

The cat is_____ the sofa.

The sofa is_____ the carpet.

The chair is_____ the table

WARM UP

- Ask students to examine the image and describe what they see.
- Ask students to name the place-specific prepositions at random.
- Students make predictions; ask them to complete the activity.

PRESENTATION

- Instruct students to utilize the vocabulary of prepositions.
- Have a class discussion about where things are located and then write a response.
- Students check their answers to the questions.

PRACTICE

- Students practice sharing the answers with the class, and ask them to check their spelling.

Answers
- between
- next to
- under
- in front of
- on
- next to
- Behind
- next to

MODULE 2

At the shopping center

Can do objective

Writing

- I can write simple sentences about the things that I like and do not like

Learning objectives

- To identify things at the shopping center, one needs to review colours to express likes and dislikes. to listen and pronounce

---

What is in a shopping?

- shopping center
- likes and dislikes
- clothes
- toys
- colors

ACTIVITY 1
- Recognize the Stores in the Shopping Center

ACTIVITY 2
- Classify the shop by the things of each shop.
- Clothes and colours

ACTIVITY 3
- Complete the WORD SEARCH
- ACTIVITY IN CLASS

- To express needs
- To review colors
- To express likes-dislikes.

ACTIVITY 1
- Distinguish Food, Toys, and colours
- What is your favourite toy?
- Word search and

KINDS OF STORES IN THE SHOPPING CENTER

café

market

bookshop

candy shop

clothes shop

computer shop

DVD rental

music shop

mall

pet shop

greengrocer's

bakery

restaurant

gift shop

toy shop

shoe shop

STORES

1. Put the names of each picture

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____

ACTIVITY 1

2. Recognize the store by the items in each store.

He/She/I **Am/is/are** **in the**

1. Where is Marco?

He is in the _____.

2. Where is Ana?

_____.

3. Where is Dario?

_____.

4. Where am I?

_____.

Marco

Ana

Dario

me

WARM UP

- Ask students to answer the question, What are the personal pronouns?
- Before beginning the lesson, explain the personal pronouns and TO BE verb.
- Using flashcards with "he, she, I" and practice the pronunciation.

PRESENTATION

- Have students recognize the vocabulary of stores in the shopping center in their notebooks.
- Ask students to look at the pictures and answer the question. Where is Marco?
- Invite students to answer the question using the previous vocabulary.

PRACTICE

- Have learners write the answer.
- The following exercise involves having volunteers read the questions and then having other volunteers respond. You then check their pronunciation.

ANSWERS

- He is in the toy shop.
- She is in the clothes shop.
- He is in the bookshop.
- I am in the mall/shooping center.

Clothes

	shirt
	belt
	shoes
	dress
	shorts
	hat
	socks
	skirt

Colors

	blue
	red
	yellow
	orange
	green
	purple
	pink
	black

1. Use the same shade to colour the image.
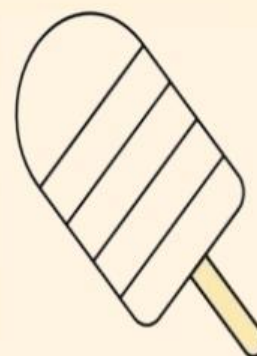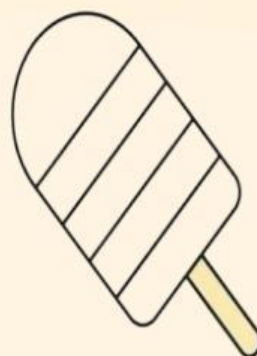
2. Complete the word seaech

S	K	I	R	T	E	H	A	T	H	I	P	O
W	A	I	S	H	I	R	T	R	O	U	Y	R
E	A	B	A	C	K	P	A	N	T	S	J	T
A	J	I	S	H	A	R	F	B	E	S	A	I
T	I	E	S	H	O	R	T	S	E	L	M	E
E	B	O	A	T	S	E	F	V	E	R	A	W
R	O	O	M	N	K	N	O	M	S	I	S	S
B	U	I	O	C	S	L	D	R	E	S	E	J
S	H	O	A	T	G	L	R	V	O	O	C	C
U	N	J	E	A	S	O	E	H	H	N	O	O
I	L	B	S	O	C	K	S	S	S	R	G	A
T	R	O	U	S	E	R	S	F	B	E	L	T

WORD SEARCH

SKIRT	PYJAMAS	SWEATER
WAIST	SCARF	SHORTS
SUIT	TROUSERSN	BELT
SOCKS	COAT	SHOES
GLOVES	JACKET	BOOTS
DRESS	PANTS	JEANS
TIE	HAT	

1. Fill the blanks with the names of clothes and answer the statements

1. This is a _____.
1. Is it brown?   True   False

2. This is a _____.
2. Is it black?   True   False

3. This is a _____.
3. Is it pink?   True   False

4. This is a _____.
4. Is it green?   True   False

5. This_____.
5. Is it red?   True   False

WARM UP

- Before students begin the activity, assign to colour the pictures on page 40.
- Ask the students to recall the names of colours. As the students paint, reinforce the pronunciation.

PRESENTATION

- Provide the vocabulary according to the clothes and colours, and ask them to write the names of the clothes.
- Remind students about the topic "this" and how it is used and what it means in Spanish. and then choose true or false.

PRACTICE

- Ask them to complete the activity according to the pictures and vocabulary previously provided.
- Ask students to identify which sentences are true and which are false.
- If students complete the activity early, they continue to paint using colours.

ANSWERS

- Shirt   False
- Hat   False
- Skirt   True
- Shorts   True
- Shoes   True

Food

some | much

Countable

Apples	Grapes	Eggs
Bananas	Peaches	onion
Oranges	Pears	Sausages
Tomatoes	Watermelons	Burgers
Potatoes	Lemons	Dumplings
Carrots	Cabbage	Tacos
Strawberries	Peppers	French fries
Blueberries	Cucumbers	Chicken wings

Uncountable

Rice	Oil	Coffee
Pasta	Salt	Tea
Milk	Sugar	Water
Butter	Flour	Juice
Cheese	Vinegar	Wine
Honey	Mayonnaise	Soup
Jam	Mustard	Yogurt
Gravy	Ketchup	Nutella

vocabularyan.com

Adaptado de Food [Photograph] for Anna, S.F.
Pinterest (https://www.pinterest.com/pin/282178732896872547/)

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FOOD

WORD SEARCH

T	C	O	O	K	I	E	C	O
I	H	F	L	C	A	J	M	H
C	E	O	I	B	U	A	E	O
E	E	O	V	T	E	M	A	N
C	S	D	E	G	G	S	T	E
R	E	B	U	T	T	E	R	Y
E	P	B	R	E	A	D	F	G
A	H	E	C	A	K	E	I	T
M	Y	O	U	P	I	Z	Z	A

Egg	Bread	Cheese	Olive	Ice cream	Meat
Butter	Pizza	Cake	Honey	Jam	Cookie

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ACTIVITY 3 IN CLASS

1. Complete the activity

Afirmative sentences
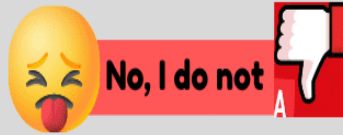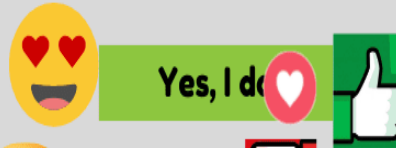
😍 **I like** ❤️ 👍

😫 **I don't like** 👎

1. I like _____. I like _____.
2. I like _____. I like _____.
3. I like _____. I like _____.
4. I like _____. I like _____.
5. I like _____. I like _____.
6. I like _____. I like _____.
7. I like _____. I like _____.
8. I like _____. I like _____.

Do you like avocado?

😍 **Yes, I do** ❤️ 👍

😫 **No, I do not** 👎

1. I don't like _____.
2. I don't like _____.
3. I don't like _____.
4. I don't like _____.
5. I don't like _____.
6. I don't like _____.
7. I don't like _____.
8. I don't like _____.

Apples
Bananas
Oranges
Tomatoes
Potatoes
Carrots
Strawberries
Blueberries

Eggs
onion
Sausages
Burgers
Dumplings
Tacos
French fries
Chicken wings

2. Identify the food part 2

1. Do you like yogurt?

_____

2. Do you like wine?

_____

3. Do you like fruits wit jam?

_____

4. Do you like mustard with honey?

_____

6. Do you like peppers?

_____

7. Do you like cheese with potatoes?

_____

8. Do you like soup with bananas?

_____

9. Do you like lemon with milk?

_____

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WARM UP

- Before students begin the activity, they listen to the song "Do you like?"
- https://www.youtube.com/watch?v=frN3nvhIHUk
- Ask them to sing the song.

PRESENTATION

- After giving the food vocabulary, ask and respond to the following question: What is your favourite food?
- Give the student a brief explanation of what "I like" and "I do not like" mean. Then explain the yes/no question, and when we answered.

PRACTICE

- Ask them to complete the activity according to what they like and what they don't like using the vocabulary of food.
- If students complete the activity early, they continue to write the answers according to their likes and dislikes.

ANSWERS

1. I like bananas.   I like grapes.
2. I like orange.   I like peaches.
3. I like tomatoes.   I like watermelon.
4. I like potatoes.   I like lemon.
5. I like carrots.   I like cabbage.
6. I like strawberries. I like peppers.
7. I like blueberries. I like cucumbers.
8. I like pears.   I like pineapple.

1. Yes, I do/No, I do not   6. Yes, I do/No, I do not
2. Yes, I do/No, I do not.   7. Yes, I do/No, I do not
3. Yes, I do/No, I do not.   8. Yes, I do/No, I do not
4. Yes, I do/No, I do not.   9. Yes, I do/No, I do not
5. Yes, I do/No, I do not.   10. Yes, I do/No, I do not

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Activity 4: Hangman

Lets play. Use the alphabet to find the newly learnt vocabulary in pairs.

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

WARM UP

- Hangman activity: play a game, the teacher provides an example of the game, first chooses a word, and asks students to try to guess letters that might be in the word. If the letter is guessed, it is written on the corresponding line, and if the letter is not in the word, a part of the hanged man is drawn (head, body, arms, legs).
- Challenge students to pronounce the alphabet.

PRESENTATION

- Ask students to review the vocabulary learnt of clothes, food, places of the city, prepositions of place, colour, food, and clothes. then choose a word and write the lines according to the number of the letter.
- Students engage in brainstorming by supplying a letter to deduce the word.

PRACTICE

- Have students mention different letters to guess the word.
- Check their pronunciation and spelling.
- Students receive a point for correctly guessing the word, and they are then given another word to guess.

ANSWER   • Pupils write using the vocabulary acquired according to their preferences.

WORD SEARCH COLOURS

Complete the word search

m	r	x	b	l	f	u	g	b	c	b	d
z	i	x	f	m	o	u	h	q	n	b	w
k	o	r	a	n	g	e	a	t	o	d	z
p	r	s	r	e	q	b	r	o	w	n	i
r	c	p	e	c	o	q	n	k	t	h	b
v	t	i	d	w	d	m	c	g	q	t	l
h	t	n	n	z	w	h	i	t	e	o	a
g	d	k	q	z	u	q	k	b	s	n	c
g	r	e	e	n	o	f	f	b	m	l	k
c	i	q	e	n	y	e	l	l	o	w	v
j	p	z	d	g	y	d	i	k	d	y	z
x	b	l	u	e	w	y	q	q	j	r	v

green
blue
yellow
red

black
brown
orange
pink
white

50

ACTIVITY COLOR

Indicate the colours' names.

Adaptado Elemento de salpicadura
[Photograph] for Bally Studio S.F.
CANVA (https://www.canva.com/icons/MAE3NK6OGik/)

51

TOYS

DOLL

PUZZLE

TOP

BLOCKS

BOARD GAMES

CAR

DINOSAUR

ROBOT

BALL

TRACK

TOY SOLDIER

PUPPETS

TEDDY BEAR

TRUCK

JUMP ROPE

ROCKING HORSE

YO YO

JACK IN THE BOX

PLANE

DRUM

What is your favourite toy?

Fill in the letters that are missing.

| _u_p _o_ _ | _r _ _ k | d_ll | _l_c_s |

| t_ _ _s_ld_r | _u_p_ _s | c_r | _o_ |

| t_dd_ b_ _ r | b_ll | pu_z_ _ |

| r_b_ t | d_ _um | _oc_i_ _ _or_ _ | _in_s _ _ r |

What is the toy's name?

1. ☐ Teddy bear ☐ Drum ☐ Doll

2. ☐ Plane ☐ Truck ☐ Car

3. ☐ Kite ☐ Blocks ☐ Ball

4. ☐ Rocket ☐ Robot ☐ Plane

5. ☐ Doll ☐ Dinosaur ☐ Robot

6. ☐ Top ☐ Duck ☐ Scooter

7. ☐ Ball ☐ Kite ☐ Plane

8. ☐ Train ☐ Car ☐ Helicopter

9. ☐ Puzzle ☐ Drum ☐ Marble

ACTIVITY 5

1. My favorite toy is _____

4

1. I have a _____.

3

2

2. I have a _____.

3. I have a _____.

4. I have a _____.

5

1

5. I have a _____.

Examine and write the name.

1. Is it a ball?

| Yes, it is |
| No, it is not |

✓

5. Is it a dinosaur?
_____

2. Is it a puppet?
_____

6. Is it a block?
_____

3 Is it a car?
_____

7. Is it a car?
_____

4. Is it a board game?
_____

8. Is it a plane?
_____

WARM UP

- What is your favourite toy? What colour is it? Is it a car?
- Ask students to name their favourite toys and share why they like them.

PRESENTATION

- Ask them to look at the toy pictures before beginning the activity, then have them repeat, finally check pronunciation, and have them finish it.
- Check their spelling.
- In order to respond to the questions, ask students to identify various toys.

PRACTICE

- Have learners look at the pictures and write the answer to the question
Is it a ball?
When the picture is accurate, write: Yes, it is.
When the image is incorrect, write: No, it isn't.
- Ask students which toy they prefer and have them identify toys.
- Check their pronunciation and spelling.

ANSWERS
1. I have a ball.
2. I have a jump rope.
3. I have a robot.
4. I have a car.
5. I have a plane

ANSWERS
- Yes, it is
- No, it is not
- Yes, it is
- No, it is not
- Yes, it is
- No, it is not
- No, it is not

MODULE 3

Occupations

Can do objective

Writing

- I can write sentences and basic phases using occupations; for instance, what I want to become

Learning objectives

- To recognize occupations. To review places. To use yes/no questions, I, He, She. To listen and pronounce

What are occupations?

What are occupations?

- To review places.
- To use yes/no questions,
- I, He, She
- To listen and pronounce

ACTIVITY 1
- Occupations vocabulary
- Complete the scramble

ACTIVITY 2
- Road Puzzle
- Word Scramble

ACTIVITY 3
- Word search occupations
- Word Scramble

ACTIVITY 4
- Yes/ No questions
- What do you do?
- Road Puzzle

Ocuppations

I ♥ MY JOB

chef

farmer

priest

doctor

artist

Judge

Football player

Fireman

Waiter

Footballer

Photographer

Officer worker

Policeman

Singer

Pilot

Dancer

Manager

Worker

Swimmer

Engineer

58

Scramble

Complete and match

1 _ i _ _ t

2 _ _ n _ _ _ _

3 _ i _ _ _ r

4 F _ r _ m _ _

5 _ o _ _ _ r

6 _ h _ _ og _ ap _ _ r

7 F _ r _ _ _

8 _ _ f _ ce _ or _ _ _

9 _ h _ _

10 st _ _ _ _ _ t

11 _ _ g _

12 _ _ _ t _ _ l
    _ _ a _ _ _

13 _ _ _ m _ _ r

14 _ _ l _ _ _ _ n

15 _ _ i _ s _ 　f

a _ _ s _ _ _ r _ _ t

b _ i _ _ _ t

c c _ _ rth _ _ se

d _ c _ _ _ _

e _ i e s _ a _ t _ _ n

f _ _ u _ _ _

h _ _ l _ c _ _ _ at _ _ _

i _ _ i _ _ ing p _ _ l

j _ o _ p _ _ a _

k F _ _ m

l _ t _ _ _ _ m

m _ _ n _

n _ _ m _ _ _ _ _ _ p

o _ h _ _ _ e _

p _ _ _ P _ _ _ _ _ _ P

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Activity 1

Complete the following sentences according professions.

occupations

| He | She | 🍏 is/are 🍎 | a policeman an architect |

Follow the example

| He | is | a | _____. |

1._____.

2._____.

3._____.

4._____.

5._____.

6._____.

7._____.

8._____.

8._____.

10._____.

11._____.

12._____.

WARM UP

• Ask them to answer the question. What do you want to be when you grow up?
• Before starting, students review the personal pronouns and distinguish he and she; after that, explain the use of an and a and when we use them.

PRESENTATION

• In small groups of students, invite them to guess the meaning of each occupation. Have students write simple sentences using vocabulary.
• Discuss the difference between various occupations.
• Lastly, examine the image and compose the sentences while considering the job.

PRACTICE

• Ask students to share their answers and discuss why they chose these occupations; after that, invite learners to verify the answer and the spelling.
• Ask them to complete the activity and read aloud each sentence.

ANSWERS

• He is a dancer.
• She is a painter.
• He is a player soccer.
• She is an artist.
• She is a manager.
• He is a singer.

• He is a waiter.
• He is a fireman.
• He is a pilot.
• He is a judge.
• He is a priest.
• He is a farmer

Locate the occupations that are missing.

Role-play game

Read and complete the questions

I am a teacher. I work in school. I help students learn new things. I use the whiteboard and books.

I am a doctor. I work in a hospital. I help other people get beter,I give medicine.I wear a white coat and use a stethoscope.

I am a police officer. I work in a police station. I drive a police car. I like to help others. I help maintain order. I catch thieves.

I am a chef. I work in restaurants. I wear white clothes.I help to prepare delicious meals. I use the whiteboard and books.

I am a footballer. I play soccer in the stadium. I wear T-shirts, shorts, and sneakers. I use a ball to play.

WHO	WHAT
is a person	is a thing or an action
WHEN	WHERE
is a time	is a place
HOW	WHY
is the way something is or the way sth happens	is the reason

1. What occupation are we talking about?

_____

2. Where does he work?

_____

3. How does he help people?

_____

4. Do you want to become a? Why?

_____

Activity 2

1. Look at the picture and fill in the blanks.

He **She**

Fernando

Yes
No

Does **Fernando** work in a hospital?

Yes, _ _ does.

No, _ _ doesn't.

Does Camila work in a hospital?

Camila

_____
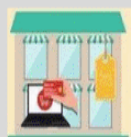
Does Jaime work in a farm?

Jaime

_____

Does Ana work in an airport?

Ana

_____

Fill out the questions and provide answers.

1. What is his job?
_____
2. What does he do?
_____
3. Where does he work?
_____

1. What is his job?
_____
2. What does he do?
_____
3. Where does he work?

1. What is his job?
_____
2. What does he do?
_____
3. Where does he work?
_____

1. What is his job?
_____
2. What does he do?
_____
3. Where does he work?

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WARM UP

- Before starting, students answer the question, What does Fernando do? In which place does he work? What do you want to be?
- Ask students to read, and students take on the roles of teacher, doctor, police officer, chef, and footballer.

PRESENTATION

- Explain the personal pronouns and ask them to follow the example.
- Have students answer the question using the correct pronoun: Does Fernando work in a bank?
- if he works there answer Yes, he does; if not, no, he doesn't.
- Ask students to respond to questions while viewing images of the various professions, then review their responses. After that, ask volunteers to stand up and read.

PRACTICE

- Ask students to share their answers, and after that, invite learners to check their answers.
- When they read, check their pronunciation.

ANSWERS 1
- No, she doesn't.
- Yes, he does.
- No, she doesn't.

ANSWERS 2

1. policeman
2. catch thieves
3. police station

1. footballer
2. play soccer
3. stadium

1. pilot
2. drive plane
3. airport

1. farmer
2. grew plants
3. farm

65

Word Scramble

Identify the words that are missing.

1. unrse
2. ocrtdo
3. oewrkr
4. chfe
5. iplot
6. mnserfi
7. ehrecat
8. rtiawe
9. mfaer
10. ipcloe roffcie

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

Occupations word search

Find some occupations in the word search.

```
O  Q  P  O  S  T  M  A  N
P  D  O  C  T  O  R  A  Q
Y  Y  L  E  T  Z  G  Q  Z
O  F  I  R  E  M  A  N  B
J  R  C  F  A  R  M  E  R
Y  K  E  B  C  O  O  K  O
R  K  M  I  H  H  I  U  P
U  N  A  S  E  L  L  E  R
C  I  N  U  R  S  E  I  U
```

doctor
cook
farmer
fireman
nurse

policeman
postman
seller
teacher

Activity 3

1. Read the questions and respond to them.

He	She

Santiago

Stefany **Steven** **Fabricio** **Ismael**

Christopher

Xavier **Manuel** **Maria** **Joseph**

What does Stefany do?

_____

What does Manuel do?

_____

What does Fabricio do?

_____

What does Xavier do?

_____

What does Christopher do?

_____

What does Ismael do?

_____

What does Joseph do?

_____

What does Steven do?

_____

What does Santiago do?

_____

What does Maria do?

_____

WARM UP

- Have students discuss the solution and spell the occupation's vocabulary. If they finish ahead of schedule, complete the word search.
- Check their spelling

PRESENTATION

- Before beginning to review occupations, ask students to list the various occupations and then write their responses and questions.
- Answer the question, What does Stefany do?
- Have pupils write their answers; if they complete the activity early, invite 2 volunteers to read and respond. and check pronunciation.

PRACTICE

- Ask students to discuss their answers; later, invite learners to check their answers
- Have students in pairs read aloud: one student reads, and the other responds.

ANSWERS

- She is a manager.
- He is a waiter.
- He is a priest.
- He is a fireman.
- He is a swimmer.

- He is a judge.
- He is a dancer.
- He is a photographer.
- He is a teacher.
- He is an artist.

Activity 4 Yes/ No questions

Examine the image and respond to the questions.

No Are you a teacher?

No, I am not.

Yes Are you a teacher?

Yes, I am.

Are you a student?

_____

Are you a football player?

_____

Are you a farmer?

_____

Are you a fireman?

_____

Use the third-person rule to rewrite the following sentences.

Fabricio → He work**s** at the restaurant.

Christopher   work at the _____

Manuel   work at the _____

Steven and Carmen   work at the _____

WARM UP

- Ask students, What do you do? and have students responses; check their pronunciation.
- Invite students to answer Are you a teacher?.

PRESENTATION

- Explain that today they will reinforce vocabulary related to different jobs.
- Show flashcards of various occupations and ask students to identify them. Include a brief description of each job to differentiate them.

PRACTICE

- Ask students to write their answers and discuss writing using occupation to describe it
- Ask students to write a short answer using yes or no questions; in addition, ask students to identify the rule of the third person and the place to complete the activity, then check the answer in class.

ANSWERS

- Yes, I am.
- No, I am not.
- Yes, I am.
- Yes, I am.

ANSWERS
- He works at the stadium.
- He works at the farm.
- They work at the hospital.

What do you do?

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

I am a _____

A	F	I	E	R	P	S	O	N	G	P	I	L	F
B	E	C	H	E	N	I	G	L	E	O	S	S	O
A	K	S	I	N	G	E	R	O	I	L	M	D	O
K	T	E	H	C	R	A	N	C	P	I	T	E	T
E	N	S	M	E	C	H	A	N	I	C	I	R	B
R	A	I	R	S	T	E	A	C	H	E	R	E	A
K	E	T	P	F	A	R	M	E	R	O	A	L	L
P	L	A	I	D	F	O	L	D	E	F	I	M	L
W	P	I	L	O	T	C	E	R	O	F	S	C	P
N	G	R	E	C	A	D	U	K	L	I	E	H	L
U	W	A	I	T	R	E	S	S	D	C	A	B	A
R	Y	U	R	O	V	N	O	K	A	E	T	K	Y
S	G	F	I	R	W	E	I	H	P	R	I	T	E
E	A	L	F	I	R	E	M	A	N	T	O	M	R

Road Puzzle

MODULE 4

Numbers

Can do objective

Spoken production

- I can provide personal information about age, prices, dates, time, and phone numbers.

Learning objectives

- To recognize the numbers from 1- 100 To pronouce and count numbers To express ages/prices.

How much do the clothes cost?

Numbers

NUMBERS
- 1-10
- 20-100
- 1000

ACTIVITY 1
- How many apples can you find?
- Numbers Game

ACTIVITY 2
- Solve the problem with numbers
- How much is it?
- CROSSWORD PUZZLE

ACTIVITY 3
- What do you like to buy?
- Puzzle and **Paint and count**
- **Telephone numbers**

ACTIVITY 4
- Personal Information
- **Role-play game**

REVIEW OF VOCABULARY
- clothes
- toys
- prices
- colors

1: one	11: eleven	20: twenty
2: two	12: twelve	30. thirty
3: three	13: thirteen	40: forty
4 four	14 fourteen	50: fifty
5 five	15: fifteen	60: sixty
6. six	16 sixteen	70: seventy
7: seven	17 seventeen	80: eighty
8 eight	18 eighteen	90: ninety
9: nine	19: nineteen	100: one hundred
10: ten	20. twenty	

$20+1=21$

$20+2=22$

$20+3=23$

$20+4=24$

25

26

30

$30+1=31$

$30+2=32$

How many apples can you find?
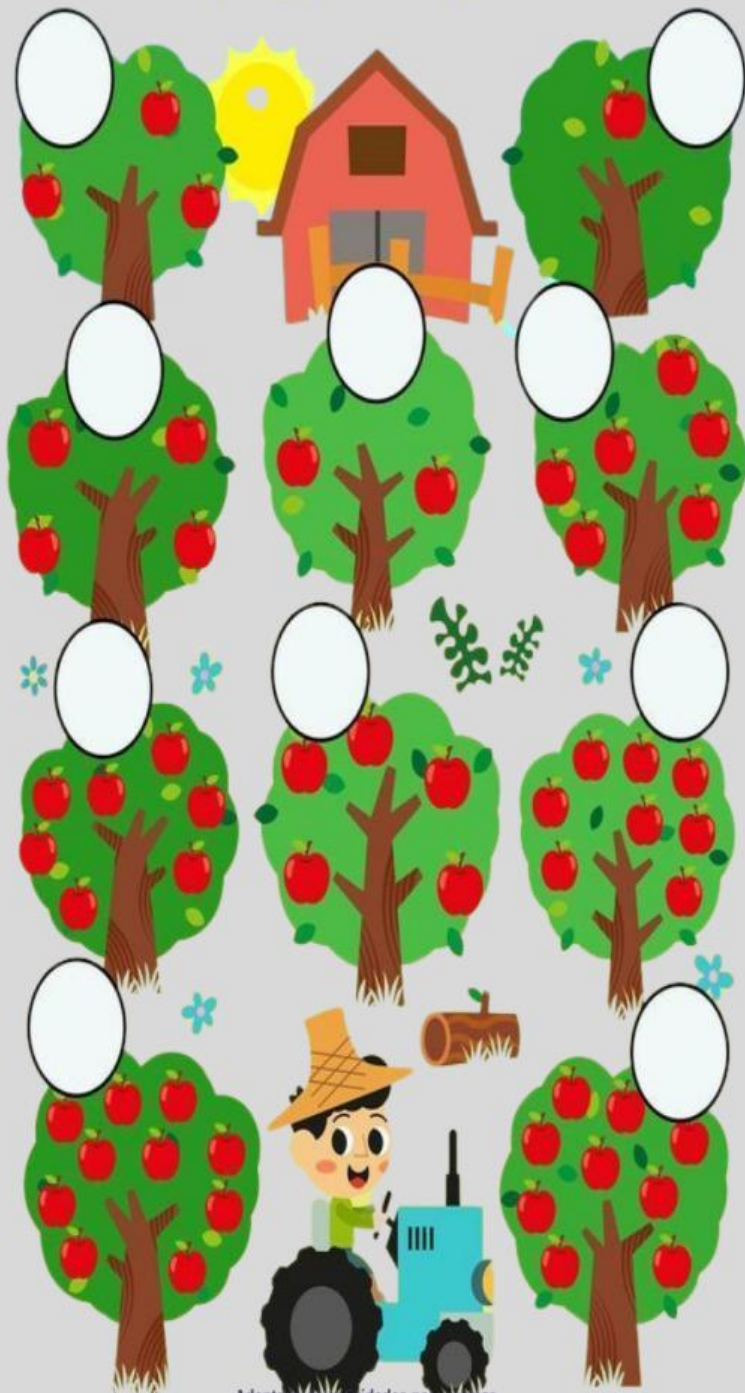
Put the missing number in writing.
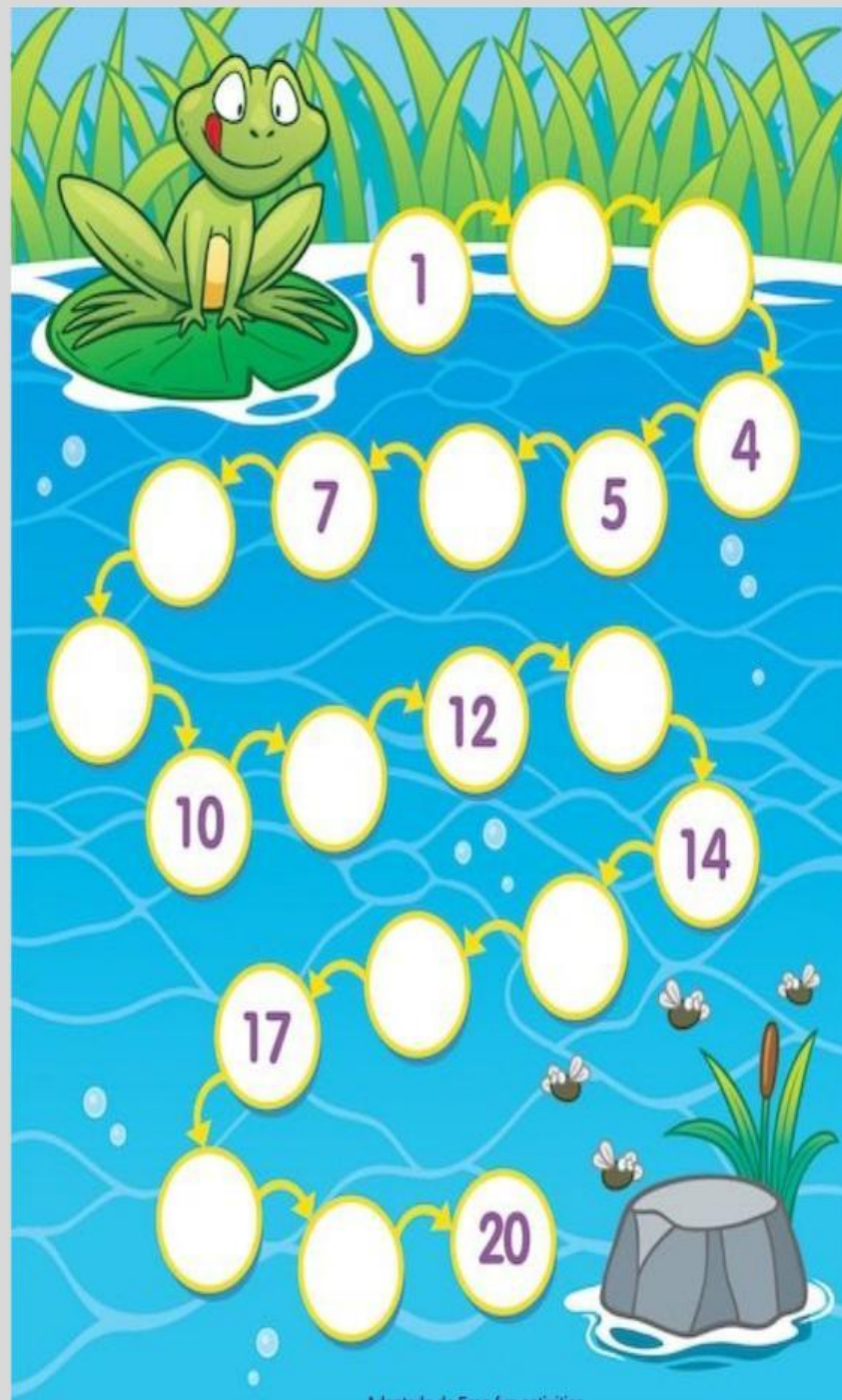
Previous Activity

Enter the number.

_____	8	_____
_____	14	_____
_____	16	_____
_____	30	_____
_____	15	_____
_____	50	_____

Write the number

eleven		forty	
nineteen		seventy	
thirteen		fifty	
twelve		thirty	
sixteen		ninety	
eighteen		eighty	
fifteen		sixty	
twenty		one hundred	

Numbers Game

Choose True or False after spelling the name.

_l_v_n	11	10	t_n
t__lv_	20	12	t___t_
t___t__n	13	30	t___t_
f_____t__n	40	14	___t_
f__t__n	15	50	___t_
___ty	16	60	___t__n
_____t__n	17	70	s____t_
____t__n	80	18	____t_
n_n_t_	19	90	____t__n
___nt_	20	100	_n_ n__a_d

ACTIVITY 1

Put the number in writing.

1 _____	10 _____
2 _____	20 _____
3 _____	30 _____
4 _____	40 _____
5 _____	50 _____
6 _____	60 _____
7 _____	70 _____
8 _____	80 _____
9 _____	90 _____
10 _____	100 _____

WARM UP

- Begin by asking students to name different types of numbers they know, remain the numbers until 20, and ask learners to guess the meaning until 100.
- Ask everyone to repeat the numbers; check their pronunciation.
- Before starting the activity, ask students to write the numbers.
- How many apples can you find?

PRESENTATION

- Introduce the numbers and ask students to look at the numbers, then complete the activity.
- Ask students to identify them. After that, check their spelling.

PRACTICE

- Have students write different numbers.
- If students finish early. In pairs of students, on the board, write and check the spelling.

ANSWERS

one	twenty	eleven
two	thirty	twelve
three	forty	thirteen
four	fifty	fourteen
five	sixty	fifteen
six	seventy	sixteen
seven	eighty	seventeen
eight	ninety	eighteen
nine	one	nineteen
ten	hundred	

Solve the problem with numbers

How old are you?

How old are you?

I am _ _ _ _ _ _ years old.

I am _ _ _ _ _ years old.

7

9

I am
_____
years old.

I am
_____
years old.

I am
_____
years old.

11   **9**   **8**
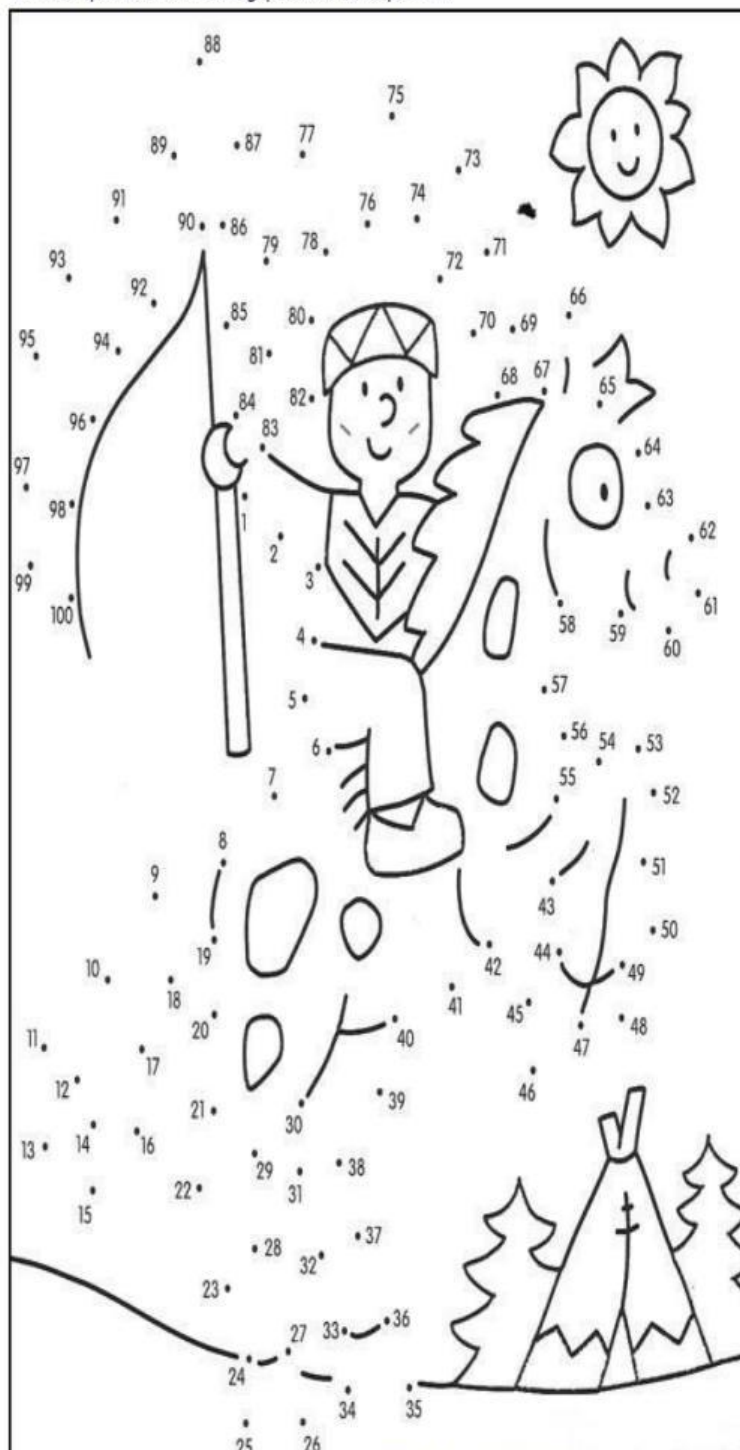
---

2. Complete the missing picture and pain it

Activity 2

How much is it?

PRICES

$49

How much is the shirt?

it costs_____dollars.

$8

How much is the belt?

it costs_____dollars.

$15

How much are the shoes?

it costs_____dollars.

$80

How much is the dress?

it costs_____dollars.

$19

TEDDY BEAR

How much is the Teddy bear?

it costs_____dollars.

$40

BOARD GAMES

How much is board games?

it costs_____dollars.

$10

DINOSAUR

How much is the dinosaur?

it costs_____dollars.

$60

How much is the robot?

it costs_____dollars.

86

WARM UP

- Ask students to respond to the question, How old are you?
- Check their pronunciation for each one; if necessary, invite students to differentiate them.
- ask students How much is it?

PRESENTATION

- Ask students to look at the numbers, then complete the activity using the numbers. Ask them to read the question, and other students will read the answer.
- If students finish early. divide students into small groups and assign each group a number, and they identify the numbers and spell the number to answer the question.

PRACTICE

- Remain the vocabulary of clothes and toys; have students answer the question How much is it?
- After asking students to pronounce the number, ask them to spell it.

ANSWERS
- forty-nine
- eight
- fifteen
- eighty
- nineteen
- forty
- ten
- sixty

87

CROSSWORD PUZZLE NUMBERS

18 14
15 19
12 16

11 20
17 13

88

What do I have to buy?

I am hungry. Let's go to buy food in the _____.

French fries   Burgers

Tacos

Soup

menu

Chicken wings

What would you like to order?

25 $ 3 $ 5 $

10 $

MENU

Coffee   Juice   Tea

13 $

I would like french fries, a taco and a hamburger.

That'll be _____ dollars.

I would like a juice, tea and coffe.

That'll be _____ dollars.

I would like a chicken wings and taco.

That'll be _____ dollars.

89

REVIEW OF NUMBERS:

Fill in the blank with the correct response.

10 — 1 _____

22 — 30 _____

2 — 60 _____

16 — 35 _____

11 — 23 _____

56 — 10 _____

45 — 36 _____

79 — 58 _____

83 — 66 _____

94 — 28 _____

On the blank, write the correct response.

70   67   87

_____   _____   _____

79   83   46

_____   _____   _____

29   39   96

_____   _____   _____

72   33   50

_____   _____   _____

12   100   19

_____   _____   _____

89

Activity 3

What do I have to buy in the supermarket?

SUPERMARKET

DISCOUNT

7 $ Eggs
4 $ Mayonnaise
2 $ Jam

3 $ Apples
5 $ Grapes
6 $ Peaches

8 $ Potatoes
2 $ Cabbage
3 $ Carrots
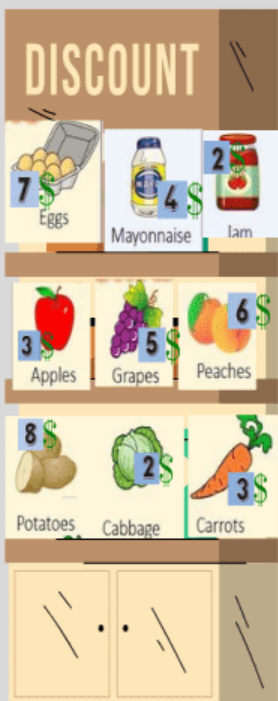
How much is the eggs?

it costs_____dollars.

How much is the peaches?

it costs_____dollars.

How much is the cabbage?

it costs_____dollars.

How much is the carrots?

it costs_____dollars.

It's _____ dollars.

It's _____ dollars.

WARM UP

- How do you say 59, 80, 36.97 in English?
- Review the numbers until 100 and ask learners to guess the meaning until 100.
- Ask students to work in teams to practice the spelling of the numbers.

PRESENTATION

- Students write the correct name of the number in letters.
- Ask students to share their answers, then correct them.
- Complete the activity according to the correct quantity.

PRACTICE

- Have students answer the question, What do I have to buy in the supermarket?
- Invite students to interpret a seller and customer to read aloud. then check pronunciation.
- Students have the option to finish the activity early, paint, colour, and paint the correct number, as well as cut and puzzle the picture.
- If students finish the task ahead of time, they use the previous vocabulary to complete the next activity.

ANSWERS
- seven
- six
- two
- three

ANSWERS
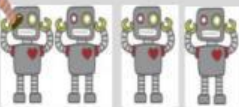- thirteen
- fourteen

There is - There are

There is 🎩 **1** — Singular

There are 🎩🎩🎩 **1 2 3** — Plural

There is **a** hat.

There are **three** hats.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

94

Telephone numbers

What is your phone number?

In English we say each number individually.

📞 it is **2 6 3 3 4 5**

It is two, six, double three, one, four, five, six.

🇬🇧 Mobile phone

🇺🇸 Cell phone

CALLING...

_____
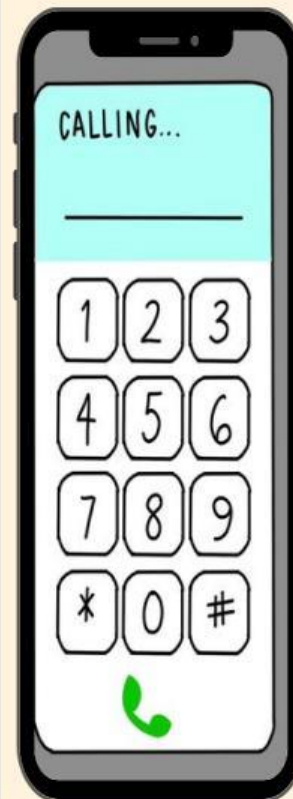
My telephone number is:

_____

My friend's phone number is

_____

Name:_____

telephone number_____

Name:_____

telephone number_____

95

123

PUZZLE

Adaptado de Spring puzzle
[Photograph] for Deli Siburian , S.F.
Pinterest (https://ar.pinterest.com/pin/783767141436888046/)

Paint and count

Paint the correct number

| 2 |
| 10 |
| 4 |
| 6 |
| 1 |
| 7 |
| 3 |
| q |
| 5 |
| 8 |

Activity 4: Personal Information

Read personal information and complete.

1. My name is **Ronny**
2. I am from **Ecuador**
3. I am **26 years old**
4. I live in **Ibarra**
5. I am a **teacher**
6. My favourite colour is **green**
7. My phone number is **062631446**

1. What is your name?

_____

2. Where are you from?

_____

3. How old are you?

1. Alejandra
2. Ecuador
3. 24 years old
4. Caranqui
5. teacher
6. blue
7. 062678541

_____

4. Where do you live?

_____

5. What are your occupations?

_____

6. What is your favourite colour?

_____

7. What is your phone number?

_____

Write the letter according to the answer in the personal information.

1. What is your name?
2. How old are you?
3. Where are you from?
4. What are your occupations?
5. Where do you live?
6. What is your phone number?
7. What is your favourite colour?

__My phone number is 062631446
__I live in Ibarra
__I am from Ecuador
__I am 26 years old
__I am a teacher
__My favourite colour is green
__My name is Ronny

Unscramble the sentences

My /is/ 062631446 /phone number _____

I/ in/ Ibarra /live _____

am/ from /I /Ecuador _____

am /I /26 /old years _____

I /a /teacher/ am _____

colour/ My /green/ favourite / is _____

Ronny/is /My/ name _____

Fill the graps

My name ___ Ronny
I ___ from Ecuador
I ___ 26 years old
I _____ in Ibarra
I ___ __ teacher
My favourite colour ___ green
My phone number ___ 062631446

WARM UP

- Ask volunteers to respond with their information.
- Ask them to pronounce them one by one.
- Have students respond about your personal information to the questions about personal information.

PRESENTATION

- Ask volunteers to read personal information, then complete the activity using the personal information provided.
- Check their spelling, and designate volunteers to read and check pronunciation.
- Ask them to listen and then reread the reading. Then check the answer.

PRACTICE

- Have students write the answers.
- If students finish early.
- In groups of students, provide your personal information; one student answers the question and the second student answers the question. Then switch roles.
- If students finish early, ask them to write down their personal information

ANSWERS

1. My name is Alejandra
2. I am from Ecuador
3. . I am 24 years old
4. I live in Caranqui
5. I am a teacher
6. My favourite colour is blue
7. My phone number is O62678541

Write the letter according to the answer in the personal information.

ANSWERS

6
5
3
2
4
7
1

Unscramble the sentences

ANSWERS

1. My name is Ronny
2. I am from Ecuador
3. I am 26 years old
4. I live in Ibarra
5. I am a teacher
6. My favourite colour is green
7. My phone number is O62631446
8.

Fill the graps

ANSWERS

1. is
2. am
3. am
4. live
5. am
6. is
7. is

Fill out your personal information.

Identity Card

your photo

1. What is your name?

_____

2. Where are you from?

_____

3. How old are you?

_____

4. Where do you live?

_____

5. What are your occupations?

_____

6. What is your favourite colour?

_____

7. What is your phone number?

_____

ENGLISH

Role-play game

Write down personal details and read them in pears.

1. What is your name?

_____

2. Where are you from?

_____

3. How old are you?

_____

4. Where do you live?

_____

5. What are your occupations?

_____

6. What is your favourite colour?

_____

7. What is your phone number?

_____

DETAILS

name: Mike
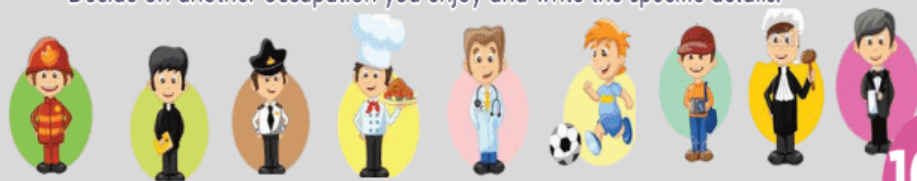nationality: Colombian
city: Ipiales
age:38
 occupation: policeman
color: blue and white
phone number: 562631776

Decide on another occupation you enjoy and write the specific details.

MODULE 5

The season

Can do objective

Reading

- I can understand expressions about the weather in everyday life; for instance , it is raining, it is cloudy, it is sunny.

Learning objectives

- To identify seasons.
- To recognize cold clothes
- To express temperature
- To listen and pronounce

- Seasons and months

SUMMER

AUTUMN

WINTER

SPRING

ACTIVITY 1
- REVIEW OF NUMBERS
- Clothes for winter, spring, summer and autumn
- SCRAMBLE

ACTIVITY 2
- CROSSWORD WINTER
- Seasons and **Months of the year**
- **What should you wear?**

ACTIVITY 3
- Word Games
- word search

ABC

ACTIVITY 4
- How is the weather?
- Today's Weather Report
- What should you wear?
- Self assessment

- Vocabulary of season
- Temperature
- Weather

MONTHS OF THE YEAR

Unscramble the words

Months of the Year

Jan_ar_
F_b_uary
Marc_
A_ril
_ay
Jun_
Ju_y
A_gust
S_pte_ber
O_to_er
_ov_mber
De_embe_

uynara

ryfbeura

hcemra

lapir

yam

enju

yjlu

gtsuua

tmesperbe

tcobore

vonmereb

cedmeerb

JULY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Clothes

SUMMER

cap

swimsuit

bag

underpants

skirt

sunglasses

vest

hat

shots

flips flops

T-shirt

SUMMER

AUTUMN

cardigan

boots

coat

umbrella

raincoat

jacket

AUTUMN

WINTER

scarf

sweater

floop flips

mittens

gloves

socks

woolen cap

jeans

WINTER

SPRING

jumper

dress

trainers

jeans

belt

shoes

SPRING

108

109

ACTIVITY 1: SCRAMBLE

Complete the activity

raweunder

_ _ _ _ _ _ _ _ _

rthis-t

_ - _ _ _ _ _

sktir

_ _ _ _ _

stev

_ _ _ _

tisumisw

_ _ _ _ _ _ _ _

hta

_ _ _

fracshaed

_ _ _ _ _ _ _ _ _

cpa

_ _ _

folsps filp

_ _ _ _   _ _ _ _ _

strosh

_ _ _ _ _ _

sessalgsnu

_ _ _ _ _ _ _ _ _ _

gba

_ _ _

ACTIVITY 1

2. Write different clothes according to the weather

SPRING

RAINBOW

1.In spring, I wear

_____

AUTUMN

RAINY

2. In autumn, I wear

_____

SUMMER

SUNNY

3. In summer, I wear

_____

WINTER

SNOW

4. In winter, I wear

_____

1. Recognize different clothes according to the weather

SUMMER

SPRING

AUTUMN

WINTER

CROSSWORD WINTER

Complete the crossword

5

4

3

6

2

1
m
i
t
t
e
n
s

2

3

4 n

3

5

6
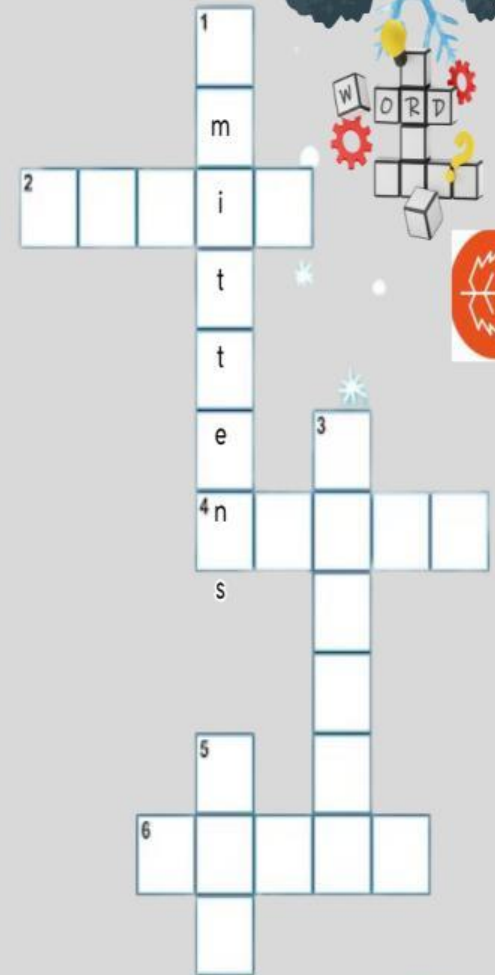
boots   scarf   pants

jacket   hat   mittens

ACTIVITY 2

Using the appropriate stations, write the names of the following pictures.

1. I wear _____ in _____.

2. I wear_____in _____.

3. I wear_____in _____.

4. I wear_____in _____.

5. I wear_____in _____.

6. I wear_____in _____.

7. I wear_____in _____.

8. I wear_____in _____.

9. I wear_____in _____.

WARM UP

- Ask students to remember the months of the year and days of the week and scramble the words. In pairs of students, complete the previous activity to remember the vocabulary, then check the answers and pronunciation.
- What is your favourite season?

PRESENTATION

- Ask them to look at the pictures and answer the following question: What do you see?
- Introduce the topic and have the student answer the question.
- Discuss the topic; check pronunciation.
- Complete the activity using the vocabulary of clothes.

PRACTICE

- Have students identify the different choices of clothes according to the season.
- Select the appropriate options for clothes according to the season.

ANSWERS
- I wear a coat in spring.
- I wear sunglasses in summer.
- I wear boots in autumn.
- I wear a coat in spring.
- I wear a jumper in spring.
- I wear a swimsuit in summer.
- I wear a mittens in winter.
- I wear a T-shirt in summer.
- I wear flop flips in summer.
- I wear a scarf in winter.

ACTIVITY 3

Select the appropriate season based on your wardrobe.

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

1. summer ☐
2. autumn ☐
3. winter ☐
4. spring ☐

WARM UP

- Ask students if they know the name of the clothes
- Invite students to differentiate the clothes according to the season
- Ask volunteers to answer the question, What clothes do you wear?

PRESENTATION

- Ask students to look at the picture of clothes, then ask what clothes they usually wear. Later, ask them to look at each season and differentiate the cold and hot; after that, distinguish them, and finally complete the activity by writing the names of the clothes.

PRACTICE

- Students should be asked to answer the following question: What are your favourite outfits?
- Divide students into small groups and assign each group a season, and then they identify the clothes and finally check their pronunciation and check their spelling.

ANSWERS

- SUMMER
- AUTUMN
- WINTER
- SPRING

- summer, winter, summer, autumn.
- spring, summer, winter, spring.
- summer, spring, winter. autumn.
- summer, spring, autumn, autumn.

Seasons and Months of the year

DECEMBER MARCH JUNE SEPTEMBER
JANUARY APRIL JULY OCTOBER
FEBRUARY MAY AUGUST NOVEMBER

WORD SEARCH

A	D	O	C	T	O	B	E	R
U	E	M	A	Y	M	J	A	N
G	C	T	J	S	A	A	P	O
U	E	C	U	T	R	N	R	V
S	M	S	L	A	C	U	I	E
T	B	E	Y	J	H	A	L	M
F	E	B	R	U	A	R	Y	B
O	R	M	A	N	R	Y	S	E
S	E	P	T	E	M	B	E	R

Choose the appropriate season and write the name.

AUTUMN
WINTER
SUMMER
SPRING

Activity. Write the right response after looking at the image.

❶ My _____ is red.

❷ My _____ are pink.

❸ My _____ is yellow.

❹ My _____ are orange.

❺ My _____ is green.

❻ My _____ are blue.

❼ My _____ is purple.

❽ My _____ are black.

❾ My _____ is colourful.

ACTIVITY 4

abc ✓

Write the names of the following images in both Spanish and English.

🇬🇧 **English**   🇪🇸 **Spanish**

1 🥾

2 👞

3 🧥

4 👗

5 ☂️

6 👟

7 👕

8 🧢

9 🎧

10 🧣

11 🧣

12 🧤

13 👗

14 🩲

1. _____ - _____.

2. _____ - _____.

3. _____ - _____.

4. _____ - _____.

5. _____ - _____.

6. _____ - _____.

7. _____ - _____.

8. _____ - _____.

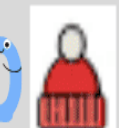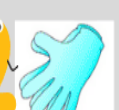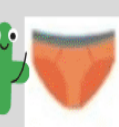9. _____ - _____.

10. _____ - _____.

11. _____ - _____.

12. _____ - _____.

13. _____ - _____.

14. _____ - _____.

120

WARM UP

- Check their pronunciation, then ask them to write the correct name of the children.
- Before starting, ask students to write the correct clothes for each season.

PRESENTATION

- Ask students to look at the pictures, then complete the activity using the name of the clothes. If students finish early, ask them to complete the next activity.
- Divide students into small groups to finish, and finally check their spelling.

PRACTICE

- Ask them to listen to the pronunciation of the vocabulary of clothes and have students complete the activity.
- After asking students to pronounce clothes, ask them to spell it.

ANSWERS

1. Boots- Botas
2. Shoes- zapatos
3. Jacket- Chaqueta
4. Dress- vestido
5. Umbrella- Sombrilla
6. Sport shoes- zapatos deportivos
7. T-shirt- camiseta
8. Cap- gorra
9. Headphones- audifonos
10. Beanie- Gorro
11. Scarf- bufanda
12. Gloves- guantes
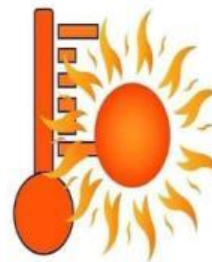13. Skirt- Falda
14. Underwear- ropa interior

121

COLD	TORNADO	RAINBOW	HOT	SNOW
RAINY	CLOUDY	SUNNY	WINDY	STORM

122

How is the weather?

Listend and match

It is rainy

True
False

It is cold

True
False
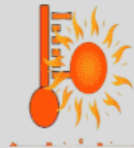
It is foggy

True
False

It is cloudy

True
False

It is windy

True
False

It is hot

True
False

It is sunny

True
False

It is stormy

True
False

It is snowy

True
False

123

Today's Weather Report

Look at the icons and write the weather
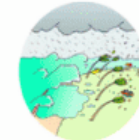
It is _____. We can make snowballs.

It is _____. We can catch rain drops.

It is _____. We can fly a kite

It is _____. We can play in the carrousel.

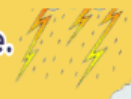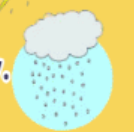It is _____. We can go to the Zoo.

It is _____. We can play in the rain

It is _____. We can play in the snow.
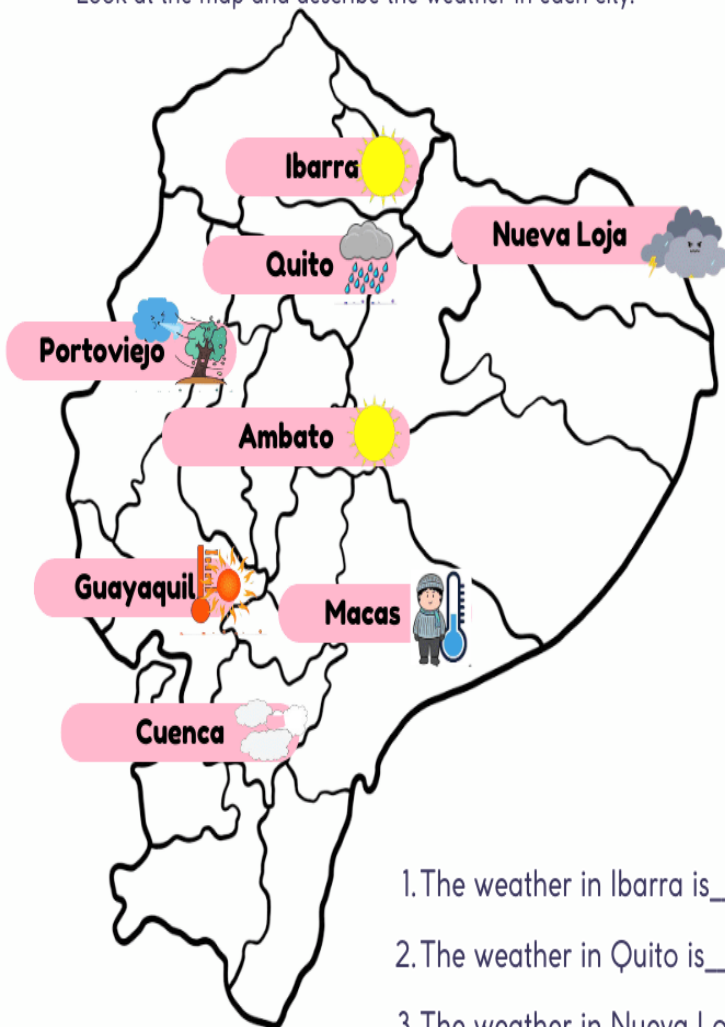
It is _____. We must stay in the house.

It is _____. We should not drive the car now.

124

Activity 4

Look at the map and describe the weather in each city.

The weather in Ecuador

Ibarra
Quito
Nueva Loja
Portoviejo
Ambato
Guayaquil
Macas
Cuenca

1. The weather in Ibarra is_____.

2. The weather in Quito is_____.

3. The weather in Nueva Loja is_____.

4. The weather in Portoviejo is_____.

5. The weather in Guayaquil is_____.

6. The weather in Cuenca is_____.

7. The weather in Macas is_____.

8. The weather in Ambato is_____.

WARM UP

- Ask students to respond to the question, How is the weather?
- Have students write different weather and translate them.
- Before starting, ask students to identify the weather, and then write them

PRESENTATION

- Ask students to look at the vocabulary about weather, then complete the activity using them. If students finish early, ask them to continue the activity; ask learners to identify the weather in different cities; then ask them to complete the missing answer.
- Divide students into small groups and assign each group a city and weather, then write a sentence. Check pronunciation and spelling.

PRACTICE

- Continue using the weather vocabulary, and ask students to write the answer while observing the picture
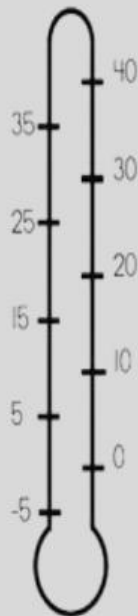- After asking students to write the correct weather according to the city.

ANSWERS
- Ibarra: sunny
- Quito; rainy
- Nueva Loja: stormy
- Portoviejo: windy
- Guayaquil: hot
- Cuenca: cloudy
- Macas: cold
- Ambato: sunny

What should you wear?

Complete and circle each item of clothing.

Very Hot
Hot
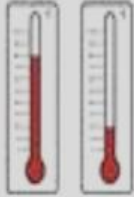Warm
Cool
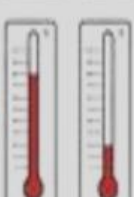Cold
Freezing

40
35
30
25
20
15
10
5
0
-5

hot

warm

cool

cold

127

Write the winter clothing's name.

Winter

1. _____ .   6. _____ .

2. _____ .   7. _____ .

3. _____ .   8. _____ .

4. _____ .   9. _____ .

5. _____ .   10. _____ .

128

Recognise various items in each season.

1 SUMMER

2 Spring

3 WINTER

4 AUTUMN

Role-play game

Answer the questions in pairs, then read.aloud

1. What is your favourite season?

_____

2. What clothes can you wear in your favourite season?

_____

3. Do you like summer?

_____

4. What is your favourite toy?

_____

5. What is your favourite food?

_____

6. Where are you?

_____

7. What is your phone number?

_____

8. What is your favourite place in the city?

_____

9. How old are you?

_____

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4.6.Impacts

In this case, we have three important impacts to highlight:

- Linguistic impact

- Academic Impact

- Cognitive impact

To continue the scale to measure the level of impact.

Table 10

Numerical impact levels

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

Taken from: (Posso, 2011)

4.6.1. Linguistic Impacts

Table 11

Linguistic impact

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
1. I can ask for five directions with confidence, describing locations with basic prepositions.								x
2. I can express my preferences using a simple way, fostering writing skills.								x
3. I can use the occupations vocabulary to talk about my dreams when I came to a mature age, using simple vocabulary.								x
4. I can introduce myself using my age, directions, prices, hours, and phone number.								x
5. I can understand and identify in conversation in real life when people talk about the weather.								x
Total								15

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

Linguistic impact level = High Positive

Analysis:

The linguistic indicators have a high positive impact due to demonstrating an important beneficial role, as each is derived from the "can do" statements of the proposal's modules, making them feasible through activities that are suitable for children aligned with the English proficiency standards defined to the A1.2 level in the Ministerio de Educación's curriculum.

4.6.2. Academic impacts

Table 12

Academic impacts

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
1. I can foster my knowledge about the city with directions, using basic vocabulary and prepositions.								x
2. I can advance my writing skills by explaining my preferences easily and clearly.								x
3. I can foster the acquisition of knowledge about professions and have an idea of what I will become in the future.								x
4. I can effectively fill documents with my age, dates, and phone number.								x
5. I can develop my understanding, and identify how the weather is, relating to terms in daily conversation.								x
Total								15

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

Linguistic impact level = high positive

Analysis:

The indicators of academic impact are favorable; the activities were successfully received by the students participating in the proposal's socialization. The students appreciated the activities during the socialization stage. The enjoyable style of these activities facilitated interaction and practical vocabulary to reinforce it, integrating collaboration in groups and critical thinking skills;

therefore, learners found the design of the activities appealing because each module was tailored for children, including games, such as innovative association strategies.

4.6.3. Cognitive impacts

Table 13

Cognitive impacts

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
1. I can develop my spatial perception, and using prepositions increases my problem-solving abilities.								x
2. I can recognize my own preferences and categorize what I like and dislike, this ability helps me to organize my ideas.								x
3. I can understand the professions through writing stories, and it helps me plan better.								x
4. I can enhance my recall perception by paying attention to times, important dates, and phone numbers.								x
5. I can enhance my perceptual skills by describing everyday weather.								x
Total								15

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

Linguistic impact level = high positive

Analysis:

High beneficial outcomes are achieved regarding the cognitive impact effect through the enhancement of pupils' memory processes, attention, and writing abilities. Students acquire new vocabulary and retain lists, names, and directions; these activities facilitate the long-term retention

of this vocabulary while simultaneously fostering attention and engaging surroundings, all of which are crucial for language acquisition.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- It is essential to update learning and incorporate association strategies to enhance the language acquisition process.

- The theoretical framework helps us to conclude that the implementation of association strategies in the activities fostered an appropriate and friendly setting to obtain better learning.

- Pupils are unfamiliar with this association strategy to recall vocabulary.

- The results in methodology showed that pupils from Unidad Educativa" Luis Leoro Franco "are excited about the association strategies games in learning to recall vocabulary.

- The results obtained helped us to know the lack of enjoyable activities does not performed. Pupils are keen on learning unfamiliar words through interacting with game-based learning strategies.

- The results indicate that students need enjoyable activities like game-based learning strategies to increase their vocabulary and recall it, due to playful activities that had been effectively received by students of fifth grade.

- The proposal helps educators from Unidad Educativa" Luis Leoro Franco" to support that employing association strategies fosters helpful results in students´ language recall.

- Teachers from Unidad Educativa" Luis Leoro Franco" realized that the application of association strategies will strengthen students´ enthusiasm to reinforce the vocabulary.

5.2. RECOMMENDATIONS

- It is recommended to employ the activities on the game-based learning strategy suggested in the proposal of this current study as support material for fifth-grade pupils.

- It is suggested to boost vocabulary retention in students of Unidad Educativa" Luis Leoro Franco" through active participation, making use of association strategies to reinforce vocabulary.

- It is recommended that the teacher implement additional activities or games as strategies to reinforce the vocabulary by practicing.

- It is suggested to incorporate association strategies as an essential aspect of the English teaching resource to increase the retention of vocabulary in long-term memory.

- It is recommended to expand activities that encourage students' creative minds when teaching vocabulary using association strategies.

- It is suggested teachers integrate various activities into a game-based learning strategy to provide a positive environment necessary for enhancing and boosting retention in students of fifth grade.

- It is suggested the implementation of the proposal in teaching-learning helps motivate students in the learning process of vocabulary.

- It is suggested that Unidad Educativa" Luis Leoro Franco" foster the application of activities founded on association strategies that facilitate teachers to practice a foreign language while recalling vocabulary.

GLOSARIO

- **Association:** the relationship of former connections, ideas, and memories with something to someone**.**

- **CEFR:** it is the abbreviation of Common European Framework Reference.

- **Connection:** the act or state of being in union with someone or something between a person or something.

- **EGB:** Educación General Básica

- **Recall:** the ability to remember something from the past

- **Enjoyable:** the ability to give or be able to give enjoyment or pleasure to hold your attention.

- **L2:** It is the contraction of a second language that a learner can learn or is attempting to acquire.

- **LOTS:** it is the abbreviation of low order thinking skills.

- **LTM:** it is the abbreviation of long-term memory that can store or remember information.

- **Motivate:** to give someone enthusiasm or incentive to act about doing something and want to do something well.

- **Positive environment:** it is a combination of beneficial factors that can improve and reduce problem behaviors and increase learning outcomes.

- **Retention:** the act of holding or the capacity to keep in mind something for a long period of time.

- **Strategy:** a general plan detailed for achieving the successful goal in a situation.

- **WM:** it is the working memory.

CHAPTER VI: REFERENCES

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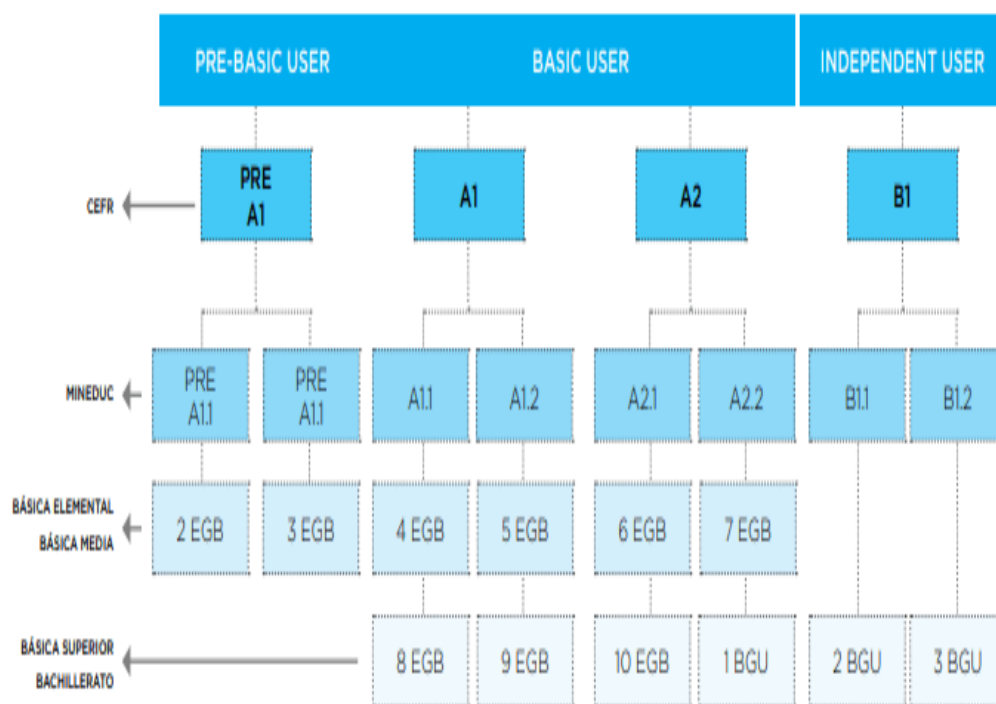Villagra, J. (20 de febrero de 2020). *¿Qué es el cognitivismo y cuáles son sus principios?*

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CHAPTER VII: ANNEXES

Annex 1. Levels of Proficiency: Branching Approach

Annex 2. Form 001 – Survey

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

OBJETIVO: Obtener datos de los estudiantes acerca de las estrategias de asociación en clases de inglés para retención de vocabulario en quintos años de Educación General Básica de la Unidad Educativa" Luis Leoro Franco".

CUESTIONARIO/QUESTIONNAIRE

1. Marque con una X al paralelo al que pertenece. (Mark with an X the class to which it belongs.)

5to "A" ☒   5to "B" ☐   5to "C" ☐   5to "D" ☐   5to "E" ☐

2. Según mi experiencia, ¿me resulta difícil aprender vocabulario nuevo en inglés? (In my experience, do I find it difficult to learn new vocabulary in English?

Sí ☒   No ☐

3. ¿Aprendo una nueva palabra relacionándola con otra que ya conozco? (Do I learn a new word by relating it to a word I already know?

Siempre ☐   Casi siempre ☐   A veces ☒   Casi Nunca ☐   Nunca ☐

4. ¿Me resulta fácil aprender una nueva palabra relacionándola con un objeto? Do I find it easy to learn a new word by relating it to an object?

Muy fácil ☐   Fácil ☐   Ni fácil ni difícil ☒   Difícil ☐   Muy difícil ☐

5. ¿Considero que las estrategias de asociación en las clases de inglés harían más divertido el aprendizaje de nuevo vocabulario? (Do I think that association strategies in English classes would make learning new vocabulary more enjoyable?

Totalmente de acuerdo ☐   De acuerdo ☒   Ni en acuerdo, ni en desacuerdo ☐   En desacuerdo ☐   Totalmente desacuerdo ☐

6. ¿Cuál de las siguientes estrategias utiliza tu profesor en clase para desarrollar tu vocabulario de inglés? (Which of the following strategies does your teacher use in class to develop your English vocabulary?

☒ Estrategias Memorísticas: asociación de palabras
☐ Instrucción Basada en Estrategias: tomar notas o pensar en voz alta
☐ Estrategias Visuales: flashcards, imágenes
☐ Estrategias Cognitivas: adivinar, repetición, escribir oraciones, traducción
☐ Estrategias Socioafectivas: trabajo en grupo, lluvia de ideas, diálogos, actividades en parejas
☐ Estrategias Metacognitivas: autoevaluación, aprendizaje por cuenta propia

7. ¿Cuál de las siguientes estrategias te gustaría que utilizara tu profesor en clase para desarrollar tu vocabulario de inglés? (Which of the following strategies would you like your teacher to use in class to develop your English vocabulary?)

☒ Estrategias de Aprendizaje Basadas en el juego: sopa de letras, ahorcado
☐ Estrategias Cognitivas: adivinar, repetición, escribir oraciones, traducción, adivinar
☐ Estrategias Visuales: flashcards, imágenes
☐ Estrategias Metacognitivas: organizador gráfico, autoevaluación, aprendizaje por cuenta propia
☐ Instrucción Basada en Estrategias: tomar notas o pensar en voz alta
☐ Estrategias Socioafectivas: trabajo en grupo, lluvia de ideas, diálogos, actividades en parejas

8. ¿En las clases de inglés las estrategias de asociación me han ayudado al aprendizaje de vocabulario? (In English classes, have the association strategies helped me to learn vocabulary?)

☒ Totalmente de acuerdo
☐ De acuerdo
☐ Ni en acuerdo, ni en desacuerdo
☐ En desacuerdo
☐ Totalmente desacuerdo

9. Clasifique la siguiente lista de estrategias de asociación según sus preferencias, siendo 1 la que más le guste y 5 la que menos. (Rank the following list of association strategies according to your preferences, with 1 being the one you like the most and 5 being the one you like the least.)

☐ 2 Estrategias Visuales: Imágenes, flashcards
☐ 1 Estrategias Memorísticas: Asociación de palabras
☐ Estrategias de Aprendizaje basada be los juegos: Ahorcado, sopa de letras
☐ 3 Estrategias Cognitivas: Adivinar, repetición, escribir oraciones
☐ 2 Estrategias Mnemotécnicas: Juegos de memoria, rimas y canciones

Annex 3. Form 002 – Interview Vice-principal at Unidad Educativa "Luis Leoro Franco"

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

FORMATO ENTREVISTA AL VICERECTOR DE LA UNIDAD EDUCATIVA
"LUIS LEORO FRANCO"

"EL ROL DE LA ASOCIACIÓN PARA REFORZAR EL VOCABULARIO EN 5°
GRADO DE EDUCACIÓN GENERAL BÁSICA EN LA UNIDAD EDUCATIVA
LUIS LEORO FRANCO"

OBJETIVO: Obtener información para analizar el efecto de las estrategias de asociación en la adquisición de vocabulario en el aprendizaje del inglés como lengua extranjera en alumnos de 5° grado de la Unidad Educativa "Luis Leoro Franco".

1. ¿Se ha realizado alguna investigación similar en cuanto a este tema?
2. ¿Cuán importante considera la enseñanza del idioma inglés como lengua extranjera en los niños?
3. ¿Qué estrategias de asociación en la adquisición de vocabulario se utilizan en la institución?
4. ¿Considera que las estrategias que aplican los docentes de inglés en sus clases han cumplido con las expectativas de aprendizaje de los estudiantes?
5. ¿Qué tan importante considera la interacción entre docente y estudiante en la clase de inglés? ¿Por qué?
6. ¿Desde su perspectiva los estudiantes están familiarizados con las estrategias de asociación para la adquisición de vocabulario en inglés?

GRACIAS POR SU COLABORACIÓN

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

INTERVIEW FORMAT WITH THE ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA "LUIS LEORO FRANCO".

OBJECTIVE: The interview is required to obtain valuable information to analyze the effect of association strategies on the acquisition of vocabulary in learning English as a foreign language in 5th-grade students at Unidad Educativa "Luis Leoro Franco".

1. Why is it important to learn vocabulary in English?
2. Do you consider association strategies relevant? Why?
3. How relevant do you consider the use of association strategies in the foreign language classroom?
4. Are students familiar with association strategies for vocabulary acquisition and have they been used in foreign language classes?
5. What association strategies benefit acquiring and recalling the vocabulary learned in the lessons?
6. Did the association strategies contribute to vocabulary acquisition?
7. What is the role of association strategies in vocabulary learning?
8. Why does memory play a key role in vocabulary learning?
9. Do you consider it relevant to use association strategies for vocabulary acquisition?

THANK YOU FOR YOUR COOPERATION

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

INTERVIEW FORM WITH THE ENGLISH TEACHER AT UNIDAD EDUCATIVA "LUIS LEORO FRANCO".

OBJECTIVE: The interview is required to obtain valuable information to analyze the effect of association strategies on the acquisition of vocabulary in learning English as a foreign language in fifth-grade students at Unidad Educativa "Luis Leoro Franco".

1. What association strategies are used in English classes for reinforcement and recall of learned vocabulary?
2. How do the association strategies used help students learn vocabulary in English?
3. Do you think it is relevant to use association strategies for vocabulary learning?
4. Why do you consider the implementation of vocabulary learning strategies in the classroom to be essential?
5. Which association strategies are used in English classes for vocabulary learning?
6. How are association strategies for vocabulary acquisition used in the process of learning English?
7. To what extent do you think association strategies are relevant to vocabulary acquisition?

THANK YOU FOR YOUR COOPERATION

Annex 4. Authorization for the Application of the Instruments at Unidad Educativa "Luis Leoro Franco"

REPÚBLICA DEL ECUADOR

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

Oficio Nro. UTN-FECYT-D-2024-0128-O
Ibarra, 14 de junio de 2024

PARA: MSc. Iván Velasteguí
RECTOR DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

ASUNTO: Trabajo de integración curricular Sres. Piñán Rosero Ronnye Israel y Castro Castillo Alejandra Micaela

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

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a los Señores: Piñán Rosero Ronnye Israel y Castro Castillo Alejandra Micaela, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "THE ROLE OF ASSOCIATION TO REINFORCE VOCABULARY IN 5TH GRADE EDUCACION GENERAL BÁSICA AT UNIDAD EDUCATIVA LUIS LEORO FRANCO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
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MSc. José Revelo
DECANO DE LA FECYT

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Annex 5. Proposal Socialization

PARA: MSc. Iván Velasteguí

RECTOR DE LA UNIDAD EDCATIVA "LUIS LEORO FRANCO"

ASUNTO: Socialización del Trabajo de Integración Curricular a los estudiantes de Quinto año de Educación Básica.

Me dirijo a usted de la manera más comedida, con la finalidad de manifestar que, nos brinde las facilidades necesarias a la Srta. CASTRO CASTILLO ALEJANDRA MICAELA y al Sr. PIÑAN ROSERO RONNYE ISRAEL, estudiantes de noveno nivel de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros,para que se socialice la propuesta con el tema: **"Learn Vocabulary by Making Connections in English"**, perteneciente al trabajo de integración curricular: "THE ROLE OF ASSOCIATION TO REINFORCE VOCABULARY IN 5TH GRADE EDUCACION GENERAL BÁSICA AT UNIDAD EDUCATIVA LUIS LEORO FRANCO".

Gracias por su atención, le agradecemos.

Atentamente,

Castro Castillo Alejandra Micaela

Piñan Rosero Ronnye Israel

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RECTOR
APROBADO

Annex 6. Photographic evidence

Annex 7. Guide to socialization evidence