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TOPIC:

INCIDENCE OF MOTIVATION IN VOCABULARY DEVELOPMENT

PROPOSAL: DESIGN OF A SYSTEM OF LUDIC ACTIVITIES FOR VOCABULARY DEVELOPMENT.

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Que las egresadas MARÍA DE LOS ÁNGELES GARCÍA GÓMEZ y DIANA SUNNY GUAYCHÁ CRIOLLO, diseñaron y ejecutaron el proyecto con el tema: “INCIDENCE OF MOTIVATION IN VOCABULARY DEVELOPMENT”; propuesta: “DESIGN OF A SYSTEM OF LUDIC ACTIVITIES FOR VOCABULARY DEVELOPMENT”, el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACIÓN del mismo y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

Msc. Lucila Sánchez
Profesor- Tutor
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First, I would like to thank to God for giving me the strength and the opportunity to
finish this thesis.

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Diana Sunny Guaycha Criollo
Dedication

I would like to dedicate this project to all the people that shared this path with me: family, friends, thesis partner, teachers, classmates and special people I’ve met along the road.

Everyone with or without knowing it, have collaborated in fulfilling this goal. One of the many I have in life.

Thanks as well to the force, energy or –insert here whatever makes you happy– that guide us in a mystic manner that we’ll probably never fully understand.

Everything is an enchanting learning and now I will have the blessing to be a teacher and contribute in the most loving way to enlighten minds and souls.

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### ABSTRACT (150-250 words):

In EFL classrooms is frequently found the lack of motivation during the teaching-learning process due to the inherent fact that students do not find the learning of the English Language as meaningful or useful as it should be. As teachers, we consider that the interest in students for the English Language can be upgraded by utilizing adequate methodologies. The purpose of this research was to analyze the influence of motivation in the development of vocabulary. Through data collection based on a survey, an interview and an observation guide, it was found that the little use of vocabulary is due to the lack of motivation in ninth grade students of Clemente Yerovi High School. Furthermore, by utilizing a field, bibliographic and statistical research, it was evidenced that the use of a system of ludic exercises could serve as solution to the current problematic. Consequently, it was designed a system of ludic exercises to assist students to reinforce and improve the content of the topic through games and group activities which could be used to the development of vocabulary.

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En las aulas de los Aprendices del idioma extranjero Ingles, es muy común encontrar la falta de motivación durante el proceso de enseñanza-aprendizaje, debido al hecho inherente de que los estudiantes no encuentran el aprendizaje del idioma Ingles, como algo significativo o útil como debería ser.

Como profesores, debemos considerar que el interés de los estudiantes en la lengua inglesa debe enriquecerse con la utilización de metodologías adecuadas.

El propósito de esta investigación es analizar la influencia de la motivación en el desarrollo del vocabulario, a través de la recolección de datos basado en la encuesta, la entrevista y la guía de observación, de este modo, se encontró que el poco uso del vocabulario se debe a la falta de motivación en los alumnos de noveno año del colegio Clemente Yerovi Indaburu tienen.

Además, que por el uso de un campo bibliográfico y estadístico se pudo evidenciar que el uso de un sistema de ejercicios lúdicos podría servir como solución para el presente problema, por consiguiente, se diseñó un sistema de ejercicios lúdicos para ayudar en el refuerzo de los estudiantes y así mejorar los temas de contenido, a través, de juegos y actividades grupales, los cuales podrían usarse para el desarrollo del vocabulario.

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Abstract

In EFL classrooms is frequently found the lack of motivation during the teaching-learning process due to the inherent fact that students do not find the learning of the English Language as meaningful or useful as it should be. As teachers, we consider that the interest in students for the English Language can be upgraded by utilizing adequate methodologies. The purpose of this research was to analyze the influence of motivation in the development of vocabulary. Through data collection based on a survey, an interview and an observation guide, it was found that the little use of vocabulary is due to the lack of motivation in ninth grade students of Clemente Yerovi High School. Furthermore, by utilizing a field, bibliographic and statistical research, it was evidenced that the use of a system of ludic exercises could serve as solution to the current problematic. Consequently, It was designed a system of ludic exercises to assist students to reinforce and improve the content of the topic through games and group activities which could be used to the development of vocabulary.

KEYWORDS: Vocabulary, motivation, system of ludic exercises, learning English as a foreigner language, EFL students.
TEMAS: INCIDENCIA DE LA MOTIVACIÓN EN EL DESARROLLO DEL VOCABULARIO.

PROPUESTA: DISEÑAR UN SISTEMA DE ACTIVIDADES LÚDICAS PARA EL DESARROLLO DEL VOCABULARIO.

Autores: Diana Guaycha y María García
Tutor: MSc. Lucila Sánchez

Resumen

En las aulas de los Aprendices del idioma extranjero Inglés, es muy común encontrar la falta de motivación durante el proceso de enseñanza-aprendizaje, debido al hecho inherente de que los estudiantes no encuentran el aprendizaje del idioma Inglés, como algo significativo o útil como debería ser.

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Introduction

Nowadays, humans can interact with people with different nationalities and languages. Living in globalized world is essential to have a united human communication, in order everyone is able to understand each other. English is a worldwide spoken language, therefore if people needs to do business or just have a simple conversation around the world, they must have a vast of words to communicate.

Motivation is very fundamental to achieve the human purposes, because it is related to that inner desire that pushes someone to accomplish their goals. Hence it is important to implement it in the learning process. Currently, students seemed to be uninterested in the vocabulary learning due to the inaccurate teaching process applied in the classroom. The implementation of a ludic exercise as an extracurricular activity is very beneficial for reinforcing the vocabulary given just by the book. Moreover, students will be able to do it by themselves because, they will have clear instruction and all the materials needed to apply the ludic exercises; assisting them to acquire more vocabulary every time they play the exercises.

Chapter I presents the problem, the possible causes and the context of the research, as well as the objectives aimed in this thesis and the justification of the study.

Chapter II contains the theoretical bases of the research, on which the proposal is sustained. This chapter presents the theoretical contributions, existing on the problem under study and it also includes the Variables Operationalization chart.
Chapter III, Methodology: Methodological Design, Types of Investigation, Population and Sample, Investigation Methods, Techniques and tools of Research, Analysis and Interpretation of Results, Conclusions and Recommendations.

Chapter IV, the Proposal, Title, Justification, Objectives, Description, Bibliography and Annexes.
Chapter one

The problem

Research Context.

The present research was performed at Clemente Yerovi Indaburu High School which is located in the City of Guayaquil, Guayas province with a capacity for 1000 students; its geographical location is in Sauces II, north of Guayaquil City in the Guayas Province.

Vocabulary learning is being considered one of the pillars to master a language which in this context was revealed as an significant variable in the conflict situation in the ninth-year course along with motivation. Therefore, these two variables were taken into consideration in the present research.

Conflict Situation.

Through observation carried out in the Clemente Yerovi Indaburu High school with the students of the ninth grade of basic education during the teaching practices, it was detected from a diagnosis in this educational context that there is a problem in the students’ vocabulary development. As a result, the effects are evident in all four competences (productive and receptive skills).
According to Ministerio de Educación del Ecuador, (2014) in The National English Curriculum Guidelines, students in the ninth grade should achieve an elementary level allowing them to become basic users of English language. Nonetheless, the insufficiency in the vocabulary development obstructs the understanding of everyday expressions that are used frequently to satisfy immediate needs. For instance, learners should be able to introduce themselves and introduce others and provide personal information about their home, nevertheless, because of the lack of vocabulary students encounter difficulties in doing it so.

In simple spoken texts, they are not able to understand when reading and listening, basic expressions, words, and sentences.

Because of this issue, their oral production is not according to the A1.2 level, the one established in the (MinEduc, 2014) for ninth grade students, making it difficult to interact and participate in brief informal discussions and preventing students from the formation of small texts and simple sentences structures.

**Scientific Fact.**

Students in ninth grade from general basic education of Clemente Yerovi Indaburu High School in the 2018-2019 school year evidence a deficiency in the vocabulary development. This situation could be due to the lack of motivation for learning the language and the insufficient use of innovative resources that enhance motivation in vocabulary development.
Causes.

Some of the possible causes are:

- Absence of teaching resources to improve motivation when teaching new vocabulary.
- Lack of interest in the acquisition of new vocabulary.
- Inadequate use of innovating ludic activities for vocabulary development.

Formulation of the problem

¿How does motivation incidence the vocabulary development in the students of 9th grade of basic general education at Clemente Yerovi Indaburu public high school in 2018-2019 school year?

Research Objectives

General objective:

Determine the incidence of motivation in the development of vocabulary through a field, bibliographic and statistical research to design a system of ludic activities for vocabulary development.
Specific objectives:

• Analyze motivation through field, bibliographic and statistical research.

• Examine vocabulary development through field, bibliographical and statistical research.

• Design a system of ludic activities for vocabulary development through empirical and theoretical interpretation of the data obtained.

Scientific questions

1. What is vocabulary proficiency?
2. What theoretical foundations argue the influence of motivation in the vocabulary development?
3. How vocabulary is acquired in the English as a foreign language (EFL) classrooms?
4. What’s the level that ninth grade EFL students should have according to the English National Curriculum Guidelines?
5. Would the design of a system of ludic activities facilitate the vocabulary development in EFL students?
6. What types of strategies for teaching vocabulary are used in the EFL classrooms?
Justification

Learning a foreign language, boost the development of thinking, as well as the social abilities, and the creative ones needed for the permanent learning. Integrating the learning of the language with cultural and cognitive aspects allow students to convey ideas accurately. The acquisition of a foreign language assists learners in the development of their social skills.

In the English language learning is primordial the vocabulary acquisition because students need to know the meaning of the words to express their ideas to others. Vocabulary usage is the main purpose of communication because it allows the speaker to develop some competencies needed to learn a foreign language such as productive and receptive skills.

According to the “Plan toda una vida” proposed for by the current president of Ecuador Lenin Moreno.

Education is one of the main purposes and goals for his government, to 2021 it needs to be free, universal and bilingual. In addition, it also guarantees the accessibility of education and the rights to receive an excellent education with all the tools necessary to learn the subjects given in the institution. (Senplades, 2017)

In agreement with the “Ley Orgánica de Educación Intercultural (LOEI),” the law for education in Ecuador, article number two, it is established that the second principle for education activity is the motivation; it is what leads people to the learning and knowledge acquisition (Educacion, 2016).
Motivation is very crucial for learning other languages because learning requires a lot of energy, enthusiasm and time and for that, students need to feel motivated to learn, to develop productive skills to implement it with other people surroundings. If students are encouraged to acquire the knowledge they are going to enhance their communicative competence.

The English national curriculum guidelines (MinEduc, 2014) established by the Ministry of Education in Ecuador manifest’s in their communicative-functional approach as a mean to get learners to enroll with a functional use of language.

Throughout a resourceful strategy as the ludic activities, this present project seeks to give a solution to the lack motivation in the vocabulary development. The primary beneficiaries of this project are the students of the "Colegio Clemente Yerovi Indaburu" of ninth grade. because this resource would help them with the vocabulary development and a better understanding of the language. In addition to that, they would find better jobs with good salary and stability. Additionally, teachers are going to be the second beneficiaries of this project because, they are going to apply this strategy that could help students to keep motivating for learning. Finally, the society would be favored with qualified and bilingual professionals as well.
Chapter two

Theoretical framework

Background.

Several researches concerning vocabulary development and motivation have sustained the feasibility of the current project, due to the fact that motivation is an important factor in the vocabulary development which is supported in the successful results of the following studies.

Tanaka, (2017) in the study entitled “EFL vocabulary learning motivation in a demotivating learning environment”, project developed in 2017 in Japan, it is shown that motivation is which leads the students to maintain the interest and concentration during the acquisition of the English Language.

This study examined the roles of motivation in EFL vocabulary learning with 155 participants: science and engineering students in Japan. The results drew to the undeniable conclusion that an appropriate intrinsic and extrinsic motivation are positive prognosticators of vocabulary size, demonstrating the importance of cultivating the enjoyment for vocabulary learning.

According to Gruss, (2016) in the project called “Games as a tool for teaching English vocabulary to young learners” in Poland. This project was developed to find out the three favored activities of the students for building vocabulary. The outcome of this
project was very favorable for the development of vocabulary. All the games applied in this project resulted in good learning process for improving their English proficiency, because as they were applying the games to the students, the upshot gave that the amount of errors in vocabulary usage and the number of children making mistake were decreasing more and more, from 63% in the first game, to 21% of mistakes in the third game. Proving that implementing new strategies in the teaching-learning process is going to nurture student’s mind with useful lexicon required in their proficiency levels. This method turns the traditional method used by the teacher upside down. The students became more interested in adopting this in their learning process.

According to Sadeghi, (2013) in his work: “The Impact of Achievement Motivation on Vocabulary Learning in Intermediate EFL Learners” published in 2013, the researcher stated that motivated students are a prior factor when it comes to vocabulary acquisition.

This study involved one hundreds of English students utilizing the “Oxford Placement Test (OPT)”, in order to evidence the contestants’ language abilities. Regarding their development, a significant number of students with almost the same skills, were designated for the main study. After that, a standardized vocabulary assessment, was executed to explore the participants’ current knowledge. Finally, in the research, the obtained values indicated that highly-motivated group outperform on vocabulary knowledge test, concluding that motivation is indeed, a major factor in vocabulary acquisition.

Regarding Latin American EFL learners, in Jorquera & Poblete, (2015) in the project: Factors That Affect Motivation towards English Language Acquisition in Seventh
Grade Students in 2015, Chile. The researchers measured the teacher’s perspective concerning the lack of student’s motivation.

The results obtained in the researchers’ work manifested that most of teachers concluded that learners presented a lack of interest in performing tasks. The 91.66% of educators observed that students were not able to maintain the whole attention during the development of the class which sustains that intrinsic motivation plays a vital role in the educational field.

Based on the project of Paredes, (2017) “The Effects of Ludic Activities as a Motivational Strategy to Increase and Use English Vocabulary in Sixth Level Learners at “Asunción” Elementary School” Cuenca-Ecuador. The research confirmed that motivation through ludic activities is one of the fundamental tools to enhance vocabulary acquisition. In this project were applied several ludic techniques such as songs, tic tac toe, wishing well and among others. The results obtained were a successful outcome because the children acquired the vocabulary easier than the traditional method previously applied. Furthermore, the learning-teaching process was improved, students were willing to pay attention, and to participate in activities given by the teacher.

Based on the results obtained in the previous researches, a system of ludic activities might serve as a useful, highly beneficial and probably crucial tool for students’ vocabulary development.
Conceptual -Theoretical Framework

Motivation.

Over the years the teaching methods have evolved with the only purpose of improving the language acquisition. Nevertheless, all of them are attached to one variable, the motivation, which has proven to be a complete success in the educational field. Motivation is what leads and stimulates students to acquire knowledge, is the feeling that encourage a person to do unimaginable things.

According to Bhoje, (2015) “Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide impetus for and the direction of action”. In other words, motivation is something that energizes the students to achieve their goals.

Motivation can encourage students to carry out the tasks given by the teacher, due to the influence of motivation in the student's behavior. Consequently, they are more likely to pay attention in class, to participate in activities and to learn the language. Therefore, it is crucial to have it implemented in the classroom to create a proper educational environment, with purpose of enhancing the teaching learning process. According to Schunk, Pintrich, & Meece, (2014) motivation requires “Inner forces: instincts, traits, volition, and will. Behavioral (conditioning) theories view motivation as an increased or continual level of responding to stimuli brought about by reinforcement (reward)”. As the authors states, the students’ needs something that stimulate them to acquire and to
internalize the learning. Otherwise, students would have to adopt the rote learning, which it does not have excellent results for learning a foreign language.

*Theories of Motivation.*

Throughout history, different theories of motivation have been developed, among which, we find three that for the authors of this project have relevance. According to Basic Knowledge 101 Education Project, (2018), motivation theories can be categorized in: natural vs. rational, content vs. process theories and incentive theories.

*Natural vs. Rational.*

It was founded on the fundamental theory of human Cognition is based on human natural forces (drives, needs, desires) or some type of rationality (meaningfulness, self-identity).

- *Push and pull:* according to Uysal (1994), "Push motivations" are those where people push themselves towards their objectives or to accomplish something, such as the craving for luxury, relaxation, respect, status, health, adventure, and beneficial interactions.
- *Self-control:* according to the studies of emotional intelligence, the self-control aspect of motivation is progressively considered to be one of its subdivisions; it is manifested by Kelly, (2012), that even though a person may be categorized
as highly intelligent or present an extraordinary I.Q., individuals may present lack of motivation to chase intellectual undertakings.

- **Drives**: is a theory that attempts to define, analyze, or classify the psychological drives. A drive is an "excitatory state produced by a homeostatic disturbance". (Seward, 1956)

  It is also described as an instinctual need that has the power of driving the behaviour of an individual. (Szondi, 1972). According to Schacter, (2011), these drives are believed to initiate within the individual, henceforth they may not involve external incentives to embolden the behavior.

*Content vs. Process theories.*

These theories are based on what motivates vs how motivation is conceived.


  Maslow is still contemplated as the father of motivation theories, regarding human needs and his concept is “one of the best-known and most widely cited works on motivation” (Denhardt, Denhardt, & Aristigueta, (2008), p. 148)
According to Maslow, (1946), a five-level hierarchy of needs is the essential model for the succeeding as an entire satisfied individual; or in his terms, a self-actualized being. Five needs are proposed: physiological, safety, love, esteem, and self-actualization.

- **Alderfer’s ERG theory:** Alderfer, (1969) studying the Maslow’s hierarchy of needs, created the ERG theory. This theory postulates that there are three groups of basic needs: existence, relatedness, and growth, henceforth the name: ERG theory. The first division involves the fulfillment of our basic necessities such as the physiological and safety needs. The second group of needs are those related with relationships, social environment and status desires. Finally, Alderfer determined growth needs as an intrinsic desire for personal development.

**Incentive theories.**

Incentive theory is conceived as an attempt to generate a reason to do something. Diverse theories explain this process nevertheless, two of them have been considered for the study of this project: positive and negative reinforcement and intrinsic and extrinsic motivation.

- **Positive and negative reinforcement:** explains the incentive theory, due to the fact that in the past individual’s actions were followed by a reinforcing stimulus. By following these procedures, this process becomes a pattern and thereupon a solid habit.
According to the Psychological Services of Pendleton, (2014) “Dr. Skinner actually mapped out schedules of reinforcement in thousands of studies showing how the strength of reinforcement changed as a function of how often the reinforcer occurred.”

- *Intrinsic and extrinsic motivation:* motivation can also be divided into contrasting theories known as Intrinsic (internal) motivation and Extrinsic (external) motivation.

Ryan & Deci, (2000) defined Intrinsic motivation, as the execution of an activity for innate and natural fulfillments rather than for some external incentive. When a person is intrinsically motivated is moved to act for the joy, pleasure or challenge involved rather than because of external stimulus such as pressures, or rewards. (White, 1959) Intrinsic motivation emerges as an important phenomenon for educators to consider and for students to discover ways to stimulate it. It can be described as a natural source of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices. Ryan & Stiller, (1991). Thus, to foster the intrinsic motivation and to seize its high-quality learning and creativity, it is necessary to determine the forces that may help to strengthen it, versus the ones able to undermine it.

On the contrary, Extrinsic motivation is a concept that refers to when an activity is performed in order to achieve some independent benefit. In other words, motivation can make an impact coming from the outside and it’s a very used technique in the educational environment.

“Extrinsic motivation can vary greatly in the degree to which it is autonomous.” (Ryan & Deci, 2000)
Studies of intrinsic and extrinsic motivation affirmed how students endorse intrinsic reasons over extrinsic reasons to perform academic activities. Nevertheless, some authors have noted that students may engage and perform academic tasks by both, intrinsic and extrinsic reasons (Harter & Jackson, 1992).

Moreover, the academic influence of these two types of motivation together is considerably stronger than its parts alone, and this kind of influence is what every educator should seek to develop his professional duties towards the students.

**Motivation in education.**

Nowadays, educational psychologists present a peculiar interest in motivation because it represents a vital role in student learning. However, the motivation in education is a specific field which differs a lot from other applications of motivation.

According to Ormrod, (2003), motivation in education manifest a variety of benefits because it can:

1. Lead behavior toward specific goals.

2. Increase effort and energy.

3. Rise initiation of, and persistence in, activities.

4. Improve cognitive processing.

5. Improve performance.
Researchers, such as Guthrie (2000), Turner (1995) among others, have made numerous suggestions for educators interested in supporting students’ motivation considered as instructional strategies to generate motivation which include the appropriate use of rewards, limitations of incentives, increasing student self-sufficiency, employing collaborative or cooperative learning methods, and creating an encouraging classroom environment.

For example, some studies on the effects of extrinsic rewards on student motivation proposes that educators should carefully and prudently use these types of rewards in the classroom. Especially, when it comes to tangible rewards (such as grades, candy, special privileges) because this may have major negative effects on students, although when rewards are unforeseen, they tend not to have this undesirable effect.

Verbal rewards (such as praise or performance feedback) increase the free-choice behavior of college students, but not children. Curiously, according to Pearson, (2011), “negative performance feedback significantly attenuates intrinsic motivation for both groups of students. Moreover, even positive feedback, if administered in a controlling tone, can diminish intrinsic motivation.”

On the other hand, the results found in Hidi and Harackiewicz, (2000), suggest that rewards or any type of incentives should be avoided whenever possible due the fact that this situation could harm individual’s proper intrinsic motivation. It is also discussed that the value of intrinsic versus extrinsic motivation may depend on the characteristics involving the tasks. For examples, in cases where there are very long and complex tasks, an amalgamation of intrinsic motivation and extrinsic rewards may be most effective.
Authors as Guthrie (2000), Hidi & Harackiewicz (2000) and Pintrich, (2003), sustained that a satisfactory strategy for encouraging student’s motivation is to give students more autonomy. Similarly, Turner (1995) notes that when teachers allow students to make decisions about their own work, students are more likely to be interested in the work. Students who are given choices tend to exhibit more persistence, goal-setting, and other self-regulated learning behaviors.

As Stipek, (1996) claimed, increasing students’ autonomy can come in many forms, including:

• Transferring responsibility for determining assignment deadlines.

• Permitting students to score their own work or let them participate in cooperative grading.

• Negotiating deadlines and types of assignments with the students.

• Organizing independent learning groups.

Similarly, Guthrie, Wigfield, & VonSecker, (2000) recommend others strategies for encouraging autonomy, such as: choosing texts to read, subtopics to be studied, and methods of conveying their learning.

Another strategy for stimulating student’s motivation is the use of collaborative or cooperative learning methods. These strategies involve the formation of small heterogeneous groups of students constituted with similar skills.
The importance of motivation in Education.

Nowadays, the education is focused on different factors to maintain students motivated towards learning. Teaching English as a foreign language can be a little difficult, teacher must be well-trained to motivate students in the educational environment. Motivated students are willing to participate in class actively, to pay attention, to answer eagerly the questions, to show enthusiasm and to learn English. For that reason, motivation is considered one of the most important factors in the educational field.

As Williams, (2011) pointed out, teachers need several ingredients to motivate students in the classroom “The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment”.

In other words, in order to have excellent educational outcomes in classrooms, teachers must have teaching vocation. Teaching is not a matter of telling grammar rules or send homework. It is dedication and commitment, it includes the willing of giving others their knowledge and time. Based on Weinstein, (2010) (cited in Williams, 2011) “Students are motivated by the professor’s knowledge of the subject matter, the professor’s sense of humor, the motivational level of the professor, high quality of teaching, intellectual challenge, engagement in class, and academic help outside of the class.” (p. 6).

The content delivered in classrooms must follow several parameters, it needs to be academic, in agreement with the curriculum guidelines, meaningful and motivating in order that EFL learners can apply it in their daily life.
Vocabulary.

Learning vocabulary is indispensable for EFL students because it allows the unfolding of several qualities needed to interact with society. Because, its primordial function is to develop comprehension and production of the language.

Knowing a word is not just to have knowledge of its meaning, it is necessary to know the connotation and denotation significance. In addition, it is primordial to discern how and when to apply it, how it is pronounced, how to recognize it according to the different parts of speech. Moreover, it is required that EFL learners have a vast amount of comprehension of the lexical and the useful expressions conferring to their proficiency level.

According to Cambridge University Press, (2011), CEFR levels a student from A1:

“Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help”. (pág. 4).

Therefore, educators must apply an active language teaching method, to teach vocabulary and take out student’s full potential.
Types of vocabulary.

Passive vocabulary.

Traditional language teaching methods do not challenge the students to learn actively. Pitifully, rote learning is what prevails in a lot of classroom of this country. Therefore, when students acquire vocabulary they just do it through drills. But because of this process, words are storage in the short-term memory, and when time goes by, they are forgotten. Basically, students understand the meaning of the word, but they do not know when or how to apply it, in any kind of contexts, that is the exact definition of passive vocabulary.

Active vocabulary.

The purpose of the modern teaching methods is to avoid the rote learning, it is focused on the improvement of the productive and receptive skills. But for reaching that level, students must be aware about all the functions of vocabulary in the diverse part of speech. Therefore, once learners have acquired the vocabulary to be used naturally, in different daily situations it could be affirmed that students have obtained active vocabulary and English development becomes effective.

According to Laufer (1998) “The conceptualization of word happens when the student’s mind knows how or when to use it, with free will and without any specific prompt,
one good example of this it is a free composition” (p. 257) As it is stated, EFL learners would be able to speak fluently and convey ideas properly with others once the vocabulary has been internalized in their long-term memory.

**Second Language Acquisition Theory.**

Krashen’s theory of second language acquisition could be divided into five basic hypotheses:

- The Acquisition-Learning hypothesis.
- The Monitor hypothesis.
- The Natural Order hypothesis.
- The Input hypothesis.
- The Affective Filter hypothesis.

The Acquisition-Learning hypotheses is the most essential of all the hypotheses in Krashen's theory. According to Krashen, (1987), the 'acquired system' or 'acquisition' is the product of a subconscious process just like the process children experience when they acquire their first language.

The Monitor hypothesis describes that the only intention of the planning, editing and correcting part (learning system) is to monitor the language output, via self-correction, for example, complementing the acquisition-learning process.
According to Krashen, the role of the monitor should be minor, only in cases to correct irregularities from what is called a standard use of the language or in order to provide a more refined use of it.

The natural order hypotheses, as sustained by Dulay & Burt (1974), explains that the acquisition of grammatical structures obeys a 'natural order' which implies “that regardless of native language, all language learners of any single second language appear to follow the same predictable order; for example, learners of English as a second language generally acquire the grammatical structure of yes-no questions before the grammatical structure of wh- questions” (Johnson, 2018) but, in this paradigm, Krashen discards the normal grammatical order given the fact that the main goal is language acquisition.

The Input hypothesis explains how second language acquisition takes place. According to this hypothesis, the learner improves and progresses along the 'natural order' when receiving an input that is appropriate for his/her current stage of linguistic competence. Krashen suggests the creation of a syllabus which permit to do so.

The Affective Filter hypothesis, comprises the fact that a number of 'affective variables' play a significant role in second language acquisition, such as a good self-esteem, confidence and a low level of anxiety. Krashen claims that learners with high motivation are better prepared for success in second language acquisition which sustains our case of study.
Jean Piaget manifested in his book “To Understand Is to Invent the Future of Education”, (1973) (cited in Grossman publishers, (1948)) that the basic principle of active methods is that “understanding is to discover, or reconstruct by rediscovery, under this condition individuals are going to be able to formed production and creativity and not simply repetition” (p. 20). As the author claims, Constructivism as its name implies it is a “construction”, it refers to the idea that learners construct their own knowledge when they encounter themselves in the proper educational environment. It is primordial to establish the goals for the class, then, the teacher needs to be focused on the tools, resources or strategies needed to achieve those goals, such as: working groups, game boards, media and others.

According to Driver, Asoko, Leach, Mortimer & Scott ( cited in Wing-Mui, Constructivist Teaching in Primary Science, (2002)) “Constructivism sees learning as a dynamic and social process in which learners actively construct meaning from their experiences in connection with their prior understandings and the social setting” (p. 1). EFL teachers could use some social strategies, implementing cooperative learning, through its application students with different levels of English proficiency can interact and support each other, providing scaffolding for building new knowledge. As a result, forgetting the knowledge is no longer going to be an issue, because new information (vocabulary) would be internalized in learner’s memory.
Communicative approach.

Unlike the traditional teaching process which was only focused on the grammatical and structure of the language, this approach expands their horizons and it focuses on the communication as a primordial factor. Communication is the purpose of the language acquisition, it allows to have social interaction. Therefore, it is important to apply it in the classrooms. According to (British Council, 2006):

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Chomsky (as cited in Murry) claimed that “the language acquisition is a natural process in which Language acquisition device (LAD) interacts with context to collect the linguistic information necessary to develop a particular language of thought and communication”. In other words, humans are born with the innate abilities of rapid language acquisition, people learn when they naturally interact with each other.

Cognitive Approach.

According to Anderson J. R., (1983), the cognitive model of learning explains that learning process is active. Learners choose information from their environment, classify it, relate it to prior knowledge and preserve what is important.
Due to the necessity for learners to gain some control of their second language acquisition method, metacognition comes close to this paradigm, in order for students to understand what their cognitive processes are and then manipulate them according to their requirements.

**Task-based method.**

David Nunan concisely defines it as “an approach to language teaching organized around tasks rather than language structures” (Nunan, 2004), p.216).

The Task Based Language Learning generates its aims, selects the content, decides the sequence and sketches the assessments.

This method focuses on the motivational part of the task which should be interesting for the learners. Learners put in practice the language they have acquired in order to perform such tasks and that’s why the main goal is to accomplish them, and the corrections of errors takes an unimportant role.

The tasks are incorporated in a major topic that is studied for a number of weeks so at the end of the lesson, learners can acquire the language necessary to succeed in those environments.
Lexical method.

According to Torres, (2012) the lexical approach recognizes lexis as the foundation of language and concentrates on the belief that language consists of grammaticalized lexis. Over the past few years, in second language acquisition, this method has produced great interest for researchers.

According to the publication of The Lexical Syllabus by Willis, (1990), the lexical approach focusses on students’ improvement on lexis and word combinations using the ability for comprehending and producing lexical phrases as chunks which “become the raw data by which learners perceive patterns of language traditionally thought of as grammar” (Lewis, 1993)p. 95

Strategies for learning vocabulary.

Learners need a wide range of word-learning strategies in order to feel motivated. According to Graves, (2006), Vocabulary instruction should have as a main goal to elicit students in actively thinking about word meanings, the relationships among words, and the use of words in different real-life situations. The strategies used in this project are:
Student-Friendly Definitions.

According to Beck, McKeown, & Kucan, (2013), the meaning of a new word should be explained to students rather than just providing a dictionary definition for the word, following two principles:

1. Characterizing the word and how it is typically used.
2. Explaining the meaning using everyday language.

Words within Context.

Researchers have demonstrated that words and easy-to-understand explanations should be introduced in context which causes that the knowledge of those words increases. (Biemiller & Boote, 2006)

Context Clues.

Nagy and Scott’s work (2000), exposed that learners use their capacities for analysis to infer the meaning of new vocabulary, utilizing the surroundings of the word. While performing such analysis, students encounter such a vast number of words as they read. Researches as Nagy, Herman and Anderson believe that the ability to use context clues has the promising capacity to generate substantial vocabulary growth.
**Sketching words.**

Kilgarriff, Tugwell, & Kilgarriff, (2004) have found that one of the easiest and most ludic techniques to remember a word’s meaning is performed by making a quick sketch that connects the word to something personally meaningful to the student.

**Target Words.**

Applying the target words provides another context for learning word meanings. When students are challenged to apply the target words to their own experiences, they have another opportunity to understand the meaning of each word at a personal level. This allows for deep processing of the meaning of each word.

**Semantic Mapping.**

Baumann, Edwards, Boland, Olejnik, & Kame'enui, (2003) have proved that semantic maps help students to create networks among words and boost the learning of vocabulary words. Utilizing as an example, the employ of synonyms and antonyms, learners acquire long-term vocabulary. Regarding, multiple intelligences, Semantic mapping is an excellent strategy for Verbal-Linguistic and Logical-Mathematical students because in the first case, students have “the ability to think words and use those words
to express one’s thoughts to others”. (EduNova, 2012) For Logical-Mathematical students, semantic mapping can relate to the way they learn because of “the capacity to reason, recognize patterns and handle logical thinking.” (Wanut, 2004)

Word Consciousness.

Anderson & Nagy, (1992) shown that students who are word conscious are aware of the words around them, using words expertly. They feel curious about learning languages, and they found entertained playing with words and even researching the origins and connections of words.

Beck, (2002) sustains that students should have access to any type of resources which encourage word consciousness strategy, such as dictionaries, word walls, crossword puzzles, Scrabble and other word games, joke books, and word-play activities.

Contextual Framework

The current project was developed in the Clemente Yeroi Indaburu high school, in the ninth grade of basic general education, this institution has three specializations: Accounting, Marketing, and Electronics. On the other hand, the English area counts with six teachers who are assigned to all the courses. Moreover, students receive five hours a week of English classes. The ninth grade has four classrooms A,B,C, and D, the number
of students per classroom fluctuates from 35 to 42. Moreover, the tools required to teach English in this high school are precarious, the lack of labs and the insufficient stereos to reproduce the audios of the books are the everyday struggled in this institution. Sometimes teachers have to bring their own tools to teach the foreign language. In addition, teachers do not use other resources but the book.

In the morning, the Clemente Yerovi Indaburu institutions’ facilities are lend to a public school “José Antonio Gallegos Orozco” which it runs from 7 am to 12 pm. The Clemente Yerovi Indaburu Public High School which has been working for 30 years in the city of Guayaquil. To the beginning, it was located in the suburb of Guayaquil between 29 and F streets. In 1990 the institution was relocated in the North of Guayaquil. Nowadays, its geographic location is in Sauces II in the north of the city. The institution runs in the afternoon from 1:15 pm to 6.30 pm and it counts with 1000 students.

Its mission is to foster the economic and social development of the country, through technical education, the strengthening of the productive system to improve the conditions of life and work of the Ecuadorian inhabitants. In addition, the institution looks for the professional qualification of young people in the development of auto entrepreneurship. In order to achieve this mission, the institution develops efficient and effective processes of professional development, technical and social competences as a holistic vision. It aims is to become an institution that forms bachelors with quality education and values, capable to overcome difficulties, generators of productive initiatives that contribute to the development of the country.
Legal Framework

The present project is supported by several legal documents. According to “Constitución de la Republica del Ecuador” (2008) in its article twenty seven.

Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development.

(Constitucion de la Republica del Ecuador, 2008, p. 17)

This document assures the fulfillment of the bilingual education which supports the theme of study due to the fact that a second language learning responds to a holistic instruction.

It also declares in the article twenty eight that “Education will respond to the public interest and will not be at the service of individual interests and corporate.” (Constitucion de la Republica del Ecuador, 2008) And being the English learning a priority nowadays in a globalized world for obtaining both academic and occupational opportunities in the future, it makes the study of this thesis viable.
The proposal to be designed is supported by the LOEI, so that the implementation of a system of ludic exercises for students, intends to be a solution to the necessities that students have in the development of vocabulary, by stating that it is “responsible for ensuring the handling and quality of the educational services of the District at all levels and modalities, developing educational projects and programs, planning the educational offer of the District.” (Educacion, 2016)

The third legal document that supports this project is the National development plan "Plan toda una vida" generated by the current president of Ecuador Lenin Moreno. It also supports the proposal by declaring that one of the objectives is to “empower people throughout the cycle of life, through education and training of quality and pertinence.” It also states that the goal of education is to “enhance the capacities and the human talent, conceiving education from a humanistic look of learning throughout all life with a view to social, economic and cultural development.” (Senplades, 2017)

The National Curriculum Guidelines also considers English language as an important means to people’s integral development. “English language is a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries; as a result of the above mentioned approach to English language teaching and learning, it is expected that Ecuadorian students in the public educational system will be able to achieve meaningful objectives” (Senplades, 2017)

One of the most important purposes in Ecuadorian Education System is the progress of citizens by generating access to more employment and professional prospects. English language has become a primary tool to the fulfillment of this statement.
The National Curriculum Guidelines also supports the current project by specifying the foundation for the system of ludic exercises. Declaring the competences that 9th year EGB, students will have to reach according to the level A1 (basic user).

Ninth grade student should “understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (e.g. basic personal information, greetings, numbers and prices, directions, habits, etc.)” (MinEduc, 2014)

The current proposal attempts to be a study supplement in order to fulfill the mentioned specifications, allowing ninth grade EFL students to become an English language basic user.
Chapter three

Methodological Design

This research was established under the bimodal approach, which refers to the quali-quantitative research, it also corresponds to a feasible project or intervention posed to a solution of a problem with documental and bibliographical research, developing a proposal of transformation or change.

This investigation uses qualitative research methodology, since it is dedicated to collect information based on the instruments and techniques such as: survey, interview and observation guide to collect data for the current study.

Likewise, this project works with quantitative methodology to work with processing and tabulation of the results obtained from the implementation of the instruments.

Types of Research

According to their purpose, this present project is considered as a field research, because it is developed inside of Clemente Yerovi Indaburu’ classrooms with students of 9th grade of basic general education. Because of bibliographic and statistical analysis used to obtain the results, this current study is contemplated as a documentary source project based on the consultation of books, relating to the variables in the study.
The investigation uses a descriptive nature due to the fact that, at first, the dynamics of the problem at the Clemente Yerovi Indaburu High school were described and characterized, pointing out the insufficiency in the vocabulary in English level A1.2.

The research work is explicative because it uses the information collected, based on the observation of natural behaviors in the classroom, determining the causes of the conflict situation, observing as the main problem the lack of motivation of students when learning the language.

The ultimate purpose is that the research project is proactive in using a set of techniques and procedures with the conclusive intention of diagnosing and solving fundamental problems. Through the interpretation of the data obtained new knowledge is generated solving the situation which the students of the 9th year of Basic Education of the Public School Clemente Yerovi are currently facing, proposing the creation a system of ludic activities for vocabulary development.

According to the objective, this research is a non-experimental type, since the application of the proposal is not applied in the classroom.
**Table 1**

**Variables operationalization chart**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent variable</strong></td>
<td>Generalities</td>
<td>• Definition</td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td>• Importance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Theories</td>
</tr>
<tr>
<td></td>
<td>Motivation in Education</td>
<td>• Types</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Intrinsic motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extrinsic motivation</td>
</tr>
<tr>
<td></td>
<td>Generalities</td>
<td>• Definition</td>
</tr>
<tr>
<td><strong>Dependent variable</strong></td>
<td>Learning theories</td>
<td>• Importance</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>• Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Types</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Passive and Active Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Second language acquisition</td>
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<tr>
<td></td>
<td></td>
<td>• Constructivism</td>
</tr>
<tr>
<td></td>
<td>Approaches</td>
<td>• Cognitive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicative</td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td>• Lexical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Task based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student friendly definitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Words in context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Context clues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sketching words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applying the target words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Semantic mapping</td>
</tr>
<tr>
<td></td>
<td>Vocabulary learning strategies</td>
<td>• Word consciousness</td>
</tr>
</tbody>
</table>
Population and sample.

The population is conceived as all the members which are the object of the study, in this case, the students and the teachers of Clemente Yerovi Indaburu High School of ninth grade.

The total population is 144 people, involving students which are subdivided into ninth A, B, C, D and 9th grade English teachers.

Population chart.

Table 2

*Distribution of the population*

<table>
<thead>
<tr>
<th>Nº</th>
<th>Detail</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Course 1</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Course 2</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>Course 3</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Course 4</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>144</td>
</tr>
</tbody>
</table>

Note. Source: “Clemente Yerovi Indaburu” High School, 2018-2019
Sample.

To get the sample, this research project used the following formula:

\[ n = \frac{z^2(pq)}{e^2 + \frac{z^2(pq)}{N}} \]

**Ecuacion Estadistica para Proporciones poblacionales**

- \( n \): Tamaño de la muestra
- \( z \): Nivel de confianza deseado
- \( p \): Proporción de la población con la característica deseada (éxito)
- \( q \): Proporción de la población sin la característica deseada (fracaso)
- \( e \): Nivel de error dispuesto a cometer
- \( N \): Tamaño de la población

*Figure 1. Sample size formula*

Since there are two different groups in this population, this project use the statistic's equation formula in the ninth year of basic education members, for obtaining the following results:

Table 3

<table>
<thead>
<tr>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margin</td>
<td>10%</td>
</tr>
<tr>
<td>Confidence level</td>
<td>99%</td>
</tr>
<tr>
<td>Population</td>
<td>144</td>
</tr>
<tr>
<td>Sample size</td>
<td>77</td>
</tr>
</tbody>
</table>

**Note.** Source: “Clemente Yerovi Indaburu” High School, 2018-2019
Scientific Methods.

*Analysis – synthesis.*

The present project uses the theoretical method when gathering information and data and then proceeds to analyze and synthesize the essential ideas.

*Inductive deductive.*

This research uses the inductive-deductive method, since it starts from the singular or specific to the most general using the data obtained in the student survey, the information gathered from the interview with the teachers and the results of the observation of classes for later be applied in another, broader field of study.

*Historical – logical.*

The present study uses the historical-logical method, when comparing the data of this project with its historical antecedents, since the information is manipulated chronologically.
**Systemic - functional structural.**

The following thesis work uses the systemic structural method when designing a previously proposed proposal following a structure or a schema.

**Methods and statistical techniques.**

**Research techniques.**

The techniques that were used in the present project were: the interview, the survey and the classroom observation.

**Research instruments.**

As instruments, we applied a questionnaire to the teachers, the surveys to the students of the ninth year of the school Clemente Yerovi Indaburu and at the same time, the observation guide used in the classroom.
Analysis of the data.

After the information was gathered by the researchers through the application of the research instruments: survey, interview and classroom observation, the results obtained were classified, synthesized and analyzed.

The current analysis was developed so helpful and viable recommendations and conclusions could be postulated to elucidate the educational problematic found in Clemente Yerovi Indaburu High School and in consequence, generate the possible solution.

Analysis of the survey.

Table 4

<table>
<thead>
<tr>
<th>Survey</th>
<th>I am satisfied with my current English learning class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Variable</td>
</tr>
<tr>
<td>1</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.
Researchers: Guaycha Diana & García María
Analysis. - Learning English is strongly connected with motivation, and the results of this statement throws that students of ninth grade feel dissatisfied with the current English learning classes. 40% of students, do not find motivated with learning English. In order to overcome this issue, it would be worthy of consideration the use of a system of ludic exercises to encourage to learn the language.
Table 5

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Strongly agree</td>
<td>7</td>
<td>9%</td>
</tr>
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<td></td>
<td>Agree</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>17</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>28</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & Garcia Maria

My English teacher modifies or adapts strategies in order to encourage my interest in learning new vocabulary.

**Analysis.** - As can be seen in the graphic, 36% of students strongly believe that strategies applied in class do not the learning vocabulary process. Implementing ludic exercises could be very useful to wake up the interest for students.
Table 6

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Strongly agree</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>25</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.
Researchers: Guaycha Diana & García María

Analysis. - According with these results, students do not feel the that the correct atmosphere is implemented in the classroom to learn vocabulary. Therefore, the implementation of ludic exercises where they are encouraged to experience something new, but the books is going to create a good atmosphere where students feel motivated, allowing the knowledge to get storage in the long term memory.
I have a good attitude towards games and activities that my English teacher applies in class.

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td>10</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School. Researchers: Guaycha Diana & Garcia Maria

**Figure 5. Survey**

**Analysis.** - The results illustrate that 68% of students agree that learning English vocabulary with games could be very helpful. Games can aid students to retain the knowledge. Therefore, the application of ludic exercises is fundamental in the learning process.
Table 8

Survey

<table>
<thead>
<tr>
<th>The teacher's instructions for exercise in class are clear.</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Variable</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>77</td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

Figure 6. Survey

Analysis. - The essence of English understanding lies in the vocabulary learning, therefore, the teacher’s explanation must be understandable and according to the current student’s level. In this survey it can see that 61% of students do not understand the instructions given by the teacher.
Table 9

**Survey**

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td>10</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>35</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

**Figure 7. Survey**

**Analysis.** - Making the classes interesting is essential in the learning process, students need something to motivate them to learn English vocabulary. More than the half of the respondents, 65% of students find the classes not so interesting. Therefore, the book and the CD- ROOM is not enough, they need extra-curricular material.
Table 10

**Survey**

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>7</td>
<td>Strongly agree</td>
<td>40</td>
<td>52%</td>
</tr>
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<td></td>
<td>Agree</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note.** Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

**Figure 8. Survey**

**Analysis.** - Interactive English classes motivate students to learn English vocabulary, as can be seen in the results, 77% of students supports the implementation of ludic exercises in the classroom and just 13% disagree with this statement. Hence, the uses of ludic activities such as: role plays and board games could attract the student’s attention to make the classes more interesting.
Table 11

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td>18</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.
Researchers: Guaycha Diana & García María

**Figure 9. Survey**

**Analysis.** - According to the results, 75% of students believe that vocabulary is vital for the language acquisition, the result demonstrates that vocabulary development is a primary part for forming even the most basic structures to communicate in English. To have an extra material as the ludic activities could be very helpful for the vocabulary development which is required to improve the communication skills.
Table 12

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>46</td>
<td>60%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>23%</td>
</tr>
<tr>
<td>Not certain</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note.** Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

**Figure 10. Survey**

**Analysis.** – 60% of students found themselves encouraged when interacting with their classmates in English classes, therefore ludic exercises, such as board games, role plays, and playing cards promotes the interaction with other students. Consequently, a successful learning process could be granted.
Table 13

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<td>10</td>
<td>Strongly agree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>60</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

Analysis. - The result demonstrate that 78% of participants from the sample do not use extra material to boost their English. The non-use of extra material could be one of the causes for a deficiency in the English language learning. It is clear that additional activities aid to solidify the knowledge. Accordingly, the current proposal is particularly designed to counter this problematic with ludic and specific exercises for the EFL 9th grade students.
Table 14

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td>5</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>45</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

Analysis. – 58% of the respondents strongly disagreed with the present premise, finding difficult to remember the vocabulary learnt in class. As a result, a system of ludic exercises may resolve this deficiency in the vocabulary development.
Table 15
Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>38</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td>9</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.
Researchers: Guaycha Diana & García María

**Analysis.** - Results show that working with others facilitates the reinforcement of vocabulary. This premise sustains the fact that activities in class involving cooperation with other classmates are helpful in the vocabulary development. 49% of students strongly agree with the current statement.
Table 16

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>Not certain</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>45</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>15</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

**Analysis.** - 58% of respondents do not feel interested in learning vocabulary in English classes, due to this fact, ninth grade students present a deficiency in the vocabulary development which may be resolved by the correct application of a system of ludic exercises that motivate students to attain vocabulary for acquiring the A1.2 English proficiency level.
Table 17

Survey

The exercises from the book designated to the vocabulary development facilitate my vocabulary learning.

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Strongly agree</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td>14</td>
<td>Not certain</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>29</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note. Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & Garcia Maria

**Analysis.** - Most students noticed that the book’s guidelines regarding vocabulary development do not totally satisfy their vocabulary learning, for that reason a system of ludic exercises may be beneficial for increasing and setting the vocabulary acquired according the planning.
Table 18

Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Not certain</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>22</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>47</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>77</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note.** Source: Students from ninth grade of GBE of Clemente Yerovi Indaburu High School.

Researchers: Guaycha Diana & García María

**Analysis.** - As it can be shown in the graphic, the use of new words and expressions is difficult for 61% of the respondents which evidences the necessity of a system of exercises of extra activities to boost the English language acquisition.
Analysis of the Interview.

The authors of this Project carried out the interview at Clemente Yerovi Indaburu High School, the teacher of B course was interviewed. The teacher considered that vocabulary development helps students to acquire the four skills: speaking, listening, reading and writing and even though flashcards, pictures, or mimics are utilized during classes, it could be helpful to apply different ludic exercises to increase motivation to truly accomplish the A1.2 level.

The teacher has tried to apply multimedia didactic techniques to fasten the vocabulary development as part of the strategies, notwithstanding, the school structure and facilities makes this learning approach challenging, for that reason, a well-structured system of ludic exercises could be a remarkable support due to the diversity and flexibility contained in the current proposal.

Furthermore, the students do not have any dictionary to aid their vocabulary acquisition, in consequence, techniques and strategies found in the current thesis, such as inferring, cooperative learning and role play may solve this problematic.

The teacher agrees that ludic activities could really help students to learn vocabulary easily and to improve English comprehension. Hence, the proposal of the current project which includes a system of ludic activities could increase EFL students’ level of motivation toward English learning, specifically in vocabulary development.
According to the results of the interview, the researchers could conclude that a system with motivational activities could contribute to the vocabulary, by using motivation as a tool to upgrade learners’ language proficiency level, to promote self-learning and develop cooperative learning skills.

Analysis of the classroom observation.

Several questions were developed for identifying the different facts that influence in the vocabulary development. Moreover, from the observation could be concluded that there are several flaws in the English teaching process.

One main noticeable fact is that the teacher needs to translate everything, in order that students can understand. Because, they do not have the enough vocabulary for understanding what it is being said.

Lacking of motivational instruments were the other fact, students did not have the interest in paying attention, neither in voluntary participation. Some students were distracted developing other things such as: language homework or mathematics homework etc.

It was observed that the teacher did not apply any kind of extracurricular material, it was just stuck to the book and the audio. Furthermore, the students seemed to be bored by the contain of the book, they just have to complete the tasks given in the book.
Chapter four

The proposal

A system of ludic exercises for the vocabulary development

Justification.

Motivated students are willing to study and learn vocabulary. Therefore, it is vital to have an extracurricular material but the book, which can be helpful to develop students’ language skills. This current proposal aims to cultivate some competence to learn English as a second language, EFL learners are going to acquire the ability to work in-group, to improve their critical thinking and to have fun in the learning process that sometimes can be tedious.

Unmotivated students can trigger the lack of interest in the vocabulary learning process. Additionally, disinterest learners are the result of inappropriate strategies applied in the classrooms, which it is no longer effective in the learning process.

Hence, motivation is primordial to assist the vocabulary development in the classroom; students must have the adequate material to increase their enthusiasm in the language learning process. Furthermore, the importance to storage vocabulary in the long-term memory is fundamental to develop social skills and an efficient communication.
Objectives.

*General objective.*

To upgrade students’ vocabulary development through the use of ludic activities.

*Specific objectives.*

- Motivate students through the use of ludic activities, improving vocabulary proficiency.
- Use ludic activities to generate higher levels of participation.
- Encourage students to recall vocabulary seen in previous lessons.
- Boost academic performance in class.

Conclusions and Recommendations.

The researchers of the current proposal conclude that:

- Motivation is indispensable for learning vocabulary.
- Rot learning is something of the past, students need interactive learning.
- Implementing collaborative learning could boost the vocabulary learning.
- Students need extracurricular ludic activities to reinforce the vocabulary.
- Using ludic activities would improve their motivation in the vocabulary proficiency.
- A significant level of participation is obtained when they use ludic exercises.
- Recalling vocabulary of previous lessons would be very effective for the long-term memory.
In regard to overcoming the learning issues is recommended:

- Students to use the system of ludic exercises after finishing each unit for boosting their vocabulary.
- Teachers to set a specific date for using the system of ludic exercises in order to prepare the materials required beforehand.
- To use the ludic system of exercises as a formative assessment to reinforce the vocabulary taught.

**Description**

The current system of ludic exercises has as main goal the encouragement of the development of vocabulary, in ninth grade students of GBE, according to the level that the National Curriculum Guidelines assigns which is A1.2. The system of ludic exercises is divided into six units following the guidelines of the student’s book. In each unit, students will find four different topics to reinforce and enrich vocabulary delivered in class.

-Unit 1:
  - Topic 1: Personality traits.
  - Topic 2: Family.
  - Topic 3: Free time activities.
  - Topic 4: Family description.

-Unit 2:
• Topic 1: Nationalities.
• Topic 2: Traditions around the world.
• Topic 3: Traditions.
• Topic 4: Festivity.

-Unit 3:

• Topic 1: Free Time Activities.
• Topic 2: Types of intelligence.
• Topic 3: Descriptions.
• Topic 4: Comparatives.

-Unit 4:

• Topic 1: Food.
• Topic 2: Celebrities descriptions.
• Topic 3: Types of food.
• Topic 4: Quantifiers.

-Unit 5:

• Topic 1: famous characters.
• Topic 2: Time expressions in the past.
• Topic 3: Inventions.
• Topic 4: Family description.

-Unit 6:

• Topic 1: Memories.
• Topic 2: Travelling.
• Topic 3: Outdoor and game activities.
• Topic 4: I felt like a million dollars.

The authors have considered to create one or two ludic activities to strengthen and affirm the comprehension of new vocabulary, activities include different types of games, role plays, card and board games, riddles, group activities and visual aids to support the development of vocabulary.

The system of ludic exercises will be used by the students following the instructions indicated at the beginning of each activity. There are some activities that include extra material provided in the annexes section.

The system of ludic exercises intends to be a dynamic solution, for the current problem found in ninth grade students.
Bibliography


Burt, H. C. (1974). *NATURAL SEQUENCES IN CHILD SECOND LANGUAGE ACQUISITION.*


Pierce, C. C. (2011). *Five Key ingredients for Improving student Motivation*. Obtenido de Scholars Archive: https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1000&context=math_fac_scholar


Seward, J. (1956). *Drive, incentive, and reinforcement*.


ANNEXES
Annex 1
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. LUCILA SANCHEZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por MARÍA GARCIA GOMEZ Y DIANA GUAYCHA CRIOLO, C.C.: 0930139878-0919681999, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN LENGUA INGLESA.

Se informa que el trabajo de titulación: "INCIDENCE OF MOTIVATION IN VOCABULARY DEVELOPMENT. DESIGN OF A SYSTEM OF LUDIC ACTIVITIES FOR VOCABULARY DEVELOPMENT" ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el ___10___ % de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DeexDgIxDADcBv6

LUCILA SANCHEZ
C.I. 0916446834
## Título del Trabajo

INCIDENCE OF MOTIVATION IN VOCABULARY DEVELOPMENT. DESIGN OF A SYSTEM OF LUDIC ACTIVITIES FOR VOCABULARY DEVELOPMENT.

**Autor(s):** DIANA GUAYCHA AND MARÍA GARCÍA

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* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

No. C.I. 0916446834

FECHA: 18-02-2019
## RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

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**CALIFICACIÓN TOTAL**

- El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

---

**FIRMA DEL DOCENTE TUTOR REvisor**

**No. C.I.** 096351729

**FECHA:** 20/03/2019
Guayaquil, 20 de marzo del 2019
Sr./Sra. MSc. Carlos Valle
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD Filosofía
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación Incidence of motivation in vocabulary development: Proposal. Design of a system of ludic activities for vocabulary development del estudiante-.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 6 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante Garncha Diana y García Maria está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[Signature]

DOCENTE TUTOR REVISOR
C.I. 0916351729
MSc. Sara Anagura.
Msc.
CARLOS VALLE
DIRECTOR DE LA CARRERA DE LenguAS Y LINGüíSTICA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS
UNIVERSIDAD DE GUAYAQUIL

Ciudad.

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación “INCIDENCE OF MOTIVATION IN VOCABULARY DEVELOPMENT. DESIGN OF A SYSTEM OF LUDIC ACTIVITIES FOR VOCABULARY DEVELOPMENT.” de las estudiantes MARÍA GARCÍA Y DIANA GUAYCHA, indicando que hemos cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

Mgs. Lucila Sánchez Perez

C.I. 0916446834
# INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** Lic. Lucía Sánchez  
**Tipo de trabajo de titulación:** Proyecto de Tesis  
**Título del trabajo:** Impact of motivation on the development of vocabulary  
**Carrera:** Lengua y Lenguaje Inglés  
**Dirección:** Dra. Diana Guayasamín, María de Los Ángeles García

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                      |               | - Prueba y Corrección de CH I.  
                      |               | - Corrección C.O.V.  
                      |               | - Corrección de CH I.  
                      |               | - Corrección de Background.  
                      |               | - Corrección de operaciones y variables.  |
| 3             | 11/Jul/18     | - Background Review  
                      | 14:00 - 15:00 |                                            |              |                  |
| 4             | 17/Jul/18     | - CH I, correcciones  
                      | 14:00 - 15:00 |                                            |              |                  |
| 5             | 18/Jul/18     | CH I, correcciones  
                      | 14:00 - 15:00 |                                            |              |                  |
| 6             | 25/Jul/18     | CH I, correcciones  
                      | 14:30 - 14:41 | CH I. CH II, correcciones  
                      |              |                  |
| 7             | 16/Ago/18     | Revision hasta redacción  
                      | 13:30 - 15:00 | CH II: Redacción y redación  
                      |              |                  |
| 8             | 22/Ago/18     | CH II: Revision de notas de redacción  
                      | 14:50 - 23:00 | CH I. II, corrección.  
                      |              |                  |
| 9             | 23/Ago/18     | CH II: redacción  
                      | 11:30 - 12:30 | CH I. redacción.  
                      |              |                  |
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGUISTICA
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: **H. c. Alicia Sánchez**

Tipo de trabajo de titulación: **Proyecto de tesis**

Título del trabajo: **Impact of motivation in the development of vocabulary**

Carrera: **Lenguas y lingüística Inglesa**

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**FIRMA ESTUDIANTE**
Tutor: Macarena Sánchez
Tipo de trabajo de titulación: Proyecto de Tesis
Título del trabajo: Impact of motivation in the development of vocabulary
Carrera: Lenguas y Lingüística Inglesa

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<td>21/1</td>
<td>Revisión sistema de evaluación</td>
<td>11:00 - 13:00</td>
<td>Aprobación S.O.E</td>
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<tr>
<td>29</td>
<td>22/1</td>
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Oficio No. 378

Guayaquil, 17 de Octubre del 2018

MSc.
Heraldo Armendáriz Alhán
RECTOR DE LA INSTITUCIÓN EDUCATIVA
"CLEMENTE YEROVI NDABERU"
Ciudad -

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que las estudiantes: GUAYCHA CRIOLO DIANA Y GARCÍA GÓMEZ MARÍA, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lenguas Inglesa y Lingüística.

TEMA: Incidence of motivation in vocabulary development.

PROPUESTA: Design of a system of ludic exercises for vocabulary development.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acostumbradamente dirige, espero que esta petición tenga la aceptación favorable de su parte.

Le antiko mis reconocimientos.

Atentamente,

[Signature]

MSc. Alfredo Fuentes Avila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
MSc.
Lucila Sánchez
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se ratifica la designación de Revisor-Aesor de Proyectos Educativos, que se le hizo mediante oficio No. 138 del 09 de Mayo del presente año.

En esta designación consta el nombre de las estudiantes de la Escuela de Lenguas y Lingüística: GARCÍA GÓMEZ MARÍA DE LOS ANGELES Y GUAYCHA CRILLO DIANA SUNNY

TOPIC: Impact of the motivation in the vocabulary acquisition.

PROPOSAL: Design of a ludic exercises system through a website for the enrichment of the vocabulary.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y un a vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Señora Arq.
Silvia Moy-Sang Castro, MSc.
DECANIA DE LA FACULTAD DE FILOSOFÍA
Ciudad.-

De mis consideraciones:

Yo, DIANA SUNNY GUAYCHA CRIOLO, y MARÍA DE LOS ANGELES GARCÍA GÓMEZ, solicitamos a usted muy respetuosamente, la modificación del tema y la propuesta del trabajo de titulación, ya que la tutora asignada, en una revisión posterior nos sugirió muy acomodadamente cambiarlo para un mejor desarrollo del proyecto.

➢ Tema y propuesta anterior:
  Impact of motivation in the development of vocabulary. Design of ludic exercise system in a web page for the enrichment of vocabulary

➢ Tema y propuesta actual
  Incidence of motivation in vocabulary development. Design of a system of ludic activities for vocabulary development

Sin otro particular.
Atentamente,

Diana Guaycha Críollo

[Signature]

[Signature]
Maria García Gomez
Annex 2
Faculty of Philosophy and Letters
School of linguistic and languages

Interview

Objective: This interview was made for the EFL teacher of Clemente Yerovi Indaburu public high school, in order to know the viability and the scope of this project.

Instructions: please, answer the following questions.

1. How important is vocabulary development for EFL learners?

____________________________________________________________________
____________________________________________________________________

2. What kind of strategy do you use to teach vocabulary in the classroom?
Please describe it.

____________________________________________________________________
____________________________________________________________________

3. What are your students´ current English proficiency level?

____________________________________________________________________
____________________________________________________________________

4. What kind of vocabulary ‘didactic techniques have you applied in the classroom?

____________________________________________________________________
____________________________________________________________________
5. What are the greatest difficulties you have faced in the moment of teaching vocabulary?
________________________________________________________________
________________________________________________________________

6. How do you consider that the implementation of a system of ludic exercise would influence in your students for the vocabulary development? Why?
________________________________________________________________
________________________________________________________________

7. What do you think would be the outcome of applying ludic exercises for the students ‘vocabulary development?’
________________________________________________________________
________________________________________________________________

8. How do you think roleplay or boardgame would work in the students’ vocabulary development?
________________________________________________________________
________________________________________________________________

9. What do you think about cooperative learning?
________________________________________________________________
________________________________________________________________
Faculty of Philosophy and Letters
School of linguistic and languages

Observation Classroom Guide

Objective: These statements are developed to find out, how is the vocabulary development in the students, also the different techniques applied for the teacher in the ninth grade of Clemente Yerovi Indaburu public high school.

Instruction: The observants rate the criterion of teaching in the classroom.

1: Excellent 2: Very good 3: Good 4: Regular 5: Bad

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a technique to teach vocabulary.</td>
<td></td>
<td></td>
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<tr>
<td>2. Applies ludic exercise to teach the vocabulary.</td>
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<tr>
<td>3. Employs any additional materials than the book, to reinforce vocabulary.</td>
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<tr>
<td>4 Develops several motivational activities to teach vocabulary.</td>
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<td></td>
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<tr>
<td>5 Keep the student’s interest and enthusiasm to learn vocabulary.</td>
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<tr>
<td>6 Speaks fluently and clear vocabulary.</td>
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<tr>
<td>7. Reinforces the vocabulary learnt in the previous lessons.</td>
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<tr>
<td>8. Utilizes the roleplay technique in the classroom.</td>
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</tbody>
</table>
9. Employs any kind of games for vocabulary development.

10. Implements extracurricular activities to teach vocabulary.

<table>
<thead>
<tr>
<th>Students’ criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Observations</th>
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</thead>
<tbody>
<tr>
<td>1 Level of vocabulary in the students.</td>
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<td>2 Level of active students’ participation in the vocabulary development.</td>
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<tr>
<td>3 Feel that vocabulary’s activities are useful and fun.</td>
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<tr>
<td>4 Find attractive, fun and appropriate the vocabulary activities in classes.</td>
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<tr>
<td>5 Keep the interest in learning vocabulary.</td>
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</tbody>
</table>
Objective: The following survey was made for the EFL students of Clemente Yerovi Indaburu public high school, in order to know the viability and the scope of this project.

Instructions: You are required to rate your level of agreement of the following statements. There are five levels of agreement:

1-Strongly agree 2-Agree 3- Not certain 4-Disagree 5-Strongly disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. I am satisfied with my current English learning class.</td>
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<tr>
<td>2. My English teacher modifies or adapts strategies in order to encourage my interest in learning new vocabulary.</td>
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<td>3. My English teachers boost an efficient learning atmosphere in class.</td>
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<td>4. I have a good attitude towards games and activities that my English teacher applies in class.</td>
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<td>5. The teacher’s instructions for exercises in class are clear.</td>
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<td>6. I found English classes interesting.</td>
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<tr>
<td>7.</td>
<td>I feel the use of ludic activities such as: role plays and board games can increase my vocabulary development.</td>
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<tr>
<td>8.</td>
<td>I believe that vocabulary is vital for the language acquisition.</td>
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<tr>
<td>9.</td>
<td>I feel encouraged to interact with my classmates when using English.</td>
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<tr>
<td>10.</td>
<td>I use extra material to boost my English language learning.</td>
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<tr>
<td>11.</td>
<td>I can easily remember the vocabulary learnt in class.</td>
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<tr>
<td>12.</td>
<td>I reinforce my vocabulary when I work with others.</td>
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<tr>
<td>13.</td>
<td>I feel interested in learning the vocabulary of the English language.</td>
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<tr>
<td>14.</td>
<td>The exercises from the book designated to the vocabulary development facilitate my vocabulary learning.</td>
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<tr>
<td>15.</td>
<td>I think it's easy for me to use new words and expressions.</td>
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</tbody>
</table>
Annex 3
# Registration Form of Thesis

## Title and Subtitle:
Incidence of Motivation in Vocabulary Development to Design of a System of Ludic Activities for Vocabulary Development

## Authors:
Guaycha Criollo Diana Sunny and Gomez Garcia Maria de Los Angeles.

## Tutors:
Msc. Sanchez Perez Lucila Margarita

## Institution:
University of Guayaquil

## Faculty:
Philosophy

## Specialty:
Language and English linguistics

## Degree:
Degree in English Language.

## Publication Date:
2019

## Numbers of Pages:

## Thematic Area:
Incidence of motivation in vocabulary development.

## Keywords:
Motivation, Vocabulary, Second language, Ludic activities.

## Abstract (150-250 words):

In EFL classrooms is frequently found the lack of motivation during the teaching-learning process due to the inherent fact that students do not find the learning of the English Language as meaningful or useful as it should be. As teachers, we consider that the interest in students for the English Language can be upgraded by utilizing adequate methodologies. The purpose of this research was to analyze the influence of motivation in the development of vocabulary. Through data collection based on a survey, an interview and an observation guide, it was found that the little use of vocabulary is due to the lack of motivation in ninth grade students of Clemente Yerovi High School. Furthermore, by utilizing a field, bibliographic and statistical research, it was evidenced that the use of a system of ludic exercises could serve as solution to the current problematic. Consequently, It was designed a system of ludic exercises to assist students to reinforce and improve the content of the topic through games and group activities which could be used to the development of vocabulary.

## PDF Attached:
X Yes

## Contact With Authors:
- Phone: 0988751089
- Phone: 0962712841
- E-mail: diana.guaycha@hotmail.com
- E-mail: angeles_garcia@g@hotmail.com

## Contact In The Institution:
Name: Colegio Clemente Yerovi Indaburu
Phone: (04) 223-4150
E-mail: clementeyerovi@hotmail.com
# FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

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<tr>
<td>GUAYCHA CRIOLLO DIANA SUNNY AND GOMEZ GARCIA MARIA DE LOS ANGELES</td>
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<tr>
<td>Msc. SANCHEZ PEREZ LUCILA MARGARITA</td>
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<td>Incidence of motivation in vocabulary development.</td>
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<th>PALABRAS CLAVES:</th>
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<tbody>
<tr>
<td>Motivacion, Vocabulario y Actividades Ludicas</td>
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## RESUMEN (150-250 palabras):

En las aulas de los Aprendices del idioma extranjero Inglés, es muy común encontrar la falta de motivación durante el proceso de enseñanza-aprendizaje, debido al hecho inherente de que los estudiantes no encuentran el aprendizaje del idioma Ingles, como algo significativo o útil como debería ser.

Como profesores, debemos considerar que el interés de los estudiantes en la lengua inglesa debe enriquecerse con la utilización de metodologías adecuadas.

El propósito de esta investigación es analizar la influencia de la motivación en el desarrollo del vocabulario, a través de la recolección de datos basado en la encuesta, la entrevista y la guía de observación, de este modo, se encontró que el poco uso del vocabulario se debe a la falta de motivación en los alumnos de noveno año del colegio Clemente Yerovi Indaburu tienen.

Además, que por el uso de un campo bibliográfico y estadístico se pudo evidenciar que el uso de un sistema de ejercicios lúdicos podría servir como solución para el presente problema, por consiguiente, se diseñó un sistema de ejercicios lúdicos para ayudar en el refuerzo de los estudiantes y así mejorar los temas de contenido, a través, de juegos y actividades grupales, los cuales podrían usarse para el desarrollo del vocabulario.

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<tr>
<td>E-mail: <a href="mailto:diana.guaycha@hotmail.com">diana.guaycha@hotmail.com</a></td>
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<tr>
<td>E-mail: <a href="mailto:clementeyerovi@hotmail.com">clementeyerovi@hotmail.com</a></td>
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</table>
System of ludic activities

Let's have fun!
INTRODUCTION

The system of ludic activities is elaborated to help the students through the difficult path of finding the excellence in the vocabulary development.

This would reinforce the vocabulary given by the teacher in the classroom, allowing students to understand in a ludic manner the difficult vocabulary of the units.

This manual is divided in six units, each one of them is related to the book of ninth-grade, given by the government.

It needs to be opened before to finish a unit in the book, in order to collect all the materials needed to practice the activities.
UNIT 1
ACTIVITY: N° 1

TOPIC: Personality traits, verb to be.
RESOURCES: Scissors, glue, worksheet, cardboard.
INSTRUCTIONS: Throw one dice and then the other. The first dice gives you the number for the vertical line while the second one indicates the result for the horizontal line. The addition of the two tells you which personality adjective you need to ask your classmate about. Play this game with a partner and ask him/her 10 different questions. Then, ask your partner to do the same thing. Make some notes if needed. Use the dice attached to the annexes section.

What personality are you?

- Ex:  
  - + = Are you a funny person?

<table>
<thead>
<tr>
<th>One Dice</th>
<th>Two Dice</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="One Dice Image" /></td>
<td><img src="image" alt="Two Dice Image" /></td>
<td><img src="image" alt="Adjective Image" /></td>
</tr>
</tbody>
</table>
UNIT 1

ACTIVITY: N° 2

TOPIC: Family, dates, numbers and expressions.
RESOURCES: Scissors, glue, worksheet, cardboard.
INSTRUCTIONS: Form a group of 4 students and follow the instructions in the game board. The first one to reach the goal, wins! Use the dice and the game board attached to the annexes part.
UNIT 1
ACTIVITY: N° 3

TOPIC: Free time activities.
INSTRUCTIONS: Look at the pictures and match them with the corresponding hobbies. When you finish, form a group of three students and add 3 favorite hobbies. Then, use the activities to play charades and have your partners guess them. The One who guesses the most is the winner!

Match the pictures with the hobbies!

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Picture</th>
</tr>
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<tbody>
<tr>
<td>CLIMB TREES</td>
<td><img src="Image" alt="Climbing Tree" /></td>
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<tr>
<td>SEW</td>
<td><img src="Image" alt="Sewing" /></td>
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<tr>
<td>LISTEN TO MUSIC</td>
<td><img src="Image" alt="Listening" /></td>
</tr>
<tr>
<td>PLAY ON THE COMPUTER</td>
<td><img src="Image" alt="Playing" /></td>
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<tr>
<td>KNIT</td>
<td><img src="Image" alt="Knitting" /></td>
</tr>
<tr>
<td>WRITE E-MAILS</td>
<td><img src="Image" alt="Writing" /></td>
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</tbody>
</table>
TOPIC: Family description.
RESOURCES: Scissors, glue, worksheet, cardboard.
INSTRUCTIONS: Use the cards attached to the annexes part, form a group of four students. Take a card from the deck. Your partners must ask questions about your character in order to have more information and guess it. When a classmate guess the character, you must give him/her the card. The one who has more cards, wins.

Family speaking game!
Let’s play!
UNIT 2
UNIT 2
ACTIVITY: N° 1

TOPIC: Nationalities
INSTRUCTIONS: Choose the correct nationality and then, write down the number in the word bank.

What nationalities are they?

American  Mexican  Japanese  Spanish  German  French  Irish  British  Italian  Portuguese  Hungarian  Indian

[Images of children with numbers 1 to 12, each with a flag representing a different nationality.]
UNIT 2
ACTIVITY : № 2

**TOPIC:** Nationalities

**INSTRUCTIONS:** work in groups of two, then look at the map then decide which nationality belongs to the flag.

Good Luck

Colombian  Venezuelan  Peruvian  Bolivian  Argentinian  Brazilian  Ecuadorian  Chilean  Paraguayan  Uruguayan
UNIT 2
ACTIVITY: N° 3

TOPIC: Traditions around the world
INSTRUCTION: Find the words in the crossword then match them with the pictures.

Find the traditions

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</tbody>
</table>

CARNIVAL

VALENTINE

HALLOWEEN

MOTHER’S DAY

NEW YEAR

CHRISTMAS

FATHER’S DAY

EASTER
**ACTIVITY: N° 4**

**TOPIC:** Traditions

**INSTRUCTION:** See the calendar and go to the annex and cut out the holidays and paste them in the correct month of the year. Finally, write down the name of the festivity.

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>APRIL</td>
<td>MAY</td>
<td>JUNE</td>
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<tr>
<td>JULY</td>
<td>AUGUST</td>
<td>SEPTEMBRE</td>
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<td></td>
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<tr>
<td>OCTOBER</td>
<td>NOVEMBRE</td>
<td>DECEMBRE</td>
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<td></td>
</tr>
</tbody>
</table>
UNIT 2
ACTIVITY: N° 5

TOPIC: Traditions.
RESOURCES: cardboard, pictures, glue and scissors.
INSTRUCTIONS: Use a cardboard and describe any tradition in Ecuador, use the pictures provided. Then, write down the traditions, beliefs and costumes. Finally, explain to your partners why you choose that tradition.

NEW YEARS ‘EVE IN ECUADOR

<table>
<thead>
<tr>
<th>Food Tradition</th>
<th>Custom</th>
<th>Traditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>We eat grapes</td>
<td>We own a “Monigote”</td>
<td>We run with some baggage to travel in the new year</td>
</tr>
<tr>
<td>We eat turkey</td>
<td>We burn the “Monigote”</td>
<td>We decorate our houses with Christmas lights</td>
</tr>
<tr>
<td>We eat chocolate</td>
<td>We throw fireworks</td>
<td>We decorate the Christmas tree</td>
</tr>
</tbody>
</table>

HAVE FUN
UNIT 2
ACTIVITY: N° 6

TOPIC: Vocabulary.
INSTRUCTIONS: Use a cardboard, cut the pictures and the meanings out then paste each picture on the back of the correct meaning. Finally, you can play with your partners by just showing the picture and asking them to guess the word.

Guess the word?

**FAIR**
It is an event celebrated outdoors where you can play with large machine in order to get prizes
Play land park is a fair in my country

**COSTUME**
Costume is a typical clothe of a country.
In Halloween people use costume.

**CUSTOM**
There is the tradition or belief of a person or culture.
In Ecuador, it’s custom to burn the “monigotes” at New Year’s Eve
| **FESTIVITY** | It is a holiday, where you commemorate a special date. Pichincha Battle is a festivity in Ecuador |
| **FIREWORKS** | Fireworks are explosive that with chemicals produce colors and loud noises in the sky. In Ecuador at New Year’s Eve everybody throws fireworks |
| **HOLIDAY** | People do not work in this day, it is a free time to do whatever they want Carnaval is a holiday |
**UNIT 2**

**ACTIVITY: N° 7**

**TOPIC:** Festivity  
**INSTRUCTIONS:** Choose the correct option.

---

**Guess the Festivity.**

<table>
<thead>
<tr>
<th>WHAT IS THE NAME OF THE COUNTRY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- UNITED STATES</td>
</tr>
<tr>
<td>- RUSSIA</td>
</tr>
<tr>
<td>- BRASIL</td>
</tr>
<tr>
<td>- MEXICO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHICH IS THE CITY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- MIAMI</td>
</tr>
<tr>
<td>- GUAYAQUIL</td>
</tr>
<tr>
<td>- RIO DE JANEIRO</td>
</tr>
<tr>
<td>- FEDERAL DISTRICT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE IS THIS COUNTRY LOCATED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- EUROPE</td>
</tr>
<tr>
<td>- NORTH AMERICA</td>
</tr>
<tr>
<td>- SOUTH AMERICA</td>
</tr>
<tr>
<td>- CENTRAL AMERICA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DO PEOPLE WEAR AND DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PEOPLE WEAR COSTUMES AND DANCE.</td>
</tr>
<tr>
<td>*PEOPLE DO NOT WEAR COSTUMES.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IS THE NAME OF THE FESTIVITY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- RAVE</td>
</tr>
<tr>
<td>- PARADE</td>
</tr>
<tr>
<td>- CARNAVAL</td>
</tr>
<tr>
<td>- CARDIGAN</td>
</tr>
</tbody>
</table>

---

**NOW:** TALK WITH YOUR FRIENDS ABOUT YOUR FAVORITE FESTIVITY
UNIT 2
ACTIVITY: No 8

TOPIC: Adverbs of frequency.
INSTRUCTION: Work in groups of four people. Throw the dice, using the verb formulate questions with “How often do you…?”, then ask to the partner seat in front of you to answer the question.

HAVE FUN
UNIT 3
UNIT 3
ACTIVITY: Nº 1

**TOPIC:** Free Time Activities  
**INSTRUCTIONS:** Choose the correct activity for each picture then cut out the pictures to play charades.

### FREE TIME ACTIVITIES

<table>
<thead>
<tr>
<th>Dancing</th>
<th>Playing Football</th>
<th>Riding a Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Playing Tennis</td>
<td>Reading a Book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Taking Photos</th>
<th>Listening to Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dancing</td>
<td>Watching TV</td>
<td>Going to the Cinema</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Watching TV</th>
<th>Playing Video Games</th>
<th>Watching TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking Photos</td>
<td>Listening to Music</td>
<td>Playing Video Games</td>
</tr>
</tbody>
</table>
**UNIT 3**

**ACTIVITY: N° 2**

**TOPIC**: Types of intelligence.

**RESOURCES**: Tack, scissors, glue and cardboard.

**INSTRUCTIONS**: match the abilities with the different types of intelligence in the annex, then add a career in the abilities.

### ABILITIES OF THE TYPES OF INTELLIGENCES

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can count easily</td>
<td>Auditor, accountant, mathematician</td>
</tr>
<tr>
<td>Good at reasoning</td>
<td></td>
</tr>
<tr>
<td>Good at problem-solving</td>
<td></td>
</tr>
<tr>
<td>Have logic</td>
<td></td>
</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
</tr>
<tr>
<td>Auditor, accountant, mathematician</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active group participation</td>
<td>Nurse, Counselors, Public Relations</td>
</tr>
<tr>
<td>Great communicator</td>
<td></td>
</tr>
<tr>
<td>Risk taker</td>
<td></td>
</tr>
<tr>
<td>Friendly and outgoing</td>
<td></td>
</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
</tr>
<tr>
<td>Nurse, Counselors, Public Relations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think in pictures</td>
<td>Architects, sculptors</td>
</tr>
<tr>
<td>Create vivid mental images</td>
<td></td>
</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
</tr>
<tr>
<td>Architects, sculptors</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work well with hands</td>
<td>Athletics, surgeons</td>
</tr>
<tr>
<td>Have good coordination</td>
<td></td>
</tr>
<tr>
<td>Good at creating arts and crafts.</td>
<td></td>
</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
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<tr>
<td>Athletics, surgeons</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify patterns in nature</td>
<td>Zookeepers, Veterinarians, Gardeners</td>
</tr>
<tr>
<td>Can distinguish nuances between large numbers of similar objects</td>
<td></td>
</tr>
<tr>
<td>Learn in the context of outdoors and animals</td>
<td></td>
</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
</tr>
<tr>
<td>Zookeepers, Veterinarians, Gardeners</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek patterns in new information</td>
<td>Musicians, Composers Disc Jockeys</td>
</tr>
<tr>
<td>Enjoy moving to rhythms</td>
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<tr>
<td>Can discern pitch, timbre and tone</td>
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<tr>
<td><strong>CAREERS</strong></td>
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<tr>
<td>Musicians, Composers Disc Jockeys</td>
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<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
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<tbody>
<tr>
<td>Think in words</td>
<td>Politicians, journalist</td>
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<tr>
<td>Auditory skills</td>
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<tr>
<td>Like reading and playing words.</td>
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<tr>
<td>Use words effectively</td>
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<tr>
<td>Can learn languages</td>
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<tr>
<td><strong>CAREERS</strong></td>
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<tr>
<td>Politicians, journalist</td>
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<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>CAREERS</th>
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<tbody>
<tr>
<td>Can set goals</td>
<td>Psychologist, therapist</td>
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<tr>
<td>Can work alone</td>
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<tr>
<td>Can recognize their own strengths and weakness.</td>
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<tr>
<td>Independent</td>
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</tr>
<tr>
<td><strong>CAREERS</strong></td>
<td></td>
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<tr>
<td>Psychologist, therapist</td>
<td></td>
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</tbody>
</table>
UNIT 3
ACTIVITY: Nº 3

TOPIC: Descriptions
INSTRUCTIONS: Throw the dice and describe the pictures in the board game

Start
Describe a boy in your classroom.

Describe a girl in your classroom.

Useful language for physical and personality description

- He’s short / tall...

- She’s short / tall....

- They have / He has short hair...

- She has black eyes / blue eyes...

- His eyes are blue...

- Her hair is blond / long...

- He’s sad...

Finish
Describe yourself.

Describe your teacher.
UNIT 3
ACTIVITY: Nº 4

TOPIC: Types of intelligences
RESOURCE: Cardboard, scissors, glue.
INSTRUCTION: cut the pictures out and the types of intelligences, later paste them in a cardboard, then write down the profession and an ability for each one. Finally, explain your partner what is your type of intelligence.

She can
____________
She is a
____________

He can
____________
He is a
____________

She can
____________
She is a
____________

He can
____________
He is a
____________

He can
____________
He is a
____________

He can
____________
He is a
____________

VISUAL

INTERPERSONAL

MUSICAL

VERBAL

KINESTHESIC

LOGICAL-MATHMATICAL
UNIT 3
ACTIVITY: N° 5

TOPIC: Comparative
INSTRUCTIONS: Choose the correct comparative, then write a story using the characters of the picture, finally read it in front of the classroom.

The elephant is ______________ than the horse

bigger  More big  big  More bigger

The monkey is _____________ than the camel

More shorter  shorter  short  More short

The giraffe is _____________ than the horse

More tall  Taller  tall  More taller
The mouse is ______________ than the cat

More smaller  More small  smaller  small

The girl is ____________ than the camel

More prettier  pretty  More pretty  Prettier

The boy is ______________ than the horse

Thin  More thin  More thinner  Thinner
UNIT 4
UNIT 4
ACTIVITY: N° 1

TOPIC: Healthy food
RESOURCE: Scissors, glue and cardboard
INSTRUCTION: cut the words in the word bank out, then paste them under their corresponding prescription.

Imagine you are a doctor and you have to give recommendations to all these people:

Chicken soup
Honey and lemon tea mix
lemon and honey
with a cup of hot water;
Broth;
Ginger tea.

Cabbage
Green apples
Green tea
Fruit
Tomatoes
No candies
No saturated fats

Chocolates
Bananas
Eggs
Chicken
Fish
Lettuce
Carrot
Potatoes
Orange juice
Sandwich with mayonnaise
Cheese

No fats
No sugar
No salty food
No french fries
Guacamole
Green juice
Salads

Diabetes
Flu
Fat person
Emaciated person
UNIT 4
ACTIVITY: N° 2

TOPIC: Celebrities ‘description.
RESOURCE: Scissors, glue and cardboard
INSTRUCTIONS: cut the celebrity’s description, then match them with the pictures in the annex. Finally, paste them in a cardboard.

GUESS THE CELEBRITY?

- She is smaller than Selena Gomez
  - She is blonde
  - She is tall
  - She has blue eyes
  - She is older than Selena Gomez
  - She is 28 years old
  - She is a singer

- She is younger than Tylor Swift
  - She has long hair
  - She has brown eyes
  - She is brunette
  - She is 26 years old
  - She is smaller than Tylor Swift
  - She is a singer

- He is blonde
  - He has tattoos
  - He is skinnier
  - He has blue eyes
  - He is Canadian
  - He is 24 years old
  - He is a singer

- He has black hair
  - He has tattoos
  - He has brown eyes
  - He is Colombian
  - He is 24 years old
  - He is a singer

- She is blonde
  - She is tall
  - She is 36 years old
  - She is smaller than Tylor Swift
  - She has green eyes
  - She has long hair

- She is brunette
  - She is 37 years old
  - She is older than Tylor Swift
  - She has dark eyes
  - She is a singer
  - She has long hair
UNIT 4
ACTIVITY: Nº 3

**TOPIC:** Types of food  
**RESOURCE:** Scissors, glue and cardboard  
**INSTRUCTIONS:** Go to annex and cut the fruits out. Then, classify them. Finally paste them in the squares.

### Cut the Different Types of Food and Classify Them?

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
<th>MEATS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

SEE ANNEX
**TOPIC:** Quantifiers

**INSTRUCTIONS:** Play with a partner and choose the correct quantifier, you have a minute to complete the task, if you lose do a penance in front of the classroom.

<table>
<thead>
<tr>
<th>A piece of cake</th>
<th>A cup of cake</th>
<th>A can of orange juice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cup of cake</td>
<td>A glass of apple juice</td>
<td>A bag of apple juice</td>
</tr>
<tr>
<td>A bag of cake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A cup of coffee</th>
<th>A bottle of coke</th>
<th>A bowl of noodles</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bottle of coke</td>
<td>A glass of coffee</td>
<td>A cup of rice</td>
</tr>
<tr>
<td>A glass of coffee</td>
<td></td>
<td>A bowl of rice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A slice of cheese</th>
<th>A piece of cheese</th>
<th>A piece of orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>A piece of cheese</td>
<td>A bar of chocolate</td>
<td>A bunch of orange</td>
</tr>
<tr>
<td>A can of cheese</td>
<td>A piece of chocolate</td>
<td>A slice of orange</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A can of soda</th>
<th>A bar of soda</th>
<th>A bunch of grapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bottle of soda</td>
<td></td>
<td>A basket of grapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A bag of grapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A bunch of flour</th>
<th>A bag of flour</th>
<th>A basket of flour</th>
</tr>
</thead>
</table>
TOPIC: Food.
INSTRUCTION: Guess the missing letters. Then cut the pictures and play with a partner, the one who guesses the most wins.

### Missing letters

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>🍎</td>
<td>🍗</td>
<td>🍅</td>
</tr>
<tr>
<td>_ _ P _ _</td>
<td>_ _ C _ _</td>
<td>_ _ M _ _</td>
</tr>
<tr>
<td>🍇</td>
<td>🍓</td>
<td>🍆</td>
</tr>
<tr>
<td>G _ _ _ _ _</td>
<td>_ _ A _ _ _ _</td>
<td>A _ _ _ _ _ _</td>
</tr>
<tr>
<td>🥓</td>
<td>🦐</td>
<td>🎨</td>
</tr>
<tr>
<td>B _ _ _ _</td>
<td>S _ _ _ _ P</td>
<td>_ _ _ P _ _</td>
</tr>
<tr>
<td>⚖</td>
<td>🦞</td>
<td>🐟</td>
</tr>
<tr>
<td>_ _ I _ _ _ _ R</td>
<td>_ U _ _ _ _</td>
<td>_ _ _ H</td>
</tr>
</tbody>
</table>
UNIT 5
UNIT 5
ACTIVITY: Nº 1

**TOPIC:** Famous characters.
**RESOURCES:** Scissors, glue, worksheet, cardboard.
**INSTRUCTIONS:** Go to the annexes part to cut the cards out and put them in a deck. Form a group of four students. Then, choose a card and use the prompts given to make sentences about the people, tell the sentences one by one to your partners. Whoever guesses the right answer keeps the card and gets a point.

GUESS WHO! FAMOUS PEOPLE GAME!
UNIT 5
ACTIVITY: N° 2

**TOPIC:** World history.
**RESOURCES:** Scissors, glue, worksheet, cardboard.
**Instructions:** Cut each card and then play with your partner. Select a card and ask the question to your partner and vice versa. The one who answers the most, wins!

### Let’s talk about history!

<table>
<thead>
<tr>
<th>What is history?</th>
<th>What do you know about the history of your country? (Give a brief overview.)</th>
<th>What do you know about world history?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name some important</td>
</tr>
<tr>
<td>Do/did you like History as a school subject?</td>
<td>Which period of history interests you most?</td>
<td>What are the most important events in your country’s history?</td>
</tr>
<tr>
<td>Explain why (not).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When was the last time you went to a history museum? Did you enjoy it? Talk about it.</td>
<td>According to you, what were the most important historical events of the last century?</td>
<td>In your opinion, who were the most important figures in history? Explain.</td>
</tr>
<tr>
<td>Which historic figure would you most like to meet? Why? What would you ask him/her?</td>
<td>What are the most important historical sites in your country? Where are they and what can you see or</td>
<td>“We learn from history that we learn nothing from history.” (G.B. Shaw) Explain.</td>
</tr>
<tr>
<td>‘Studying history is useless. Why waste time on things we cannot change anyway?’</td>
<td>If you had a time machine, which period in history would you like to go back to? Why?</td>
<td>Imagine it’s the year 2100 and are asked to describe the history of the 21st century.</td>
</tr>
</tbody>
</table>
UNIT 5
ACTIVITY: N° 3

**TOPIC:** Times expressions in the past.
**RESOURCES:** Scissors, glue, worksheet, cardboard.
**Instructions:** Go to the annexes sections and paste the boardgame in a cardboard. Form a group of four students. Use a dice to move on the board. The first to finish the game, wins! Use as many time expressions as possible.

*Let’s play with the Past!*
UNIT 5
ACTIVITY: N° 4

**TOPIC:** Inventions.
**RESOURCES:** Scissors, glue, worksheet, cardboard
**Instructions:** Choose a card and use the words in them to help your classmates to guess the invention. The one that guesses it gets the card. The participant with more cards at the end, wins.

Taboo game!
UNIT 5
ACTIVITY: Nº 5

**TOPIC:** Family description.
**RESOURCES:** Scissors, glue, worksheet, cardboard.
**INSTRUCTIONS:** Use the following picture to make your own family tree and then explain your partner.
UNIT 6
TOPIC: Memories of the past.
RESOURCES: Scissors, glue, worksheet, cardboard
Instructions: Create your own diary and write what you did last week using the following expressions.

My diary!

Have breakfast       go home
Get up                 go to
to bed

Last night       yesterday
Last weekend  the day before yesterday
UNIT 6
ACTIVITY: N° 2

TOPIC: I had fun on my trip.
RESOURCES: Scissors, glue, worksheet, cardboard.
INSTRUCTIONS: Go to the annexes sections and use the board, paste it in a cardboard to make it more resistant. Form a group of four students. Use a dice to move on the board. The first to finish the game, wins!

Vacations boardgame!
UNIT 6
ACTIVITY: Nº 3

TOPIC: Outdoor and games activities.
RESOURCES: Scissors, glue, worksheet, cardboard.
INSTRUCTIONS: Play with your partner. Match the pictures with the activities. The loser must explain his/her favorite activity outdoors.

Let’s have fun outdoors!

1. Surfing
2. Running
3. Sailing
4. Soccer
5. Tennis
6. Hiking
7. Hunting
8. Camping

HAVE FUN
UNIT 6
ACTIVITY: N° 4

**TOPIC:** I felt like a million dollars.
**RESOURCES:** Scissors, glue, worksheet, cardboard.
**INSTRUCTIONS:** Go to the annexes sections and cut every card, then play with your friends by choosing a card and using mimics to express the emotion. The one who guesses more words, wins!

*Time for acting!*
UNIT 1
UNIT 1
ACTIVITY: N° 2

TOPIC: Personality traits, verb to be.
RESOURCES: scissors, glue and cardboard.
INSTRUCTIONS: cut and paste the dice on the cardboard in order to make a dice.
TOPIC: Family, dates, numbers and expressions.
RESOURCES: scissors, glue and cardboard.
INSTRUCTIONS: cut and paste the dice on the cardboard in order to make a dice.
| Go back 5 spaces | My mother’s father is my... | Go back 3 spaces | My older sister’s name is.. | My mother’s name is.. | My father’s name is.. | The 1st day of the year is.. | How old are you? | My uncle’s daughter is my... | My older brother’s name is.. | Numbers of members in your family. | Go back 4 spaces | My friend’s father’s name is... | Go forward 3 spaces | My mother’s sister is my... | Go back 3 spaces | My aunt’s son is my... | My younger brother’s name is.. | “The 4th month of the year” | Go back 2 spaces | My father’s mother is my... | Go forward 2 spaces 3 spaces | My mother’s niece is my... | My younger brother’s name is.. | “How do you do?” | Go back 3 spaces | What month were you born? |
UNIT 1
ACTIVITY: N° 4

TOPIC: Family description.
RESOURCES: Scissors, glue, worksheet, cardboard.

**Uncle**
- Name: Thomas
- Age: 33
- Relation: father's brother
- Job: rock manager
- Height: 169cm (short)
- Weight: 68 kg (thin)
- Hair: short, curly
- Light brown
- Eyes: small, green
- Looks: tired (always)
- Clothes: casual
- Personality: funny, zany
- Easy-going
- Sports: nothing
- Free time: play the guitar
- Likes: junk food, cola
- Dislikes: healthy food

**Father**
- Name: John
- Age: 41
- Job: businessman
- Height: 178cm (medium)
- Weight: 72 kg (slim)
- Hair: short, straight, brown
- Eyes: small, black
- Looks: handsome
- Clothes: smart clothes for work (suit, shirt, tie), casual clothes in free time
- Personality: hard working, honest, determined
- Sports: football, squash
- Free time: go fishing, watch movies
- Likes: vegetables, beef
- Dislikes: junk food, sweets

**Mother**
- Name: Caroline
- Age: 38
- Job: nurse
- Height: 160cm (short)
- Weight: 54 kg (slim)
- Hair: short, wavy, fair
- Eyes: big, green
- Looks: nice
- Clothes: fashionable
- But easy
- Personality: helpful, friendly, happy, careful
- Sports: aerobics
- Free time: read books, do crosswords
- Likes: vegetables, fruit
- Dislikes: meat, chocolate

**Sister**
- Name: Christine
- Age: 5
- Job: preschool girl
- Height: 105cm (short)
- Weight: 28 kg (thin)
- Hair: long, wavy, red
- Eyes: big, blue
- Long eyelashes
- Looks: beautiful
- Clothes: dresses, skirts
- Personality: lovely, cute, cheerful, shy
- Sports: swimming, dancing
- Free time: play with her teddy and dolls
- Likes: dairy products, pancakes
- Dislikes: spinach, broccoli
**Name:** Sarah  
**Age:** 68  
**Relation:** mother’s mum  
**Job:** retired  
**Height:** 155cm (short)  
**Weight:** 75 kg (plump)  
**Hair:** short, curly, grey  
**Eyes:** small, brown  
**Looks:** wrinkled  
**Clothes:** dresses  
**Personality:** kind, friendly, devoted  
**Sports:** nothing  
**Free time:** knit, watch TV, meet friends  
**Likes:** chicken, salads, candies  
**Dislikes:** fish, carrots

**Name:** Valerie  
**Age:** 16  
**Job:** student  
**Height:** 170cm (tall)  
**Weight:** 49 kg (thin)  
**Hair:** long, wavy, red  
**Eyes:** big, blue  
**Looks:** pretty  
**Clothes:** trendy  
**Personality:** cheerful, friendly, intelligent  
**Sports:** fitness, tennis  
**Free time:** meet friends, shopping  
**Likes:** salad, chicken, fish  
**Dislikes:** cola, wine, beans

**Name:** Jonathan  
**Age:** 73  
**Relation:** father’s dad  
**Job:** retired  
**Height:** 170cm (medium)  
**Weight:** 70 kg (thin)  
**Hair:** bald  
**Eyes:** small, black  
**Looks:** old, long grey beard, moustache  
**Clothes:** shirts, trousers  
**Personality:** helpful, warm-hearted  
**Sports:** nothing  
**Free time:** read books, play board games  
**Likes:** bread, bacon  
**Dislikes:** turkey, cabbage

**Name:** Kate  
**Age:** 29  
**Relation:** mother’s sister  
**Job:** dentist  
**Height:** 172cm (tall)  
**Weight:** 51 kg (slim)  
**Hair:** long, straight, blonde  
**Eyes:** big, black  
**Looks:** pretty, neat  
**Clothes:** sporty  
**Personality:** sympathetic, sincere, friendly  
**Sports:** running, skiing  
**Free time:** do voluntary work  
**Likes:** vegetables, salads, fish  
**Dislikes:** pork, onion, cake
Name: Jeremy
Age: 14
Job: pupil
Height: 161cm (medium)
Weight: 50 kg (slim)
Hair: short, brown, blowzy
Eyes: big, blue
Looks: freckled
Clothes: T-shirt, jeans,
Trainers (always!)
Personality: clever, wilful,
Dissatisfied
Sports: skateboarding
Free time: play computer
Games
Likes: hamburger, pizza
Dislikes: fruit, vegetables
UNIT 2
UNIT 2

ACTIVITY: N° 4

CUT THE PICTURES AND PASTE THEM IN THE CALENDAR OF THE BOOK
TOPIC: Types of intelligence.
RESOURCES: Tack, scissor, glue and cardboard.
INSTRUCTIONS: cut the roulette rouse. Then play with the abilities in the book.
UNIT 4
UNIT 4
ACTIVITY: N° 1

TOPIC: Healthy food
RESOURCE: scissor, glue and carboard
INSTRUCTION: You are a doctor, and you have to give prescriptions to these sick people. Cut the pictures and match them with the descriptions in the book.
UNIT 4
ACTIVITY: N° 2

TOPIC: Celebrities ‘description.
RESOURCE: Scissor, glue and cardboard
INSTRUCTIONS: cut the celebrity’s description, then match with the pictures in the annex. Finally paste them in a cardboard.
**TOPIC:** Types of food  
**RESOURCE:** scissors, glue and cardboard  
**INSTRUCTIONS:** cut the fruits. Then, classify them. Finally paste them in the squares of the book.
UNIT 4
ACTIVITY: N° 5

**TOPIC:** fruits
**INSTRUCTION:** cut the fruits and paste them in a cardboard, then, practice with them.

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<table>
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<tr>
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<tbody>
<tr>
<td>APPLE</td>
<td>CHICKEN</td>
<td>TOMATO</td>
</tr>
<tr>
<td>GRAPE</td>
<td>STRAWBERRY</td>
<td>AVOCADO</td>
</tr>
<tr>
<td>BACON</td>
<td>SHRIMP</td>
<td>PEPPER</td>
</tr>
<tr>
<td>CAULIFLOWER</td>
<td>TURKEY</td>
<td>FISH</td>
</tr>
</tbody>
</table>
UNIT 5
TOPIC: Famous characters.
RESOURCES: Scissors, glue, worksheet, cardboard.

UNIT 5
ACTIVITY: Nº 1

1. born 29th May, 1917
2. died 22nd Nov, 1963
3. Harvard University
4. four children
5. wife Jacqueline Lee Bouvier
6. US President with 43
7. initials JFK

Guess who? - John F. Kennedy

1. born 8th Jan, 1935
2. died 16th Aug, 1977
3. career start 1954
4. hometown Memphis
5. first hit “Heartbreak Hotel”
6. wife Priscilla
7. “King of Rock'n'Roll”

Guess who? - Elvis Presley

1. born 29th Aug, 1958
2. died 25th June, 2009
3. six brothers and sisters
4. star in boy band
5. first wife Lisa Marie Presley
6. famous Moon Walk
7. 2009 documentary “This is it”

Guess Who? - Michael Jackson

1. born 14th March, 1879
2. died 18th April, 1955
3. first wife Mileva Marić
4. life: GER, AUS, USA
5. discovery: photoelectric effect
6. Nobel Prize in 1921
7. theory of relativity

Guess who? - Albert Einstein

1. born 8th Jan, 1935
2. died 16th Aug, 1977
3. career start 1954
4. hometown Memphis
5. first hit “Heartbreak Hotel”
6. wife Priscilla
7. “King of Rock'n'Roll”

Guess who? - William Shakespeare

1. born 5th Dec, 1901
2. died 15th Dec, 1966
3. wife Lillian Bounds
4. film producer, showman
5. voice actor for his characters
6. innovator in animation
7. inventor of “Mickey Mouse”

Guess who? - Walt Disney
1. born 15th April, 1452  
2. died 2nd May, 1519  
3. Italian polymath  
4. master: Andrea di Cione  
5. work: arts and sciences  
6. drawing "Vitruvian Man"  
7. today Louvre: Mona Lisa

Guess who? - Leonardo Da Vinci

1. born 22nd Feb, 1732  
2. died 14th Dec, 1799  
3. wife Martha D. Custis  
4. jobs: farmer, soldier  
5. 1775 commander-in-chief  
6. first US President in 1789  
7. US capital city

Guess who? - George Washington

1. born late 69 BC  
2. died 12th Aug, 30 BC  
3. father Ptolemy XII  
4. in Alexandria with Mark Anthony  
5. relation with Julius Ceasar  
6. Queen of Egypt

Guess who? - Cleopatra

1. born 1st July, 1961  
2. died 31st Aug, 1997  
3. outstanding community spirit  
4. married in St. Paul's Cathedral  
5. two sons  
6. Princess of Wales  
7. husband Prince Charles

Guess who? - Princess Diana

1. born 26th Aug, 1910  
2. died 5th Sept, 1997  
3. given name: Agnese Bojaxhiu  
4. founder: Missionaries of Charity  
5. humanitarian for the poor  
6. Blessed Teresa of Calcutta

Guess who? - Mother Teresa

1. born 9th Oct, 1940  
2. died 8th Dec, 1980  
3. first band "The Quarrymen"  
4. instruments: guitar, piano, sitar  
5. hit "Imagine"  
6. part of "The Beatles"  
7. wife Yoko Ono

Guess who? - John Lennon

1. born 28th Oct, 1955  
2. given name: William Henry  
3. Harvard University 1973-75  
4. one of world's wealthiest men  
5. American business magnate  
6. chief software architect  
7. CEO Microsoft

Guess who? - Bill Gates

1. born 16th Aug, 1958  
2. last name Ciccone  
3. first career in modern dance  
4. first husband Sean Penn  
5. played Eva Peron  
6. daughter Lourdes  
7. hit "Like a Virgin"

Guess who? - Madonna

1. born 1st June, 1926  
2. died 5th Aug, 1962  
3. first career: model  
4. unreliable and difficult  
5. 3rd husband Arthur Miller  
6. stereotype dumb blonde  
7. "How to marry a Millionaire"

Guess who? - Marilyn Monroe
UNIT 5
ACTIVITY: Nº 3

TOPIC: Times expressions in the past.
RESOURCES: Scissors, glue, worksheet, cardboard.

**Start**

1. What did you do yesterday? Describe your day.

2. Talk about your life when you were a child.

3. Describe your evening. What time did you go to bed?

4. Move ahead two squares!

5. Choose a classmate and ask any question.

6. Did you watch TV last night? What did you watch?

7. Go back to square n°2!

8. Finish the sentence: "Yesterday I didn’t ... because ..."

9. Did you travel to another country last year?

10. Choose a classmate and ask any question.

11. When was the last time you went on holiday? Talk about it.

12. Did you read a book / magazine last week?

13. Move ahead two squares!

14. Talk about a dream you had.

15. What do you think your teacher did last weekend?

16. Talk about a strange day / experience.

17. Choose a classmate and ask any question.

18. Go back to square 11!

19. How was your life different 10 years ago?

20. Talk about a time you had a lot of fun with friends.

21. Talk about your last birthday. What did you do?

22. Talk about a very bad or very good day.

23. Choose a classmate and ask any question.

Finish
ACTIVITY: № 4

TOPIC: Inventions.
RESOURCES: Scissors, glue, worksheet, cardboard.

1. PAPYRUS
   - WRITE(R)
   - PAPER
   - EGYPT(IAN)
   - HIEROGLYPH(ICS)
   - PLANT

2. PORCELAIN
   - CHINA, CHINESE
   - CERAMIC, CERAMICS
   - PLATE, EAT(ER, ING)
   - TEA, DRINK(ER, ING)
   - CLAY

3. WHEEL
   - ROUND, REINVENT(ION)
   - ROTATE/
   - CAR, BUS, TRACTOR,
   - LORRY, VAN, TRUCK,
   - VEHICLE

4. STEAM ENGINE
   - WATER, COAL, WOOD
   - HEAT(ER, ING), HOT
   - LOCOMOTIVE, JAMES WATT
   - TRAIN, BOAT
   - RAIL(WAY)

5. SWORD
   - IRON, STEEL
   - FIGHT(ING, ER)
   - WAR, WEAPON
   - KNIGHT, SOLDIER
   - BLADE

6. GLASS
   - WINDOW, DRINK(ER, ING)
   - CUP, THROUGH
   - MATERIAL
   - BREAK(ABLE, ING)
   - TRANSPARENT,
   - TRANSPARENCY
RUBIK’S CUBE/MAGIC CUBE
3D, DIMENSION(AL)
PUZZLE, GAME
TURN, BOX
STICK(ER, ING), COLOUR(ED)

PHOTOGRAPH
CAMERA, PHOTO-, GRAPH(ER, IC)
IMAGE, PICTURE, PICTORIAL
FILM(ING), PORTRAIT
SHOOT(ING)

FLYING DISC/FRISBEE
ROUND
THROW(ER, ING)
AIR
GAME
OUT(SIDE)

ARROW
WEAPON, WAR
HUNT(ER), HUNTING
SHARP(NESS), WOOD(EN), STICK, BOW
ROBIN HOOD

WIND TURBINE
ROTATE/ROTATION/ROTATING
AIR, POWER(ED, FUL)
ENERGY, BLade
ELECTRIC(AL, ITY)
THREE

FOUR-STROKE ENGINE
NIKOLAUS OTTO
CYCLE, COMBUST(ION)
CAR, VEHICLE
DRIVE(ER)
FUEL, PETROL
TOPIC: I had fun on my trip.
RESOURCES: Scissors, glue, worksheet, cardboard.

UNIT 6
ACTIVITY: N° 2

START

What attractions were near you?
You get an extra throw!

How long were you off this holiday?
Who did you spend your summer?

Mention three things you did on your holiday!

Where did you go this year?
You get an extra throw!

What did you eat while on holiday?

Where did you stay?

Did you write postcards to your

How did you get to the destination?

Where would you like to go on a

Where did you go last year?

What was the weather like on your holiday?

How much did you spend?

Who did you meet on your holiday?

Which holiday was your best ever?

What did you bring on your holiday?

How many times did you stay in contact with people back home?

Tell about your worst

What do you need this product?

What would you show people in your town?

END
**TOPIC:** I felt like a million dollars.
**RESOURCES:** Scissors, glue, worksheet, cardboard.

<table>
<thead>
<tr>
<th>TIRED</th>
<th>ANGRY</th>
<th>OKAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAD</td>
<td>ASHAMED</td>
<td>BAD</td>
</tr>
<tr>
<td>BORED</td>
<td>SCARED</td>
<td>SICK</td>
</tr>
<tr>
<td>SLEEPY</td>
<td>ENERGETIC</td>
<td>VERY GOOD</td>
</tr>
<tr>
<td>SURPRISED</td>
<td>HAPPY</td>
<td>HEALTHY</td>
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