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Facultad de  
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**FACULTAD DE POSGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN INGLÉS**

**ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP  
VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT  
“REPÚBLICA DEL ECUADOR” SCHOOL IN OTAVALO DURING THE  
ACADEMIC YEAR 2021-2022**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría  
en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

**AUTHOR:** Lic. Jenny Lorena Valencia Guamán

**DIRECTOR:** MSc. José Andrés Paredes Becerra

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EXTRANJEROS: MENCIÓN INGLÉS

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As Director of the research work on the topic **"ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT "REPÚBLICA DEL ECUADOR" SCHOOL IN OTAVALO DURING THE ACADEMIC YEAR 2021-2022"**, work which was carried out by Jenny Lorena Valencia Guamián, before obtaining the master's degree at Master in Pedagogy of National and Foreign Languages: Mention in English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

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<b>DATOS DE CONTACTO</b>		
<b>CÉDULA DE IDENTIDAD:</b>	1003332648	
<b>APELLIDOS Y NOMBRES:</b>	Valencia Guamán Jenny Lorena	
<b>DIRECCIÓN:</b>	Ciudadela Imbaya. Calles Pedro Hernández de la Reina y Joseph del Corro.	
<b>EMAIL:</b>	jlvalenciag@utn.edu.ec	
<b>TELÉFONO FIJO: 062920362</b>	<b>TELÉFONO MOVIL:</b>	0990152551
<b>DATOS DE LA OBRA</b>		
<b>TÍTULO:</b>	ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT “REPÚBLICA DEL ECUADOR” SCHOOL IN OTAVALO DURING THE ACADEMIC YEAR 2021-2022	

<b>AUTOR:</b>	Jenny Lorena Valencia Guamán
<b>FECHA:</b>	23-02-2023
<b>SOLO PARA TRABAJOS DE GRADO</b>	
<b>PROGRAMA:</b>	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
<b>TÍTULO POR EL QUE OPTA:</b>	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés
<b>TUTOR:</b>	MSc. José Andrés Paredes Becerra

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### EL AUTOR:

Firma



Nombre: Jenny Lorena Valencia Guamán



**BIBLIOGRAPHIC RECORD**

**Guide:** POSTGRADO – UTN

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**DIRECTOR:** MSc. José Andrés Paredes Becerra

**The General Objective of this Thesis was:** To integrate Active Learning Continuum Techniques in the development of vocabulary subskill on elementary school students at “República del Ecuador” School in Otavalo during the academic year 2021-2022.

**Among the Specific Objectives were:** To support the research work through a wide theoretical framework about active learning continuum techniques in the development of vocabulary subskill, to diagnose the efficacy of the techniques currently applied in the development of vocabulary subskill, to design an academic guide of teaching and learning activities based on Active Learning Continuum Techniques in the development of vocabulary subskill.

MSc. José Andrés Paredes Becerra

**Director**

Lic. Jenny Lorena Valencia Guamán

**Author**

## **DEDICATION**

This research work is dedicated to Scarleth, my beloved daughter, who has always been by my side, supporting me and giving me her unconditional love, and to my family, who have given me love, care, and support to continue working to reach my goals even when I was about to give up. Their affection has inspired me to take on challenging situations and given me the strength to succeed.

Jenny

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## RESUMEN

El presente trabajo de investigación sobre las técnicas continuas de aprendizaje activo para desarrollar la subdestreza de vocabulario, ha sido llevada a cabo debido a que en la enseñanza del idioma Inglés como Lengua Extranjera se siguen utilizando metodologías tradicionales en las que el docente es el actor principal del proceso de enseñanza-aprendizaje y el estudiante desempeña un papel secundario en la adquisición y construcción del conocimiento. Además, en la enseñanza del idioma Inglés como lengua Extranjera al desarrollo de la subdestreza de vocabulario se le ha dado poca importancia a pesar de ser ésta la base fundamental para el aprendizaje de cualquier idioma ya que el conocimiento de vocabulario es el prerrequisito para el desarrollo de macro habilidades del idioma como leer, escribir, hablar y escuchar. Esencialmente, el objetivo principal de esta investigación se concentra en lograr que los estudiantes de 5° Año de Educación General Básica de la Unidad Educativa “República del Ecuador” desarrollen la subdestreza de vocabulario en Inglés acorde a su edad, intereses y el currículo educativo vigente a través de técnicas continuas de aprendizaje activo. En esta investigación se optó por aplicar una metodología mixta de investigación para garantizar la viabilidad de este estudio. Uno de los hallazgos más significativos de esta investigación fue que los estudiantes están interesados en aprender vocabulario a través de actividades divertidas que impliquen el uso de tecnología, la interacción con sus compañeros y el desarrollo de la creatividad. En otras palabras, a los estudiantes les gustaría desarrollar esta habilidad de manera interactiva. Por lo tanto, el manual didáctico propuesto en este estudio fue diseñado siguiendo los principios del Aprendizaje Activo para transformar las clases tradicionales en verdaderos espacios de aprendizaje donde el estudiante desarrolle independencia, creatividad, autonomía, habilidades para trabajar en equipo y pensamiento crítico para resolver problemas.

**Palabras clave:** Inglés como Lengua Extranjera, aprendizaje activo, técnicas, subdestreza de vocabulario, tecnología, actividades interactivas

## ABSTRACT

The current research study on active learning continuum techniques to develop vocabulary subskill has been carried out due to the fact that traditional methods of teaching English as a Foreign Language are still used in the English classroom, in which the teacher is the main actor in the learning-teaching process and the student plays a supporting role in knowledge acquisition and construction. Furthermore, the development of vocabulary subskill has received little attention in the teaching of English as a foreign language, despite being the foundation for learning any language and the fact that vocabulary knowledge is required for the development of language macro skills such as reading, writing, speaking, and listening. Substantially, the main objective of this research is to ensure that students from the Fifth Grade of “República del Ecuador” School develop their vocabulary subskill in English in accordance with their age, interests, and the current educational curriculum through active learning continuum techniques. This investigation was carried out based on mixed methods to guarantee the viability of this study. One of the most important findings of this study was that students are interested in learning vocabulary through enjoyable activities that involve the use of technology, interaction with peers, and the development of creativity. In other words, the students want to practice this skill in an interactive setting. As a result, the didactic manual proposed in this study was designed in accordance with the principles of Active Learning in order to transform traditional classrooms into true learning environments in which students develop independence, creativity, autonomy, and teamwork skills.

**Key words:** English as a Foreign Language, active learning, techniques, vocabulary subskill, technology, interactive activities

## CHAPTER I

### 1 THE PROBLEM

#### 1.1 Introduction

“In today's world, the English language demonstrates a strong network impact: the more people use it, the more useful it is” (Education First, 2020, p. 4). The Education First English Proficiency Index (2020), also states that all over the world it is thought that proficiency in English extends possibilities, reduces obstacles, and accelerates the exchange of information among young professionals, scientists and researchers creating more opportunities to succeed in this globalized world. However, according to this study carried out in 2020, Ecuador has the worst level of English Proficiency in Latin America occupying the 93rd place of 100 countries participants in this study.

Since 1992, with the CRADDLE Project, Ecuador emphasized the English Language Teaching in public schools. Furthermore, the National English as a Foreign Language Curriculum has been designed to support the policy of developing citizens in Ecuador that can communicate effectively in today's world. One of the key features of this learner-centered curriculum states that learning is an active, dynamic process and it occurs more effectively when students are actively involved, rather than passively receiving information (Ministerio de Educación, 2016).

Even though, the current English as a Foreign Language Curriculum promotes learner centered lessons where teaching methodologies should reflect and respond to learners'



strengths and challenges and facilitate the process of learning by supporting learners' motivation for and engagement with learning, these activities are not executed in the classroom by the teachers. In other words, the teacher is still the center of attention in today's English teaching in Ecuador. In such context, Active Learning Approach could become an appropriate way to change the traditional teacher centered classroom into the newer student centered approach to learning where learners are recognized as individuals, with different learning styles, personalities, and interests, as well as differing levels of motivation and ability.

On the other hand, sub-skills are important language elements for the learners to master a foreign language; these elements are essential to start building the main skills of learning and mastering a language. It means that learners need to first acquire subskills to be successful language learners. Furthermore, sub-skills such as vocabulary, grammar and pronunciation help learners to not only understand a language, but allow them to be able to communicate with others as well (Katawazai, Haidari, & SC, 2019).

This research will be organized in five chapters. Every chapter will contain relevant information related to the research topic, which will be supported by the corresponding bibliography and examples. This paper will follow the scheme below:

Chapter 1 displays the diagnosis and description of the problem as well as the causes and effects. Furthermore, this chapter presents the formulation and limitation of the problem and the objectives and justification of this investigation as well.

Chapter 2 outlines the referential framework to support this investigation, the different contributions of researchers regarding the topic and personal contribution of the researcher as well.

Chapter 3 describes the research methodology applied in this research as well as the description of the study area, the procedure and bioethical considerations.

Chapter 4 presents the data collection results by using statistics and graphics based on the analysis of the information collected through the research methods and techniques previously used.

Chapter 5 shows the proposal including its justification, importance, backgrounds, objectives, location, impacts, the field of work and all the information needed to make it applicable. Moreover, this chapter includes the conclusions and recommendations.

## **1.2 Problem description**

This applied study involves a problem description which includes the origin and a practical solution. In the analysis of the problem, it is noticeable that students from the 5th grade of General Basic Education (EGB) of “República del Ecuador School” have slightly acquired vocabulary knowledge regarding to the A1 level according to the standards of the CEFR, affecting their development of language skills such as listening, speaking, reading and writing in general. Essentially, it is evident that students need to increase their vocabulary knowledge in the English language to overcome the problem of low levels of proficiency in

this foreign language. Thus, it is strongly understood that the causes and consequences must be established to delve into the problem. In particular, it is indispensable to design an academic guide of teaching and learning activities based on Active Learning Continuum Techniques for the development of the Vocabulary subskill to help them to improve their English language skills.

It is thought that this problem arises at early ages, especially because in the current English teaching it is not given enough importance to the development of subskills such as vocabulary, pronunciation and grammar, and it is vital to take into account that the acquisition of these subskills are a previous requirement for the development of language skills such as listening, speaking, reading and writing. In such background, English as a Foreign Language teaching is mainly focused on the development of receptive and productive language skills but leaving aside the acquisition of vocabulary knowledge which is the fundamental basis of learning any language. As a result, English learners are not able to communicate in English proper either orally or in a written way due to the lack of words needed for the interaction.

Above all, a cause of the problem is that students at school are conditioned to work with textbooks and notebooks, according to that, most of the time learners experience a moderate traditional system of learning. It seems that the teaching of the English language in Ecuador has not evolved together with the technological advances that this digital age offers. Traditional materials such as textbooks, notebooks and worksheets are the main resources used in the English teaching but unfortunately they do not fulfill all the expectations and needs that today learners, which are known as digital natives, have. So far, technology is not

being widely applied in English classes to engage and promote the acquisition of language subskills and skills. Consequently, learners do not feel engaged enough to learn a subject which seems not to be interesting or appealing to them.

Another cause of this problem to take into consideration is the English teachers' pedagogy currently used to teach this language, specially the vocabulary subskill, and the role assigned to the students in their learning process. Today, the methodology applied in the teaching of English as a Foreign Language remains as in the past, where the teacher is the center of the learning process and the student is limited to passively learn. Students are not challenged to participate actively in the construction of their own learning, they are not given enough opportunities to create learning experiences that become meaningful and lifelong learning. Furthermore, with this kind of teacher-centered classes, high order thinking skills and 21<sup>st</sup> century skills such as communication, critical thinking, collaboration and creativity are not being developed on these learners. As a consequence, learners are not able to acquire new knowledge easily and learning experiences are not lasting.

The situation of students from República del Ecuador School is not different from other Ecuadorian students where level of proficiency in English also ranges from elementary to low due to the different causes listed in the previous paragraphs. That is why this research work is mainly focused on identifying the difficulties students of this institution face in the learning process of English as a Foreign Language, especially in the development of the Vocabulary subskill that is the first step to know and acquire a language. Principally, this research aims to collaborate with students of Fifth grade and teachers of República del Ecuador School in Otavalo City of Imbabura Province, during the school year 2021 – 2022.

Finally, the formulation of the research problem appears as the following questions:

How do active learning continuum techniques correlate with the development of vocabulary subskill?

What active learning continuum techniques could be used to develop vocabulary subskill?

### **1.3 Backgrounds**

Recently, important studies related to the active learning approach have been carried out by many authors all over the world because of the high standards and requirements students have to accomplish to succeed in today's world. These demands suggest that a new teaching methodology can be implemented to assist students to enter the world that is being flooded with innovation at a rate inconceivable only a few years ago. The active learning methodology has become an acceptable teaching technique in this new learning environment by instilling in students a sense of self-discovery.

Van de Bogart (2016) expresses that "The active learning techniques which are now being introduced in the classroom are a synthesis of many learning methodologies which have been tested and incorporated in many programs to impart the knowledge which a student must learn" (p.1). This author also says that the application of both technology and active learning methodologies in a progressive classroom, will be the rule instead of the exception as the active learning.

On the other hand, the author of the research work “Applying Interactive Strategies to motivate developing Speaking of students from Language Academic Center of Técnica Del Norte University”, states:

Interactive strategies, within a class, are pedagogical tactics through which the exchange of information between students is carried out, and to a lesser extent, with the teacher. Active participation focuses on the students, but not on the teacher. For this, the class is structured in small groups or societies, which generate collaborative learning, instead of a competitiveness that becomes individualistic. It should be added that this collaboration has a comprehensive and joint objective that is to promote interaction and oral communication in the English language. (Chuquín, 2016, p. 38)

In recent years, researchers have been developed relevant investigation work about vocabulary subskill. Vocabulary subskill is considered as an essential aspect of foreign language learning as limited vocabulary in a second language do not lead to successful communication. Regarding to vocabulary subskill, Alqahtani in his book “The importance of vocabulary in language learning and how to be taught” states that:

The teachers should be concerned that teaching vocabulary is something new and different from student’s native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching. (Alqahtani, 2015, p. 24)

Nowadays, the world is involved in a digital age and according to the time in which people live, education is closely linked to technology and both teachers and students must assume

the new roles and demands that this digital age imposes. Students must be aware that the use of technology is not only related to aspects such as fun, entertainment but also information and education. Teachers, for their part, must understand that students' personality, their personal feelings and the way they express themselves are strongly related to this digital era in which they are involved. That is why it is necessary for teachers to update their pedagogical and methodological knowledge to create the learning environment conducive to students feeling motivated to learn.

Regarding to the use of technology in education, the academic work "Use of interactive resources in a self-learning platform for Pre-A1 Beginner students: A qualitative analysis", exposes:

In conclusion, students can benefit from the use of technology, as it will help them develop skills that will support language learning. Technology must be a balancing point between authenticity and the use of both foreign language and first language. It is very important to understand that two languages will be in use in an introductory classroom. Joy, creativity, and props, as well as technological artifacts can support creative and entertaining role-play, their performance is better if they are shared in small groups. Using a variety of activities will greatly improve the chance of success in the learning process. (Fassett, 2020, p. 33)

In addition, the use of technology makes a difference in the teaching of any subject especially language. Today's learners are digital natives. They grew up with digital

technologies. Teachers have to solve important issues related to the adaptation of the learning process towards students who have different learning styles and new requirements for teaching and learning (Kiryakova, Angelova, & Yordanova, 2014).

Recently, many studies have been carried out about e-learning because it has become a teaching-learning method that shows outstanding results in education through the use of internet and technological platforms and tools. Thus, the author Martha Gaduxé (2018), about e-learning states that nowadays people have access to any organization's training program at any time thanks to the Internet. Therefore, the removal of spatial and temporal boundaries and the availability of lifelong learning, are the two key advantages that e-learning offers.

## **1.4 Objectives**

### **1.4.1 General objective**

To integrate Active Learning Continuum Techniques in the development of vocabulary subskill on elementary school students at “República del Ecuador” School in Otavalo during the academic year 2021-2022.

### **1.4.2 Specific objectives**

- To support the research work through a wide theoretical framework about active learning continuum techniques in the development of vocabulary subskill.



- To diagnose the efficacy of the techniques currently applied in the development of vocabulary subskill.
- To design an academic guide of teaching and learning activities based on Active Learning Continuum Techniques in the development of vocabulary subskill.

## **1.5 Justification**

Since education has been strongly influenced by technological and scientific advances and also by social and cultural changes typical of this time, it is necessary that education and especially the way in which it is imparted, be renewed so that students can meet the academic and professional standards imposed by this globalized world. Today, quality education turns out to be a powerful tool to holistically transform human beings and prepare them to successfully face the demands required in today's world.

To achieve the innovation that education requires, it is necessary for the teacher to transform, improve and change his mentality about the role that he must play within the teaching-learning process. The teacher is the main resource that education has to make learning meaningful, therefore, the knowledge, preparation, updating, motivation and learning expectations that the teacher has, largely depends on the level of learning that the student will acquire.

Substantially, this research aims to encourage English teachers to apply Active Learning Continuum techniques to improve vocabulary subskills on their students. The application of active learning approach is mainly based on the central role that students have to play in the

learning process and the use of technology resources as a dynamic way to introduce and rehearse vocabulary subskill, creating the proper language learning environment. Therefore, it provides educational active learning techniques for the learning and teaching community that connect processes of vocabulary acquisition with the use of technological tools for educational purposes.

It is a feasible study since experts on this research topic will support the viewpoints of the researcher within the investigation work, as well as the acceptance of the authorities and teachers of the institution, who are entirely predisposed to collaborate and provide the resources and conditions needed for the development of this work. Furthermore, when conceptualizing this research, it is noticeable that the educational, social, and cultural impacts are going to contribute to the training of teachers and students for this digital era. Besides, this research has enough bibliographic material and it is intended to gather relevant information of the local environment to develop this research that is of total relevance. More important, it is to guide the direct beneficiaries in this new trend of learning and they are the English teachers and elementary students of “República del Ecuador” School located in Otavalo city, Province of Imbabura.

Taking into account that this research work is related to education and pedagogy of English learning as a foreign language, it is worth mentioning a brief description of its connection to the Opportunity Creation Plan 2021-2025. This research work is framed in Objective 7 of the Social Axis that states: “Strengthen the capacities of citizens and promote innovative education, inclusive and quality at all levels” (Secretaría Nacional de Planificación, 2021) Besides, this investigation is specifically framed in the policy of

Education in the part related to ensuring in a way inclusive access and quality of education and promote the use of technological platforms in the educational system because through the development of this work the application of active learning pedagogy and the use of technology in the learning process of English will be promoted, giving the students the opportunity to play an active role in their learning process, using their imagination and creativity not only for the academic work but for their daily lives.

It is highly important to mention that there is a close relation between this research with the Research Line of Methodology for the teaching-learning of English as a foreign language, which has an important significance in the field of investigation for Técnica Del Norte University. Additionally, this study intends to contribute with active learning techniques to develop vocabulary subskill in elementary school students to have learners motivated to acquire a foreign language.

## **CHAPTER II**

### **2 REFERENTIAL FRAMEWORK**

#### **2.1 Theoretical Framework**

In the development of the theoretical framework in reference to the two study variables, some aspects related to the learning theories, approaches and techniques involved in vocabulary development in English as a Foreign Language (EFL) are explained through the use of various research sources such as books, magazines, scientific articles, reports, among others.

The main theories discussed in this work are Constructivism and Connectivism. Only after reviewing the peculiar features of these theories, it would be possible to continue with the founding of Active Learning, later to understand the selection of that approach and its techniques to improve the process of teaching-learning EFL focusing on vocabulary.

##### **2.1.1 Learning Theories**

Humans have a natural need for knowledge and understanding how people learn is a critical step in enhancing the learning process. It could seem that learning and teaching are universal activities. After all, everyone attends school and essentially learns the same things. However, teaching offers an impressive range of educational approaches. Thus, educational theorists have studied the science of learning to determine what works best and for whom.

In the online article “ 5 educational learning theories and how to apply them” the thought of Pamela Roggeman, dean of University of Phoenix’s College of Education, is cited to explain the role that learning theory plays in preparing teachers when she expresses that to address the needs of the "whole kid," effective educators must be able to adjust and design teaching that matches the needs of each individual student since no two kids learn in the same way or at exactly the same rate, just as no two persons are alike (University of Phoenix, 2021).

Today, much research, study, and debate have given rise to the following five learning theories: Behaviorism, Cognitivism, Constructivism, Humanism and Connectivism. Educational theorists, teachers, and experts believe these theories can guide effective teaching strategies and provide a framework for creating lesson plans and curricula. The two main theories that are discussed in this work are Constructivism and Connectivism.

The increase in understanding language learning process has led linguists and psychologists like Chomsky, Skinner, Krashen, Vygotsky, and others to begin studying and developing theories that explain the intellectual process for learners. All of the approaches developed by these people have impacted the English language learning becoming a framework for teaching the English language. Hence, the emergence of teaching language approaches dates back to the early nineteenth century, since then the human history has evidenced important philosophical advances that helped the English language learning process.

### **2.1.2 Constructivism**

Learning is viewed as a construction process of new knowledge in relation to past knowledge, according to constructivism, which has become a popular learning paradigm. A wide range of distinct research traditions linked to scientific education share the underlying commitment of a constructivist position: knowledge is not transmitted directly from one knower to another, but is dynamically built up by the learner. As Driver et al (1994) state, “The view that knowledge cannot be transmitted but must be constructed by the mental activity of learners underpins contemporary perspectives on science education” (p.5).

Constructivism is a theory that describes how people acquire knowledge and the nature of that knowledge in their minds. “This theory claims that people can create new understandings, or they can combine things, ideas, events and activities they already know and believe in a manner of mutual interaction” (Canella & Reiff, 1994, p. 56). From this approach, learning in the classroom demands well-designed practical exercises that challenge learners' preconceptions and encourage them to restructure their personal theories.

Constructivism opposes the concept that students acquire knowledge from outside sources and emphasizes comprehension over memorization. Piaget's position is based on the idea that knowledge is constructed by the cognizing subject. As his statement "l'intelligence organise le monde en s'organisant elle-meme" (intelligence organizes the world by organizing itself; 1937, p. 311) reflects, that the process by which humans develop their knowledge of the world was Piaget's main focus.

Piaget proposed that a person's actions on things in the world are coordinated and internalized, resulting in the formation and development of cognitive frameworks. As a result of a process of adaptation to more complicated experiences, these schemes evolve through the process Piaget called equilibration. Thus, previous schemes are modified to create new ones. In this approach, intellectual development is viewed as the gradual adaptation of a person's cognitive systems to their physical surroundings.

On the other hand, the National English as a Foreign Language Curriculum conceives students as active subjects in the construction of knowledge and learning, since the student must be responsible for their own learning process, in this sense it is conceived as a fundamental notion. of constructivism, in this regard in the curriculum proposed by the Ministry of Education (2016) the following is established:

The epistemological foundations of the EFL curriculum refer to how learners learn languages and therefore, how they should be taught. In this curriculum we take a constructivist approach, beginning with the assumption that all learners entering schools are users of their mother tongue, have cognitive, emotional, and motor skills that facilitate communication, and have an understanding of how their L1 works derived from intensive input and production in real life contexts. This previous knowledge forms the foundation upon which learning takes place and meaning is grounded. Knowledge and meaning are accessed, developed, and expressed through language. (Ministerio de Educación, 2016, p. 251)

### 2.1.3 Connectivism

Connectivism can be defined as the theoretical current approach that involves technology with the purpose of facilitating learning; it not only necessitates practice but also offers the possibility of storing knowledge in the virtual brain. To begin with, Siemens (2006) is the creator of the innovative work, “Connectivism: a learning theory for the digital age”, there he outlines significant principles:

- Learning is a network formation process of connecting specialized nodes or information sources.
- Knowledge rests in networks.
- Knowledge may reside in non-human appliances, and learning is enabled/facilitated by technology.
- Capacity to know more is more critical than what is currently known.
- Learning and knowing are constant, ongoing processes (not end states or products).
- Ability to see connections, recognize patterns, and make sense between fields, ideas, and concepts is the core skill for individuals today.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist-learning activities.
- Decision-making is learning. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. (p.36)

Connectivism suggests that “knowledge and cognition are distributed across networks of people and technology and learning is the process of connecting, growing, and navigating those networks” (Siemens & Tittenberger, Bucks.edu, 2009, p. 11). The effect is



that users are continuously adapting to the changing features of the setting and co-generating new information configurations (Siemens, 2006). Learning is frequently seen as a process and result of this dynamic, and networks exhibit pliability and receptiveness in a domain focused on regular alterations.

Following Siemens' (2006) explanation, Connectivism introduces a novel concept of learning that is appropriate for comprehending the notion of the new generation, in which "learning is a process of connecting specialized nodes or information sources" (p.12). Bates (2015) states that despite the fact that formal organizations may and should connect to this environment of constant information flow and derive meaning from it, knowledge in networks is neither controlled or created by formal organizations.

Connectivism would be the structured approach to understand networks as the basis of learning, which would be an activity that is essentially centered on the construction, student center and assertively in this new scenario, where the metaphor for the educator becomes: master, artist, network administrator, concierge, and curator (Siemens, 2006). On the other hand, since network learning supports student independence, this style of learning encourages community participation and conversation rather than requiring students to be identical duplicates of one another. It also promotes variety, openness, and interactivity (Downes, 2012).

#### **2.1.4 Learning Approaches**

Learning is referred to as a process that combines one's own experiences and influences with those from the outside world in order to improve one's knowledge, abilities, values, attitudes, behavior, and worldview and it also mentions that learning theories create hypotheses to explain how this process works (UNESCO, 2020). That is why foundational understanding of how humans learn, and specifically how a child learns and develops cognitively, is crucial for all educators to be the most successful teachers possible.

#### **2.1.5 Student-centered Approach**

Student- centered approach aims to fulfill each student's requirements individually. As Bazelais and Doleck (2018) cited “Given students’ proclivity towards misconceptions and surface learning approaches, it is proposed that an active learning approach, which calls for more interactive engagement and learner-centered approaches, can facilitate the construction of knowledge through deep meaningful learning experiences” (p. 69).

Traditional instructional approaches, characterized by increased teacher direction, are frequently contrasted with student-centered approaches:

The Learning Paradigm frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge. In the Learning Paradigm, knowledge consists of frameworks or wholes that are created or constructed by the learner. Knowledge is not seen as cumulative and linear, like a wall of bricks, but as a nesting and interacting

of frameworks. Learning is revealed when those frameworks are used to understand and act. (Barr and Tagg ,1995, p.21)

### **2.1.6 Active Learning Approach**

Active learning is a difficult concept to grasp. Its theoretical foundations are in constructivist learning theories. Despite the fact that constructivism underpins or inspires the concept of active learning, it encompasses a wide spectrum of viewpoints. One definition of active learning is:

The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas. Requiring students to regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline. The attainment of knowledge by participating or contributing. The process of keeping students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem solving. (Collins & O'Brien, 2003, p. 5)

When students participate in active learning, they become more involved in the learning process and are less dependent on the teacher (Bransford, Brown, & Cocking, 2003). Active learning implies more than the traditional lecture format, where the instructor presents information to the students and learning process becomes passive, this approach includes learning by exploring issues and ideas under the guidance of the instructor but students' active participation in the learning process.

According to Bonwell and Eison (1991), active learning can be defined as anything that includes students in acting and reflecting on what they are doing. In agreement to this definition, active learning involves more than paying attention to what the teacher says or does in the classroom, it requires knowledge to be put in action by students as it is claimed by Chickering and Gamson:

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. (Chickering and Gamson, 1987)

Additionally, Bonwell and Eison (1991), say that even though "active learning" hasn't been fully defined in educational literature, some general traits are frequently connected to the application of strategies that support active learning in the classroom: Students engage in more than just listening, less focus is placed on knowledge transmission and more on skill development for the pupils, Higher-order thinking is being done by students (analysis, synthesis, evaluation), students are involved in reading, discussing, and writing activities and students' exploration of their own views and beliefs is given more emphasis.

#### **2.1.6.1 Active Learning as a Learning Approach**

Active learning has also been defined as an approach to learning that focuses on the learning process rather than the instructional process. According to Medini (2018), "This is

likely to engage students and shifting them from a “passive” (what they are used to) to an “active” (what they are empowered to) learning process” (p. 76).

Since the development of people’s abilities to solve problems in a wide variety of areas is important, learning must also emphasize the importance of helping people take control of their own learning. Additionally, the ability of people to become active learners who want to understand complex subject matter and are better equipped to apply what they have learned to new situations and issues should be considerably improved by the knowledge acquired via active learning.

#### **2.1.6.1 Active Learning as an Instructional Approach**

Active Learning is usually related to the general idea of instructor-driven activities that are designed to activate students. Active learning as an instructional approach focuses on students' self-construction of knowledge and accountability for their own learning to enable constructivist learning. The role of the student in the center of the activity is emphasized on this approach by involving and engaging students in the learning process, promoting students’ reflection and thinking and emphasizing individuals' ownership of their own learning. Furthermore, collaborative, interactive, and dialogue-based work with others is linked to active learning.

Active learning has traditionally been associated with formal classroom training. Fundamentally, active learning is not something that students perform on their own, but

rather something that a teacher organizes and monitors. Auyuanet et al state that “It requires students to engage in meaningful learning activities and reflect on the knowledge that teachers are making available” (p. 56).

### **2.1.7 Active learning Techniques**

It is crucial to start small, early, and with low-risk activities for both students and teachers. The techniques used must be simple to implement and require little modification on the part of the educator while giving students the chance to organize and clarify their thoughts. As these practices are being incorporated, explaining to the students why this is happening is a good idea; building a supportive learning atmosphere in the classroom by talking to the learners about their progress can also help them improve their metacognitive skills and eventually their capacity to learn independently.

#### **2.1.7.1 Small groups**

This technique can promote energy and interaction, but the task, physical organization, and size of the class should all be taken into consideration when choosing the group size. Three things can raise the standard of small-group work: Students must be given clear instructions; a suitable time period must be decided upon and conveyed; and a group recorder should be given the duty of delivering comments during debriefing (Bonwell and Eison, 1991).

### **2.1.7.2 Games**

Games can encourage student participation, promote social and emotional learning, and encourage students to take risks in the classroom. Students' learning is more engaged, the lessons are reinforced, and the classroom climate improves when learners play games. According to Davison (1984), games can be used to help students experience stressful, unfamiliar, difficult, or contentious situations, enabling them to acquire and practice the necessary coping techniques.

### **2.1.7.3 Strip sequence**

Give students jumbled-up strips of paper with the steps in a process written on them; ask them to collaborate to reassemble the correct sequence. This strategy can improve students' logical reasoning abilities and evaluate their mental models of processes (Handelsman et al., 2007).

### **2.1.7.4 Categorizing grids**

Give students a grid with a number of key categories and a list of words, pictures, equations, or other elements that have been jumbled up. Request the pupils rapidly place the terms in the appropriate grid categories. Volunteers can share their grids and respond to any questions that may come up. Students are able to express and subsequently question the differences they notice within a field of related objects using this method. It can be especially useful for assisting instructors in identifying misconceptions (Angelo and Cross, 1993).

#### **2.1.7.5 Retrieval practice**

Every 15 minutes, take a little break and ask the students to write down whatever they can recall about the preceding class segment. Encourage curiosity. This method encourages pupils to recall information from memory, which enhances long-term memory, the capacity to acquire new material, and the capacity to apply knowledge to new areas (Brame and Biel, 2015).

#### **2.1.7.6 Concept maps**

Concept maps are diagrams that show how concepts relate to one another. Concepts are arranged in nodes (typically circles), and labeled arrows connecting the concepts show their links. Identify the main concepts to be mapped in small groups or as a class before having students develop concept maps. Ask students to identify the general relationship between the concepts and arrange them two at a time, drawing arrows between related concepts and labeling with a brief description of the relationship. This method aids students in examining and strengthening the organization within the model by asking them to construct an external representation of their mental model of a process. It can also highlight the fact that there may be several "correct" solutions (Novak & Canas, 2008).

#### **2.1.7.7 Minute papers**

Ask pupils a question that makes them think critically or reflect on their learning. Give them one minute to write. Obtain all comments and use them to inspire future class



discussions or ask students to share their responses to encourage discussion. This strategy encourages students to express and analyze recently created connections, similar to the think-pair-share strategy (Angelo and Cross, 1993; Handelsman et al., 2007).

#### **2.1.7.8 Brainstorming**

During the first part of an interactive lecture, students can brainstorm what "they know or think they know" about a particular subject while the teacher (or another student) records every input on the board. The teacher uses these student contributions to provide a conceptual framework for the subject at hand and to clarify any apparent misunderstandings (Bonwell and Eison, 1991). For Kagan (2007), brainstorming is defined as a method where ideas, vocabulary, and thoughts are generated in brainstorming sessions. Kagan uses an interactive process where students' contributions might be oral or written. Moreover, the brainstorming technique involves teamwork effort and learners do not question the ideas generated or asking for an explanation about their ideas.

#### **2.1.7.9 Role-playing**

According to Ments (1999) "The most obvious uses of role-playing are in those areas which deal primarily with aspects of communication" (p. 19). Since role-playing is a communication-based approach, teachers use it to foster oral dialogue among students in supervised classroom settings. Role-playing provides students with opportunities to practice speaking the target language and engaging with others in certain roles; as a result, the goal

of this technique is for students to feel, react, and behave as closely to their character as possible.

#### **2.1.7.10 Digital Storytelling**

One genre that has been supported in language and literacy training is the digital story. The instructor claims that pupils advance in both language and computer proficiency (Yit, Siew, & Hazita, 2015). Digital Storytelling was used as a project-based assignment for 12 weeks, which helped students not only develop their talents but also their personal qualities of teamwork, leadership, and self-management (Brenner, 2013).

#### **2.1.7.11 Tests and Quizzes**

Short tests and quizzes are appropriate active learning techniques. For instance, incorporating an immediate mastery test of the content covered is one technique to change conventional lectures to improve students' learning. Exams that last an hour and only last a few minutes have a significant impact on what learners' study and how they learn (Milton & Eison, 1983).

### **2.1.8 Active learning and the use of technology**

Because of the demanding standards and requirements that students must meet in order to thrive in the modern world, significant studies relating to the active learning

methodology have recently been conducted by different writers throughout the world. These requirements imply the implementation of a new teaching style to help students transition into a society that is bombarded with innovation at a rate that was unthinkable just a few years ago. By encouraging students to have a feeling of self-discovery, the active learning methodology has evolved into a respected teaching strategy in this brand-new learning environment.

According to Van de Bogart (2016), the active learning methodologies that are currently being used in classrooms are a combination of numerous learning approaches that have been tested and integrated into numerous programs to impart the knowledge that a student must learn. Additionally, according to this expert, the use of technology and active learning approaches in a classroom that is forward-thinking will become the norm rather than the exception.

Technology has played and will continue to play a crucial part in providing learners with education inside and outside of the classroom. For Kiryakova, Angelova, and Yordanova (2014), today students are born into the digital age. Digital technologies shaped their upbringing. Important problems with adapting the learning process for students with various learning preferences and new standards for teaching and learning must be resolved by teachers. Additionally, Fasset (2020) expresses that the usage of technology by students can be beneficial since it will enable them to acquire skills that will support language development. The usage of both first language and foreign language must be balanced with the use of technology.

Internet offers a huge number of applications and web sites which are alternatives to contribute with learning in an innovative, interactive, and enjoyable way. In this instance, some technological tools that can be used in the English language classroom are listed below:

**Wordwall.** - In a research work developed by Lara (2020), this resource is defined as a teaching tool to create a variety of tasks, such as crossword puzzles, questionnaires, quizzes, and correspondence games. It is important to note that activities and tasks can be shared through a link to WhatsApp, email, social networks, or by other means. In summary, this tool must be considered to be interactive. By using templates, you can introduce content in a few minutes with a variety of appearances, graphic schemes, sources, and sounds.

**Liveworksheets.** - It is a free online platform for education that has the ability to employ current technology to turn static teaching resources like traditional worksheets into interactive worksheets. According to Franco and García (2019), this tool allows to integrate audio, video, photos, drag-and-drop activities, join with arrows, multiple-choice questions, and even speaking activities that need the use of a microphone.

**PowToon.** - It is another e-tool “it is an online software-based animation service that allows users to more easily understand making short videos by including images, music, writing, and other animation effects” (Heryanto & Rahay, 2021, p. 87). The benefit is that students can work individually or in groups on a suggested topic.

**YouTube.** - It is the most popular online video sharing and creation platform that facilitates both the creation and consumption of video content. (Balakrishnan & Griffiths,

2017). Students adore watching YouTube videos because they may master difficult concepts from them and also develop skills such as listening and pronunciation. On the other side, teachers don't have to spend as much time teaching difficult ideas and concepts to students when they can concentrate more on their learning capacities.

**Educaplay.** - It is an online tool that allows to create many online educational multimedia activities. The site is free to use and eliminates the need for using different software programs to do different things. In a research work carried by Salazar et. al (2019), it is mention that Educaplay is a useful interactive platform:

The Educaplay interactive platform for the learning of mathematics represents a pedagogical solution based on Internet technology, which can allow the learning of mathematics in special populations. This tool allows a space of interactivity where students put their creativity into play. This interactivity in addition to the ease of its creation and administration, is what allowed a participatory work among students when developing mathematical exercises, which were supported by concrete material. (Salazar et. al, 2019)

**Jamboard.-** Google created Jamboard, a cloud-based digital whiteboard which has a lot of the capabilities that other users of digital whiteboards find so appealing, including fun pens, picture embedding, background changes, and the capacity to create lessons or present material to students that can subsequently be altered and improved upon. In addition, students can log in to the Jamboard from their devices by using the link that teachers can share to work simultaneously on one board thanks (Bouslog,2021).

**Padlet.-** It digitizes the bulletin board to provide a rich media platform that improves communication in education. The concept of the notice board is expanded by Padlet by turning it into a digital format. Teachers and students now have a place to interact in the educational setting that is actually superior than the real world. Moreover, rich media, such as text, images, videos, and links, can be used to fill this space while all of that is updated immediately for everyone using the space to see (Edwards, 2022).

**Jigsaw planet.-** With the help of this web 2.0 tool, it is possible to design puzzles with a wide range of pieces and shapes. By working on specific illustrations from stories, books, comics, or a variety of other applications, these puzzles help us develop our spatial awareness, logical reasoning, problem-solving abilities, and visual memory while also encouraging reading (Centro del Profesorado de Canarias, 2013).

**Mentimeter.-** It is a digital presentation tool that may be used in real time. Mentimeter provides a platform for in-person and online learning interactions by combining the digital tools of quizzes, polls, and word clouds. In essence, this is an incredibly effective presentation tool for both teachers and students. The system is simple to use, and the live engagement and sharing of presentations is simple as well. This becomes a highly potent tool that can be helpful for teachers when feedback on data trends is provided (Edwards, 2021).

**Lucidchart.-** The web-based diagramming tool Lucidchart lets users to interact and work together in real-time while designing flowcharts, organigrams, website layouts, mental maps, software prototyping, and many other types of diagrams. A variety of collaborative tools are used by Lucidchart, such as an integrated chat feature, comments, video chat, and

real-time collaboration with other editors. Additionally, this tool enables you to publish diagrams on the web and share them with others via email, creating a link (Wikipedia, 2022).

**Edpuzzle.**- According to Edwards (2021), Edpuzzle is a modern online tool for video editing and formative assessment that lets teachers cut, produce, and organize videos. In contrast to a conventional video editor, this focuses more on converting clips into a format that enables professors to interact directly with pupils about a subject. Additionally, it has the ability to provide assessments depending on the content and provides a variety of controls that enable the usage of video even in stricter educational settings.

## **2.2 English as a Foreign Language Learning**

Language is globally important to communicate and convey messages effectively highlighting English as a global communicative language that is significant in education. Srinivas (2019) states that “people need a common language to communicate internally and English serves the purpose since it is the only language spoken all around the world” (p.6). Nowadays English is seen as a lingua franca and that is why more and more people are struggling to acquire it as a foreign language.

According to Yaccob and Yunus, (2019), “English is learnt religiously in schools as a native, second or foreign language. It becomes an important subject and the medium of instructions in most schools and education sectors” (p.39). At schools all over the world, English is taught as a foreign language because of the influence this language has in today`s

world in many fields such as technology, business, science, sports, social media and education as well.

### **2.2.1 Vocabulary in Learning English as a Foreign Language**

According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” For Nunan (1991), vocabulary plays a significant role in foreign language learning. When learning English as a foreign language, the acquisition of a rich vocabulary is crucial. Moreover, in addition to other English elements and skills, vocabulary is the first element that English learners should study in order to understand the language.

In recent years, researchers have developed relevant investigation work about vocabulary subskill. Vocabulary subskill is considered as an essential aspect of foreign language learning as limited vocabulary in a second language does not lead to successful communication. Regarding to vocabulary subskill, Alqahtani in his book “The importance of vocabulary in language learning and how to be taught” states that:

The teachers should be concerned that teaching vocabulary is something new and different from student’s native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching. (Alqahtani, 2015, p. 24)



Vocabulary is crucial since it enhances all forms of communication. Through vocabulary people are able to adequately communicate their emotions. Language learners can convey their thoughts more effectively when they have access to a large vocabulary. Furthermore, strong English vocabulary enhances all aspects of communication, including speaking, reading, and writing. In that sense, Ur (2012) expresses that “Learning the vocabulary of a language is important simply because it is mainly the vocabulary which carries meanings. You can usually convey what you want to say through vocabulary alone, with minimal grammar-but not the other way around” (p. 3).

According to Richards (2001), “Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to” (p.4). From the definitions above, it seems to be that experts consider vocabulary as the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write a language.

### **2.2.2 Vocabulary and the Common European Framework of References**

The Common European Framework of References (CEFR) set by the Council of Europe (2001), states that users and learners depend on a variety of competences acquired throughout their prior experience to complete the tasks and activities necessary to deal with the communication settings in which they are involved. Participation in communicative activities, particularly those that are obviously intended to support language learning, leads to the learner's competencies being further developed for both short-term and long-term use. Users and learners combine their overall abilities with a more narrowly focused

communication competence connected to language in order to achieve communicative intentions.

One of the components of communicative competences is the linguistic competence, which has to do with the ability to understand and apply the units of a language to assemble and formulate meaningful messages. Within the linguistic competence the lexical competence is one of the key elements to take into account when talking about language development since lexical competence may be defined as knowledge of the vocabulary of a language and the ability to use it. The lexical competence at the same time consists of lexical elements (fixed expressions and single word forms) and grammatical elements (articles, personal pronouns, demonstratives, etc.) which the learner will be required to recognize and use them in order to communicate. (Council of Europe, 2001)

For the range of vocabulary knowledge, and the ability to control that knowledge the following illustrative scales are available:

**Table 1***Vocabulary range*

	<b>VOCABULARY RANGE</b>
<b>C2</b>	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
<b>C1</b>	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
<b>B2</b>	<i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
<b>B1</b>	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</i>
<b>A2</b>	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i>
<b>A1</b>	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

**Note:** From “Common European Framework of Reference for Languages: learning, teaching, assessment” Council of Europe. (2001)

**Table 2***Vocabulary control*

	<b>VOCABULARY CONTROL</b>
<b>C2</b>	<i>Consistently correct and appropriate use of vocabulary.</i>
<b>C1</b>	<i>Occasional minor slips, but no significant vocabulary errors.</i>
<b>B2</b>	<i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
<b>B1</b>	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
<b>A2</b>	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
<b>A1</b>	<i>No descriptor available</i>

**Note:** From “Common European Framework of Reference for Languages: learning, teaching, assessment” Council of Europe. (2001)

According to the Council of Europe (2001), “the development of the learner’s linguistic competences is a central, indispensable aspect of language learning” (p. 149). It is vital that the learner or the user of the language develop the linguistic competence in order to be able to understand and use the language properly. Furthermore, as the illustrative scales about the range of vocabulary knowledge and the ability to control that knowledge display, the amount of vocabulary knowledge and the ability to use it in different communicative situations make a huge difference when talking about language proficiency levels: “Size, range and control of vocabulary are major parameters of language acquisition and hence for the assessment of a learner’s language proficiency and for the planning of language learning and teaching” (Council of Europe, 2001, p. 150).

### **2.2.3 Vocabulary and The National Curriculum of English as a Foreign Language**

“Vocabulary learning is central to language acquisition whether the language is first, second, or foreign” (Celce-Murcia, 2001, p. 285). Vocabulary is one of the language aspects which should be learnt. Learning it is crucial because vocabulary knowledge is a prerequisite for being able to speak, read, write, and listen. In other words, one aspect of language that can influence macro skills is vocabulary. Thus, learning vocabulary becomes crucial to learn a foreign language.

The current National Curriculum of English as a Foreign Language is focused on the Communicative language approach since this approach proposal emphasizes the development of the four communicative skills rather than linguistic content learning. According to the EFL Curriculum the purpose of learning a foreign language is to prepare

students to become future citizens who are proficient in using a second language for oral and written communication rather than linguistic specialists who can understand and decipher the various components of the language. In such context, effective communication is the definition of linguistic competency. That is to say, even though grammar, lexis, and other language knowledge will be present, these should not be the primary focus of the learning process (Ministerio de Educación, 2016).

Even though, in order to support dynamic interaction, rouse learners' consciousness and abilities, and generate positive engagement to support intrinsic motivation to learn the language, the emphasis is on the performative aspects of language as a means of engaging in purposeful communicative interaction and making meaning through a variety of activities, vocabulary is always present on such activities.

Content, culture, communication, and cognition (the 4Cs) are essential elements considered in the EFL Curriculum since it is based on the Content and Language Integrated Learning (CLIL) approach. In this approach language is employed in a meaningful and useful manner using material from different disciplines. Through the integration of five curricular threads, this curriculum conceptualizes the 4Cs: Reading, Writing, Oral Communication (which includes speaking and listening), Language through the Arts, and Communication and Cultural Awareness. These five curricular threads comprise specific skills that relate to support and enhance the capacity for oral and written expression, facilitating organization, autonomy, and independence (Ministerio de Educación, 2016).

Regarding to the development of the curricular threads in the EFL Curriculum it is important to highlight that all of them involve vocabulary knowledge, especially the Reading, Writing and the Oral Communication threads as it is exposed in the EFL Curriculum:

**Curricular Thread 1: Communication and Cultural Awareness:** In order to understand cultures around the world and to share with others one's own culture through the target language is necessary vocabulary knowledge. Social competence is developed through the use of conversation, role plays and group work, where learners acquire social skills and are able to understand phrases and expressions from other cultures (Ministerio de Educación, 2016).

**Curricular thread 2: Oral Communication (Listening and Speaking):** The EFL Curriculum takes the position that the two skills are closely related so they should be considered within the same curricular thread. In order to develop listening skills such as infer, predict, construct meaning, among others, vocabulary knowledge is essential in this complex process. For spoken interaction and spoken production vocabulary knowledge plays an important role when conveying meaning. Having a great amount of vocabulary will be helpful in order to communicate orally with others in the target language (Ministerio de Educación, 2016).

**Curricular thread 3: Reading:** Classrooms that support a literacy-rich environment will help English language learners with vocabulary acquisition and literacy since reading increases vocabulary. Moreover, through reading, learners can improve grammar, spelling, vocabulary, and punctuation since written texts are good models for language itself.

Moreover, reading skills like skimming for gist, scanning for specific information, reading for detail, and making inferences require that learners know lexical items to identify and understand simple informational texts such as emails, messages, advertisements, letters, among others (Ministerio de Educación, 2016).

**Curricular thread 4: Writing:** Writing which can be defined as a highly cognitive and metacognitive intellectual act needs knowledge of vocabulary in order to develop literacy skills and to produce different types of texts. Knowing vocabulary assures that learners may acquire word recognition skills and store concepts and ideas in their short-term memory as they construct meaning. Additionally, in young learners it is recommended that literacy skills built in the foreign language be done so at a very simple level focusing on single words and/or simple sentences based on very familiar subjects, in other words basic vocabulary knowledge (Ministerio de Educación, 2016).

**Curricular thread 5: Language through the Arts:** In order to understand and produce oral and written texts such as stories, poems, novels, legends, chants, stories, rhymes, songs, riddles and other literary texts learners need to know words and their meanings. Thus, vocabulary knowledge is actively and passively acquired through the use of literary texts for language learning (Ministerio de Educación, 2016).

#### **2.2.4 Vocabulary Learning Historical Overview**

Coady and Huckin (1997), say that nowadays there is widespread consensus among vocabulary experts that lexical competence is the foundation of communicative proficiency,

or the capacity to effectively and appropriately communicate. In agreement to this belief, Thornbury (2002), expresses that recently, there has been a revival of interest in vocabulary instruction and this is partially because electronic word databases have just been accessible, and partly because new, more "word-centered" methods of teaching languages have emerged, such as the lexical approach.

In the past, foreign language teaching focused mostly on the teaching and acquisition of grammatical structures, which was probably a reflection of the idea that grammar was much more important than other aspects of language. Consequently, other language skills and subskills used to be ignored by both teachers and learners. In the best situations, students gained a very deep understanding of grammar rules and structures but were typically unable to produce any language., especially due to the secondary role assigned to the acquisition of vocabulary.

Celce- Murcia (2001), in her book "Teaching English as a Second or Foreign Language" explains that in the past, vocabulary teaching was often neglected because it was thought that this area of teaching could merely be left to take care of itself. They say that the low status of vocabulary learning and teaching was mostly due to language teaching approaches based on linguistic theories that had been dominant during the last century.

Grammatical and phonological structure were stressed in the first theories of language. According to the Grammar Translation Method, learning a language should begin with grammar and is a process of developing habits. By paying systematic attention to intensive drills of fundamental sentence patterns and their pronunciation, the Audiolingual



Method incorporated these concepts. Because teaching grammatical and phonological principles was the main focus, the vocabulary had to be rather basic, with new terms only introduced when they were required to enable drills. The idea was that when students acquired the structural frames, they might later learn lexical items as needed to fill the grammatical holes in the frames.

Then, Chomsky (1957) rejected the behaviorist theory of habit formation in favor of a rationalist framework, whose core principle was that language is represented by a speaker's mental grammar, which is a collection of abstract rules for producing grammatical sentences. Based on this notion, language learning methods prioritized grammatical rules and saw learning as the acquisition of rules rather than the development of habits. Although vocabulary was given a little more weight, the emphasis on grammatical rules continued to support the notion that lexis was only marginally important.

Hymes (1972), affirms that based on Chomsky's model, sociolinguistic and pragmatic factors governing effective use of language were given more emphasis with the concept of the communicative competence. The teaching approach that evolved from these notions is the Communicative Language Teaching where fluency was promoted over accuracy and consequently shifted the focus from sentence-level forms to discourse level functions. Vocabulary was once more taught primarily as support for functional language usage and given a secondary status.

According to Celce-Murcia (2001) within the previous decades, this picture has been transformed significantly. When vocabulary teaching was beginning to take off and

vocabulary studies were growing exponentially in the early 1990s, the status quo was being challenged. In their opinion the resurgence of interest among researchers can be attributed, in part, to the vast amounts of data that computer-aided research has made available for analysis. These data include details about how words behave in actual language use, larger units that serve as single lexical items in discourse, and distinctions between written and spoken communication. Furthermore, psycholinguistic research was also focusing attention on the memory, storage, and retrieval processes that go into learning new words. Studies involved with creating more effective vocabulary teaching and learning methodologies were prompted by interest in these concerns.

Recently, more holistic approaches to language teaching and learning has been adopted as a result of recent changes in foreign language teaching methods, which now place a greater emphasis on teaching the various language skills and subskills. These new methods are probably in part the reflection of action-oriented approaches, which see language users and learners primarily as members of a society with tasks to complete in a given set of circumstances, in a given environment, and within a given field of action.

### **2.2.5 Definition of Vocabulary**

Since focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy, a proper definition of vocabulary is needed in order to understand its role in language learning.

For Hornby (1995), vocabulary is the entire quantity of words in a language, all the words a person is familiar with or that are used in a specific text, subject, etc.; a glossary of terms with definitions, particularly one that comes with a textbook. Similarly, Nunan (1999), expresses that “vocabulary is a list of target language words” (p.101).

In contrast, Ur (2012), says that defining vocabulary as the words of the language is a very simple manner of defining vocabulary because vocabulary is not only about single words, it also includes lexical chunks, which are collections of two or more words that have the same meaning as a single word and are learned and stored in memory as a single lexical unit. In addition, for Cameron (2001), learning words is only one aspect of vocabulary; it truly encompasses much more. It is also about learning chunks and finding words inside them.

Meanwhile, Richards and Schmidt (2002), state that vocabulary is a set of lexemes, which can include single words, compound words, and idioms. On the other hand, for Jackson and Amvela (2000), the terms of vocabulary, lexis, and lexicon are synonymous.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and their meanings. Moreover, these definitions state that vocabulary is made up of a variety of lexemes, such as single words, compound words, and idioms. On the other hand, vocabulary also bears similarities to the terms "lexicon" and "lexis," and in general, it has to do with the use of words to convey meaning in a language.

### **2.2.6 Importance of vocabulary mastery**

In language learning, vocabulary is used to increase linguistic proficiency. Making sure that students have a strong proficiency in the language is the goal of vocabulary mastering. It depends on the quality and quantity of the vocabulary that learners have grasped. The learners' ability to use language will improve in direct proportion to the depth of vocabulary they can master.

The acquisition of new vocabulary is not a quick and simple process. When a person is a baby, the process of vocabulary mastery begins. Basically, the mother tongue is where the newborn learns their first language. By listening to the words that are spoken by someone else, they will learn vocabulary through simple words but when learning a second or a foreign language this process is even harder because of all the implications that acquiring vocabulary knowledge have.

Harmer (1991), suggests that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Cameron (2001), states that if a person can identify a word's meaning when they see it, they are said to "know" that term. It implies that in order to master vocabulary, students must be able to utilize it in context and understand its meaning.

For John (2000), vocabulary is the understanding of word meanings, hence the goal of a vocabulary test is to see whether students can match each word with a synonym, a definition from a dictionary or tape, or an analogous word in their native tongue. In learning

vocabulary, they need to understand the meaning of words and be able to employ them in sentences in order to develop vocabulary.

In essence, vocabulary mastery is related to the number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. So before mastering English, learners should first acquire this fundamental knowledge. As Chen and Li (2010) acknowledge, vocabulary learning is a principal subject for English learning because it encompasses the basic building blocks of English sentences.

Harmer's viewpoint can be brought to the discussion to make it more understandable. In his book, "The Practice of English Language Teaching", Harmer (2007) claims that certain topics need to be covered in vocabulary lessons, including: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which includes noun, verb, adjective, and adverb.

#### **2.2.6.1 Meaning**

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries

information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

### **a) Synonym**

The term synonymy derives from Greek: syn- + -nymy. "Same and name" is meant by the two components. More than one word having the same meaning or, alternately, more than one word expressing the same idea are all aspects of synonymy.

### **b) Antonym**

For Jackson (1988), the opposite of meaning is an antonym. The words "ant- and -nymy," which mean "opposite + name," are Greek in origin. With oppositeness of meaning, Antonymy deals. There is no distinction between antonyms based on formality, dialect, or technicality; they can coexist in the same style, dialect, or register.

### **c) Denotation**

Richards and Schmidt (2010), say that denotation is "that part of the meaning of a word or phrase that relates it to phenomena in the real world or in a fictional or possible world. For example, the denotation of the English word bird is a two-legged, winged, egg-laying, warm-blooded creature with a beak" (p. 161). Keraf (1984), explains that several

terminologies such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning, are also used to describe denotative meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. This author also claims that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

#### **d) Connotation**

Connotation is more complicated than denotation. “Denotation is the meaning of a word which has added the component of meaning related to emotional overtones” (Widarso, 1989, p. 69). Tarigan (1985), states that connotation is feeling and emotion that occurs within a word. As a result, connotation is denotative meaning that has been stretched. Connotation is, in other words, the sensation or emotion connected to a meaning.

#### **2.2.6.2 Use**

According to Nation (2001), it is possible to draw attention to the use of words by quickly highlighting the grammatical category it belongs to (countable/uncountable, transitive/intransitive, etc.), providing a few comparable synonyms, outlining any usage restrictions (formal, informal, impolite, only used with children, etc.), and providing a well-known opposite or synonym that describes the group or lexical set it belongs to.

### **2.2.6.3 Spelling**

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (2012), there are some crucial considerations that should be made when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

### **2.2.6.4 Pronunciation**

Hewings (2004), asserts that a language's pronunciation is its primary speech-related elements. The many speech sounds and the method in which pitch (the rise and fall of the voice employed to communicate meaning) are among these elements. Phonetic transcription is connected to pronunciation as well. Since the phonetic transcription consistently depicts speech sounds, it may be relied upon as a trustworthy tool for maintaining control over spoken language. Sounds, syllables, and words are the main components of pronunciation.

#### **a) Sounds**

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in



English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in it) and /ʌ/ (as in up) are separate. It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

## **b) Syllables**

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as: [Consonant (s)] + Vowel + [consonant (s)] This means that various combinations of vowels and consonants are possible:

- Vowel only (e.g. in a)
- Consonant + vowel (e.g. in me)
- Vowel + consonant (e.g. in eat)
- Consonant + vowel + consonant (e.g. in bag)

## **c) Words**

A word can have one syllable (for example, "cat") or a string of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). One of the syllables of a word that has more than one is considered to be stressed in comparison to the other syllables in the word, while the other syllables are said to be unstressed. For instance, the first syllable of "window" is stressed while the second syllable is unstressed, and the first syllable of "around" is unstressed while the second is stressed.

Pronunciation can be described as the act of uttering with articulation; giving the appropriate sound and accent. It is a way of speaking a language. It contains vowel, intonation, and segmental features. The listeners are expected to use them effectively and properly. According to Harmer, a term can be said correctly by a native speaker or a skilled user of the language. Moreover, the pronunciation of each word and its appearance must be known by the students because in that way learners will recognize the words when they come across them for the first time since these qualities are quite clear.

In concordance with Harmer, Thornbury (2002), says that “at the most basic level, knowing a word involves: knowing its form and its meaning” (p.15). He uses the word in Maori “tangi” whose meaning as a noun is sound, in order to represent all the aspects of knowing a word, including its spelling, pronunciation, denotation, connotation, among others. To summarize, word knowledge Thornbury represents it in this diagram for the word *tangi*:

**Figure 1**

*Diagram for the word tangi*



**Note:** From “How to teach Vocabulary”. Thornbury. (2002)

The aforementioned definitions suggest that because language is made up of words, learners should become proficient in the language's vocabulary. Having mastered a significant number of words, learners will be able to communicate in the target language. Learning vocabulary entails not just becoming familiar with the words or new terminology, but also with the proper usage of that vocabulary. The context in which a word is generated and its relationship to other words both influence what is meant when a word is used.

According to the interpretation given above, vocabulary is the fundamental building block of language proficiency. Furthermore, it is known that English skills development cannot run successfully without English vocabulary learning, as both are crucial to the teaching and learning of the language. Therefore, learning vocabulary is a crucial matter in developing English as a Foreign Language as it is the basis for how well learners speak, read, listen, and write.

### **2.2.7 How Vocabulary is learned**

Thornbury (2002), explains that when learning their mother tongue, the first words that kids typically learn are those used for labeling (mapping words on to concepts), so that the concept of a dog, for instance, gets a name—dog. At the same time, the child needs to understand that not all four-legged animals are dogs some may be cats for example. Therefore, the child must learn how to broaden the definition of a dog so that it includes not only real dogs but also toy dogs, photos of dogs, and other people's dogs in addition to cats. In other words, developing a vocabulary needs both labeling and categorization skills.

Additionally, the child must understand that superordinate concepts like fruit and animal can be used in place of everyday phrases like apple and dog. Besides, that animal can fit other nouns of lower order, including cat and horse. This entails creating a complex web of words through the process of network construction so that concepts like black and white or fingers and toes, are connected. Building a network links all the labels and packages together and creates the foundation for a process that lasts the remainder of our lives.

Similarly, Ur (2012), says that people who are learning their native tongue typically pick up vocabulary through conversation with others, reading, and listening. During childhood and adolescence, they have plenty of time to read a significant amount of text, either print or digital, and to listen to a substantial portion of spoken language. They also have the opportunity to engage with other native speakers for a considerable part of their waking hours each day. However, this is not the case for the majority of second or foreign language learners enrolled in official academic programs, whose exposure to the target language is frequently restricted to three or four hours per week and may not start until they enroll in school or later. Such circumstances do not offer the vast amount of spoken or written exposure to the target language required to pick up a significant amount of vocabulary in the same manner that native speakers do.

For Thornbury (2002), learning a second language requires building a second mental lexicon as well as learning a new conceptual structure because learning a second language's lexicon involves that the learner possesses not only the words from their native tongue, but also the conceptual system that these words represent and the complex web of relationships that connects them.

### **2.2.7.1 Vocabulary knowledge acquisition**

Taking into account the previous facts, word knowledge is crucial for learning and using both the native language and a foreign language. Since words contain semantic meaning and make it nearly hard to understand or create communications without them, vocabulary knowledge is essential in second language learning.

On the other hand, it is worthy to mention that vocabulary Knowledge can be acquired in two different manners: receptively and productively. Receptive vocabulary refers to the ability to understand a word when it is heard or seen, whereas productive vocabulary refers to the ability to produce a word when it can be used in writing or speech. In other words, while receptive vocabulary knowledge means comprehending the form and meaning of a word in listening or reading, productive vocabulary knowledge implies the actual and proper use of the words in speaking or writing.

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that both native speakers and non-native speakers comprehend and recognize but rarely use; they are utilized passively while reading or listening. Productive vocabulary is actively used when speaking or writing. Reading vocabulary is typically greater than writing vocabulary, and listening vocabulary is typically larger than speaking vocabulary.

“Receptive knowledge exceeds productive knowledge and generally-but not always- precedes it. That is, we understand more words than we utter, and we usually understand

them before we are capable of uttering them” (Thornbury, 2002, p.15). In addition, Ur (2012) says that typically the spoken form and meaning of a word are usually taught before the written form because the learners first know how the words sound like and look like and their meaning. But eventually, both receptive and productive learning of spoken and written forms as well as meaning is required.

Basically, it can be concluded that Vocabulary knowledge becomes an essential part in foreign language learning and this Knowledge can be presented in different forms. Both receptive and productive knowledge are needed in order to understand and use a language since vocabulary is made up of words that readers come across when reading or in the words that people hear and comprehend when speaking to others, watching TV, listen to the radio, or it could be found in the terms individuals use in conversation and daily life, or in the words used in essays, reports, letters, and other types of writing.

#### **2.2.7.2 Memory and Vocabulary knowledge**

In order to achieve the kind of outcomes described in the previous section, it is needed that the learner not only know a lot of words, but the learner is able to remember them. Thornbury (2002), suggests that “In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items” (p. 23).

In his book “How to teach Vocabulary”, Thornbury (2002), also explains that researchers into the workings of memory distinguish between the short-term store, working memory and long term memory systems. The ability of the brain to hold a small number of pieces of information for brief intervals of time, up to a few seconds, is known as short-term memory. But it's evident that acquiring vocabulary successfully entails more than just retaining information for a brief period of time. While working memory is used to maintain attention on words long enough to conduct operations on them. Working memory is essential to a variety of cognitive processes, including comprehending, learning, and reasoning. It can be compared to a workspace where information is initially deposited, examined, and moved before being archived for eventual access. Finally, long-term memory is compared to as a kind of filing system since it has a huge capacity, and its contents are persistent over time, in contrast to working memory, which has a little capacity and no permanent information.

Thornbury (2002) also describes a number of principles gathered by some researchers that are relevant to the subject of word learning and which need to be observed in order to ensure that material moves into permanent long-term memory:

**Repetition:** Without also making an effort to organize the material, simply repeating something seems to have little long-term impact. According to research, words have a fair probability of being remembered if they are encountered at least seven times, spaced out throughout time.

**Retrieval:** The retrieval practice effect is another type of repetition that is essential. Simply put, this indicates that the act of retrieving a word from memory increases the

likelihood that the learner will be able to recall it again in the future. Activities that demand recall, like incorporating a new word into written phrases, smooth the way for later memory.

**Spacing:** It is preferable to spread out memory work over a period of time rather than cram it all into one big block. Both the short term and the long term are affected by this. Each object will be tested at the longest time period that it can be reliably recalled.

**Pacing:** Since each learner has a unique learning style and processes information at a different rate, it is preferable to allow them the freedom to pace their own practice sessions. This could entail the instructor allowing students to complete "memory work" such as silently arranging or revising their vocabulary during vocabulary lessons.

**Use:** The greatest approach to ensure that words are stored in long-term memory is to utilize them, preferably in an entertaining way. This is known as the "use it or lose it" principle.

**Cognitive depth:** The better a term is remembered, the more decisions a learner has to make about it, and the more cognitively challenging these decisions are. Making a judgment about its part of speech or whether to use it to finish a sentence would be a deeper level decision.

**Personal organizing:** Instead of just repeating sentences silently, those who create their own sentences and read them aloud are more likely to remember them. According to



University of Bristol academics, individualized evaluations of words by students are the most successful.

**Imaging:** Test results were better when participants were instructed to discreetly conjure up an image to go along with a new term. This implies that even with abstract words, it might be beneficial for students to identify them with a mental picture. No matter how vivid or inventive the vision is, it must be self-generated.

**Mnemonics:** Mnemonics are devices used to aid in recalling information or rules that have been put in memory but are not yet automatically retrievable. The keyword strategy is the most well-documented memory technique. Mnemonic devices are used by even native speakers to remember some spelling standards.

**Motivation:** The mere desire to learn new words does not ensure that they will be retained. The learner is only likely to spend more time on rehearsal and practice, which will ultimately benefit memory, if there is a strong motive. However, if they are given tasks that require them to make decisions about the words, even uninspired students recall the words.

**Attention:** To increase vocabulary, some deliberate awareness is necessary. Strongly emotional words are more likely to be remembered. This may explain why many students have a talent for recalling curse words even after hearing them just a few times.

**Affective depth:** Affective information is preserved alongside cognitive information and may be just as significant for the retention and recall of words. Making affective

judgments may be just as crucial for students as it is for them to make cognitive judgments about words.

These findings indicate that improved working memory may have a positive impact on language learning. Overall, the conclusions point to the possibility that working memory training can significantly reduce learners' memory constraints, hence improving their language retention and retrieval capacity in the second language, which would eventually lead to greater performance. Memory has an impact on language learning since memory, in all its forms, is necessary for language to exist and that is why knowing and remembering words is crucial for language development and proficiency.

Based on these results, it can be said that there are some important implications for teaching a language that include tasks and strategies to help learners consolidate their mental lexicon by building networks of associations. Furthermore, teachers need to understand that learners need words to be presented in typical situations in order to acquire a sense of their syntactic surroundings, collocations, meaning, and register. In brief, vocabulary learning requires active participation from the learner through multiple exposures to this knowledge.

### **2.2.8 Kinds of learning**

It is worthy to mention that in the language learning process two kinds of learning take place: implicit and explicit learning. In general terms, implicit learning is knowledge acquisition through a process which takes place naturally, simply and without conscious

operations while explicit learning is a more conscious process where structure is attempted through the generation and testing of hypotheses.

Richards and Schmidt (2010), define explicit learning as “learning language items (e.g. vocabulary) by means of overt strategies, such as techniques of memorization. This may be contrasted with implicit learning which refers to learning primarily by means of unconscious exposure to input” (p.210-211). While Celce-Murcia (2001), establishes that “In explicit vocabulary learning students engage in activities that focus attention on vocabulary” (p. 286).

From the definition above, it can be said that the main difference between explicit learning and implicit learning is that explicit learning involves a conscious learning process while implicit learning does not. In other words, implicit learning occurs without awareness of that learning is being reached, while in explicit learning the learner is aware of that learning. In words of Nation implicit and explicit learning or as he says direct and indirect vocabulary learning differ from where their attention focuses on:

It is useful to make a distinction between direct and indirect vocabulary learning. In direct vocabulary learning the learners do exercises and activities that focus their attention on vocabulary. Such exercises include word building exercises, guessing words from context when this is done as a class exercise, learning words in lists, and vocabulary games. In indirect vocabulary learning the learners’ attention is focused on some other feature, usually the message that is conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such messages, considerable vocabulary learning can occur even though the learners’ attention is not directed toward vocabulary learning. (Nation, 2001, p. 2)

In vocabulary learning both direct and indirect vocabulary learning have an important role. Opportunities for direct vocabulary learning through activities that focus their attention on vocabulary are needed in order to learn words and meanings, but indirect vocabulary learning also should be present in language learning because contact with language in use is important for a deeper understanding of the language. As Celce-Murcia mentions a vocabulary learning program needs the presence of both explicit and implicit vocabulary learning:

Currently, however, while acknowledging that exposure to words in various contexts is extremely important to a deeper understanding of a word's meaning, most researchers recognize that providing incidental encounters with words is only one method of facilitating vocabulary acquisition, and that a well-structured vocabulary program needs a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning. (Celce-Murcia, 2001, p. 286)

### **2.2.9 Teaching English Vocabulary**

According to Hornby (1995), teaching is the act of imparting knowledge, skills, etc. to another person. Based on that explanation, teaching can be seen as an activity where the teacher merely imparts knowledge about a specific matter to use it in daily life by the students. However, teaching is not simple to do especially because language learning involves some elements that affect how well students learn English, particularly vocabulary. Both linguistic and nonlinguistic variables are present.

The linguistic aspects are typically connected to the inherent difficulty of the language, which may result in learners' inability to understand the relationship between a foreign language and their local speech, which has quite different rules and styles. On the other hand, the nonlinguistic factors include external and internal factors. Among the external factors which influence the learning are the curriculum, instructional strategies, learning environment, family, and society. The internal elements, meanwhile, are based on learning styles, attention, motivation, interest, attitude, and so forth.

Thus, teaching must be seen as a process by through the learners needs, feelings, and academic goals are met with the intervention of an instructor. Alqahtani (2015), states that in the field of education, including learning a foreign language, the idea that knowledge is a body of facts that must be memorized still rules education since the instructor is viewed as the primary source of knowledge in the teaching and learning process. As a result, students may struggle to comprehend academic subjects because they typically get abstract information.

According to Nation (2001), Knowledge is created by individuals and this is not the collection of facts, ideas, or laws that are waiting to be discovered. Humans develop knowledge in an effort to give their experiences meaning. According to this viewpoint, a teacher-centered learning approach is no longer appropriate. This is so that learning procedures can involve learners in the process of meaning-finding, which our brain does constantly.

Celce-Murcia (2001), emphasizes that a fast growing collection of experimental investigations and pedagogical content, the majority of which address numerous important topics of particular importance to language teachers, provides evidence of the heightened interest in the vocabulary teaching. For instance, questions like: what does it mean to know a word? Which words do learners need to know? How will they learn them? reflect the present emphasis on learners' requirements for obtaining lexical competence and the teacher's role in assisting learners in achieving this aim.

Since it is almost impossible to learn a language and use it without vocabulary knowledge, both teachers and students agree that acquisition of the vocabulary is a key component. However, as Alqahtani mentions, the teaching process must be carefully thought and carried out by the teacher:

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. (Alqahtani, 2015, p. 24)

Since vocabulary knowledge can be acquired explicitly or implicitly, as explained previously, the materials and techniques that the teacher chooses in order to teach vocabulary are crucial for this aim. Nation (2001), expresses that the use of simplified material provides

the learners with good opportunities to learn vocabulary while reading or listening to simplified material inside or outside the class. Teachers can speed up the process by calling attention to specific words, through learning strategies to teach vocabulary, and providing simplified material, but the most crucial opportunities for vocabulary learning come from encountering the words in a variety of contexts and having to use some of them to express new ideas.

### **2.2.9.1 Teaching English to Young Learners**

Learning English from an early age is essential to succeed in this globalized world since nowadays English is a universal language. However, teaching English to young learners is not simple work to do. That is why it results crucial to know how to accomplish it successfully. Teaching English to children, particularly vocabulary, becomes a challenging and fun experience. The main challenges involved in teaching a language to young learners include that children learn language according to specific stages of development, they have more energy and their attention spans are shorter than in adults. Since children mainly learn by playing and imitating, the key to teaching English to young learners seems to be understanding the fundamentals of language acquisition and using them in ways that keep kids interested in learning.

When planning for and teaching English to young learners is vital to take into account the holistic development of the person in order to create the proper environment and conditions for successful learning as Melanie Williams explains:

Teaching English to young learners involves more than merely teaching the language. Both the social and cognitive development of learners, as well as the linguistic, need to be taken into account when planning for and working with the five to sixteen age group. (Williams, 2006, p.1)

In the article “Ten principles for teaching English to young learners” the author Melanie Williams explains that based on her research on how children develop their first and second languages, she has recognized some features and components that appear to be essential to all development aspects and these have to be considered when teaching English to young learners. The following list summarizes her ten principles:

- a. **Start where the child is:** The potential and abilities of the children must not be ignored because children are good at making sense of their surroundings, have knowledge of their world, experience life, and have learned at least one language. For learners, English language issues should be relevant to their everyday lives, engaging, entertaining and conceptually accessible as well.
  
- b. **Encourage social interaction:** Interaction is a key component of learning. Social interaction affects language development since more important than the accuracy of the language is understanding and transmitting messages through language.



- c. Learner exchange ideas and opinions as well as facts:** For the talk to be meaningful and inspiring, all students must be working with ideas and perspectives rather than just facts. The opportunity for collaborative discussion and meaning negotiation is provided through real-world assignments where students collaborate to solve problems and exchange views.
- d. Learners are encouraged to think and contribute:** Learning is an active and cognitive process. Children must face challenges and take risks in order to participate in this learning process cognitively, otherwise they will never experience independence and they may even fail to make progress and lose motivation.
- e. Activities are cognitively and linguistically challenging:** Without taking into account the requirement for exposure to language in a wider context, young learners are exposed to simple language that is tailored at their level. There won't be any opportunities for challenge or risk, two crucial elements for effective learning, if language input is always at the learners' current linguistic level.
- f. Language is in appropriate contexts:** In young learner classrooms, learners should operate meaningful language at discourse level and not only at sentence level. Learners can be exposed to comprehensible, meaningful language at the discourse level through the use of stories, songs, and plays, as examples.

- g. Activities are meaningful and purposeful for learners:** When learning their first language children do not choose the contexts because they are part of their daily lives. They apply their expertise to the circumstance and work from the unfamiliar to the familiar. In the English classroom, meaningful and purposeful interaction within clear, familiar contexts is needed as well.
- h. Activities help learners to develop independence:** Activities must be planned and organized to promote and foster increasing independence since students are expected to become active participants in the learning process. This might involve using dictionaries and other reference resources, as well as introducing pair and group work gradually in classes for young learners.
- i. Learning environment is supportive, non-threatening and enjoyable:** Students must feel safe, expectations must be clear, and learning must be pleasant to foster a positive learning environment in the classroom. All students are respected as unique individuals; risks and challenges are encouraged; topics are exciting and relevant; activities are meaningful and purposeful; praise is given when it is due; and discipline is strict, consistent, and impartial.
- j. Assessment should reflect teaching:** If the aforementioned nine criteria are considered to be vital for effective learning, then it is crucial that the methods used to evaluate students in the classroom reflect and support these.

Taking into account all these considerations, it is worthy to mention that the techniques to teach English vocabulary to young learners must be carefully thought and chosen by the teacher in order to help the learner successfully acquire vocabulary knowledge to understand and use the target language. Additionally, the teacher should inspire students' passion for learning new words and give them the tools they need to learn on their own inside and outside the classroom.

### **2.2.9.2 What Vocabulary to Teach**

In relation to how many words to teach and which ones to teach several experts have concluded that foreign language learners should learn at least two thousand words that include high frequency words in order to understand the language in spoken or written forms. Regarding to this topic Celce-Murcia mentions that “many researchers now advocate that learners should initially be taught a large productive of at least two thousand high frequency words” (2001, p. 287).

Meara (1995), maintains that students should learn very large vocabularies when they first start to acquire a language. In fact, this base of two thousand words now seems to be the most commonly cited initial goal for second language learners. The justification for this view is that, first any given language has a small number of words that occur many times in material we see most often and a large number of words that occur only once or twice. The actual figures for English suggests that a basic vocabulary of two thousand words accounts for approximately 80 percent of what we regularly see or hear.

Additionally, Meara (1995) concludes that a vocabulary of five hundred words is relatively useless, while a vocabulary of two thousand words goes a long way towards achieving a realistic level of lexical competence. A second reason why it would be sensible to teach beginners a very large vocabulary very quickly is that most learners expect to have to learn vocabulary, and it would be a mistake not to capitalize on these expectations.

#### **2.2.10 Techniques to Teach Vocabulary**

It is crucial to keep in mind that learners need to have both active and passive vocabulary knowledge when considering how to teach vocabulary. In other words, students' vocabulary should be made up of English words that they will be expected to use on their own in original phrases as well as words that they just need to recognize when they are spoken or written by others.

Teaching passive vocabulary is crucial for comprehension. The challenge of understanding another speaker requires the listener to have passive vocabulary, that is, enough familiarity with words used by others to comprehend their meaning. Meanwhile, an advanced student's ability to express themselves creatively depends on their ability to learn active vocabulary. This is due to the fact that kids need active vocabulary in order to construct their own sentences.

Developing new vocabulary involves more than just looking up words in a dictionary and using those words in sentences. Students' vocabulary grows throughout their lifetime through

direct and indirect learning. As English teachers want students to remember new vocabulary, this knowledge needs to be learnt, practiced, and revised to prevent students from forgetting. Currently, there are several techniques concerning the teaching of vocabulary.

When presenting a new vocabulary or lexical item to their students, English teachers have to take into account some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons for employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique.

**a. Using actual objects and showing models:** “This technique brings a lot of profits to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners” (Abduramanova, 2020, p. 34).

They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač and Singleton, 2008).

Realia improves language proficiency and engages all ages of visual and kinesthetic learners. Due to the effectiveness and significance of using real things or representations of real objects to demonstrate meanings, students may easily recall new words using this technique. Realia is frequently used by teachers to illustrate the definition of vocabulary words. When the vocabulary is made up of concrete nouns, objects can be utilized to

demonstrate meanings. When a new term is introduced, demonstrating the actual thing typically aids in word memorization through visualization.

**b. Flashcards:** Students need a variety of word-learning strategies that encourage them to actively consider word definitions, word relationships, and word use in various contexts. Creating word drawings is one such technique. Making a brief sketch that links a word to something personally significant to the learner can help many pupils remember a word's meaning in a particular situation. To use this technique, ask a learner to draw what they think a new word means that you are directly teaching them. The sketch only needs to make sense and aid the pupil in remembering the meaning; the student shouldn't spend much time on it. The learner should be able to describe the sketch and explain how it exemplifies the word's definition to demonstrate understanding.

Flashcards can help young learners easily understand and realize the main points that they have learned in the classroom as it is explained by Oxford and Crookall:

The flashcard technique involves at least three components: writing down (copying) the L2 word on the front of a card, writing the word's L1 meaning on the back, and then using the card to become familiar with the new word and its meaning. The flashcard thus represents a glorified L2-L1 word list broken into units, each containing one new word or expression in both L2 and L1 forms. The copying component (assuming that the flashcard is made by the student and not purchased as part of a set) might provide a small amount of kinesthetic benefit to some learners. (Oxford and Crookall, 1990, p. 12)

**c. Visual Imagery:** For Oxford and Crookall (1990) the foundation of using visual imagery for vocabulary learning is connecting a picture with a word. This strategy is based on the idea that most learners can connect new knowledge to concepts in their memory through the use of meaningful visual images, and that visual images speed up learning.

According to Alqahatani (2015), pictures assist children learn new words by relating their past knowledge to a new story. Different vocabulary can be introduced with the use of drawings or visuals. They work great in clarifying the meaning of unfamiliar terms. They should be used as frequently as possible. Visual support helps learners understand the meaning and it makes the word more memorable.

Posters, flashcards, wall charts, magazine images, board drawings, stick figures, and photographs are among the images on the list. There are several places to find images for vocabulary instruction. They are collections of vibrant images meant for schools, in addition to those created by the teacher or pupils. Newspaper and magazine pictures that have been cut out are often quite helpful.

**d. Word lists:** “One of the most prevalent means of trying to instill vocabulary in students is the use of word lists, a technique which does not necessarily involve any direct instruction by the teacher” (Oxford and Crookall, 1990, p. 10).

For Thornbury (2002), the value of word lists may have been underestimated since many students quite like learning words from lists especially because it is possible to learn a lot of words in a short amount of time. He mentions that according to some experts, this

method can be used to learn up to thirty words. Along with simplifying the concept, having the mother language translation available enables learners to check their understanding as well as that of others.

**e. Contrast:** Thornbury (2002), explains that “an alternative way of conveying the meaning of a new word is simply to use words-other words” (p.81). Giving synonyms, antonyms, or superordinate terms are verbal means of clarifying meaning. However, Alqatahni mentions that when contrasting words is important to consider when contrasting words.

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. (Alqahtani, 2015, p. 27)

**f. Enumeration:** For Harmer (1991) an enumeration is an exhaustive, sequential listing of every item in a collection of objects. It may be applied to convey a message. In other words, this method aids in the visual explanation of any word that is challenging. It can be used the word "clothing" and then list or enumerate various items to further clarify. The definition of the term "clothes" may be made obvious by the teacher by listing several articles of clothing, such as an address, a skirt, pants, etc.



“To illustrate the meaning of subordinates, such as flowers, vegetables, and foods, it is a common procedure to exemplify them e.g. rose, jasmine, and orchid are all flowers. But the technique cannot be applied in delivering the words that belong to more than one ordinate” (Alqahtani, 2015, p. 30).

**g. Physical Response:** According to Oxford and Crookall (1990), state that “The theory undergirding this technique seems to be that language can best be learned when words are linked with physical movement, thus activating different parts of the brain and stimulating the learner's schemata in multiple ways” (p. 19). By physically acting out a new second language expression, use of physical reaction adds some context to that utterance.

Teaching gestures may be important for students' memorization efforts in addition to aiding comprehension. In fact, many second language instructors who employ gestures in their lessons claim that their use aids students in their efforts to memorize vocabulary. Many of them have observed that when the teacher makes the gesture that corresponds to the lexical item throughout the class, students can recall the word with ease (Alqahtani, 2015).

**h. Translation:** In monolingual classes, translation has traditionally been the most popular method of explaining a word's meaning. If the target term and its L1 equivalent are closely related, translation has the advantage of being the most direct path to a word's meaning. As a result, it is incredibly cost-effective and particularly suited to dealing with incidental vocabulary that may arise throughout a class (Thornbury, 2002).

**i.Dictionary use:** For Oxford and Crookall (1990), this technique is based on the

notion that a reference book with the definitions of new terms helps the learner who would not otherwise be able to understand what those words meant, and that physically looking up the word aids learners in remembering the definitions.

**j. Drilling:** There are various ways to emphasize the spoken form of words. Once a new word's definition has been established, the teacher might model it to demonstrate it using drills. A drill is the repetition of a little piece of language. In this instance, the teacher repeats the word in order to help the students become familiar with its phonetic characteristics. Drilling should be natural and clear to help students become more familiar with the word. This process modeling can be supplemented by some sort of visual cue, such as using the fingers of one hand to represent the various syllables, to direct learners' attention to the syllable structure and emphasis of the word (Thornbury, 2002).

**k. Word Grouping:** “The technique of word grouping involves dividing a longer word list into new, shorter lists by classifying or reclassifying the target language terms according to one or more important attributes” (Oxford and Crookall, 1990, p. 14).

This technique could be applied to help even beginning students learn to make semantic associations within particular superordinate headings. In addition, word association activities can also be constructed with lists of words that are to be learned.

**l. Word or Concept Association:** According to Oxford and Crookall (1990), “word association and concept association tasks, sometimes known as "elaboration," involve

making associations between the new word or concept and the words or concepts already in the learner's memory, thus creating some context for the learner” (p.16).

**m. Semantic mapping:** It is an activity that aids in bringing relationships between words in a text to awareness and deepens understanding by building word networks. Students are requested to build a diagram of the associations between certain words they find in the text after selecting a book depending on the words they need to learn.

This technique involves making a graphic arrangement of words in terms of their semantic relationships and attributes. The arrangement clearly offers a degree of context for understanding and remembering new words. The key concept is highlighted or centralized, and it is linked with subsidiary concepts, attributes, and so on by means of lines or arrows showing relationships. (Oxford and Crookall, 1990, p. 20)

**n. Spelling the Word:** Language learners benefit from exposure to the spellings of new vocabulary terms since it helps them remember the words' pronunciations and meanings. The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words are not always inferred by the pronunciation.

**o. Keyword:** The fundamental concept behind this technique is that stronger connections between new words and preexisting schemata can be made by combining aural and visual relationships. Finding an existing word in one's native tongue that sounds similar to the new

word is the first step in creating an aural link. The second step is to create a visual link, which is an association between the new term and a well-known word (Oxford and Crookall, 1990).

**p. Guessing from Context:** The guessing from context technique is a way to use context cues to determine a new word's meaning. Using the surrounding words and some context-specific hints, this strategy is used to determine the meaning of new words. For Nation and Coady (1988), there are two types of contexts. The first type of context is the context within the text, which comprises morphological, semantic, and syntactic information in a particular text, while The second is the general context, often known as non-textual context, which refers to the reader's prior understanding of the topics being read.

Four components—the reader, the text, unknown words, and hints in the text—including some understanding of guessing—should be present in a written or spoken text in order to activate guessing. The learner's ability to guess may be affected if one of these components is missing. Additionally, this method encourages students to take risks and try their best to deduce the meanings of terms they are unfamiliar with. They will get more self-assurance as a result and be better able to determine the meaning of words on their own. Learners can establish meanings for themselves using a variety of cues, including pictures, similarities in spelling or sound to the mother tongue, and general knowledge (Walters, 2004).

Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001).

## 2.3 Legal Framework

In order to understand in a general way, the role that education plays in the development and training of Ecuadorian students and what is expected from both teachers and students within the teaching-learning process in Ecuador, it is of great importance to know the legal statutes that govern education in the country and particularly those legal norms that regulate the teaching-learning of English as a Foreign Language. This information will also serve to support the use of the most appropriate approaches, methodologies and techniques to achieve the objectives proposed in this research work.

In Ecuador, education is conceived as an essential right to achieve the integral development of the human being as established in article 27 of the Constitution of the Republic of Ecuador:

Education will focus on the human being and will guarantee their 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; it 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. (Asamblea Constituyente, 2008).

In this article of the Constitution mention is made of two fundamental aspects that are related to the research topic, the first refers to the integral development of the human being

through the teaching-learning process in which the student plays the main role through active participation and the second aspect that is related to a quality education that stimulates critical thinking and that allows the development of skills and abilities to create and work, that is, the development of skills for practical life.

Additionally, it is important to consider Art.2.3 of the Organic Law of Bilingual Intercultural Education, in literal (h) in which the following is established:

It guarantees the right of people to a quality and warm education, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in its systems, levels, sublevels or modalities; and that includes permanent evaluations. Likewise, it guarantees the conception of the learner as the center of the educational process, with flexibility and ownership of content, processes and methodologies that adapt to their needs and fundamental realities. Promotes adequate conditions of respect, tolerance and affection, which generate a favorable school climate in the learning process. (Asamblea Nacional, 2021)

In this regard, it can be established that within the general principles of the current Law of Education, it is considered as a vital aspect that learners receive an education of quality and warmth, determining methodological and flexible evaluation processes and contextualized based on the needs and requirements of the students. Furthermore, the central role of the learner of the educational process is highlighted once again.

On the other hand, the Opportunity Creation Plan 2021-2025 in Objective 7 of the Social Axis that states: “Strengthen the capacities of citizens and promote innovative education, inclusive and quality at all levels” (Secretaría Nacional de Planificación de Ecuador, 2021). It means that in terms of education it is intended that the capacities of students be strengthened through innovation and inclusion at all levels of education and for this it is important to consider the age and individual characteristics of each learner.

Furthermore, due to the health emergency faced all over the world during these last years, in the "Aprendamos Juntos en Casa" plan issued by the Ministerio de Educación (2020), it was stated that "the methodologies to be used in the different offers must be active; active methodologies also motivate curiosity, research, intellectual generosity and improve communication” (p.6); this to achieve quality education by applying flexible educational processes according to the context and the situation facing the country during and after the pandemic since the use of active methodologies are important either in virtual or face-to-face mode.

Similarly, the National Curriculum of English as a Foreign Language developed in 2016, “supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century” (Ministerio de Educación, 2016, p. 242).

In addition, in the National Curriculum of English as a Foreign Language it is established that “teaching methodologies should reflect and respond to learners’ strengths

and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning" (Ministerio de Educación, 2016, p. 243). The EFL Curriculum is focused on student-centered approach where teachers are not just expected to present the learners with a list of facts and information but they will be exhorted to understand that each student is an individual that has different learning styles, different interests, abilities and levels of motivation and that is why these elements must be taken into consideration by teachers in order to modify their methodology.

From the above, it can be concluded that in Ecuador education is conceived as a means for the development of the human being holistically, and that through this process of continuous training the student is provided with the necessary and adequate tools to face the challenges of this time, endowing a wide variety of knowledge that is useful to develop skills and abilities not only to function in the academic field but in daily life. Specifically, the teaching-learning of the English language as a foreign language in Ecuador is considered as a process that requires a deep knowledge of the abilities, skills and needs of the students in order to create a learning environment conducive to the development of linguistic skills that allow them to learn this language and apply said knowledge to communicate efficiently in the different circumstances that arise throughout their lives.



## CHAPTER III

### 3 METHODOLOGICAL FRAMEWORK

#### 3.1 Description of the study area / study group

This research took place at “República del Ecuador” Educational Unit, which is a fiscal institution located in El Jordán neighborhood, in Otavalo City, Province of Imbabura. It belongs to Zone 1, District 10D02 Antonio Ante - Otavalo, Circuit 06-07. It offers all the educational grades from Basic General Education until Senior year of high school.

The study group relied on 5th grade students of Basic General Education and the English Area teachers. Students were around 10 and 11 years old and the majority of these children are mestizos and indigenous people. Specifically, the population for this investigation was 120 students from Fifth Grade of this institution and the eight teachers of the English Area. Due to the large number of students it was necessary to extract a sample of the population in order to gather the information needed for this research. The population and the sample of the population are the following:

**Table 3**

*Population*

<b>Population</b>	<b>N° Students</b>
Fifth Grade “A”	40
Fifth Grade “B”	40
Fifth Grade “C”	40
English Teachers	8
<b>TOTAL</b>	<b>128</b>

**Note:** From the Secretary Office of “República del Ecuador” School

In order to extract the sample of the population it was used the following formula:

$$n = \frac{N \sigma^2 Z^2}{(N-1) e^2 + \sigma^2 Z^2}$$

$$n = \frac{120 \times 0.5^2 \times 1,96^2}{(120-1) \times 0.05^2 \times 1,96^2}$$

$$n = \frac{115.248}{1.2829}$$

$$n = \mathbf{89 \text{ students}}$$

### 3.2 Research Approach/ Type of Research

For this investigation, it was necessary to apply a mixed approach to support the study theories, process, and analysis for setting the appropriate techniques to develop vocabulary subskill of English Language of 5th grade students at “República del Ecuador” School. Quantitative research offers the possibility of generalizing results more broadly, focuses on specific points of a phenomenon, allows a point of view based on counts and magnitudes, and facilitates comparison between similar studies, while qualitative research provides depth to the data, interpretive richness, contextualization of the environment, more details and understanding experiences (Hernández, Fernández, & Baptista, 2014).

First, the quantitative research was applied from the establishment of the initial idea, the problem statement, objectives, and the research questions that were responded in the literature review of this research. Furthermore, the quantitative research served as the

instrument to measure questionnaires results and to be able to present the discussion whether the appropriate techniques to improve vocabulary subskill:

The quantitative Approach is part of an idea that goes limiting and, once delimited, objectives and research questions are derived, reviews the literature and builds a framework or theoretical perspective. Of the questions these hypotheses are established and variables are determined; a plan is drawn up to test them (design); variables are measured in a given context; the measurements obtained are analyzed using statistical methods, and a series of conclusions are drawn regarding the hypothesis. (Hernández, Fernández, & Baptista, 2014, p. 4)

On the other hand, the qualitative research was applied in this investigation according to some important aspects like those to serve for the interpretation of data, mainly to understand teacher's appreciation regarding to the active learning continuum techniques implementation to develop the vocabulary subskill:

The qualitative approach is also guided by significant research areas or themes. However, instead of clarity on research questions and hypotheses preceding collection and data analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during or after data collection and analysis. These activities often serve, first, to find out what the most important research questions are, and then to refine and answer them. The investigative action moves in a way dynamic in both directions: between the facts and their interpretation, and it is a rather "circular" process and the sequence is not always the same, it varies according to each study in particular. (Hernández , Fernández , & Baptista, 2014, p. 7)

After that, it was essential to apply the descriptive research design in the description of results to corroborate teachers' and students' information, since this kind of research design is helpful to describe the characteristics of the population or phenomenon studied. In addition, the interactions of the qualitative and quantitative research were used to obtain the final proposal using both types of research in a dynamic way in order to accomplish the objective of designing the academic proposal directed to help teachers' practices and students' learning about the vocabulary subskill.

### **3.3 Procedures**

This investigation was transversal because data was collected with the purpose to describe variables and its correlation in a given moment but in a single instant and non-experimental, reflecting on the words "in a non-experimental study, no situation is generated, but rather existing situations, not intentionally provoked in the investigation by the person conducting it" (Hernández , Fernández , & Baptista, 2014, p. 152).

The population was taken from three classrooms "A- B-C" of the Fifth Grades of General Basic Education of "República del Ecuador" School, one hundred twenty students in total and the seven English Area teachers. The sample was probabilistic because of the number of students it was necessary to apply a statistical formula to get the sample of students to be the participants of this investigation. The researcher assumed the sampling objectively but considered the standardized features of the group. At collecting data, it was worth applying a survey for students and a structured interview for teachers. To conclude, the survey was practical and structured with closed-ended questions; students completed it digitally using

google forms to facilitate the process. In contrast, teachers were required to have a face to face meeting to obtain strong and valid information from interviews which were structured by open-ended questions.

### **3.4 Bioethical considerations**

In the development of this investigation the researcher applied worthy values such as autonomy, responsibility, originality, creativity and respect to the rights of the authors cited in this research through the use of quotations to denote the authors' words and using the American Association Psychological (APA) referring system. When constructing the instruments to collect data, the researcher made sure that they are very clear, avoiding offensive vocabulary and respecting anonymity.

At collecting the data, participants knew the purpose of the intervention, also, the results from teachers' interviews like opinions and thoughts were carried out for investigative purposes only and participants' names are going to be confidential as well to guarantee participants' comfortability. Finally, the authorization from authorities to carry out this investigation at "República del Ecuador" School was asked in advance and every time it was required the collaboration of the study group they were informed beforehand respecting their time and disposition to cooperate.

## CHAPTER IV

### 4 ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

#### 4.1 Findings

The current study about active learning continuum techniques to develop vocabulary subskill was carried out at “República del Ecuador” School. Both students and teachers were eager to contribute to this research from the beginning. Therefore, participants provided key elements to understand the trendy phenomenon. By means of interviews and questionnaires important information was gathered, and the results were analyzed in depth, preserving a direct relationship between the questions and the study’s variables.

##### 4.1.1 Interviews

The interviews were applied to the eight teachers of the English Area, who responded to seven questions with regard to vocabulary teaching methodology. They were invited to a face-to-face meeting that was carried out in the Principal’s office on July 19 in the present year. All the teachers participated in the interview taking turns according to how motivated or familiarized they felt with the questions. Hence, a very detailed explanation is displayed below.

The first question is intended to know how important it is that students learn vocabulary in the English as a Foreign Language classroom based on the English Teachers’ personal experience. Data collected indicate that all English teachers agree that developing

vocabulary subskill in EFL classrooms is a central point of language learning. Interviewees stated that vocabulary knowledge is an essential element when learning a language since it is strongly linked to the development of other subskills and macro language skills such as listening, speaking, reading and writing. Moreover, it is emphasized the need of learning new vocabulary from early ages in order to be able to understand and produce the new language.

The second question shows important data about the main purpose to teach vocabulary in EFL classrooms according to their personal point of view. The data reveals that English Teachers think that students need to be taught vocabulary as a pre requisite to perform different activities which involve receptive and productive tasks. It is mentioned that without vocabulary knowledge students face difficulties when they are required to read, write, listen or speak in English and it is also stated that the larger amount of vocabulary they get, the more opportunities they have to successfully understand and produce the target language. Furthermore, the fact that any language is mainly made by words is highlighted, thus the learning of a foreign language seems to be not possible without the knowledge of words and phrases in the target language.

The third question discloses the activities and resources regularly used by the English Teachers to teach vocabulary in the EFL class. English teachers responded that they use a variety of activities like drawing, drilling, games, songs, book activities and so on as a way to develop vocabulary subskill. Moreover, teachers claimed that, the main resources they use in the EFL class are printed resources such as the book, copies and pictures. However, none of them mention that they use digital or technological resources in order to present or rehearse

vocabulary lessons in the EFL classroom nor at home. On the other hand, one important aspect that was pointed out by the English teachers was that activities must be chosen and applied according to the age of the students, thus activities for children should be dynamic and fun and mainly focused on learning single words meanwhile activities for teenagers and adult people should be more complex and focused on phrases and in words put in context.

The fourth question exhibits suitable activities to engage students in the development of the vocabulary subskill according to the English teachers' personal experience. Teachers agreed with the importance of using enjoyable and challenging activities to develop the vocabulary subskill. They mentioned that, children especially enjoy drawing, playing, singing and drilling while teenagers prefer fun activities especially those which require creativity. Some of the English teachers interviewed emphasized the importance of taking into account the age of the students when choosing the activities while others highlighted the importance of taking into consideration the real level of knowledge of the students in order to avoid that they feel discouraged if they find an activity too difficult, or they get bored when the activity is too easy for them. Therefore, the activities must be carefully selected and prepared in order to meet the expectations of the students in the EFL classrooms.

The fifth question is addressed to know how familiarized the República del Ecuador's English teachers are with the Active Learning Approach. For the interviewed English teachers, the term Active Learning is well known. Even though they mainly associated active learning with the students' class participation they said that when talking about active learning it is important the creation or construction of new knowledge based on what they already know. Furthermore, some of them expressed that in active learning the classroom



environment is important to let the students learn since a proper classroom atmosphere lets the students to freely perform the activities suggested by the teacher. On the other hand, only one teacher mentioned that active learning goes beyond the inside of the classroom, this teacher suggested that active learning also includes the activities autonomously done at home by the student. Additionally, another teacher pointed out that the main concern of active learning is the development of skills to solve problems and make decisions.

The sixth question displays some familiar techniques that might be used by teachers in the EFL classroom. The techniques listed by the interviewer include role plays, brainstorming, debates, games, hands on technology, graphic organizers, group Discussions, interactive lectures, among others. Most of these techniques seem to be quite familiar for the interviewed teachers and they said that they have used them before. They mentioned that the more popular techniques for them are games, brainstorming and role plays because they are simple to apply with the students and they are easy to prepare and perform. In contrast, techniques such as group discussions, interactive lectures and debates appear as unpopular techniques for them to carry out in the EFL classroom especially because of the complexity of these activities, the large number of students in each class, and the long time required to prepare and present them.

On the other hand, none of the interviewed teachers referred to the use of graphic organizers active learning technique in the EFL class. Additionally, it is worth to highlight that one of the teachers stated that nowadays the use of technology in the EFL class is vital in order to let the student have more opportunities to learn the language better. This teacher

also said that there is plenty of material on the internet but something important is that teachers are updated with the use of technology as well.

The seventh question focused on the need of counting with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class. All the English teachers agreed that it is essential to have an innovative didactic guide that contains activities to help students to develop vocabulary subskill in the EFL class. Moreover, they remarked that it is always necessary to support their daily teaching work with new material, ideas, methods, and techniques to offer their students better opportunities to learn. Additionally, they suggested that the topics of the didactic guide are aligned to the contents established in the EFL National curriculum in order to keep concordance with the contents they are currently working on.

In addition, one of the interviewed teachers proposed that the didactic guide should include activities for face-to-face classes and interactive activities using technological tools as well because there is always the possibility of returning to virtual classes due to strokes, natural disasters or pandemics like the last one the world faced. The teacher also expressed that technology helped a lot during the virtual classes in the pandemic time and students and teachers are now familiarized with the use of technology in the education field.

#### **4.1.2 Survey**

After the analysis and interpretation of the teachers' opinions given by means of the interviews, one questionnaire was designed for students from 5th grade. The purpose of this

tool was to gather information from the participants in the survey in order to support the study variables. The current questionnaire included nine closed-ended questions with regard to the activities carried out in the EFL classroom to develop vocabulary subskill in students. The questionnaire was applied employing the digital tool google.forms in order to gather information efficiently and easily. All of the findings are pinpointed below.

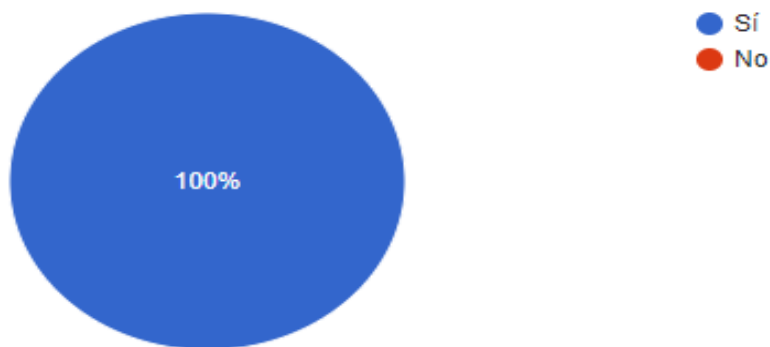
The first question is addressed to identify if students like learning English at school. As figure 2 displays, all of the surveyed students (100%) answered that they like learning English at school. It is an interesting and important finding because it means that they are engaged in learning English. In the words of Williams (2006), the classroom environment must be supportive, non-threatening and enjoyable since these elements contribute to the creation of the favorable environment for efficient learning in the EFL classroom.

## Figure 2

### *Learning English at school*

1. ¿Le gusta aprender Inglés en la escuela?

89 respuestas



**Note:** From the students' survey.

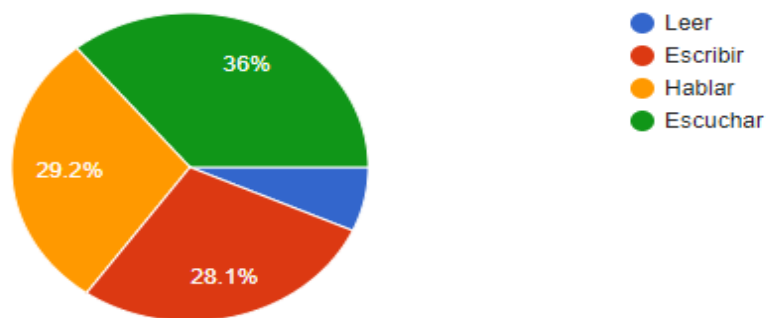
Figure 3 is the second question which displays information about the activities students like the most in the EFL classroom. According to the EFL National Curriculum the goal of learning a foreign language is to become future citizens who proficiently use a second language for oral and written communication (Ministerio de Educación, 2016). Therefore, the development of the language skills is vital in order to understand and produce the target language. Now the students' opinion is shown in this way: A large number of students from the whole population representing 36% stated that the activities they like the most in the EFL class are listening activities. Additionally, 29.2% responded that they enjoy speaking activities meanwhile 28.1% expressed that writing activities are their favorite ones. Finally, for 6,7% of the respondents, reading activities are the most enjoyable assignments for them. One important finding from these answers, is that students see reading as something not enjoyable enough, it might be because Ecuadorian people do not have good reading habits neither in their mother tongue or maybe because teachers do not bring to the EFL class appealing reading material to learn the language.

**Figure 3**

*Students' favorite activities in the EFL classroom*

2. ¿Qué actividades le gustan más hacer en la clase de Inglés?

89 respuestas



**Note:** From the students' survey.

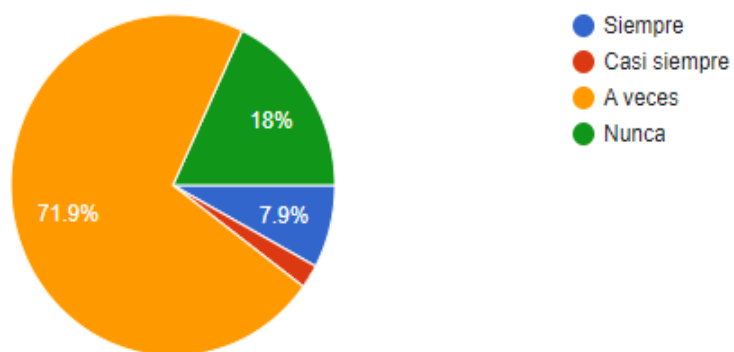
The third question is intended to determine the frequency of responders working in pairs or in groups in the EFL classroom, see figure 4. Since students are expected to become active participants in the learning process, activities must be developed and organized to encourage and promote independence. Activities that help learners to develop independence in young learners involve introducing pair and group work gradually (Williams, 2016). As the pie chart exhibits, the majority of students (71,9 %) answered that they sometimes work in pairs or groups. On the other hand, 34 students (18%) said they never do pair work or group work activities. Moreover, another part of the population that represents 7 students (7,9%) expressed that they are always asked to work in pairs or groups. Finally, 2 students representing (2,2%) answered that they usually work with their partners in the EFL class.

#### Figure 4

*Frequency of pair work and group work activities in the EFL classroom*

3. ¿Con qué frecuencia usted realiza actividades en parejas o en grupos en la clase de Inglés?

89 respuestas



**Note:** From the students' survey.

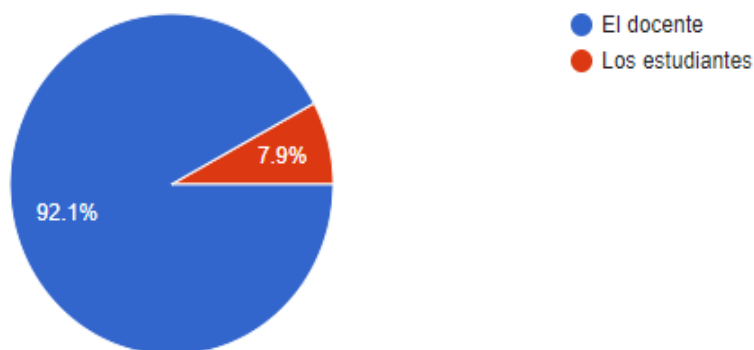
The fourth question in figure 5 was proposed to identify if the students are the ones who spend more time interacting with others in the EFL classroom. Learning involves the active construction of knowledge by the learner, thus the learner should be the one who mostly participate on the discovery and creation of knowledge. An active learning approach and learner-centered approaches enable the creation of knowledge through profoundly engaging learning encounters (Bazelais and Doleck, 2018). The survey data shows that 82 students (92,1%) answered that the teacher is the person who spends more time talking in the EFL classroom, while 7 students (7,9%) said that students are the ones who participate the most in the English class. In other words, most of the population surveyed confirmed that the EFL class is a teacher- centered classroom where the teacher plays the main role in the teaching- learning process while students play a secondary role in that process.

### Figure 5

*Teacher's and students' talking time in the EFL classroom.*

4. ¿Quién habla más tiempo durante la clase de Inglés?

89 respuestas



**Note:** From the students' survey.

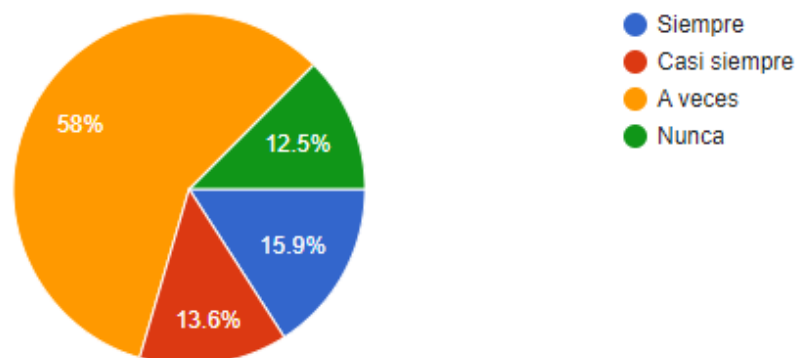
Figure 6 which is the fifth question displays answers about how often the EFL teacher asks students to use apps, web sites or other virtual platforms to develop the vocabulary subskill. 14 students expressed that they were always assigned to do activities using internet applications to develop vocabulary subskill in the EFL classroom. Likewise, 12 students (13,6%) stated that they were usually asked to use internet apps or web sites to learn new words in English. In contrast, 51 students (58%) affirmed the teacher rarely used the Internet applications to develop the vocabulary subskill in the English class while 11 students (12,5%) responded that they were never asked to work using internet applications by the EFL teacher. It seemed that the EFL teacher was not using the Internet applications dynamically. According to Fasset (2020), students' use of technology can be advantageous since it will allow them to gain the abilities that will promote language development.

**Figure 6**

*Frequency of students' use of applications of the internet to learn new words in English*

5. ¿Con qué frecuencia el docente de Inglés le solicita que realice actividades virtuales usando plataformas, sitios web o aplicaciones (Apps) para aprender palabras nuevas en Inglés?

88 respuestas



**Note:** From the students' survey.

As stated in question six, students were asked to choose the applications of the Internet that they have employed to develop the vocabulary subskill. A half of the respondents mentioned that YouTube is one of the most utilized applications with a 50.6% as well as Liveworksheets that declined only to 44.9%. In contrast, Kahoot is the least used of all the apps of the internet representing 1.1%, followed by Jamboard that only reached 2.2%. A minority of students affirmed that Wordwall 6,7% and Educaplay 9% are also used with the purpose of learning vocabulary in English. On the other hand, a considerable number of respondents established that WhatsApp 21.3% and Quizziz 27% are other applications used for learning new words in the EFL class.

An important finding to take into consideration is that even though the EFL teacher has applied YouTube and Liveworksheets applications largely, several of the internet apps mentioned are unknown for the students. For Kiryakova, Angelova, and Yordanova (2014), teachers must address significant issues in adapting the learning process for students with different learning preferences and new requirements for teaching and learning since today students are born into the digital era and their childhood has been shaped by digital technologies.



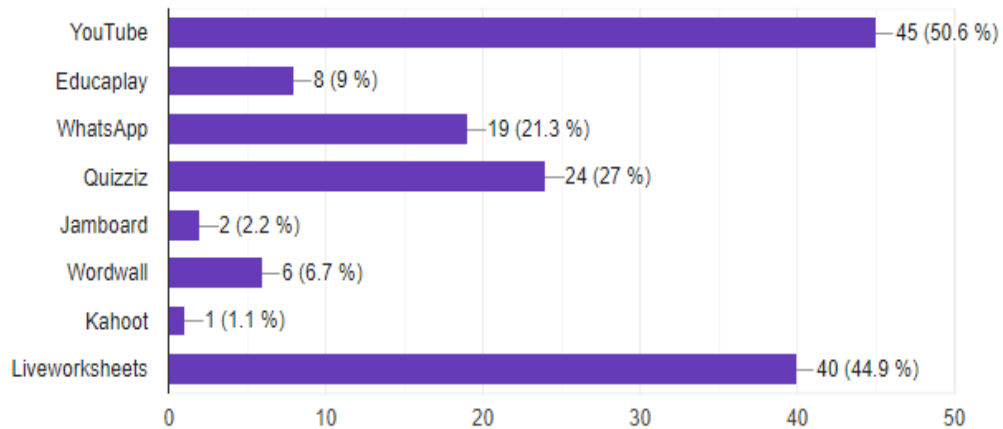
## Figure 7

*Internet applications used for developing vocabulary in the EFL classroom*

6. Seleccione las Apps y sitios web que ha usado en sus clases de Inglés para aprender palabras nuevas.



89 respuestas



**Note:** From the students' survey.

Figure 8 which is the seventh question presents several responses from students surveyed about common activities developed by teachers in the EFL classroom to develop the vocabulary subskill. The largest proportion of the population 64% expressed that they have learned new words in English by drilling and memorizing words while more than a half 53.9% stated that listening to songs in English has helped them to learn new words. Besides, listening to the words the EFL teacher says in the class was another slightly popular strategy among students with 41.6% of agreement. For an almost equal proportion of students, their choice was 16,9% through reading activities and 18% through games and contests in the class. Eventually, a very small number of students 7.9% revealed they have learned words in English by interacting with their partners.

The above mentioned findings suggest that teachers mostly use traditional techniques to develop vocabulary subskill in students such as drilling and memorization instead of using techniques that promote students' interaction. As Williams (2016) states, social interaction is a key component of learning a language since social connection has an impact on language development because knowing and communicating through language is more important than language accuracy. On the other hand, in the EFL class, the teacher must create the opportunities for both explicit and implicit learning. As Richards and Schmidt (2010) mention, explicit learning of vocabulary includes overt strategies such as memorization, and this could be contrasted with implicit learning, which involves learning through exposure to input while being unaware of it, in reading or listening activities, for instance.

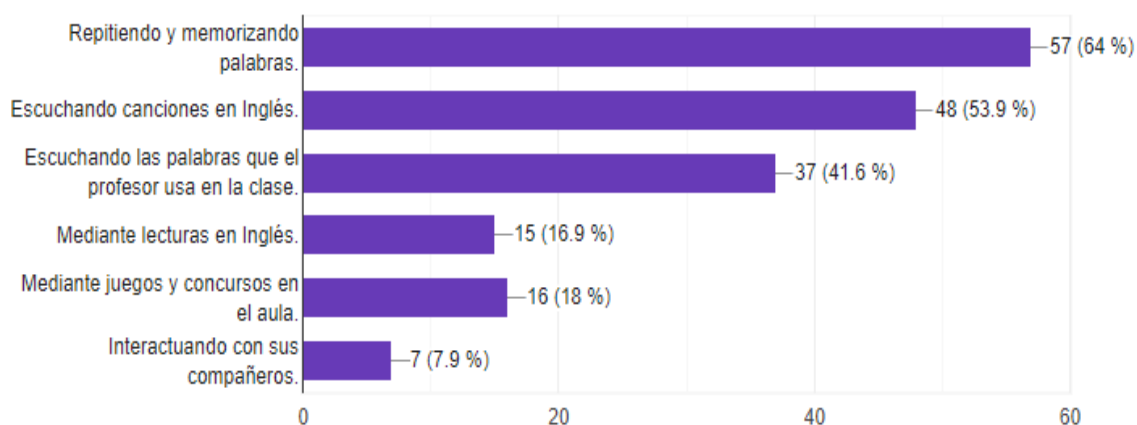
### Figure 8

*Activities used in the EFL classroom to develop the vocabulary subskill*

7. ¿Cómo ha aprendido usted palabras nuevas en Inglés? Seleccione cuantas opciones sean necesarias.



89 respuestas



**Note:** From the students' survey.

The eighth question displays information about the activities students would like to be assigned by the teacher for the development of the vocabulary subskill in the EFL classroom, see figure 9. The highest proportion of the surveyed students 67.4% said that they would like to learn vocabulary in English by listening to songs and watching videos. A large number of students representing 38.2% stated that they would like to learn new words by performing pair work and group work activities while 32,6% of the participants said that they would prefer interactive games for the same purpose. Moreover, 24.7% of students responded they would prefer to participate in word contests to develop vocabulary in the EFL class while 16% of the population chose the option of reading activities to learn vocabulary in English. Activities like creating stories and dialogues 11,2%, performing virtual activities 12,4%, and role-playing activities 10,1% are not among the favorite ones of the students. that represented 12,4% of the whole population. Finally, only 5,6% of the surveyed students would like to learn vocabulary through the use of graphic organizers and just only 6,7% of them are interested in preparing projects and oral presentations in the EFL classroom.

The aforementioned findings show that students are really interested in developing the vocabulary subskill through activities that involve social interaction, the use of technology and enjoyable learning activities. However, activities that include the use of graphic organizers, elaboration of projects and oral presentations seem to be unpopular activities among the surveyed students, it might be because students could assume these activities are difficult and time consuming for them. However, in the words of Collins & O'Brien (2003), the learning process requires having students engaged in activities that involve them in gathering information, thinking, and problem solving to force them to reflect

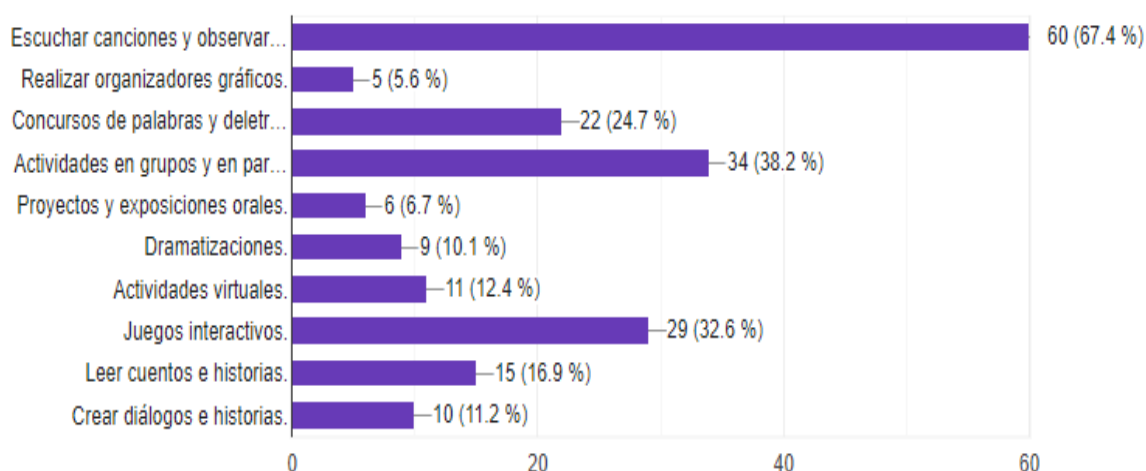
upon ideas and how they are using those ideas, and in that way, keep them mentally and often physically active in their learning.

**Figure 9**

*Activities students would like to try in order to develop the vocabulary subskill*

8. Del siguiente listado seleccione las actividades que a usted le gustaría realizar en la clase de Inglés para aprender palabras nuevas. [Copiar](#)

89 respuestas



**Note:** From the students' survey.

As a final point, in question nine, the largest amount of the surveyed students 93.9% confirmed the need to have in hand a didactic manual based on active learning continuum techniques to improve their vocabulary subskill of the English language. However, 6,7% of learners expressed their disagreement in using the didactic manual, they were probably not familiarized with the use of extra didactic material in the EFL class. It is also important to note that in order to help the learner acquire vocabulary knowledge to understand and use the target language, the techniques to be used must be carefully considered and selected.

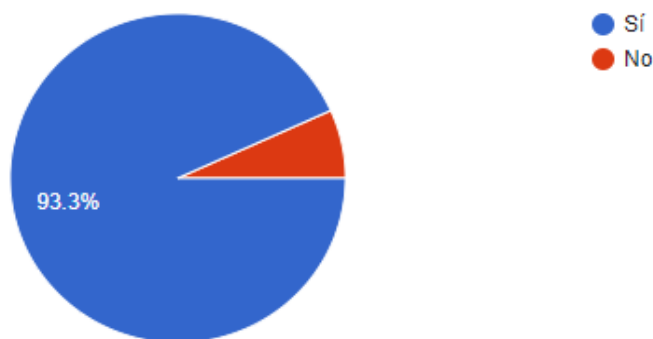
According to Williams (2016) some features and components such as taking into account the learners' background knowledge, social interaction, exchange of learners' opinions and ideas, cooperative learning, activities cognitively and linguistically challenging, meaningful and purposeful activities, and activities to help learners to develop independence, appear to be essential to language development and these aspects must be considered when teaching English to young learners. Therefore, a didactic guide that includes all these considerations seems to be valuable for vocabulary learning purposes.

### Figure 10

*Didactic manual for the vocabulary subskill development*

9. ¿Le gustaría que su docente de Inglés le facilite un Manual didáctico (folleto) con actividades para que usted aprenda vocabulario en Inglés de una manera sencilla y divertida a través de técnicas de aprendizaje activo continuo?

89 respuestas



**Note:** From the students' survey.

## CHAPTER V

### 5 ACADEMIC PROPOSAL

#### 5.1 Title

**Involve me and I learn: Developing vocabulary subskill through active learning continuum techniques**

#### 5.2 Rationale

The vocabulary subskill is an important element for the learners to master a foreign language. It is factual that to be successful language learners it is necessary to first acquire subskills such as vocabulary. Furthermore, developing the vocabulary subskill in a foreign language helps learners to not only understand a language, but allow them to be able to communicate with others as well. Even though language subskills are essential building blocks when learning a language, most of the time their development is leaving aside due to the prominence given to the improvement of skills.

Teaching English to young learners involves more than simply teaching the language. When planning for and working with young learners, it is important to consider their social and cognitive growth as well as their linguistic development. That is why teachers should be concerned that vocabulary learning is a new and different experience from the students' native language. Moreover, it is necessary that teachers know the characteristics of their learners and they must also consider that teaching English to young learners differs from teaching English to teenagers and adults. In that setting, suitable techniques and appropriate material are needed in order to achieve the language teaching goal.

### **5.3 Theoretical Foundation**

For Bransford, Brown, & Cocking (2003) when students participate in active learning, they become more involved in the learning process and are less dependent on the teacher. Active learning implies more than the traditional lecture format, where the instructor presents information to the students and the learning process becomes passive, this approach includes learning by exploring issues and ideas under the guidance of the instructor but students' active participation in the learning process.

Active learning has also been defined as an approach to learning that focuses on the learning process rather than the instructional process. According to Medini (2018), "This is likely to engage students and shifting them from a "passive" (what they are used to) to an "active" (what they are empowered to) learning process" (p. 76).

#### **5.3.1 Active learning Continuum Techniques**

Van de Bogart (2016) expresses that "The active learning techniques which are now being introduced in the classroom are a synthesis of many learning methodologies which have been tested and incorporated in many programs to impart the knowledge which a student must learn" (p.1). In the author's words, learning is founded in the ability of learners to manage networking connections among communities along with their personal contribution of knowledge, which earlier would be the knowledge of others.

**Small groups:** can promote energy and interaction, but the task, physical organization, and size of the class should all be taken into consideration when choosing the group size. Three things can raise the standard of small-group work: Students must be given clear instructions; a suitable time period must be decided upon and conveyed; and a group recorder should be given the duty of delivering comments during debriefing (Bonwell and Eison, 1991).

**Games:** Games can encourage student participation, promote social and emotional learning, and encourage students to take risks in the classroom. Students' learning is more engaged, the lessons are reinforced, and the classroom climate improves when learners play games. According to Davison (1984), games can be used to help students experience stressful, unfamiliar, difficult, or contentious situations, enabling them to acquire and practice the necessary coping techniques.

**Strip sequence:** Give students jumbled-up strips of paper with the steps in a process written on them; ask them to collaborate to reassemble the correct sequence. This strategy can improve students' logical reasoning abilities and evaluate their mental models of processes (Handelsman et al., 2007).

**Categorizing grids:** Give students a grid with a number of key categories and a list of words, pictures, equations, or other elements that have been jumbled up. Request the pupils



rapidly place the terms in the appropriate grid categories. Volunteers can share their grids and respond to any questions that may come up. Students are able to express and subsequently question the differences they notice within a field of related objects using this method. It can be especially useful for assisting instructors in identifying misconceptions (Angelo and Cross, 1993).

**Retrieval practice:** Every 15 minutes, take a little break and ask the students to write down whatever they can recall about the preceding class segment. Encourage curiosity. This method encourages pupils to recall information from memory, which enhances long-term memory, the capacity to acquire new material, and the capacity to apply knowledge to new areas (Brame and Biel, 2015).

**Concept maps:** concept maps are diagrams that show how concepts relate to one another. Concepts are arranged in nodes (typically circles), and labeled arrows connecting the concepts show their links. Identify the main concepts to be mapped in small groups or as a class before having students develop concept maps. Ask students to identify the general relationship between the concepts and arrange them two at a time, drawing arrows between related concepts and labeling with a brief description of the relationship. This method aids students in examining and strengthening the organization within the model by asking them to construct an external representation of their mental model of a process. It can also highlight the fact that there may be several "correct" solutions (Novak & Canas, 2008).

**Minute papers:** Ask pupils a question that makes them think critically or reflect on their learning. Give them one minute to write. Obtain all comments and use them to inspire future class discussions or ask students to share their responses to encourage discussion. This strategy encourages students to express and analyze recently created connections, similar to the think-pair-share strategy (Angelo and Cross, 1993; Handelsman et al., 2007).

**Brainstorming:** During the first part of an interactive lecture, students can brainstorm what "they know or think they know" about a particular subject while the teacher (or another student) records every input on the board. The teacher uses these student contributions to provide a conceptual framework for the subject at hand and to clarify any apparent misunderstandings (Bonwell and Eison, 1991). For Kagan (2007), brainstorming defined as a method where ideas, vocabulary, and thoughts are generated in discerning sessions. Kagan uses an interactive process where students' contributions might be oral or written. Moreover, the brainstorming technique involves teamwork effort and learners do not question the ideas generated or ask for an explanation about their ideas.

**Role-playing:** according to Ments (1999) "The most obvious uses of role-playing are in those areas which deal primarily with aspects of communication" (p. 19). Since role-playing is a communication-based approach, teachers use it to foster oral dialogue among students in supervised classroom settings. Role-playing provides students with opportunities to practice speaking the target language and engaging with others in certain roles; as a result,

the goal of this technique is for students to feel, react, and behave as closely to their character as possible.

**Digital Storytelling:** One genre that has been supported in language and literacy training is the digital story. The instructor claims that pupils advance in both language and computer proficiency (Yit, Siew, & Hazita, 2015). Digital Storytelling was used as a project-based assignment for 12 weeks, which helped students not only develop their talents but also their personal qualities of teamwork, leadership, and self-management (Brenner, 2013).

**Tests and Quizzes:** Short tests and quizzes are appropriate active learning techniques. For instance, incorporating an immediate mastery test of the content covered is one technique to change conventional lectures to improve students' learning. Exams that last an hour and only last a few minutes have a significant impact on what learners' study and how they learn (Milton and Eison 1983).

### **5.3.2 Active learning and the use of technology**

Technology plays a central part in providing learners with education inside and outside of the classroom. According to Fasset (2020), the use of technology in the EFL class enables the acquisition of skills that will support language development. Additionally, Internet offers a huge number of websites and applications which are alternatives to promote

innovation and interaction in education. In this instance, some technological tools that can be used in the English language classroom are listed below:

**Wordwall.** - This resource is defined as a teaching tool to create a variety of tasks, such as crossword puzzles, questionnaires, quizzes, and correspondence games. It is important to note that activities and tasks can be shared through a link to WhatsApp, email, social networks, or by other means. In summary, this tool must be considered to be interactive. By using templates, you can introduce content in a few minutes with a variety of appearances, graphic schemes, sources, and sounds (Lara, 2020).

**Liveworksheets.** - It is a free online platform for education that has the ability to employ current technology to turn static teaching resources like traditional worksheets into interactive worksheets. According to Franco and García (2019), this tool allows to integrate audio, video, photos, drag-and-drop activities, join with arrows, multiple-choice questions, and even speaking activities that need the use of a microphone.

**PowToon.** - It is another e-tool “it is an online software-based animation service that allows users to more easily understand making short videos by including images, music, writing, and other animation effects” (Heryanto & Rahay, 2021, p. 87). The benefit is that students can work individually or in groups on a suggested topic.

**YouTube.** - It is the most popular online video sharing and creation platform that facilitates both the creation and consumption of video content (Balakrishnan & Griffiths, 2017). Students adore watching YouTube videos because they may master difficult concepts

from them and also develop skills such as listening and pronunciation. On the other hand, teachers don't have to spend as much time teaching difficult ideas and concepts to students when they can concentrate more on their learning capacities.

**Educaplay.** - It is an online tool that allows the creation of any online educational multimedia activities. The site is free to use and eliminates the need for using different software programs to do different things. In a research work carried by Salazar et. al (2019), it is mention that Educaplay is a useful interactive platform:

The Educaplay interactive platform for the learning of mathematics represents a pedagogical solution based on Internet technology, which can allow the learning of mathematics in special populations. This tool allows a space of interactivity where students put their creativity into play. This interactivity in addition to the ease of its creation and administration, is what allowed a participatory work among students when developing mathematical exercises, which were supported by concrete material. (Salazar et. al, 2019)

**Jamboard.**- Google created Jamboard, a cloud-based digital whiteboard which has a lot of the capabilities that other users of digital whiteboards find so appealing, including fun pens, picture embedding, background changes, and the capacity to create lessons or present material to students that can subsequently be altered and improved upon. In addition, students can log in to the Jamboard from their devices by using the link that teachers can share to work simultaneously on one board thanks (Bouslog,2021).

**Padlet.-** It digitizes the bulletin board to provide a rich media platform that improves communication in education. The concept of the notice board is expanded by Padlet by turning it into a digital format. Teachers and students now have a place to interact in an educational setting that is actually superior to the real world. Moreover, rich media, such as text, images, videos, and links, can be used to fill this space while all of that is updated immediately for everyone using the space to see (Edwards, 2022).

**Jigsaw planet.-** With the help of this web 2.0 tool, we may design puzzles with a wide range of pieces and shapes. By working on specific illustrations from stories, books, comics, or a variety of other applications, these puzzles help us develop our spatial awareness, logical reasoning, problem-solving abilities, and visual memory while also encouraging reading (Centro del Profesorado de Canarias, 2013).

**Mentimeter.-** It is a digital presentation tool that may be used in real time. Mentimeter provides a platform for in-person and online learning interactions by combining the digital tools of quizzes, polls, and word clouds. In essence, this is an incredibly effective presentation tool for both teachers and students. The system is simple to use, and the live engagement and sharing of presentations is simple as well. This becomes a highly potent tool that can be helpful for teachers when feedback on data trends is provided.

**Lucidchart.-** The web-based diagramming tool Lucidchart lets users interact and work together in real-time while designing flowcharts, organigrams, website layouts, mental maps, software prototyping, and many other types of diagrams. A variety of collaborative tools are used by Lucidchart, such as an integrated chat feature, comments, video chat, and

real-time collaboration with other editors. Additionally, this tool enables you to publish diagrams on the web and share them with others via email, creating a link (Wikipedia, 2022).

**Edpuzzle.**- According to Edwards (2021), Edpuzzle is a modern online tool for video editing and formative assessment that lets teachers cut, produce, and organize videos. In contrast to a conventional video editor, this focuses more on converting clips into a format that enables professors to interact directly with pupils about a subject. Additionally, it has the ability to provide assessments depending on the content and provides a variety of controls that enable the usage of video even in stricter educational settings.

## **5.4 Objectives**

### **5.4.1 General Objective**

-To boost vocabulary development through active learning continuum techniques that generate interactive learning.

### **5.4.2 Specific Objectives**

-To select the most appropriate active learning continuum techniques to enhance students' vocabulary subskill.

-To integrate active learning continuum techniques with practical activities that contribute with improvement of vocabulary subskill.

-To enable learner's language skills improvement through vocabulary subskill development.

## **5.5 Beneficiaries**

The present didactic manual is available for those students and teachers that aim to learn and contribute with EFL learning. Specifically, this work is for those one hundred twenty students of Fifth grade of elementary school and the English teachers of “República del Ecuador” School who collaborated with the investigation and kindly were part of the statistics to carry out the purpose that contributes to vocabulary development.

## **5.6 Impacts**

Because of the desire to reinvent English as a Foreign Language class one of the most significant effects of this manual is to contribute to the growth of education, especially assigning the learner an active role in the learning process. Furthermore, due to the digital age and the accelerated use of the Internet as a resource to create authentic material to engage students' interaction, this work intends to involve the learner in meaningful learning experiences to transform learning in a challenging and enjoyable process.

Indeed, English is a tool that has become a necessity of global communication, and people who speak this language have a limitless number of opportunities in today's world. So far, the learning income that learners receive from the instructors in the classroom, as well as the alternative goals that they attain every day, are critical in developing language skills and subskills in social real-world settings.

## **5.7 Proposal Development**





**Involve me and I learn:**

**Developing vocabulary subskill through active learning**

**continuum techniques**

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**Teacher's procedure**

## VOCABULARY WRAP UP

**Active Learning Technique:** Tests and Quizzes

**Technological tool:** Wordwall

### Dear students

You are given an outstanding manual that intends to help you develop your vocabulary subskill in English. The lessons and activities listed below were designed taking into consideration your interests, likes, your proficiency using online learning and—most importantly—the central role you play in the educational process.

### Dear teacher

This didactic manual was especially designed for your everyday teaching practices; here you will find resourceful material that contains lessons, techniques and web links as samples to enhance your students' learning in this digital age. Explore this material as a guide to incorporate technological tools and active learning continuum techniques for developing vocabulary in the EFL class.

# LESSON 1: Let's work together!

## Active Learning Continuum Technique: Small groups

The small groups technique can promote energy and interaction, but the task, physical organization, and size of the class should all be taken into consideration when choosing the group size. (Bonwell and Eison, 1991)

## Technological tools: YouTube and Educaplay

### Vocabulary topic: Fruits

#### Warm up:

-Watch the video about the fruits. Listen to the song as many times as possible in order to get familiar with the new vocabulary.

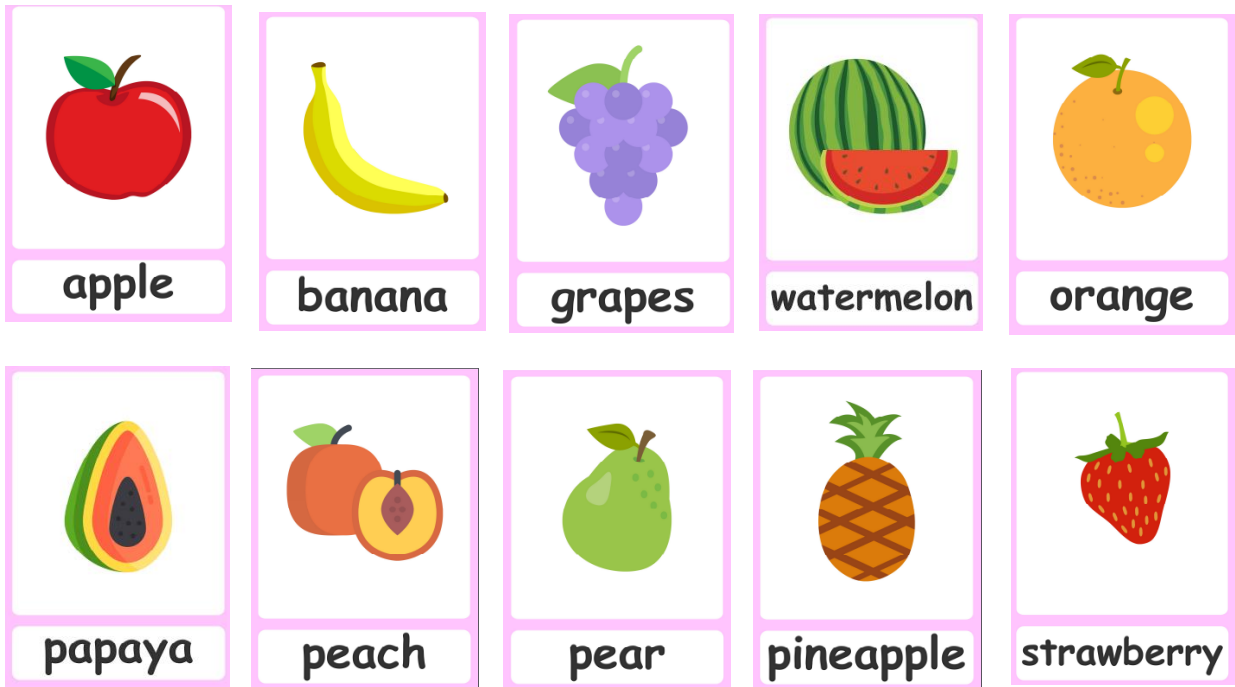
<https://www.youtube.com/watch?v=IWIAxUDmnsQ&t=252s>



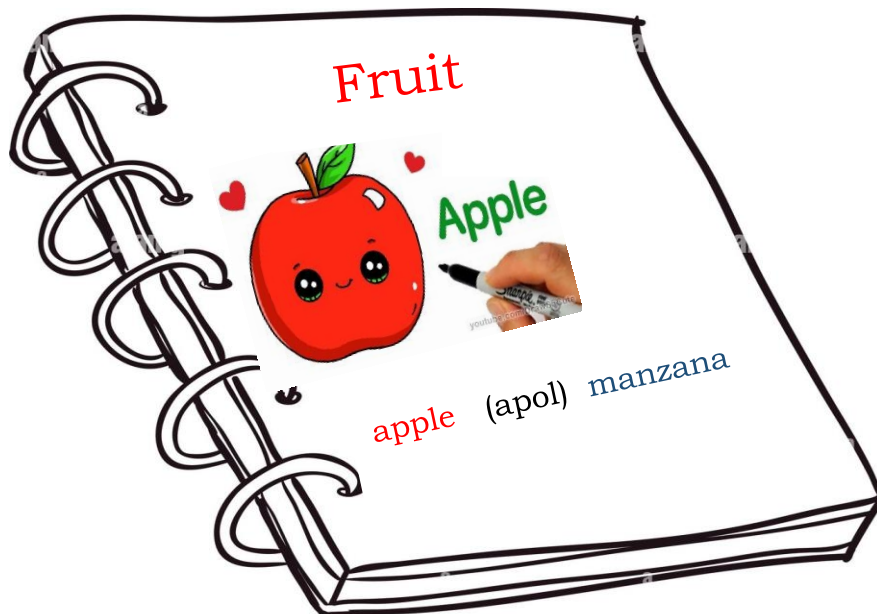
**Presentation:**

-Look at the flashcards about the fruits and recognize the ones you know.

-As long as you see the pictures, pay attention to the pronunciation of the words related to each picture.



-In your notebook, create your own Picture Dictionary by drawing the fruits you saw in the flashcards. Keep in mind the correct spelling of each word as well as its proper pronunciation. Use your dictionary when necessary.



-Create your own flashcards by drawing the new vocabulary presented in this lesson. Make sure to include the right spelling, pronunciation and meaning below the picture in each flashcard.

**Production:**

- In small groups, show your set of flashcards to your partners by saying the words aloud.
- In turns, show your pictures to your friends and ask them to name the fruits they see. Correct pronunciation if needed.
- In your group and taking turns, put your flashcards on the table and say any word related to the vocabulary. Your friends have to pick up the picture of the word they heard. At the end, the person with more flashcards wins the competition.



**Assessment:**

As homework, complete the crossword puzzle about Fruits Vocabulary by entering the link sent by your teacher.

<https://es.educaplay.com/recursos-educativos/9653369-fruits.html>

100 PUNTOS

00:04 TIEMPO

1

9 6 7

4

8

3

Pista Letra Pista Palabra

Comprobar

Activar Windows

Ve a Configuración para activar Windows.

# Teacher's Procedure

## **Warm up:**

- Play the video about Fruits as many times as possible.

## **Presentation:**

- Show students the flashcards about Fruits.
- Ask students to pronounce the words as many times as possible.

## **Practice:**

- Provide the students with the word list of this lesson.
- Encourage students to create their own Picture dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.

- Make learners create their own flashcards.

## **Production:**

- Arrange the class into small groups to work.
- Explain to the students the instructions to perform the proposed activity.
- Model the activity for students.
- Stress values like respect, responsibility and self-confidence.
- Give students enough time to perform this activity.
- Monitor the students' work and behavior.

## **Assessment:**

- Explain to the students that they are going to use Educaplay to complete the assessment activity.

- Let students know how this digital tool works.
- Set a due date to complete the activity.
- Describe to the learners the instructions to successfully do the assessment task.
- Share the link to complete the activity.
- Check the students' results.

**Materials:** Flashcards about fruits, computer and speakers.



## LESSON 2: Let's play Bingo!

### Active Learning Continuum Technique: Games


Games can be used to help students experience "stressful, unfamiliar, complex, or controversial situations," allowing them to learn and practice the coping mechanisms required. (Davison 1984, p. 91)

### Technological tool: Live worksheets

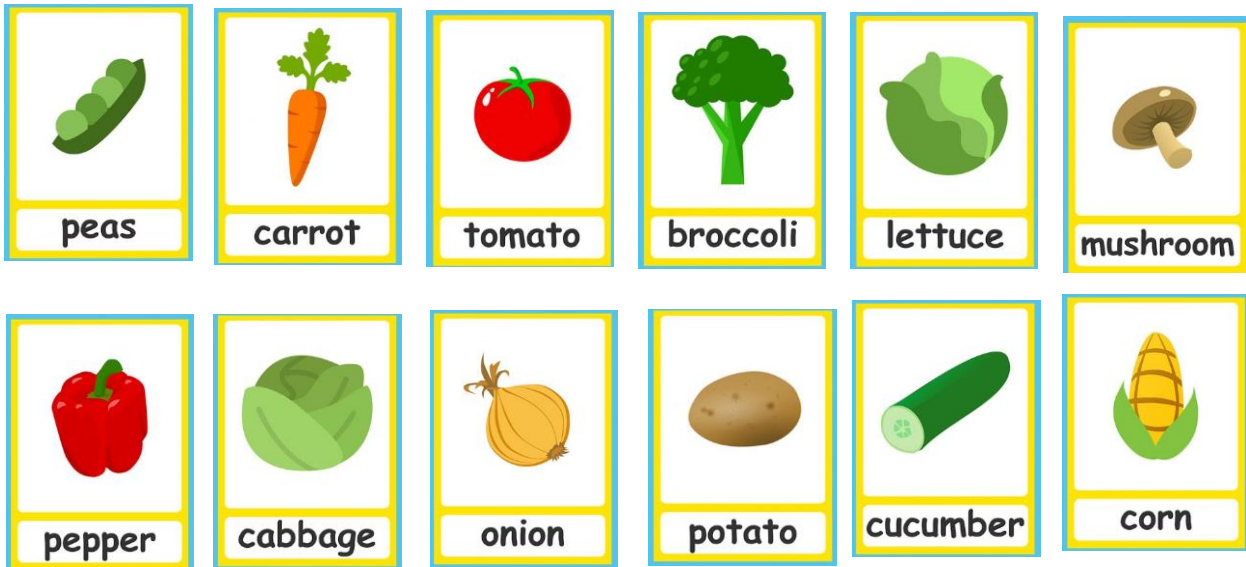
### Vocabulary topic: Vegetables

#### Warm up:

-Look at the flashcards. On the board, paste the pictures according to your opinion.

 I like	I dislike 
 tomato	 onion

## VEGETABLES FLASHCARDS

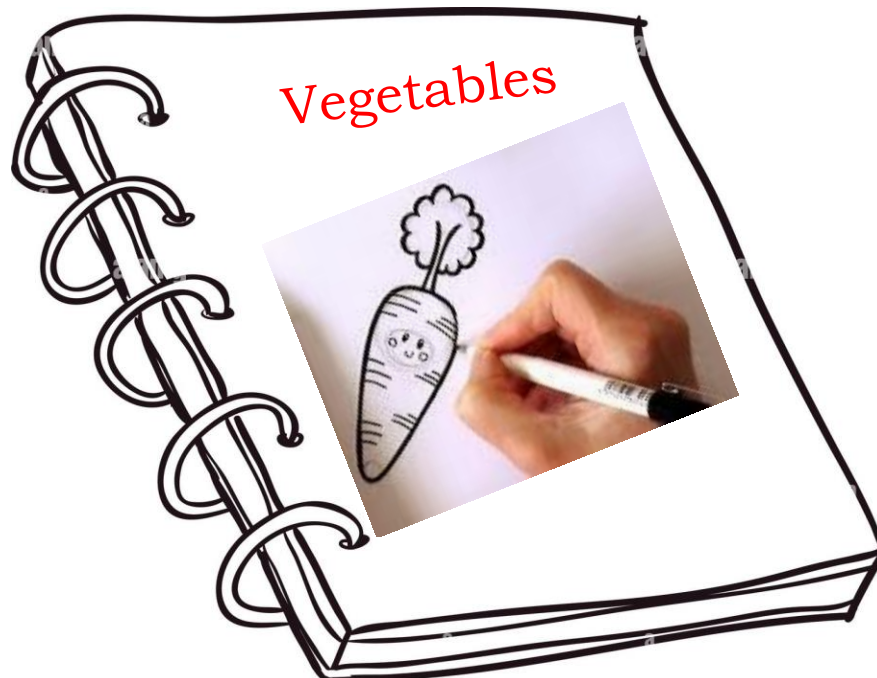


### Presentation:

-Look at the flashcards about the vegetables and identify the ones you know.

-As long as you see the pictures, listen to the teacher's pronunciation of the words and repeat each word after the teacher.

-In your Picture Dictionary, draw the vegetables you saw in the flashcards. Keep in mind the correct spelling of each word as well as its proper pronunciation. Use your dictionary when necessary.



VOCABULARY PRACTICE

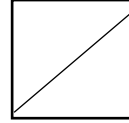
Topic: Vegetables

Name: \_\_\_\_\_

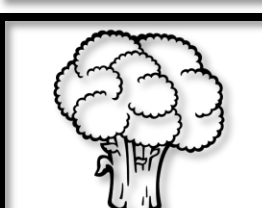
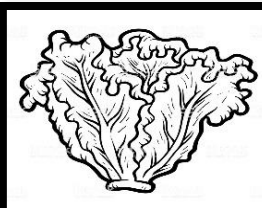
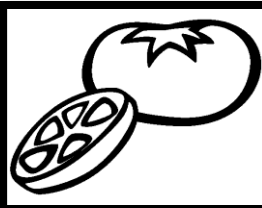
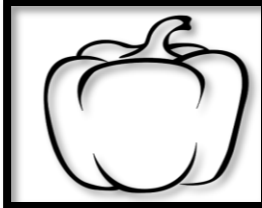
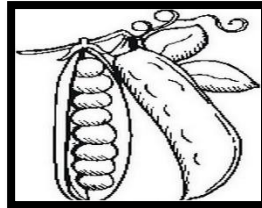
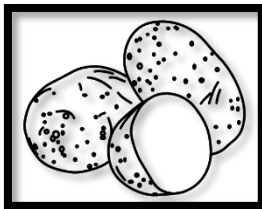
Class: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_



Look at the pictures. Identify the vegetables and match each picture with the correct word.



peas

corn

pepper

potato

onion

lettuce

cucumber

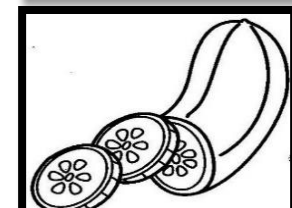
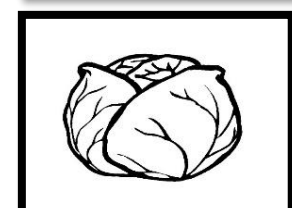
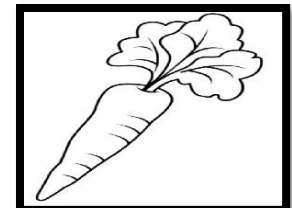
tomato

carrot

mushroom

broccoli

cabbage



## Production

-In your notebook, design a Bingo Chart by tracing a chart that contains nine spaces (3 columns and 3 rows).

-In each space, draw and color any fruit (Lesson A) or vegetable (Lesson B). Then write the name of each item under the picture.

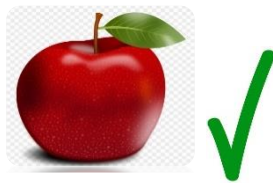
-Once you have filled all the spaces with the fruits and vegetables you chose, pay attention to the words the teacher says.

- As the teacher takes the papers out of the amphora, check the pictures of the vegetables and fruits the teacher mentions if you have them.

- As soon as you have checked all the pictures you drew in your chart, raise your hand and say Bingo!

- Now your teacher will verify if you are the winner of the game. Show your Bingo chart to your teacher, read all the words you have in your chart and enjoy your prize.

## BINGO CHART



apple



carrot



pineapple



cabbage



watermel



broccoli



cucumber



orange



peas

Assessment:

Go to the link. <https://es.liveworksheets.com/5-si356869lp>

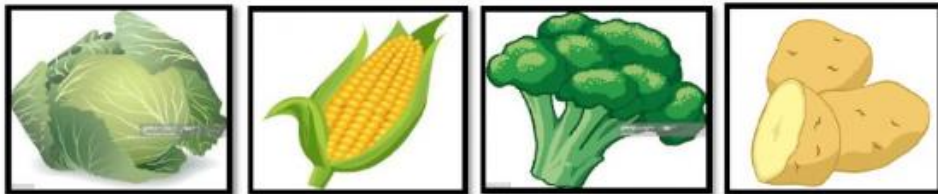
Do the exercises in the interactive Worksheet.

### VOCABULARY PRACTICE

**Topic:** Vegetables.

Drag and drop the name of the fruits and vegetables under each picture.

- |         |          |         |          |
|---------|----------|---------|----------|
| tomato  | mushroom | peas    | potato   |
| cabbage | pepper   | lettuce | broccoli |
| corn    | onion    | carrot  | cucumber |



--	--	--	--



--	--	--	--



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 LIVEWORKSHEETS

**¡Terminado!**

## TEACHER'S PROCEDURE

### Warm up:

- Draw a chart with two columns on the board (I like and I dislike).
- Ask students to paste the flashcards about the vegetables in any of the columns according to their preferences.

### Presentation:

- Show students the flashcards about Vegetables. Ask them to identify the items they see.
- Ask students to pronounce the words as many times as possible.
- Provide the students with the words list of this lesson and tell students to continue working on their Picture Dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.

### Practice:

- Provide students with worksheet 1.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### Production:

- Say students they are going to play a game called Bingo.
- Have students design a Bingo Chart by tracing a chart that contains 3 columns and 3 rows.
- Ask students to draw and color any fruit or vegetable in each space with the name of each item.
- Explain to them the instructions to play Bingo Game.
- Bring an amphora or box with papers that contain all the words learned in lesson 1 and 2.
- Take the papers out of the amphora and say aloud the words that come out of the box (at the end the student(s) that first have the 9 words in their bingo chart win the game).
- Verify if the students actually won the game.
- If possible bring small prizes for the winners or give extra marks to the winners.
- Stress values like respect and honesty.

### Assessment:

- Explain to them that they are going to use Liveworksheets to complete the assessment activity.
- Let students know how this digital tool works.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment task.
- Share the link to complete the activity.

**Materials:** Flashcards about Vegetables, a box, prizes, small pieces of paper.

## LESSON 3: Making a recipe

### Active Learning Continuum Technique: Strip Sequence

Students are given the steps in a process on jumbled strips of paper and are then asked to collaborate to reassemble the steps in the correct order. This technique can improve students' logical reasoning abilities and assess their understanding of how processes work in their heads (Handelsman et al., 2007).

### Technological tool: PowToon

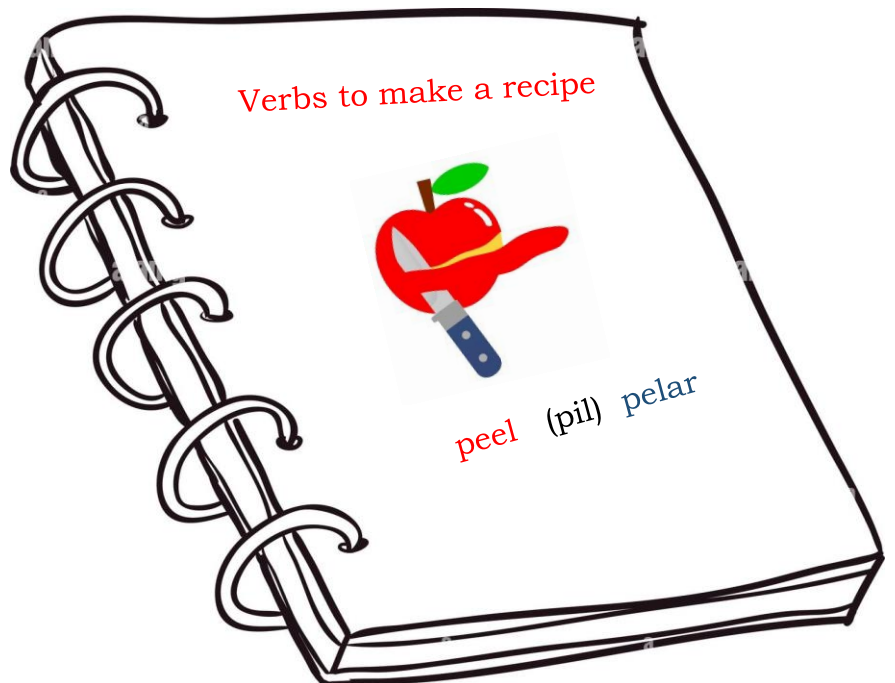
### Vocabulary topic: Verbs to make a recipe

#### Warm up:

- Look at the verbs list written down on the board by the teacher.
- Listen to the teacher's pronunciation of the words and repeat them after him/her.
- Listen to the verb and mimic the action. For example, when you hear the word "wash" you have to act as if you were using soap and water to clean your hands.

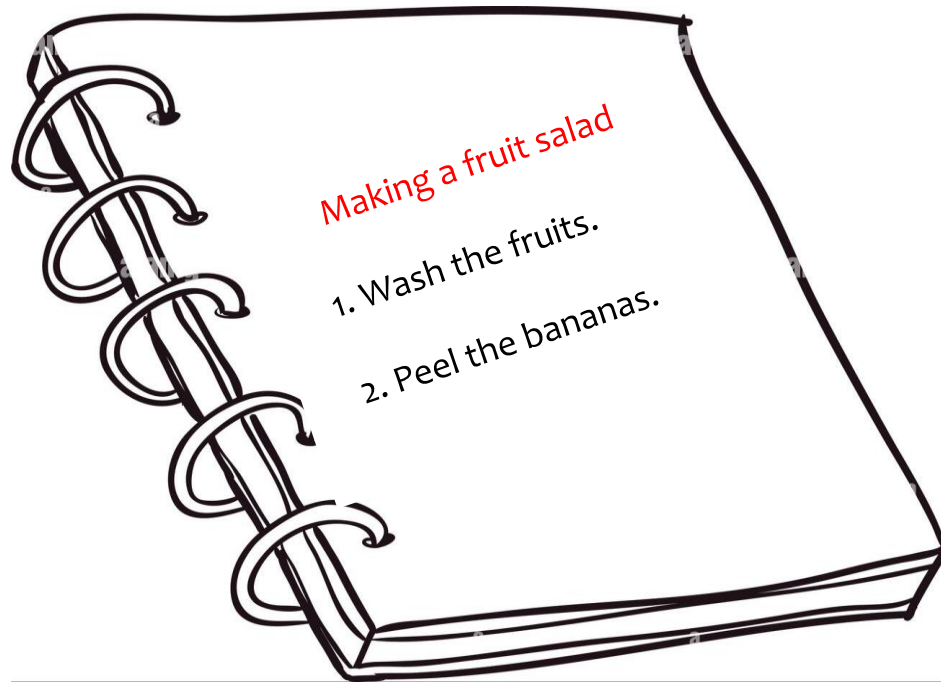
#### Presentation:

- In your notebook, continue working in your Picture Dictionary by drawing something that represents the actions listed in the previous activity. Include the correct spelling of each word, its proper pronunciation and its meaning as well.



## Practice

-In your notebook, write the instructions to make a fruit salad by writing short logical sentences with verbs related to making a recipe and the fruits you learned in the previous lesson. Look at the examples:



-Exchange your notebook with a partner. Take a look at the steps your friend wrote to prepare the recipe. Compare your notes with your friend's work.

## Production:

-In groups, read the small pieces of paper your teacher gave you with the steps to prepare a recipe.

-Now, you have to understand each step written in the strips of paper and try to guess the name of the recipe.

-Look up the unknown words in your dictionary.



-Once you have read all the steps to prepare the recipe and agreed with your partners the correct order of the steps, paste the strips in a sheet of paper in the order you think it is correct.  
-One person in the group is going to present the work you did by saying the name of the recipe you think it is and the steps in the order you put them.

Pour the lemon juice into the vegetables.

Cut the tomatoes, the onions, and lettuce.

Wash the vegetables.

Add some salt.

Put the tomatoes, the onions, and lettuce in a bowl.

Eat the salad.

Serve the salad in a plate.

Peel the tomatoes and onions.

Mix the vegetables with the lemon juice and the salt.

Cut the lemon and get its juice.

**Assessment:**

- Think about preparing “come y bebe” (an Ecuadorian recipe made of fruits).
- Consider the fruits and the actions needed to prepare this recipe.
- Using the vocabulary about fruits and the verbs to make a recipe, in your notebook, write in logical order the steps you need to follow to prepare it.
- Using **PowToon**, create a short video (1-2 minutes) explaining the steps to prepare the “come y bebe” recipe you wrote before.
- Use nice pictures, record your voice explaining all the steps to prepare the recipe and make sure your steps are correctly written and in the correct order by using subtitles in your presentation.
- Finally, share your final product with your teacher and classmates.

## TEACHER'S PROCEDURE

### **Warm up:**

- Write on the board these verbs: wash, peel, cut, put, mix, pour, add, serve, eat and drink.
- Let students know their meaning.
- Pronounce the verbs and ask students to repeat the words after you as many times as possible.
- Ask them to mimic the action you mention. Model the activity first.

### **Presentation:**

- Provide the students with the words list of this lesson and tell students to continue working on their Picture Dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.

### **Practice:**

- Have students write the steps to prepare a fruit salad. Give them some examples.
- Once they have finished writing the steps, ask them to work in pairs to compare their notes.
- Assign enough time to complete these activities.

### **Production:**

- Organize the class in small groups to work.
- Hand out the strips of paper with the steps of the recipe to each group.
- Ask students to read the steps in each strip of paper to put them in the correct order.
- Tell students to paste the strips of paper in a cardboard.
- Ask students to present their work to the class.
- Stress values like respect, responsibility and teamwork.
- Monitor the student's work and behavior.

### **Assessment:**

- Explain to them that they are going to use Powtoon to complete the assessment activity.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment task.

**Materials:** Words list, strips of paper.

## LESSON 4: Classifying words

### Active Learning Continuum Technique: Categorizing grids

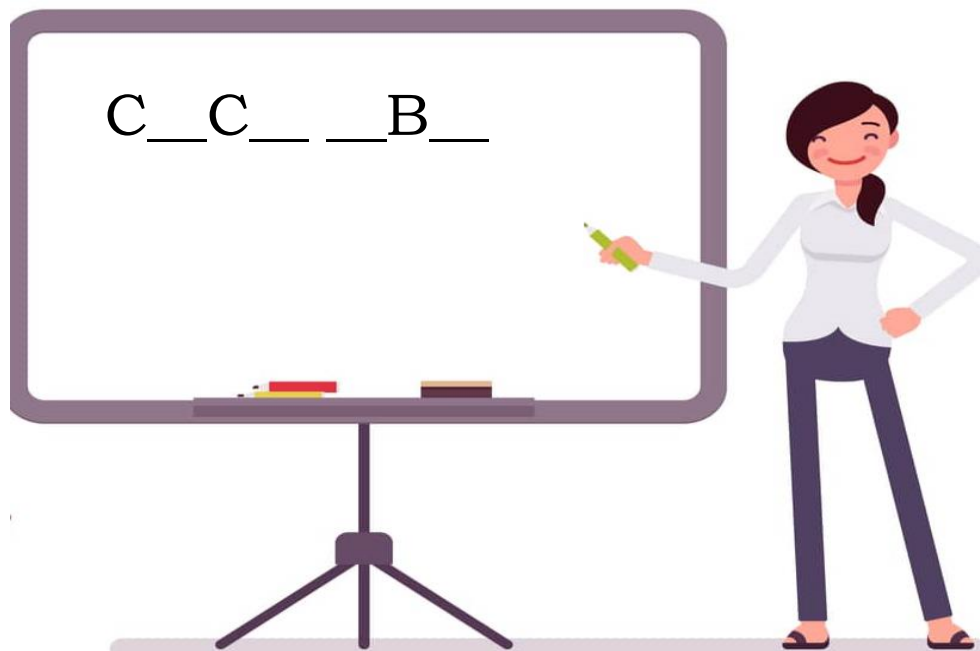
Students are provided with grids containing key categories and a list of words, pictures, equations, or other elements that have been jumbled to rapidly place the terms in the appropriate grid categories. (Angelo and Cross, 1993)

### Technological tool: Jamboard

Vocabulary topic: Food and drinks

#### Warm up:

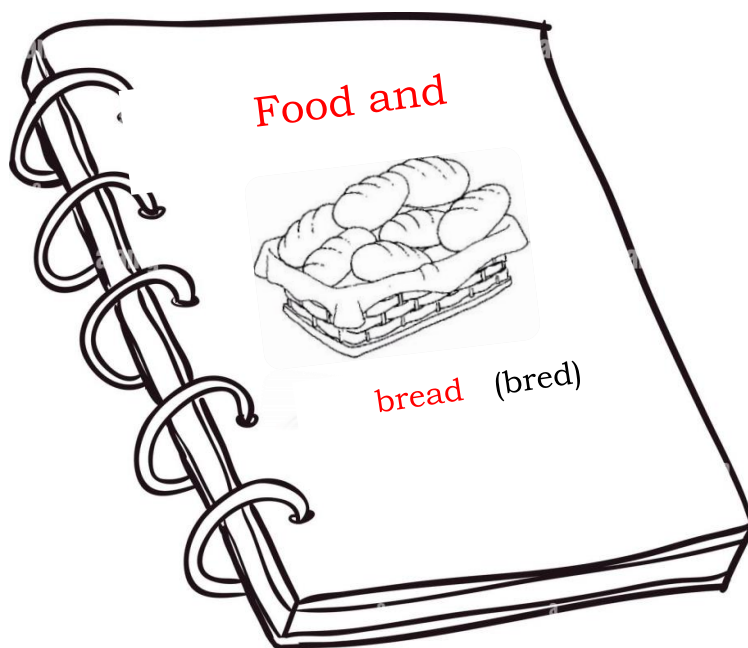
- Look at the incomplete word on the board.
- Think about the vocabulary learned in the previous lessons (Fruits and Vegetables)
- Try to guess the missing letter in each word.



**Presentation:**

- Look at the flashcards about Food and Drinks and identify the items you know.
- As long as you see the pictures, listen to the teacher's pronunciation of the words and repeat each word after the teacher.
- In your notebook, add to your picture dictionary the following words from the lists below.
- Keep in mind the correct spelling of each word as well as its proper pronunciation. Use your dictionary when necessary.

**Food**  
bread  
rice  
pizza  
cheese  
meat  
chicken  
soup  
cake  
cookies  
hamburger



**Drinks**  
soda  
water  
juice  
lemonade  
coffee  
milk  
yogurt  
tea

VOCABULARY PRACTICE

Topic: Food and drinks

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

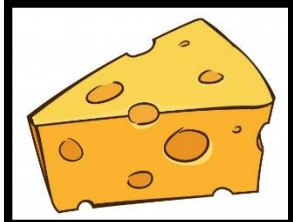
Score:

Look at the picture and color the correct word.



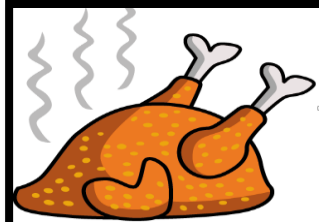
meat

cake



cheese

milk



cookies

chicken



tea

soda



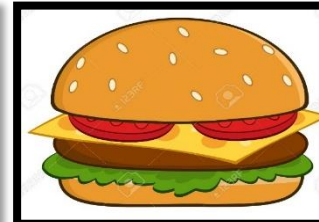
water

pizza



tea

cake



cake

hamburger



coffee

cookies



milk

juice



bread

pasta



rice

soup



coffee

yogurt



chicken

rice



coffee

water



lemonade

juice



bread

cookies

**Production:**

-In pairs, look at the table and read the categories in each column.

-Read the words from the list and try to remember them.




-Decide in which column each word must go according to the category.

-Write the words in each column as fast as you can.

When you finish this activity, compare your answers with the whole class.

**List of words**

cookies	lemonade	chicken	orange	cucumber	tea
cheese	pineapple	pizza	yogurt	lettuce	peach
coffee	tomato	grapes	onion	rice	milk
pepper	strawberry	juice	pasta	carrot	pear

			
<b>Fruits</b>	<b>Drinks</b>	<b>Food</b>	<b>Vegetables</b>

**Assessment:**

-Enter this link:

[https://jamboard.google.com/d/1tZuinJI3u2S\\_m5Rog4suMjjZGFsfrT\\_bleHSHuOSS/edit?usp=sharing](https://jamboard.google.com/d/1tZuinJI3u2S_m5Rog4suMjjZGFsfrT_bleHSHuOSS/edit?usp=sharing)

-In groups, work in Jamboard by classifying the words from the list into the right category.

Students'  
Group 7:

Classify the words from the list into the right category

**Food and Drinks**

- soda
- pizza
- tomato
- hamburger
- cake
- juice
- coffee
- water
- milk
- lemonade
- cabbage
- apple



Healthy Food



Unhealthy Food



Healthy Drinks



Unhealthy Drinks



## TEACHER'S PROCEDURE

### **Warm up:**

- Write on the board incomplete words about the vocabulary learned in the previous lessons (Fruits and Vegetables)
- Ask students to guess the missing letters to complete the words on the board.

### **Presentation:**

- Show students the flashcards about Vegetables. Ask them to identify the items they see.
- Ask students to pronounce the words as many times as possible.
- Provide the students with the words list of this lesson and tell students to continue working on their Picture Dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.

### **Practice:**

- Provide students with worksheet 1.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Ask students to join a partner.
- Hand out the copies with the chart and the list of words.
- Tell students to place the words from the list in the right category.
- To finish the activity, tell students to compare their work with another couple.
- Stress values like respect, responsibility and teamwork.
- Monitor the student's work and behavior.

### **Assessment:**

- Explain to them that they are going to use Jamboard to complete the assessment activity.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to learners the instructions to successfully do the assessment activity.

**Materials:** Flashcards about Food and drinks and a list of words.

# LESSON 5: Let's count together!

## Active Learning Continuum Technique: Retrieval Practice

This method encourages pupils to recall information from memory, which enhances long-term memory, the capacity to acquire new material, and the capacity to apply knowledge to new areas. (Brame and Biel, 2015)

### Technological tool: Padlet

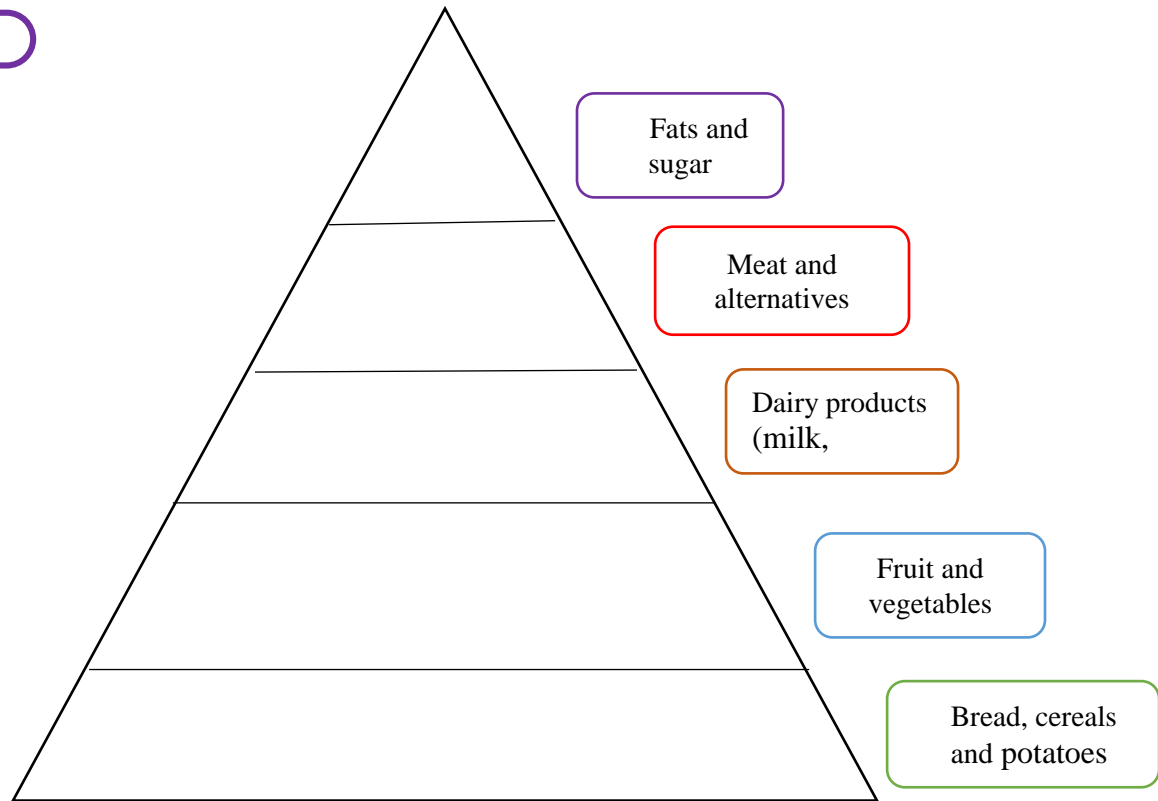
### Vocabulary topic 1: Numbers

#### Warm up:

- In groups, read the words from the words list about Food and Drinks.
- Look at the Food Pyramid and read its categories.
- Think carefully to place each word in the right category.
- Share your work with your classmates.

#### Food and Drinks

bread soda  
rice milk  
pizza yogurt  
cheese apples  
meat carrots  
chicken  
bananas  
lettuce  
tomatoes  
cake pineapple  
cookies potatoes  
hamburger pear



**Presentation:**







-In your notebook, copy the following information and write the numbers from 1 to 100.







1	One	11	Eleven	21	Twenty One
2	Two	12	Twelve	22	Twenty two
3	Three	13	Thirteen	23	Twenty three
4	Four	14	Fourteen	30	Thirty
5	Five	15	Fifteen	40	Forty
6	Six	16	Sixteen	50	Fifty
7	Seven	17	Seventeen	60	Sixty
8	Eight	18	Eighteen	70	Seventy
9	Nine	19	Nineteen	80	eighty
10	Ten	20	twenty	90	ninety
				100	One hundred

-In your notebook, copy the information about **Singular** and **Plural**.

**Singular (1)**

**Plural (2+)**

1		an apple
2		a banana
3		a lemon
4		a sandwich
5		a tomato
6		a strawberry

1	three apples	
2	four bananas	
3	seven lemons	
4	two sandwiches	
5	eight tomatoes	
6	two strawberries	

VOCABULARY PRACTICE

Topic: Numbers

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Score: 

/
---

1. Unscramble

									
<table border="1" style="padding: 2px;">EON</table>	<table border="1" style="padding: 2px;">OWT</table>	<table border="1" style="padding: 2px;">HTERE</table>	<table border="1" style="padding: 2px;">OUFR</table>	<table border="1" style="padding: 2px;">VFIE</table>	<table border="1" style="padding: 2px;">IXS</table>	<table border="1" style="padding: 2px;">VEENS</table>	<table border="1" style="padding: 2px;">GTIEH</table>	<table border="1" style="padding: 2px;">INNE</table>	<table border="1" style="padding: 2px;">NTE</table>
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2. Select the correct option

					
<table border="1" style="padding: 5px; width: 100%;">                 thirteen                  twelve  <u>eleven</u> </table>	<table border="1" style="padding: 5px; width: 100%;">                 fourteen                  twenty                  seventeen             </table>	<table border="1" style="padding: 5px; width: 100%;">                 fifteen                  sixteen                  nineteen             </table>	<table border="1" style="padding: 5px; width: 100%;">                 sixteen                  fourteen                  twelve             </table>	<table border="1" style="padding: 5px; width: 100%;">                 eighteen                  fourteen                  sixteen             </table>	<table border="1" style="padding: 5px; width: 100%;">                 nineteen                  seventeen                  thirteen             </table>

3. Write in English these numbers.

74 _____ seventy-four _____	23 _____
86 _____	68 _____
92 _____	17 _____
41 _____	100 _____
57 _____	96 _____

4. Count and write the fruits. Write a sentence using a, an or numbers.

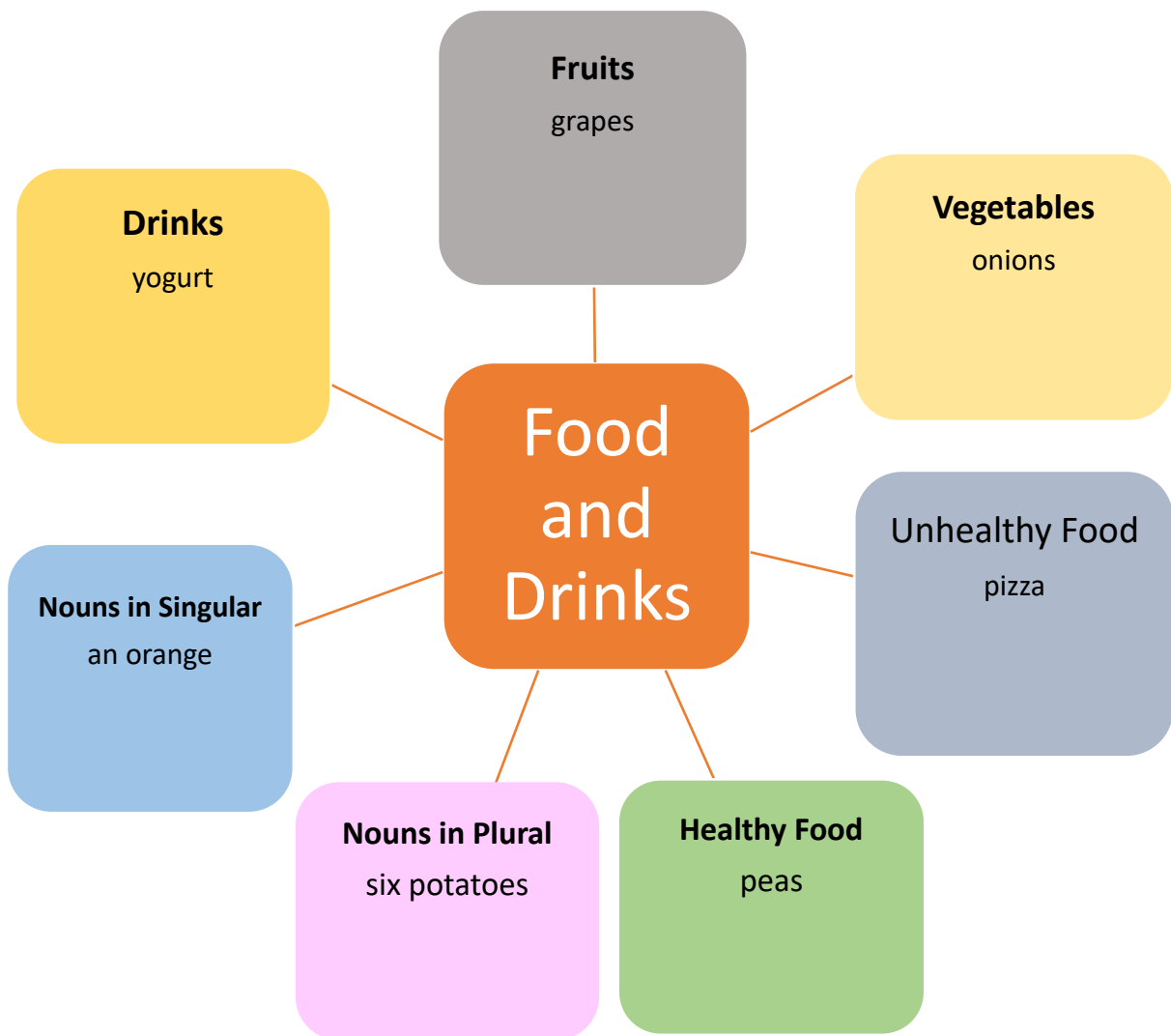
	_____ ten oranges _____		_____		_____
	_____		_____		_____

**Production:**

-To complete this graphic organizer, you need to remember all the vocabulary topics studied in the previous lessons.

-You have to write five items in each section. Look at the examples.

**Retrieval Practice:**



**Assessment:**

**Enter this link and complete the activity in Padlet.**

<https://padlet.com/jennyvalencia1709/gr7gmrshzucn77fb>

## TEACHER'S PROCEDURE

### **Warm up:**

- Organize the students in small groups.
- Write on the board the vocabulary about Food and Drinks.
- Have students draw a pyramid with five levels and label each category (Bread, cereals and potatoes/Fruits and Vegetables/Dairy products/Meat/Fats and sugar).
- Ask students to think carefully to place each word in the right category.
- Let students share their work for the class.

### **Presentation:**

- Ask students to copy the numbers in their notebooks.
- Have them copy the explanation and examples about singular and plural in their notebooks.

### **Practice:**

- Provide students with worksheet 3.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Hand out the copies with the graphic organizer sample.
- Ask students to complete the graphic organizer by writing five words in each category.
- Monitor the student's work and behavior during the activity.

### **Assessment:**

- Explain to them that they are going to use Padlet to complete the assessment activity.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment activity.

## LESSON 6: What's there in the fridge?

### Active Learning Continuum Technique: Concept maps

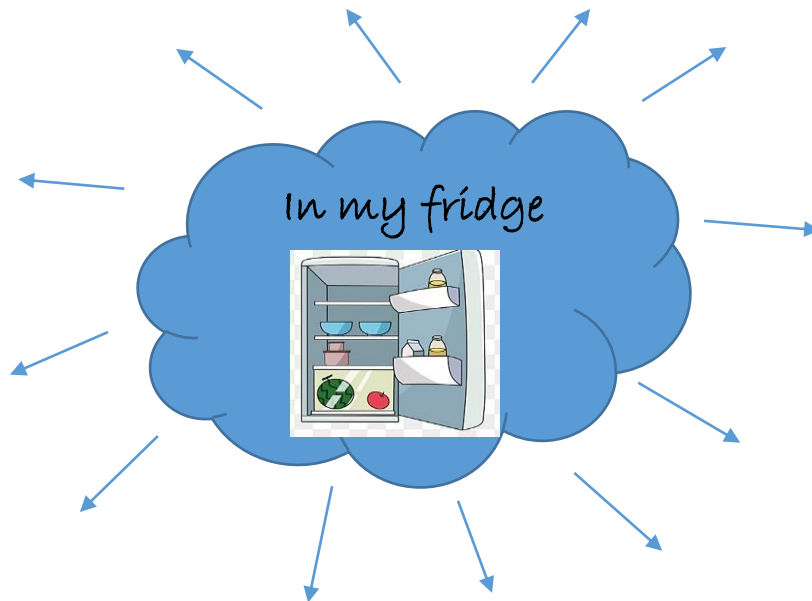
Concept maps are visual representations of the relationships between concepts. Concepts are grouped in nodes, which are often circles, and their connections are shown by labeled arrows (Novak & Canas, 2008).

### Technological tool: Lucidchart

### Vocabulary topic 1: Countable and Uncountable Nouns related to Food and Drinks

#### Warm up:

-Brainstorm the things you can find in your fridge.



**Presentation:**

-In your notebook copy the following information about Countable and Uncountable Nouns.

**COUNTABLE NOUNS**

-Things you can count.  
-You can write them in Singular and in Plural.



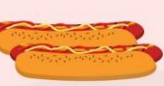

































Example: a pear two pears

**UNCOUNTABLE NOUNS**

-Things you can't count.  
- You can't write them in Plural.

-Examples: rice rices X

**FOOD**

COUNTABLES			UNCOUNTABLES		
					
Burgers	Sandwiches	Hot dogs	Bread	Fruit	Juice
					
Cherries	Apple	Grapes	Meat	Rice	Cereal
					
Oranges	Olives	Watermelons	Milk	Coffee	Tea
					
Carrots	Tomatoes	Peas	Soup	Salt	Flour
					
Salads	Vegetables	Pancakes	Sugar	Butter	Cheese
					
Sausages	Eggs	Potatoes	Honey	Water	Chocolate



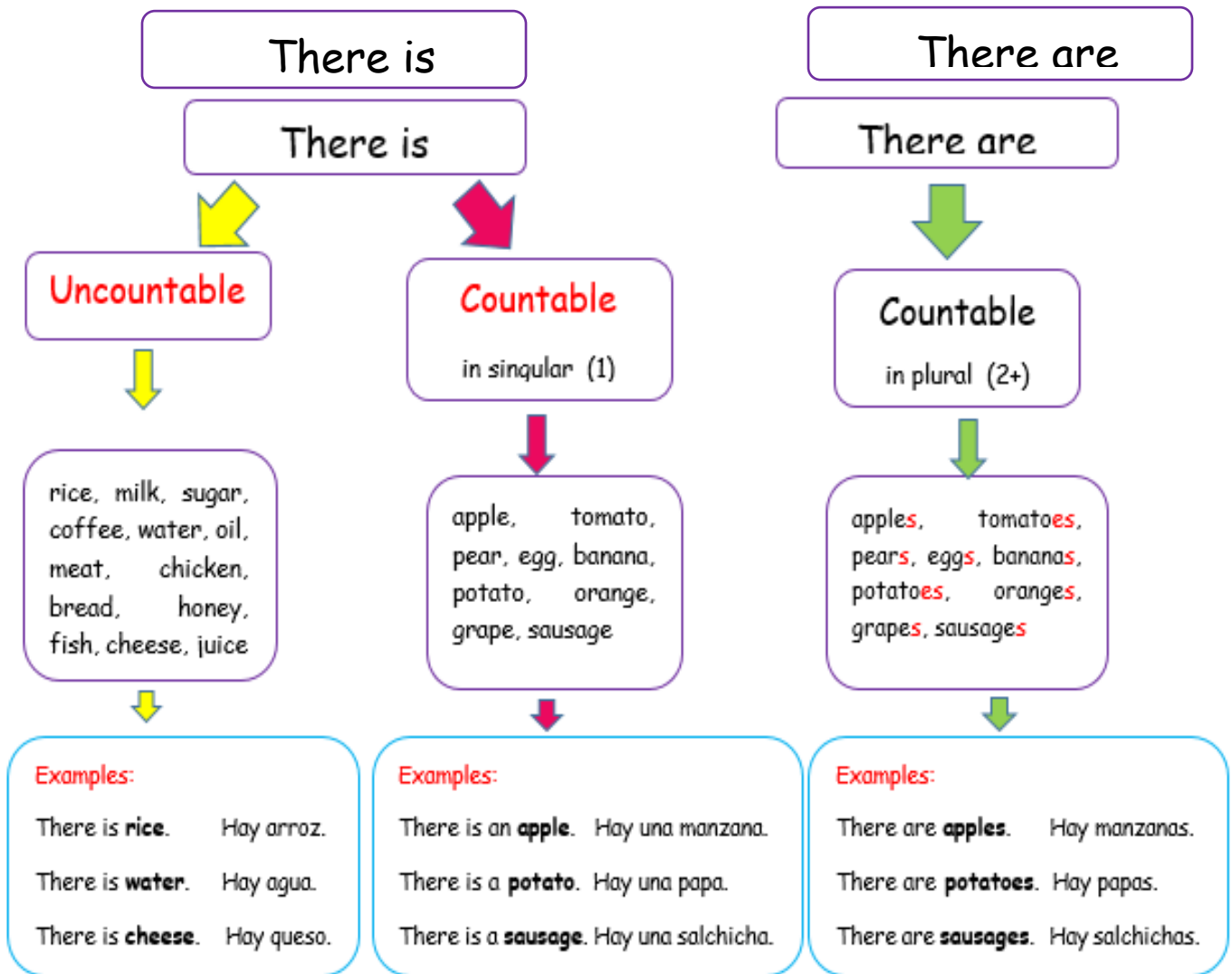
-Copy this information about **Countable and Uncountable Nouns** and the use of **there is** and **there are**.

### There is and There are

-Use **there is** (hay) with **uncountable nouns**.

-You can also use **there is** with **countable nouns**

-Use **there are** with **countable nouns in plural**.



#### Examples:

There is **much** rice. (Hay mucho arroz.)

There are **many** carrots. (Hay algunas zanahorias.)

There is **little** water. (Hay poca agua.)

There are **few** potatoes. (Hay pocas papas.)

#### Quantifiers



VOCABULARY PRACTICE

Topic: There is and There are

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Score: 

/
---

Look at the picture. Write the meaning of these words. Look up the meaning of the unknown words. Circle letter **C** for the countable nouns and **U** for the uncountable nouns.



- Bread= pan    C **U**
- Eggs= huevos    C U
- Tomato= \_\_\_\_\_    C U
- Apple= \_\_\_\_\_    C U
- Carrots= \_\_\_\_\_    C U
- Sandwich= \_\_\_\_\_    C U
- Bananas= \_\_\_\_\_    C U
- Cookies= \_\_\_\_\_    C U
- Cake= \_\_\_\_\_    C U
- Pasta= \_\_\_\_\_    C U
- Cheese= \_\_\_\_\_    C U
- Juice= \_\_\_\_\_    C U
- Rice = \_\_\_\_\_    C U
- Milk= \_\_\_\_\_    C U
- Salad= \_\_\_\_\_    C U
- Water= \_\_\_\_\_    C U
- Meat= \_\_\_\_\_    C U
- Chicken= \_\_\_\_\_    C U
- Soup= \_\_\_\_\_    C U

2. Complete these sentences with **There is** or **There are**. Then write the meaning of each sentence. Look at the examples:

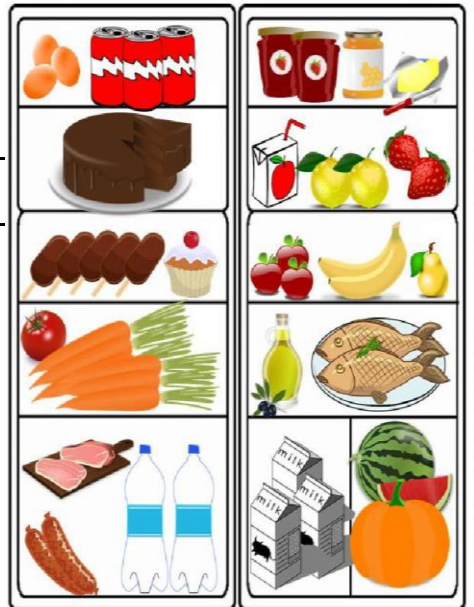
What is there in the fridge?

- |   |  |
|---|--|
| <u><b>There are</b></u> eggs in the fridge. | <u>Hay huevos en la refrigeradora.</u> |
| <u><b>There is</b></u> juice in the fridge. | <u>Hay jugo en la refrigeradora.</u>   |
| _____ soda in the fridge.                   | _____                                  |
| _____ carrots in the fridge.                | _____                                  |
| _____ meat in the fridge.                   | _____                                  |
| _____ a tomato in the fridge.               | _____                                  |
| _____ milk in the fridge.                   | _____                                  |
| _____ water in the fridge.                  | _____                                  |
| _____ a watermelon in the fridge.           | _____                                  |
| _____ strawberries in the fridge.           | _____                                  |

3. Look at the picture. Write 5 sentences using **There is a** **What is there in the fridge?**

**quantifiers.** Look at the examples:

- There is **much** milk in the fridge
- There are **a lot of** carrots in the fridge
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

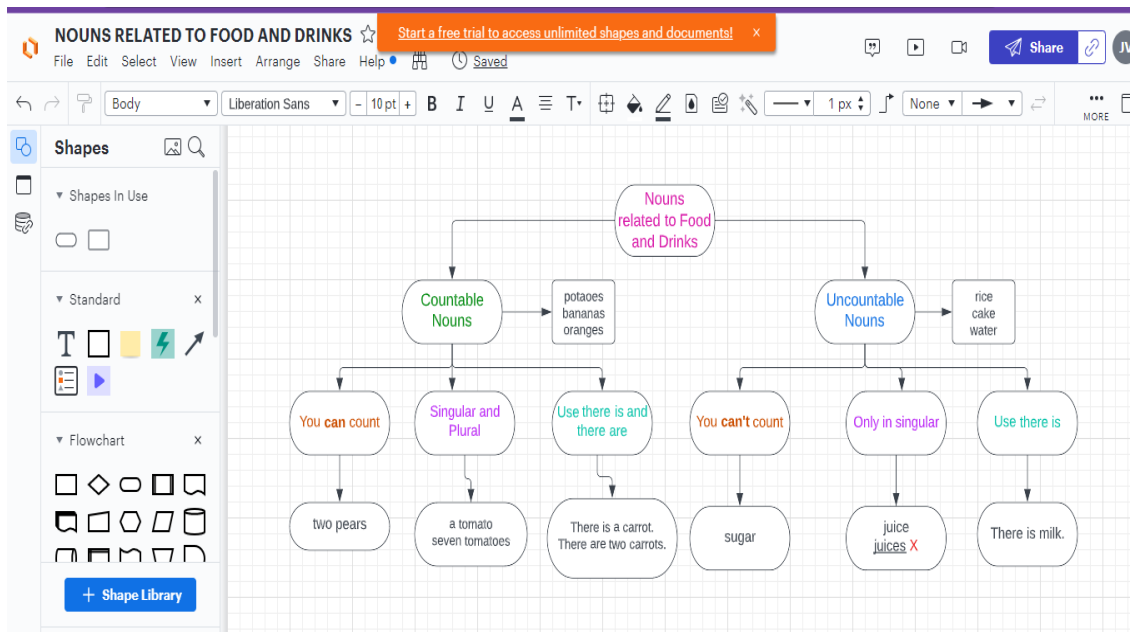


## Production:

-Using Lucid chart, design your own concept map to explain the Countable and Uncountable Nouns related to Food and Drinks. Include the use of there is and there are as well.

-Enter this link to look an example:

[https://lucid.app/lucidchart/e5d35c59-746e-4f2d-a35b-b687d73c20b6/edit?viewport\\_loc=-11%2C4%2C1480%2C692%2C0\\_0&invitationId=inv\\_17b9e9de-af57-4913-9f16-c9ca8efd5bce](https://lucid.app/lucidchart/e5d35c59-746e-4f2d-a35b-b687d73c20b6/edit?viewport_loc=-11%2C4%2C1480%2C692%2C0_0&invitationId=inv_17b9e9de-af57-4913-9f16-c9ca8efd5bce)



## Assessment:

-Print the concept map you made in Lucid chart and present it to the class. Explain the main features of your concept map.

## TEACHER'S PROCEDURE

### **Warm up:**

- Write on the board the phrase **In my fridge**
- Ask students to brainstorm all the Food and Drinks they can find in their fridges.

### **Presentation:**

- Ask students to copy the information and examples about Countable and Uncountable Nouns related to Food and Drinks.
- Have them copy the explanation and use of There is and There are with Countable and Uncountable nouns.

### **Practice:**

- Provide students with worksheet 4.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Explain to the students that they are going to use Lucid charts to design a concept map.
- Let students know how to use this digital tool.
- Remind students what a concept map is and how to create it.
- Tell them what information to include in their concept maps.
- Ask them to look at the example of a concept map created in Lucid chart by entering the link.

### **Assessment:**

- Ask students to print their concept maps to present them to the whole class.

**Materials:** Worksheet 4.

## LESSON 7: My face

### Active Learning Continuum Technique: Minute papers

Learners are assigned activities that make them think critically or reflect on their learning. Give them one minute to write their ideas on a paper. Students are encouraged to describe and evaluate connections they have recently made using this technique (Angelo and Cross, 1993; Handelsman et al., 2007).

### Technological tool: Edpuzzle

### Vocabulary topic 1: My face

### Vocabulary topic 2: Colors

### Warm up:

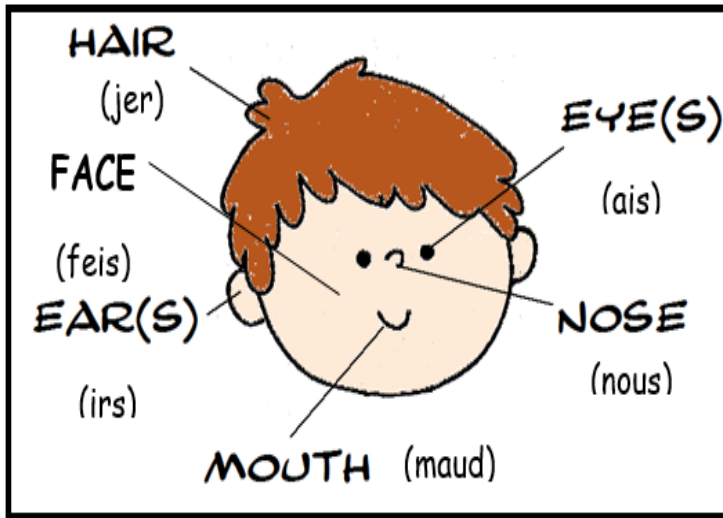
- Look at the poster about the parts of the face.
- Listen to the teacher's pronunciation of the words and repeat them after him/her. Try to memorize them.
- Listen to the teacher's commands and perform the activities he/ she says. For example:  
Touch your nose.    Close your eyes.    Open your mouth.    Move your ears.



**Presentation:**

-In your notebook, cut and paste the picture of a face.

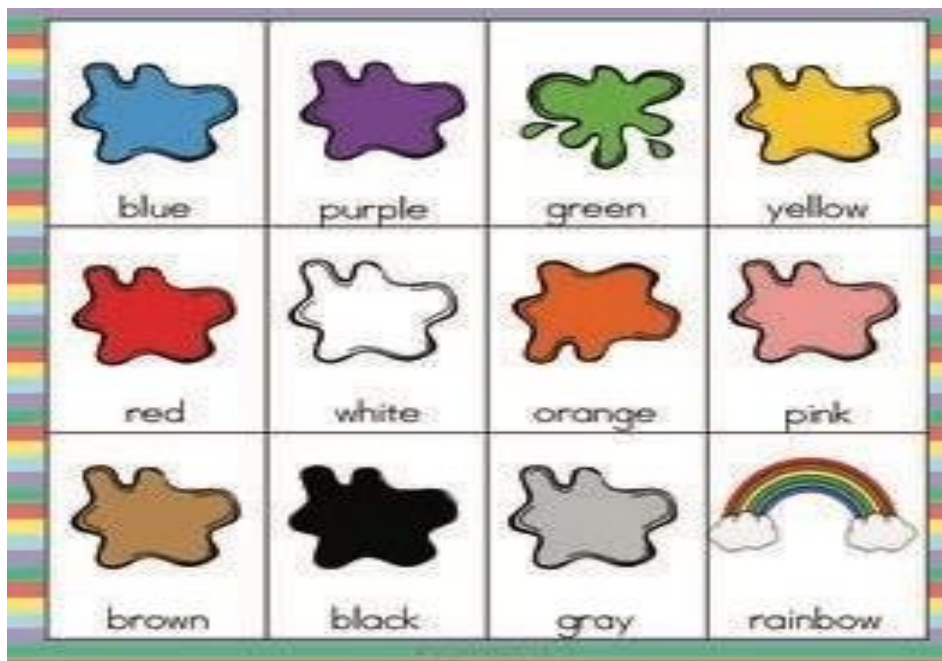
-Label the parts of the face in the picture. Include their pronunciation.



**Adjectives:**

- small (small) pequeño
- big (big) grande
- long (long) largo
- short (short) corto
- beautiful (beautiful)

-In your notebook, copy the vocabulary related to colors.



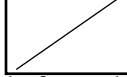
VOCABULARY PRACTICE

Topics: My face / Colors

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Score: 

1. Write the right color under each picture. Use the words from the box.

red    black    blue    yellow    purple    pink    brown    green    white

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Look at the picture and answer TRUE or FALSE to each statement.



His nose is big.	True	False
His eyes are brown.	True	False
His mouth is small.	True	False
His hair is red.	True	False
His ears are big.	True	False

3. Read the descriptions of Emily and Susan. Write the name of each person below the correct picture.

Susan is young. Her hair is brown. Her eyes are blue. Her nose is small and her ears are big.

Emily is beautiful. Her mouth is big. Her eyes are blue. Her nose is big. Her hair is black.





**Production:**

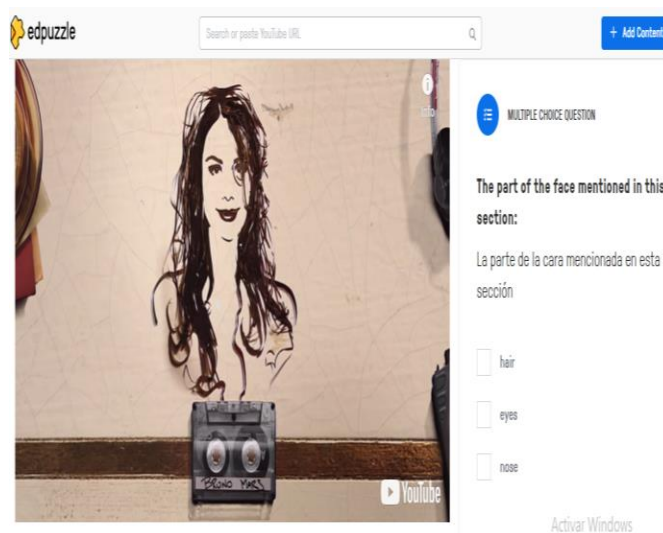
-In one minute, in a piece of paper, make logical connections between the parts of the face and adjectives in order to describe these parts. Look at the examples:



**Assessment:**

-Enter this link and complete the activity in Edpuzzle.

<https://edpuzzle.com/join/dowguno> Code: dowguno



-Enter this link to watch the whole video with subtitles.

<https://www.youtube.com/watch?v=1CqP7a3ZNCE>

-Listen to the song “Just the way you are” as many times as you can and try to memorize it.

-Sing this song in class with your teacher and classmates.

## TEACHER'S PROCEDURE

### **Warm up:**

- On the board, paste a poster of a face label with its parts.
- Ask students to look at the poster and pronounce the words as many times as possible.
- Let them know some verbs such as touch/move/close/open.
- Tell students to listen to your commands and perform the actions they are required to do.
- Say commands such as "Move your eyes", "Open your mouth".
- Model the activity for them.

### **Presentation:**

- Provide the students with the word list of the parts of the face, Adjectives and Colors.
- Ask students in advance to bring a big picture of a person's face.
- Have them label the parts of the face in their pictures.
- Ask them to copy the information about the new vocabulary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.

### **Practice:**

- Provide students with worksheet 5.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Ask students to take out a small piece of paper.
- Tell students to write in one minute as many logical connections between adjectives and the parts of the face. For example: long hair, green eyes, small nose, etc.
- Check your students' answers as a whole class.

### **Assessment:**

- Explain to them that they are going to use Edpuzzle to complete the assessment activity.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment activity.
- Ask them to enter the YouTube link to listen to the whole song as many times as possible.
- Play the song in class to let them sing and try to memorize the song.

**Materials:** a poster, list of words, computer, speakers, worksheet 5.

## LESSON 8: What to wear for a party?

### Active Learning Continuum Technique: Brainstorming

Brainstorming is the technique in which concepts, words, and ideas are formed during brainstorming sessions. Additionally, the brainstorming process requires group effort, and students don't examine the ideas developed or ask for an explanation of their thoughts (Kagan, 2007).

### Technological tool: Mentimeter

### Vocabulary topic1: Clothes

#### Warm up:

-Let's play Simon says: Listen to your teacher. He/ she will ask you to bring things in different colors.

For example, you will hear: "Simon says to bring a brown ruler", so you have to quickly look for the item your teacher is asking you.

-The winner will be the student who presents the teacher with more items correctly.

#### Presentation:

-Look at the flashcards about the clothes and identify the ones you know.

-As long as you see the pictures, listen to the teacher's pronunciation of the words and repeat each word after him/her.

-In your Picture Dictionary, draw the clothes from the words list provided by the teacher.

-Keep in mind the correct spelling of each word as well as its proper pronunciation.



**Practice:** Complete the activities in the worksheet.

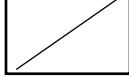
VOCABULARY PRACTICE

**Topic: Clothes**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

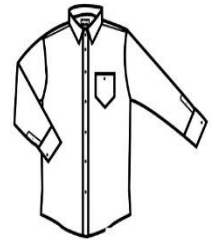
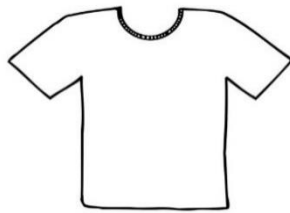
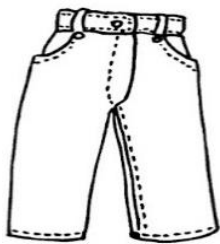
Score: 

**1. Read the following sentences and color the clothes according to each sentence.**

The T-shirt is purple.  
The shirt is white.  
The jacket is brown.  
The blouse is pink.

The skirt is green.  
The dress is red.  
The shorts are orange.

The jeans are blue.  
The pants are black.  
The sweater is yellow.



**2. Draw and color.**

pink high heels

brown boots

red sandals

green sneakers

black shoes

3. Look for the words from the list in the crossword puzzle. Circle the words you find.

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

- blouse
- dress
- pants
- jeans
- shorts
- T-shirt
- shirt
- skirt
- jacket
- sweater

4. Look at the pictures. Fill in the gaps with the missing letters.



S \_ E \_ T \_ R



\_ A \_ T \_ S



S \_ \_ R \_ S



\_ R E \_ \_



\_ E \_ N \_ S



\_ K \_ \_ \_



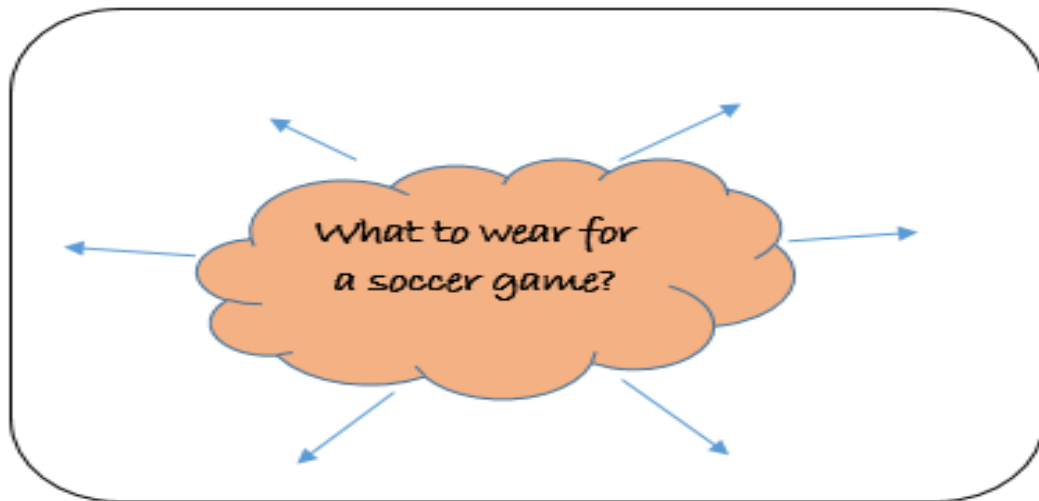
B \_ \_ U \_ \_



\_ H \_ R \_

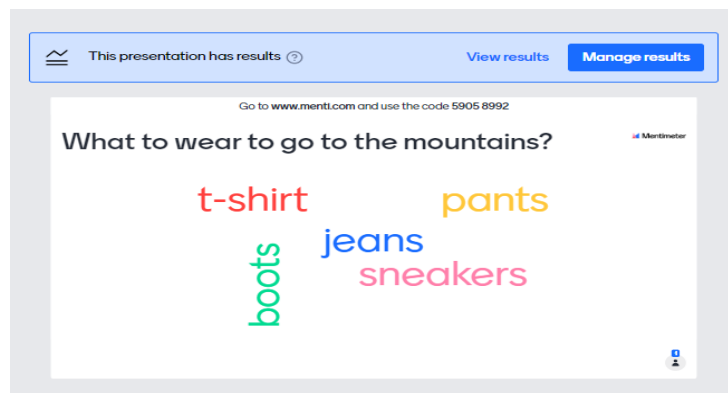
**Production:**

-Brainstorm the clothes and footwear you could use for each situation.



**Assessment:**

-Enter the link: <https://www.menti.com/alq1mjdepbcm> Voting code: **5905 8992**



## TEACHER'S PROCEDURE

### **Warm up:**

- Play Simon says with your students by asking them to look for things in different colors. For example, you could say: Simon says to bring a green pencil...
- Ask them to look for the object quickly to give it to you.
- If possible, give simple prizes to the students who presented the greater number of objects you asked them.

### **Presentation:**

- Provide the students with the words list of this lesson and tell students to continue working on their Picture Dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.
- Ask students to pronounce the words as many times as possible.

### **Practice:**

- Provide students with worksheet 6.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Hand out the copies with the question about what to wear for different situations.
- Tell students to brainstorm the clothes and footwear they could use for each situation.
- Give some examples before asking them to complete the activity.

### **Assessment:**

- Explain to them that they are going to use Mentimeter to complete the assessment activity.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment activity.
- Share the link and the code to complete this task.

**Materials:** Flashcards about Clothes, lists of words, worksheet 5, copies.





### Presentation:

-In your notebook, copy the following expressions related to buying clothes.

-With your teacher, practice the pronunciation of these useful expressions.

How can I help you?	¿Cómo puedo ayudarle?
I am looking for a jacket.	Estoy buscando una chaqueta.
How much is the pink blouse?	¿Cuánto cuesta la <u>blusa rosada</u> ?
What about this?	¿Qué le parece esto?
Let me see...	Dejeme ver...
It is 67 dollars.	Esto cuesta 67 dólares
Wow. It is very expensive!	Guau. ¡Es muy caro!
Wow. It is very cheap!	Guau. ¡Es muy barato!
That's fine. I'll take it.	Está bien. Me lo llevo.
Here you are.	Aquí tiene.

### Practice:

-Copy the following conversations in your notebook.

- In pairs, practice these short conversations. Take turns to ask and answer.

#### Conversation 1


1 How much is the green sweater?

2 Wow. It is very expensive!

It is sixty dollars.

1

### Conversation 2




1 How much are the red sneakers?

They are eight dollars.

2 Wow. They are very cheap!

### Conversation 3



1 How much is the orange dress?

It is twenty-three dollars.

2 That's fine. I'll take it.

### Production:

1. Copy the following conversations. Modify the conversations by changing the underlined words with the words you prefer.

#### Conversation 1

A: How much is the brown jacket?

B: It is eighty dollars.

A: Wow. It is very expensive!

#### Conversation 2

A: How much are the gray sandals?

B: They are sixteen dollars.

A: Wow. They are very cheap!

**2. Complete the following conversation. Use the words from the box.**

I'll take it.      It is thirty dollars.      Good morning.      I am looking for a skirt.

**A:** Good morning.

**B:** \_\_\_\_\_

**A:** How can I help you?

**B:** \_\_\_\_\_

**A:** What about this?

**B:** I like it. How much is the blue skirt?

**A:** \_\_\_\_\_

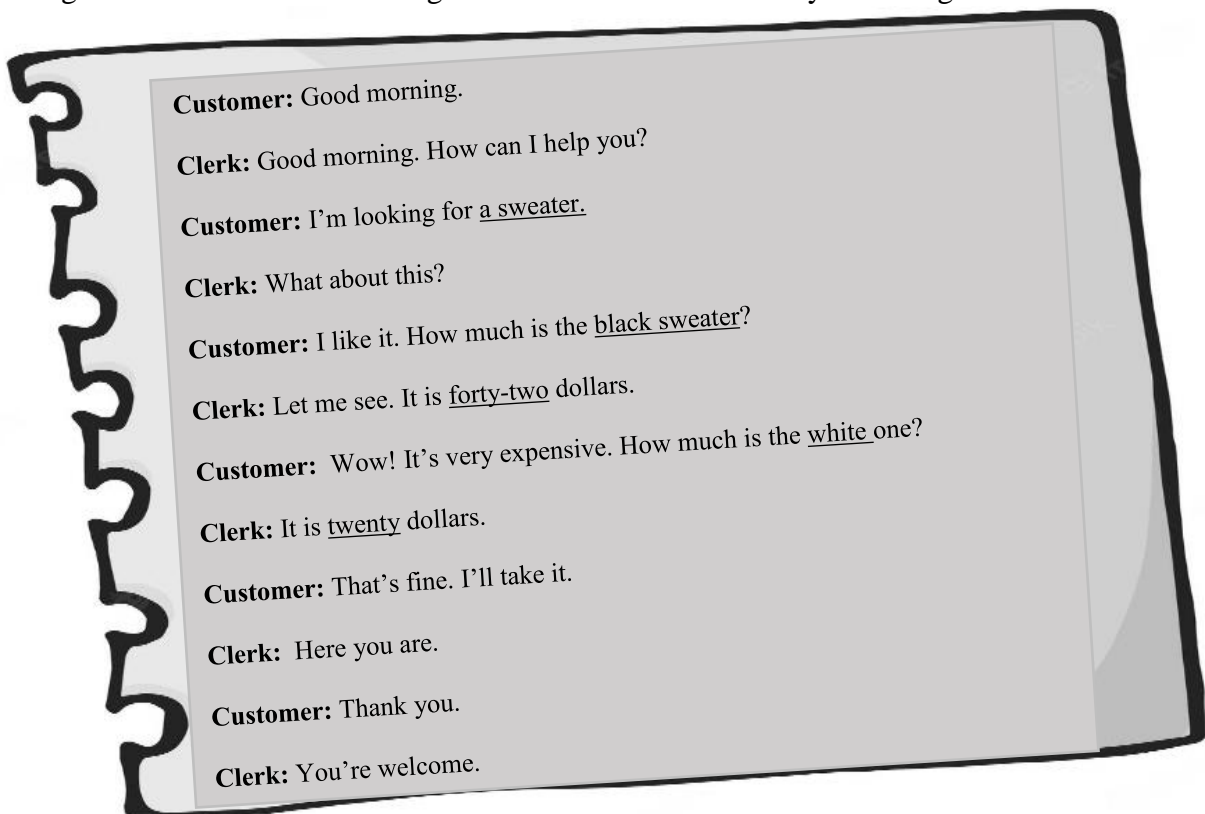
**B:** That's fine. \_\_\_\_\_

**Assessment:**

-In pairs, role play the following conversation in the class.

-You can change the underline words.

-Bring to the class the real clothing items that are mentioned in your dialogue.



## TEACHER'S PROCEDURE

### **Warm up:**

- Explain to the students that they are going to use Jigsaw Planet to complete the warm up activity.
- Let students know how to use this digital tool.
- Explain to the learners the instructions to successfully do the assessment activity.
- Ask students to enter the link and complete the Jigsaw puzzle about Clothes.

### **Presentation:**

- Provide the students with the list of useful expressions for this lesson.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.
- Ask students to pronounce the expressions as many times as possible.

### **Practice:**

- Ask students to copy the conversation samples in their notebooks.
- Model the conversations for the whole class.
- Make your students work in pairs.
- Assign enough time to complete these activities.
- Monitor the student's work and behavior.

### **Production:**

- Ask students to copy and complete in their notebooks all the activities proposed on this section of the lesson.

### **Assessment:**

- Explain to your students that they are going to role-play a conversation between a clerk and a customer in a clothing store.
- Make them copy the conversation in their notebooks.
- Let them practice in class the role-play activity.
- Tell them they can change some words in the dialogue.
- Ask them to bring real objects to their presentation such as real clothing items, didactic money, posters, shopping bags, etc.
- Monitor the pairs' work during the practice time.
- Create a rubric in order to grade this activity. Include aspects like creativity, pronunciation, use of real objects, etc.
- Let your students know this rubric in advance

**Materials:** List of useful expressions.

## **LESSON 10: Story time**

### **Active Learning Continuum Technique: Digital Storytelling**

One genre that has been supported in language and literacy training is the digital story. The instructor claims that pupils advance in both language and computer proficiency. (Yit, Siew, & Hazita, 2015)

**Technological tool:** YouTube, Quizziz

**Vocabulary topic:** Feelings and Emotions

#### **Warm up**

- Have fun playing “Lie or Truth” with your teacher.
- Listen to some short stories your teacher will tell you.
- After listening to her/him, guess if the story your teacher told you is a lie or truth.
- When it is your turn, tell a short story that happened to you or make up a crazy short story and tell it to the whole class and ask them to guess if it is a lie or truth.

**Presentation:**

-In your notebook, add to your picture dictionary the following words from the list below.

-Keep in mind the correct spelling of each word as well as its proper pronunciation. Use your dictionary when necessary.

*Feelings and emotions*

sad	worried
happy	grateful
amused	angry
scared	nervous
surprised	terrified
proud	brave
hungry	playful



VOCABULARY PRACTICE

Topic: Feelings and Emotions

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

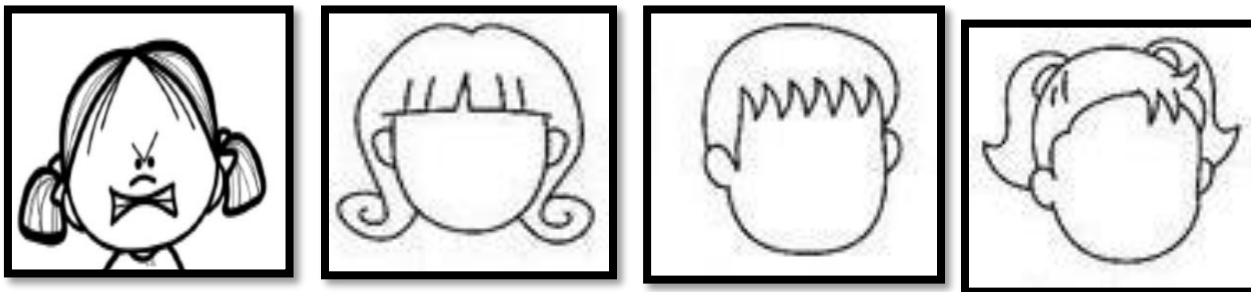
Score: 

1. Look at the pictures and identify the feelings and emotions. Label each picture with the words from the box.

surprised      sad      scared      happy



2. Read each sentence and draw the faces with the correct feeling or emotion according to what you read.



I feel

I feel

I feel

I feel

3. Read the sentences and **match** them to their correct completion.

When I see a big spider

I feel grateful.

When I don't eat breakfast

I feel nervous.

When I have an oral presentation

I feel worried.

When I have a problem

I feel terrified.

When someone gives me a gift

I feel hungry.

**Production:**

Enter this link to watch a video:

<https://www.youtube.com/watch?v=GxcGVCEEdcU>



-Watch and listen to the story “The Lion and the Mouse”.

-After watching the video, complete the following activities:

**1. Write the main characters of this story.**

---

**2. Write the Lion’s feelings and emotions you could see in the story:**

---

**3. Write the Mouse’s feelings and emotions you could see in the story:**

---

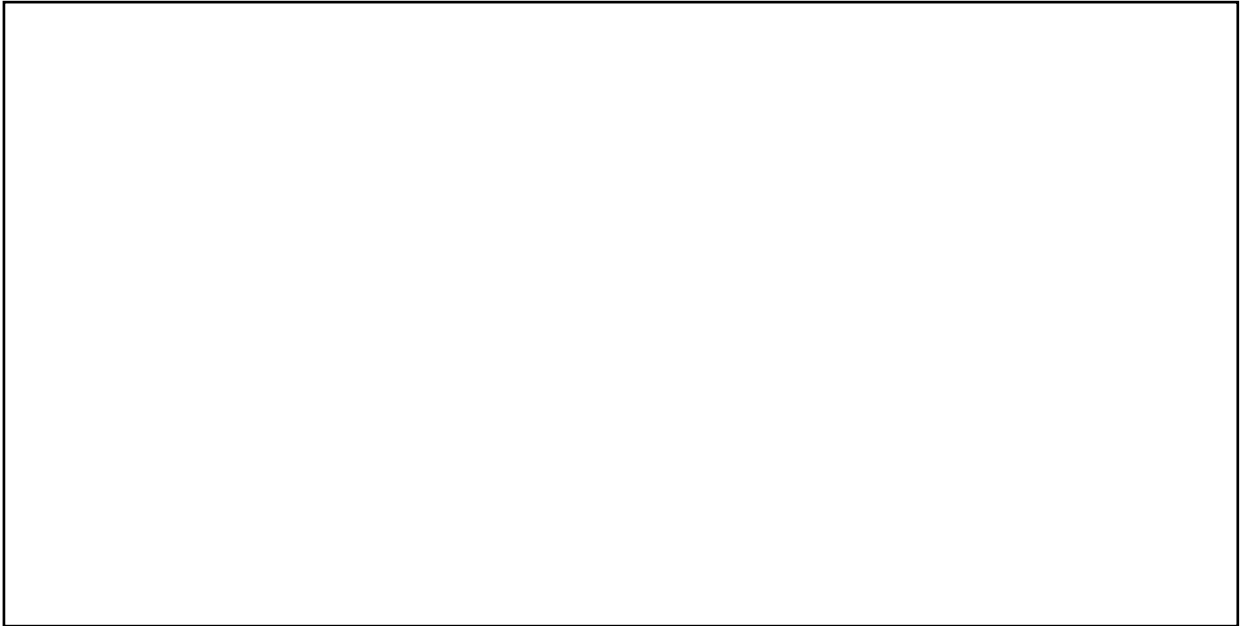
**4. What was your favorite part of the story?**

---

---



**5. Draw your favorite part of the story:**



**6. In your personal opinion, what is the moral of the story?**

---

---

**7. Read the sentences and translate them into Spanish. Use your dictionary to look up the unknown words.**

A big lion was sleeping under a tree.

A little mouse saw the lion sleeping.

The lion woke up and caught the mouse.

The mouse was scared and asked the lion to let

The mouse started to play over the lion.

The lion let the mouse go.

The mouse thanked the lion and promised to

The lion was caught by hunters.

The lion was worried and tried to escape.

The little mouse bit the net and freed the lion.

The lion thanked the mouse for helping him.

The lion and the mouse became good friends.

**Assessment:**

-Enter this link and complete the activities in Quizzis.

[joinmyquiz.com](https://joinmyquiz.com) CODE: 1520 4787

## TEACHER'S PROCEDURE

### **Warm up:**

- Play with your students "Lie or Truth".
- Tell your students some short stories (some real stories and some invented crazy stories).
- Ask students to guess if each story is false or true.
- Make some students to tell their short stories and ask their classmates to guess if they were real or invented by saying "Lie or Truth".

### **Presentation:**

- Provide the students with the list of words for this lesson.
- Tell students to continue working on their Picture Dictionary in their notebooks.
- Emphasize the need of writing the correct spelling of each word as well as its proper pronunciation and meaning.
- Ask students to pronounce the words as many times as possible.

### **Practice:**

- Provide students with worksheet 7.
- Explain to them the instructions to complete the worksheet activities.
- Assign enough time to complete these activities.

### **Production:**

- Ask students to watch on YouTube the story "The Lion and the Mouse". Share the link with them.
- Make them develop the task proposed in this section of the lesson in their notebooks.
- Ask your students to share their answers as a whole class.

### **Assessment:**

- Explain to them that they are going to use Quizzis to complete the assessment activity about the story they watched.
- Let students know how to use this digital tool.
- Set a due date to complete the activity.
- Explain to the learners the instructions to successfully do the assessment activity.
- Send them by WhatsApp the link and code to work on this website.

**Materials:** List of Words, computer, speakers, worksheet 7.

# VOCABULARY WRAP UP

## **Active Learning Continuum Technique: Tests and Quizzes**

Quizzes and short tests are suitable active learning tools. For instance, one method to alter traditional lectures to enhance students' learning is to include an immediate mastery test of the material covered. What students study and how they learn are significantly impacted by exams that take only a few minutes. (Milton and Eison 1983)

## **Technological tool: Wordwall**

**Enter this link to complete the Quiz of lessons 1 to 10 of this Didactic Manual.**

<https://wordwall.net/es/resource/37926288>

## CHAPTER VI

### 6 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

- The investigation was supported by several literary sources which made it possible to describe and define the techniques for active learning; based on the emerging guidelines of that approach, some skills evolved to drive active learning principles. Moreover, important authors who widely explored the interconnection of the technology with pedagogical practices contributed with some exemplifications of techniques and their procedure since the application of the internet in current EFL classrooms.

-With regard to the vocabulary subskill, students agreed with the use of more active learning techniques and group work as a way to keep engagement in the EFL classroom and to develop vocabulary in the target language. Moreover, students expressed that they enjoy learning words in English through interactive activities, not only because these techniques grab learners' attention but also because these techniques can give students more opportunities to participate in class using the English language when teachers have a large number of students in the classroom.

-The group of study shared homogeneous characteristics, which were sufficient for developing the didactic manual to improve vocabulary in English. Active learning strategies and technical resources were used in the manual and selected in accordance with the academic requirements, interests, age, and curriculum of the students. Teachers and students

would modify scheduling while implementing the suggested exercises due to the manual's flexibility, and repurpose the digital resources if they were significant.

- English teachers who have not contemplated active learning as an approach to be implemented in the EFL classroom should consider using the didactic manual in order to apply active learning continuum techniques to develop and boost the way they deliver English vocabulary lessons. Additionally, teachers should embrace the chance to brush up on their understanding of how to use technology tools for educational reasons, and by using active learning techniques, they will give students additional opportunities to actively participate in the EFL classroom.

## **6.2 Recommendations**

- The acquisition of vocabulary knowledge requires a process that begins with the implementation of techniques that pose the learners as the main characters of their learning. Therefore, the learning community should take into consideration some specifications of the active learning approach to be managed by students and teachers in order to achieve meaningful learning.

- The usage of technology to enhance vocabulary development in the EFL classroom should be taken into account since most of the students are interested in surfing the web to come across applications for improving the language skills, especially because nearly all technological tools are free for educational purposes and offer a huge variety of engaging apps and websites to use.

- Despite the commitment to provide a suitable resource for vocabulary development employing active learning continuum techniques, it is advisable to move beyond conventional practices for English learning. Therefore, it is important to be aware of how to modify pedagogical methods in accordance with the circumstances of the present-day conditions as well as the interests and requirements of the students.

-For further investigations and researchers who want to conduct a similar investigation in this field, it is suggested to implement more active learning continuum techniques with a high level of difficulty that fit with students' English levels. Additionally, it is advised that further research be done into additional software programs and websites that are suitable for students' needs and that can be used both within and outside of the classroom for the use of technological tools in the EFL classroom.

## ANNEXES

### ANNEX A: Teachers' Interview



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS, MENCIÓN INGLÉS

**THESIS TOPIC:** ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT “REPÚBLICA DEL ECUADOR” SCHOOL IN OTAVALO DURING THE ACADEMIC YEAR 2021-2022

### TEACHERS' INTERVIEW

The following interview has the purpose to gather information about the activities currently used to teach vocabulary in the English as a Foreign Language classroom in order to determine the most suitable active learning continuum techniques to develop the vocabulary subskill. The information you provide is extremely valuable to carry out this activity, therefore I ask you to answer as sincerely as possible.

1. Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

Response: \_\_\_\_\_

\_\_\_\_\_



2. What do you think it is the main purpose to teach vocabulary in EFL classrooms?

Response: \_\_\_\_\_

\_\_\_\_\_

3. What activities and resources do you use to teach vocabulary in your EFL class?

Response: \_\_\_\_\_

\_\_\_\_\_

4. According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

Response: \_\_\_\_\_

\_\_\_\_\_

5. What do you know about Active Learning?

Response: \_\_\_\_\_

\_\_\_\_\_

6. What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others.

Response: \_\_\_\_\_

\_\_\_\_\_

7. Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

Response: \_\_\_\_\_

\_\_\_\_\_

Thanks for your collaboration!

## ANNEX 2 – Teachers’ Interviews Transcripts

### TEACHER A

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** I think that it is essential to teach vocabulary to our students since they are very young because it helps them to become self-confident in order to perform very simple daily activities.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** The main purpose to teach vocabulary in school is to give the students tools to communicate with others in the classroom using simple words and phrases such as greetings.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I use pictures to present vocabulary and copies to practice vocabulary. Students enjoy drawing pictures to learn new vocabulary.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** The activities must be thought regarding to the age of the students because it is not the same to teach children than teenagers, they learn in a different way.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** Active Learning for me is when the students participate in class, they are not passive students, they like to talk in class.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** With children I especially use games because they learn better while they play, I know some games but I would like to more new ones. I have also used role plays but really simple because they are very little kids.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** Yes, of course, I consider that we need a didactic guide of vocabulary that include many different activities focus on the topics we have to cover in our daily lessons.

**Interviewer:** Thank you.

## **TEACHER B**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** Vocabulary learning is a central point in English language acquisition, without vocabulary it is not possible to develop other skills, thus is really important to learn vocabulary.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** I consider that vocabulary is an essential part when learning English, so as larger vocabulary the students have the more opportunities to develop the other skills, for example the student will be able to understand the listening activities, to develop speaking too because of the large amount of words that know.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I like to use the words suggested at the beginning of each unit, I teach them these words and then we use those words in the activities proposed in the book.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** I consider that the most suitable activities to engage students to learn new vocabulary are those where the students use their own creativity, especially when drawing.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** For me, Active Learning is in general all the activities that are being developed inside the classroom such as group works, oral expositions, all with the help of the teacher. Here there must be some knowledge where new knowledge is created from there. It is about meaningful learning to solve problems, they develop all the skill and according to their level of knowledge they solve their own problems, correct mistakes and make decisions.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** I apply the activities that are suggested in the textbook, there are several activities that I apply with students. But it depends on the topic.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** Yes, I would like to count with a didactic guide to help our students to learn vocabulary in a different way because sometimes we do not spend enough time teaching vocabulary, instead we do directly to the macro skills and vocabulary is given aside due to the lack of time in class.

**Interviewer:** Thank you.

## **TEACHER C**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** Vocabulary as a language subskill is a very important element because students who know vocabulary in English can develop skills such as Listening, Speaking, Reading and Writing. To me vocabulary is the base of the macro skills.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** As I told you before vocabulary knowledge helps students to develop other skills, so I try to teach my students as many words and phrases as I can in order to make them easier the task of learning English.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I use the vocabulary that is presented in the same book because later I have to work with those words.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** It is important to prepare activities that help students to memorize easily the new vocabulary presented in the class, the more they repeat the words the easier for them to remember the words later for other activities.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** I think that active learning has to do with the students work in the English classroom, when they participate in the class they are active students.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** For me it is really hard to apply difficult techniques such as interactive lectures and debates because students don't know a lot of vocabulary to speak fluently and debate about any topic unless they get prepared beforehand and during a lot of time. But I sometimes use role plays in class.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** Of course, it would be an essential tool to teach vocabulary. If someone has new methods, ideas and techniques to teach vocabulary apart from the previously mentioned it would be really helpful for the English Area.

**Interviewer:** Thank you.

## **TEACHER D**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** I work with children and I believe vocabulary must be taught in every single lesson, they need to know a lot of words to learn English subject especially at this age because it will be useful later in high school.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** I think that children since they are very young, their moms teach them simple words because any language is first learned through basic words, and it is obvious that in foreign language learning words play an important role to be able to acquire it.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** With children I especially use pictures to teach them basic vocabulary. I sometimes create my own material to teach them new vocabulary.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** I think that the use of pictures really works when teaching vocabulary and depending on the topic the use of real objects helps, too.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** For me Active learning is when the teacher and the student work together in the classroom, not only the teacher but the students also try to give their opinion and work in the activities assigned by the teacher.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** It seems to me that with children is something difficult to apply these kind of techniques and it requires a lot of time to prepare useful activities for the students.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** I agree that we need to have a guide for vocabulary because I told you before vocabulary is very important to learn another language. Children especially need to do different activities to practice and reinforce new words otherwise they easily forget the words we teach them.

**Interviewer:** Thank you.

## **TEACHER E**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** Vocabulary subskill constitutes a vital element to take into consideration when teaching English as a Foreign Language because any language is made of words, words and phrases are extremely important for interaction in a foreign language.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** Vocabulary is the basis of any language and what is more when a student or a person who is learning a foreign language, vocabulary knowledge helps his or her to know that new language and it also helps to get familiar with that new language and it contributes to enjoy learning and to love the new language, that is why it is important to start teaching vocabulary to ours students since they are very little kids without grammar structures in order to make improvements later when they get older.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I generally use copies, pictures, posters, the book and sometimes real objects.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** I believe that fun activities engage students for learning a language, learning happens more easily when students enjoy what they do.

**Interviewer:** The fifth question is: What do you know about Active Learning?



**Interviewed English Teacher:** I consider that Active Learning involves the active participation of the student in the class, and sometimes outside the class too because they have to do homework and sometimes they have to research something by themselves.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** I think I use some of them, I try to apply the techniques we know, especially role playing, brainstorming that are more simple to use it with the large amount of students we have per classroom. Activities that involve the use of technology I do not apply in the classroom anymore because we are now in face to face classes.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** It would be really helpful to count with a guide that can lead us to teach vocabulary in a better way taking into account the needs of the different groups of students in order to focus more in the development of this subskill and in that way get more benefits with our students. It would be important to indicate the level from which it has been designed and the topics must be chosen according to the level.

**Interviewer:** Thank you.

## **TEACHER F**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** I consider that we as teachers should teach vocabulary to our students every day, they need to know new words and phrases to get communicated with their partners.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** Well, I think the main purpose of teaching vocabulary in the classroom is to facilitate the students the development of other skills such as speaking, reading, writing and listening because if they don't know the words they find in the readings or in the listening activities they can't complete the assignments, and they can't speak or write either.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I work with teenagers so I try to teach them the new vocabulary using the book, copies and sometimes games.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** Motivation is very important to learn a subject so we as teacher must look for activities that engage students to learn.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** Well, I could say that Active learning is the classroom environment where the student feels free and comfortable to participate and this atmosphere is created by the teacher, and it is very important to let the students learn.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** The use of technology to teach English is really important because technological tools help to understand better a topic and it gives the students the opportunity to practice as many times as they want but to create activities that involve technology sometimes require knowledge and time.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** Yes, I think it would be very useful to have a didactic guide to teach vocabulary to our students but I also think this guide should contain activities of easy application for our students, it has to be practical.

**Interviewer:** Thank you.

## **TEACHER G**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** Vocabulary is a key part of language learning, if our students don't know the words they need to make sentences or to speak they feel nervous or ashamed when they try to speak in English but they don't have the words to do it, so vocabulary is very necessary for that.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** The main purpose to teach vocabulary to kids is that when they go to high school they see English as an enjoyable subject because when students are at school they love English but when they are at high school they start to dislike English especially because they say they don't understand it, so if they know vocabulary it could be much easier for them to learn it.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I think that in order to teach vocabulary to students it is important to take into account the age of the students, when teaching vocabulary to little kids we have to find dynamic activities such as games, songs, pictures, there are many activities that help students to remember vocabulary and connect the words they know with new words. With teenagers we could also use this kind of activities in order to do something different, but the vocabulary they learn is more put in context, not only words but phrases.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** It is important to take into account the real level of knowledge the students have in order to avoid that students feel discouraged if they find an activity too difficult, or they get bored when the activity is too easy for them.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** Active learning is the activity in which while the student is doing a task, he builds something new over a previous knowledge. For example, when talking about Simple Present with students from high school we do a brainstorming activity where they have to remember words that they already know such as verbs and adjectives, and those words are useful to develop that topic. It helps to construct more knowledge.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** I have tried brainstorming and role plays before but I would like to apply the other techniques you mentioned because the more variety of activities to do in class the better students learn.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** From my point of view I would like to suggest that the guide includes both activities for virtual and face to face mode because nobody knows if we had to return to virtual mode again due to many factors, thus the teacher must be updated to deal with the challenges that the possible changes that can eventually occur.

**Interviewer:** Thank you.

## **TEACHER H**

**Interviewer:** Good morning, how are you? This is an interview about active learning continuum techniques to develop vocabulary and your experience when teaching vocabulary in the English as a Foreign Language classroom.

The first question is: Based on your experience, how important it is for students to learn vocabulary in the English as a Foreign Language (EFL) classroom?

**Interviewed English Teacher:** All the macro skills such as Reading, Writing, Speaking and Listening depend on vocabulary because without vocabulary knowledge students are not able to read, write, listen or speak, sometimes they want to participate or speak in English but they feel uncomfortable because they don't know all the words they could use.

**Interviewer:** The second question is: What do you think it is the main purpose to teach vocabulary in EFL classrooms?

**Interviewed English Teacher:** From my personal point of view, I could say that I teach vocabulary in English because it helps students to understand English as a whole, I start teaching them simple words and phrases that they are going to find later in readings or songs for example, so it helps them to better understand the activities in the class.

**Interviewer:** The third question is: What activities and resources do you use to teach vocabulary in your EFL class?

**Interviewed English Teacher:** I consider that teaching vocabulary is important to look for diverse activities which are dynamic and fun, even if the students are adult people, and it is also important to take into account our memory system, especially the short term memory that allows just to remember a few words. Moreover, it is important to classify the activities and check many times the vocabulary we already taught because our memory is fragile.

**Interviewer:** The fourth question is: According to your personal experience, which activities do you consider are the most suitable to engage students in the development of the vocabulary subskill?

**Interviewed English Teacher:** I consider that the most suitable activities to learn vocabulary is to make students draw, because when drawing occurs a process where the brain has to give a sense to a word, the correct use of synonyms and antonyms is also important.

**Interviewer:** The fifth question is: What do you know about Active Learning?

**Interviewed English Teacher:** I think that Active Learning is related to the methodology applied in the classroom to help students to freely participate in the class because the student has to try to participate more during the classes and sometimes this is not possible because they feel nervous or afraid to talk in class.

**Interviewer:** The sixth question is: What active learning techniques do you apply to teach vocabulary? Role plays, Brainstorming, Debates, Games, Hands on Technology, Graphic organizers, Group Discussions, Interactive Lectures, among others

**Interviewed English Teacher:** I have applied some of the techniques you mentioned but in my case is really hard to apply the debates because of the large number of students in each class and moreover it is needed critical thinking and knowledge of certain topics in order to debate an in interactive lecture as well it is important a high degree of knowledge and our students are not able to do those two kinds of complex activities.

**Interviewer:** The seventh question is: Would you like to count with a didactic guide with Active Learning Continuum techniques to develop vocabulary subskill in the EFL class? Why or why not?

**Interviewed English Teacher:** It is always useful to count with didactic tools to make the learning experience easier for our students. I consider that this guide should consider activities that fit with the different learning styles of the students because many of them learn while see pictures, other while listen to songs or even when they move.

**Interviewer:** Thank you.

**ANNEX C: Teachers' Interview photographs**





**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE POSGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS, MENCIÓN INGLÉS**

**TEMA DE TESIS:** ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT “REPÚBLICA DEL ECUADOR” SCHOOL IN OTAVALO DURING THE ACADEMIC YEAR 2021-2022

**CUESTIONARIO DIRIGIDO A LOS ESTUDIANTES**

**Objetivo:** Recopilar información sobre las técnicas usadas para el desarrollo de la subdestreza de vocabulario en la clase de Inglés como Lengua Extranjera en los estudiantes de Quinto Año EGB de la Unidad Educativa República del Ecuador.

**Instrucciones:** Estimado estudiante el presente cuestionario es de carácter anónimo y reservado por lo que le solicito que conteste con toda sinceridad. Lea atentamente cada pregunta antes de escoger la opción u opciones que considere más apropiadas en función de la realidad que usted experimente en sus clases de Inglés. Sus respuestas son de vital importancia para determinar las técnicas de aprendizaje activo continuo más adecuadas para desarrollar la subdestreza de “Vocabulario” del idioma Inglés.

**Marque su respuesta con un visto (✓) dentro del casillero que corresponda.**



- 1. ¿Le gusta aprender la asignatura de Inglés en la escuela?**
- Sí
- No
- 2. ¿Qué actividades le gustan más hacer en la clase de Inglés?**
- Leer                       Escuchar
- Escribir                       Hablar
- 3. ¿Con qué frecuencia usted realiza actividades en parejas o en grupos en la clase de Inglés?**
- Siempre
- Casi siempre
- A veces
- Nunca
- 4. ¿Quién habla más tiempo durante la clase de Inglés?**
- El docente
- Los estudiantes
- 5. ¿Con qué frecuencia el docente de Inglés le solicita que realice actividades virtuales usando plataformas, sitios web o aplicaciones tecnológicas?**
- Siempre
- Casi siempre
- A veces
- Nunca
- 6. Seleccione las aplicaciones y sitios web que usted ha usado en sus clases de inglés.**
- YouTube                       Jamboard
- Educaplay                       Wordwall
- WhatsApp                       Padlet
- Quizziz                       Liveworksheets

**7. ¿Cómo ha aprendido usted palabras nuevas en Inglés?**

- Repitiendo y memorizando palabras.
- Escuchando canciones en Inglés.
- Escuchando las palabras que el profesor usa en la clase.
- Mediante lecturas en Inglés.
- Mediante juegos y concursos en el aula.
- Interactuando con sus compañeros

**8. Del siguiente listado seleccione las actividades que a usted le gustaría realizar en la clase de Inglés para aprender palabras nuevas.**

- |   |   |
|---|---|
| <input type="checkbox"/> Escuchar canciones y observar videos | <input type="checkbox"/> Dramatizaciones            |
| <input type="checkbox"/> Realizar organizadores gráficos      | <input type="checkbox"/> Actividades virtuales      |
| <input type="checkbox"/> Concursos de palabras y deletreo     | <input type="checkbox"/> Juegos interactivos        |
| <input type="checkbox"/> Actividades en grupos y en parejas   | <input type="checkbox"/> Leer cuentos e historias   |
| <input type="checkbox"/> Proyectos y exposiciones orales      | <input type="checkbox"/> Crear diálogos e historias |

**9. Le gustaría que su docente de Inglés le facilite un manual didáctico con actividades para que usted aprenda vocabulario en Inglés de una manera sencilla y divertida a través de técnicas de aprendizaje activo continuo?**

- Sí                       No

¿Por qué?

.....

Gracias por su colaboración.

ANNEX E: "República del Ecuador" School Authorization

Otavaló, 22 de septiembre de 2021

Msc. José Ignacio Cusín

**RECTOR DE LA UNIDAD EDUCATIVA REPÚBLICA DEL ECUADOR**

Presente. -

Por medio del presente le reitero un cordial y atento saludo y a la vez deseándole éxitos en sus funciones. Yo, Jenny Lorena Valencia Guamán, portadora de la cédula de identidad N° 100333264-8, Estudiante del Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés Cohorte II Rediseño, del Instituto de Postgrado de la Universidad Técnica del Norte me permito solicitarle muy comedidamente se digne autorizar la realización del Trabajo de Investigación titulado **"ACTIVE LEARNING CONTINUUM TECHNIQUES TO DEVELOP VOCABULARY SUBSKILL ON ELEMENTARY SCHOOL STUDENTS AT "REPÚBLICA DEL ECUADOR" SCHOOL IN OTAVALO DURING THE ACADEMIC YEAR 2021-2022"** a desarrollarse con los estudiantes de los Quintos Años de Educación General Básica "A" "B" y "C" y los Docentes del Área de Inglés de esta prestigiosa institución, con la finalidad de cumplir con este requisito para la obtención del título de Cuarto Nivel.

Por la favorable atención que se sirva dar a la presente, le anticipo mis más sinceros agradecimientos.

Atentamente,



Jenny Lorena Valencia Guamán



*Autorizado  
Jenny Lorena Valencia Guamán  
En blanco fideicomiso  
2021-09-22*

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