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Y EXTRANJEROS**

Title of Research Work

The usage of Escape Rooms in English class as a playful approach to active learning vocabulary

**Degree's Work to obtain the Bachelor's Degree of Licenciada
en Pedagogía del Idioma Inglés**

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DEDICATION

I would like to dedicate this research work to my dear mother Nelly Castro for always supporting me, for trusting me, for encouraging me and for being unconditional. Despite the difficult times she never gave up and gave me the best example of an intelligent, hardworking, and resilient woman. With love this is for you, dear mom.

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Brigette Alexandra Quizhpe Castro

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RESUMEN

El objetivo de este estudio es demostrar cómo la implementación de Escape Rooms en la enseñanza de vocabulario en inglés puede promover un aprendizaje activo y mejorar el dominio de dicho vocabulario por parte de los estudiantes. Para alcanzar este objetivo, se empleó una metodología de enfoque mixto que combinó elementos cualitativos y cuantitativos. Se llevó a cabo un pre-test para diagnosticar el nivel de conocimiento inicial de los estudiantes en cuanto al vocabulario. Luego, se implementó el Escape Rooms como método lúdico durante un período determinado. Finalmente, se evaluó la eficacia de esta estrategia mediante un post-test. Los resultados del estudio indican que la implementación de Escape Rooms en la clase de inglés tuvo un impacto significativamente positivo en el aprendizaje de vocabulario de los estudiantes. Las calificaciones en el post-test mostraron un aumento notable en comparación con el pre-test, lo que sugiere que esta estrategia lúdica promovió una mejor comprensión y retención del vocabulario. En conclusión, este estudio demuestra que el uso de Escape Rooms como enfoque lúdico en la enseñanza de vocabulario en inglés es altamente efectivo para promover un aprendizaje activo y mejorar el dominio del vocabulario por parte de los estudiantes. Esta estrategia no solo condujo a un aumento significativo en las calificaciones, sino que también fomentó la participación y el interés de los estudiantes en el proceso de aprendizaje, subrayando la importancia de la enseñanza activa y experiencial en el aula de idiomas.

Palabras claves: Escape Rooms, aprendizaje activo, vocabulario, enfoque lúdico, enseñanza de idiomas.

ABSTRACT

The objective of this study is to demonstrate how the implementation of Escape Rooms in the teaching of English vocabulary can promote active learning and improve students' mastery of said vocabulary. To achieve this objective, a mixed approach methodology was used that combined qualitative and quantitative elements. A pre-test was carried out to diagnose the students' initial level of knowledge regarding vocabulary. Then, Escape Rooms were implemented as a recreational method for a certain period. Finally, the effectiveness of this strategy was evaluated through a post-test. The results of the study indicate that the implementation of Escape Rooms in the English class had a significantly positive impact on students' vocabulary learning. Scores on the post-test showed a notable increase compared to the pre-test, suggesting that this playful strategy promoted better vocabulary comprehension and retention. In conclusion, this study demonstrates that the use of Escape Rooms as a playful approach in teaching English vocabulary is highly effective in promoting active learning and improving students' mastery of vocabulary. This strategy not only led to a significant increase in grades, but also encouraged student engagement and interest in the learning process, underscoring the importance of active and experiential teaching in the language classroom.

Keywords: Escape Rooms, active learning, vocabulary, playful approach, language teaching.

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CHAPTER I

1. INTRODUCTION

In the field of language teaching, it is essential to find innovative and motivating methods that promote active and effective learning. One of the emerging trends in education is the use of "Escape Rooms", a playful approach that has proven to be particularly effective for vocabulary learning in English classes (Bisz & Mondelli, 2023).

In Escape Rooms, participants face a series of puzzles and challenges in a themed environment. The main objective is to escape from a room or solve a mystery within a set amount of time. These experiences provide a unique combination of fun, collaboration and challenge, making them a powerful tool to foster active learning (Cruz, 2019).

In the context of English classes, Escape Rooms have become an exciting alternative to traditional teaching methods. Instead of simply memorizing vocabulary lists or performing translation exercises, students are immersed in an interactive environment and confronted with real-life situations where vocabulary mastery is essential to advance in the game.

The use of Escape Rooms in the English classroom offers numerous benefits. First, it encourages active student participation, as students must communicate and collaborate as a team to solve challenges. This promotes group work, critical thinking and decision making, fundamental skills in learning a foreign language (Delpont & Weber, 2021).

In addition, Escape Rooms allow students to practice vocabulary in authentic and meaningful contexts. By being immersed in a game situation, students use vocabulary naturally and experience how words come to life in real situations. This reinforces their understanding and memorization of words, facilitating their subsequent application in everyday situations (Elbæk et al., 2019).

Also, the use of this game in the English classroom adds an element of fun and excitement to the learning process, which increases students' motivation and interest. By being immersed in a stimulating and challenging experience, students feel more involved and engaged in learning vocabulary (Fernández & Castillo, 2022).

These interactive and challenging experiences provide a stimulating environment where students can practice vocabulary in an authentic and meaningful way, while developing key skills such as communication, collaboration and critical thinking. By integrating play and fun into the classroom, Escape Rooms become an effective tool to motivate students and improve their English language proficiency.

Chapter I: There is the referential framework, introduction, problem statement, problem formulation, justification, and objectives.

Chapter II: Theoretical framework, background research, and theoretical foundation.

Chapter III: The type of methodology, methods, techniques, population and instruments used in the research.

Chapter IV: Results and discussion with analysis of the information.

Chapter V: Conclusions and recommendations.

1.1 PROBLEM STATEMENT

The reasons why students may encounter difficulties with English vocabulary can be: first, the English language has a wide variety of words and expressions that may be unfamiliar to students, especially when they are at basic or intermediate proficiency levels. Limited exposure to the language outside the classroom and lack of active practice may contribute to this vocabulary gap (Fotaris & Mastoras, 2022).

Also, traditional teaching methods, such as memorizing lists of isolated words or performing repetitive translation exercises, may not be effective enough to address these difficulties. Learners may feel demotivated or bored when faced with monotonous and non-interactive tasks, which hampers their ability to retain and apply the vocabulary learned (Higuera et al., 2020).

However, it is important to note that there are alternative and more dynamic approaches to overcoming these difficulties in English vocabulary. One such alternative is the use of Escape Rooms in English classes, as mentioned above. Escape Rooms provide an interactive and stimulating environment where students can experience vocabulary use in an authentic and meaningful way. By facing challenges and solving puzzles in an immersive context, students have the opportunity to actively and collaboratively practice vocabulary, which facilitates its retention and application in real-life situations (Huraj et al., 2022).

Difficulties in English vocabulary are a common challenge for “school” students. However, through playful and participatory approaches, such as the use of Escape Rooms, it is possible to overcome these difficulties and encourage active and effective vocabulary learning. By providing students with a stimulating, hands-on environment, they are given the opportunity to acquire and use new words in a meaningful way, thus improving their English communication skills.

The students of the school “Oxford Garden`s School”, on their way to English language proficiency, often face challenges and difficulties in trying to acquire a large vocabulary. Learning new words and applying them correctly in appropriate contexts can be an arduous and overwhelming process. Acquiring a strong vocabulary is essential for developing effective communication skills, understanding English texts, and expressing ideas clearly and accurately.

1.2 PROBLEM FORMULATION

How does the Escape Rooms game contribute in the English class as a playful approach for active vocabulary learning in the cuarto grado paralelo A of the Unidad Educativa “Oxford Garden`s School” in Riobamba – Ecuador?

1.3 JUSTIFICATION

The proposed research is justified based on the prevailing need in the field of language teaching to find innovative and motivating methods that promote active and effective learning. Language learning, especially English, is essential in today's society, where global communication is essential. However, traditional vocabulary teaching methods can be ineffective and demotivating for students (Cruz, 2019).

In this context, the use of "Escape Rooms" as an educational approach emerges as a promising trend. These adventure games offer a unique combination of fun, collaboration, and challenge essential elements for engaging students and fostering active learning. By immersing themselves in real life situations that require mastery of English vocabulary to advance in the game, students are forced to apply the language in authentic and meaningful contexts (Monnot et al., 2020).

The benefits of integrating Escape Rooms in the cuarto grado paralelo A of the Unidad Educativa “Oxford Garden`s School” in Riobamba – Ecuador are several. These games promote active student participation, strengthen skills such as communication, collaboration and critical thinking, and offer an exciting experience that increases motivation and interest in learning vocabulary. Furthermore, by practicing vocabulary in an interactive environment, students improve their understanding and memorization of words, which facilitates their later use in everyday situations (Cruz, 2022).

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- To demonstrate how the usage of Escape Rooms as a playful approach enables an active learning vocabulary in the English class.

1.4.2 SPECIFIC OBJECTIVES

- To diagnose the level of knowledge of vocabulary of students through a pre-test.
- To apply Escape Rooms in English class as a playful approach to active learning vocabulary.
- To evaluate the efficacy of applying Escape Rooms in learning English vocabulary through a post-test.

CHAPTER II

2. THEORETICAL FRAMEWORK

According to Flores & Cadena (2021), the general objective is to propose the didactic guide "Play and Learn," which aims to create a pedagogical instrument through traditional, playful games and achieve significant learning, and in this way solve the problem of the low level of English. The research had a quantitative and qualitative approach. Is an investigation carried out on students of the San Felipe Neri elementary school in the 2019 - 2020 school year, it was identified that the "Play and Learn" Didactic Guide allowed improving the teaching learning process of English through traditional recreational games rooted in the cultural memory and identity of our country, turning the language into a social instrument of acceptance and communication.

According to Pazmiño & Cadena (2016), its general objective was: to develop reading comprehension of the English language in 6th semester students of the Faculty of Educational Sciences of the National University of Chimborazo, with the development of a Teaching Guide with teaching methods. The games implemented through a didactic guide in students of the 6th semester "E" of the Language Center of the Faculty of Education, Human Sciences and Technologies of UNACH Riobamba positively influence the development of vocabulary and reading comprehension of the English language.

2.1 BACKGROUND RESEARCH

The historical background of the use of Escape Rooms in English classes as a playful approach to active vocabulary learning does not date back to specific events, as it is a relatively new pedagogical approach. However, an evolution of teaching methodologies and the recognition of play as an effective tool for learning can be observed.

The concept of escape rooms originally emerged in video games in the 1980s, where players had to solve puzzles and escape from a virtual room. Later, in the mid-2000s, physical escape rooms began to gain popularity in Japan, and then spread to other countries. These real escape rooms provided participants with an immersive experience in which they had to solve challenges and puzzles within a limited time to escape (EscapeUp, 2023).

The use of escape rooms in education has developed more recently, as educators have recognized the potential of this playful approach to active learning. While initially applied in areas such as problem solving and teamwork, their implementation in English classes as a tool for vocabulary learning is a more recent phenomenon (Magadán & Rivas, 2022).

Nowadays, there is a growing amount of research and studies exploring the benefits and best practices of using Escape Rooms in the English classroom. These studies have

highlighted how play and immersion in challenging and authentic situations can improve vocabulary acquisition and use in real-life contexts. In addition, Escape Rooms have been found to foster collaboration, communication, and critical thinking, essential skills in language learning (Makri et al., 2021).

As the escape room approach to vocabulary learning in English classrooms continues to evolve, it is important to continue to research and explore new ways to integrate this playful approach into language teaching. This will maximize the potential of Escape Rooms to motivate and engage students in their English vocabulary learning process (McLaughlin, 2023).

2.2 THEORETICAL FOUNDATION

2.2.1 GAMIFICATION IN EDUCATION

Gamification, a powerful pedagogical strategy, integrates game elements and design principles into non-game contexts, such as education, with the goal of improving student motivation and engagement. By harnessing the inherent inclinations of play, competition and achievement, gamification transforms the learning experience into an enjoyable, interactive and rewarding endeavor (Oliveira et al., 2023).

In essence, gamification employs mechanisms such as points, badges and leaderboards to monitor and display learners' progress and achievements, instilling a sense of accomplishment and recognition. Tangible and virtual rewards further incentivize learners to excel, while challenges and quests, presented as quizzes, puzzles, simulations or real-world problem-solving scenarios, infuse content with a captivating gamified format, encouraging sustained engagement (Manzano et al., 2021).

A distinctive feature of gamification lies in personalization and choice, enabling individual learning paths and preferences that allow learners to explore topics at their own pace. Immediate feedback within this framework helps to identify areas for improvement and reinforce the right learning strategies, thus accelerating the learning process. In addition, narratives and storytelling elements wrap gamified learning experiences, immersing learners in captivating contexts (Swacha, 2021).

The benefits of gamification in education are manifold. Engagement increases as gamified learning maintains attention and decreases apathy. This increased engagement is combined with clear goals and tangible rewards, boosting learners' commitment to their learning journey. In turn, the brain's propensity to remember experiences linked to emotions and rewards improves retention (Ofosu, 2020).

Active learning, critical thinking and problem-solving skills flourish through gamified activities that push learners to navigate challenges and quests. Success builds confidence, fostering a growth mindset where obstacles become opportunities for growth. Ongoing assessment and progress tracking become seamless, while gamification's fusion of formal education and leisure activities closes accessibility gaps (Lampropoulos et al., 2022).

However, the success of gamification depends on striking a balance between fun and learning, avoiding excessive gamification that could dilute educational seriousness. Inclusion and accessibility for diverse learners must be prioritized, and vigilance against cheating and fair play must be maintained (Toledo et al., 2019).

Gamification in education has the potential to revolutionize learning by fostering engagement, motivation and effectiveness. Thoughtful design, attention to individual needs, and alignment with educational goals are critical to harnessing the transformative power of gamification, ultimately fostering a dynamic and enriching learning environment.

2.2.2 ESCAPE ROOMS

Escape Rooms are immersive gaming experiences in which participants face a series of puzzles, riddles, and challenges in a themed environment with the goal of solving a mystery or escaping a room in a limited amount of time (Monnot et al., 2020).

These physical escape rooms usually have a specific theme or story, such as a prison adventure, space mission, or criminal investigation. Participants must work as a team to decipher clues, find hidden objects, solve puzzles, and unlock locks to advance through the game. Collaboration, logical thinking, creativity and communication are key skills needed to succeed in an Escape Room (Mudure, 2021).

The main objective of Escape Rooms is to provide an exciting and challenging experience for participants, transporting them to a fictional world where they must use their ingenuity and skills to solve problems and achieve the final objective. These experiences promote teamwork, decision making under pressure and critical thinking, while generating a sense of accomplishment and satisfaction when challenges are overcome and the mission is accomplished (Mudure, 2021).

In addition to physical Escape Rooms, virtual versions also exist in the form of video games and mobile applications. These digital adaptations allow players to enjoy the Escape Room experience from the comfort of their homes, using touch screens, 3D graphics and interactive challenges (Mystakidis, 2023).

Escape Rooms in the classroom are implemented based on a planning and game design process which must present challenges and puzzles for participants to solve and

escape from a room or scenario within an established time limit. This game is used to provide a unique and rewarding entertainment experience that challenges players' skills and ingenuity. In the application of this game you can use printed images, spheres, dictionaries, maps and others.

Escape Rooms have gained popularity worldwide as a form of entertainment and also as an educational tool. In education, Escape Rooms have been used to promote active learning and problem solving in various disciplines, such as science, mathematics, history, and languages (Ouariachi & Wim, 2020). Their application in language learning, such as English, has proven to be particularly effective for vocabulary development, reading comprehension and oral communication (Taraldsen et al., 2022).

2.2.3 BENEFITS OF USING ESCAPE ROOMS FOR VOCABULARY LEARNING

Contextual learning: escape rooms immerse students in real-life scenarios where they encounter and use the target vocabulary in context.

Collaborative learning: escape rooms encourage teamwork and collaboration among students, fostering a positive, cooperative learning environment.

Engagement and motivation: the challenging and fun nature of Escape Rooms captivates students, further motivating them to actively participate in the learning process.

Problem-solving skills: students develop critical thinking and problem-solving skills as they decipher clues and solve puzzles to progress through the game.

Immediate feedback: The interactive nature of Escape Rooms allows for instant feedback, enabling students to correct their mistakes and reinforce their learning (Veldkamp et al., 2020).

2.2.4 PLAYFUL LEARNING AND MEMORY RETENTION

Playful learning, often referred to as experiential or hands-on learning, emphasizes the integration of play and exploration into the educational process. This approach takes advantage of learners' inherent curiosity and natural inclination to interact with their environment in a playful and enjoyable way. When applied effectively, playful learning can significantly affect memory retention, enhancing the acquisition and long-term retention of knowledge and skills (Sabaawi, 2022).

In essence, playful learning incorporates activities that are enjoyable, interactive and meaningful to learners. It encourages them to actively participate and immerse themselves in the learning process. In doing so, playful learning stimulates multiple areas of the brain, making the learning experience more vivid and memorable. When students are emotionally engaged and involved in their learning, the brain releases neurotransmitters such as dopamine, which enhance memory consolidation and the formation of strong neural connections (Blinkoff et al., 2023).

One way in which playful learning aids memory retention is through the context in which the information is presented. By incorporating educational content into playful scenarios or interactive games, learners can grasp and retain information in a more contextualized and relatable way. This contextualization facilitates a deeper understanding of concepts and vocabulary, as learners can link new knowledge to existing mental frameworks or experiences (Hirsh et al., 2020).

In addition, playful learning often involves repetition and reinforcement in a fun, non-repetitive way. Instead of monotonous drills or rote memorization, learners encounter information multiple times through a variety of interesting activities. This repetition, when accompanied by enjoyment, strengthens even more memory retention by promoting the spacing effect and spaced repetition, two important principles in cognitive psychology (Mondragon et al., 2023).

Playful learning encourages exploration and experimentation, which allows students to make mistakes and learn from them without fear of failure. This fosters a growth mindset, where students perceive challenges as opportunities to learn and improve. As students face and overcome obstacles during play activities, they develop problem-solving skills and resilience, which, in turn, contributes to improved memory retention (Candela & Benavides, 2020).

The social aspect of playful learning also plays a vital role in memory retention. Collaborative activities and group interactions create a positive and supportive learning environment. Peer discussions and interactions allow students to reinforce their learning by explaining concepts to others, thus solidifying their own understanding and memory of the material (Candela & Benavides, 2020).

In addition, playful learning engages multiple senses, providing a multisensory experience that aids in memory encoding. By incorporating images, sounds, movement and hands-on manipulation of objects, learners receive information through different channels, making it easier to remember and accessible to various learning styles (Candela & Benavides, 2020).

Playful learning is a powerful approach that improves memory retention by tapping into students' natural curiosity and enjoyment of play. Through meaningful and interactive experiences, playful learning facilitates a deeper understanding of concepts, fosters a growth mindset, encourages repetition without monotony, and promotes peer-to-peer interactions. As educators continue to incorporate playful learning strategies into their classrooms, they can leverage its potential to create lasting impressions in students' memories, making the learning journey more effective and enjoyable.

2.2.5 VOCABULARY ACQUISITION

Vocabulary forms the basis of language proficiency, enabling learners to understand and express ideas effectively. The process of vocabulary acquisition involves acquiring and internalizing new words, understanding their meanings, and learning to use them appropriately in different contexts. While memorization plays a role, effective vocabulary acquisition encompasses several strategies that go beyond rote learning (Schmitt, 2019).

Contextual learning is a fundamental aspect of vocabulary acquisition. Simply memorizing isolated words in lists can be limiting, as learners may have difficulty using them in a meaningful way. Contextual learning, on the other hand, exposes learners to words in real-life situations and authentic texts, allowing them to grasp nuances, connotations, and appropriate usage. This approach promotes a deeper understanding of word meanings, as learners see words in their natural habitat, surrounded by other words and phrases that provide contextual clues (Bueno & Nemeth, 2022).

Meaningful exposure to vocabulary also involves encountering words repeatedly in a variety of contexts. By encountering new words in different texts, conversations, or activities, learners reinforce their understanding and retain vocabulary in their long-term memory. Repetition with variation allows learners to witness the flexibility and adaptability of words, which enhances their ability to apply them appropriately in different scenarios (Thompson & von Gillern, 2020).

Active participation is a key aspect of vocabulary acquisition. Passive exposure, such as finding new words in a reading passage without further interaction, can lead to limited retention. Active participation strategies, such as using new words in conversations, writing exercises, or games, encourage learners to practice and integrate vocabulary into their daily language use. In addition, active participation stimulates multiple cognitive processes, such as critical thinking, problem solving, and creativity, which contribute to greater memory retention.

Visual aids and mnemonic devices are valuable tools in vocabulary acquisition. Associating new words with images, gestures, or mental images can make them more memorable and aid recall. Mnemonic techniques, such as acronyms, rhymes, or creating stories around new words, provide hooks for learners to anchor the vocabulary in their memory, making it easier to retrieve later (Muhammad & Pangesti, 2020).

A well-rounded approach to vocabulary acquisition involves explicit teaching, where educators introduce new words systematically and provide clear explanations of their meanings and usage. Teachers can also encourage students to use dictionaries, thesauruses, and vocabulary apps to explore word definitions, synonyms, and antonyms independently.

By empowering students to take an active role in their vocabulary development, they become more self-directed learners (Kohnke et al., 2019).

Additionally, integrating vocabulary acquisition with other language skills, such as reading, writing, listening, and speaking, enhances overall language proficiency. When students practice new vocabulary in different contexts and language modalities, they reinforce their comprehension and ability to communicate effectively.

Effective vocabulary acquisition goes beyond memorization and involves contextual learning, repeated exposure, active engagement, visual aids, mnemonic devices, and explicit teaching. Integrating vocabulary learning with other language skills enriches the learning experience and fosters a deeper understanding of words and their usage. By adopting diverse and immersive strategies, educators can empower students to build a robust vocabulary repertoire, enabling them to express themselves fluently and confidently in various linguistic settings.

2.2.6 ENGLISH VOCABULARY

It refers to the set of words and terms that are part of the English language. These words cover a wide range of categories, such as nouns, verbs, adjectives, adverbs, prepositions, and conjunctions, among others (Vidergor, 2021).

English vocabulary is fundamental to being able to communicate effectively in English. As English language learners progress in their learning, it is important for them to acquire a broad repertoire of words in order to express ideas clearly and accurately, comprehend written and spoken texts, participate in conversations, and perform communicative tasks (Nación, 2022).

Consists of basic and common words, as well as more specialized words specific to certain fields of knowledge. In addition, the English language has a large number of words that have multiple meanings and uses, requiring students to understand their context and appropriate applications (Muhammad & Pangesti, 2020).

Learning English vocabulary involves both acquiring new words and developing skills to remember and effectively use those words in different contexts. Vocabulary teaching methods vary, from learning based on word lists and translations, to using contextualization strategies, practical examples, and interactive activities (Yongqi, 2019).

It is important to note that English vocabulary is not limited to individual words, but also includes phrases and idioms used in everyday communication. In addition, English vocabulary is constantly evolving and expanding as new words and terms are introduced into the language due to technological advances, cultural changes, and social developments.

2.2.7 ACTIVE LEARNING

Active learning is a pedagogical approach that emphasizes the active participation of students in their own learning process. Rather than being passive recipients of information, students are actively engaged in activities that allow them to construct their knowledge, reflect on what they are learning, and apply it in real situations (Hartikainen et al., 2019).

Active learning is a pedagogical approach that engages students in practical, collaborative and reflective activities, encouraging their active participation in knowledge construction. This approach promotes motivation, critical thinking and meaningful learning, allowing students to develop the skills and competencies needed to face the challenges of today's world (Prieto et al., 2023).

In active learning, students are considered the protagonists of their own learning, which implies that they should be active, curious and responsible for their own progress. This approach is based on the idea that students learn best when they actively participate in the search for and construction of knowledge (Christopoulos et al., 2023).

Active learning has numerous benefits for students, as it promotes greater motivation, engagement, autonomy and critical thinking. By being active participants in their learning process, students have a better understanding and retention of information, as well as a greater ability to transfer and apply what they have learned to real-life situations (Fotaris & Mastoras, 2022).

2.2.8 ACTIVE LEARNING AND LANGUAGE ACQUISITION

Active learning is a dynamic, learner-centered approach that emphasizes the active participation of learners in the learning process. In the context of language acquisition, active learning strategies play a crucial role in fostering language proficiency by engaging learners in meaningful interactions and authentic language use (Foushee et al., 2023).

One of the main advantages of active learning in language acquisition is its focus on communication. Language is a tool for communication, and active learning provides opportunities for learners to engage in real-life conversations, discussions, debates, and role-plays. By actively using language in meaningful contexts, students develop not only their language skills but also their confidence in using language to express themselves effectively (Pillai et al., 2020).

Active learning strategies promote the use of contextualized language, which is essential for understanding the subtleties of language. Learners encounter new vocabulary and grammatical structures in authentic situations, enabling them to grasp the connotations,

idioms, and cultural nuances associated with the language. This contextual understanding goes beyond mere memorization and leads to a deeper understanding of the language.

Incorporating active learning activities into language acquisition helps bridge the gap between theory and practice. Instead of focusing solely on grammar rules and vocabulary lists, learners have the opportunity to apply what they have learned in practical scenarios. For example, language learners can participate in language games, role-playing exercises or group discussions to reinforce language concepts and improve their language production skills.

Collaborative learning is a hallmark of active learning in language acquisition. Working together with peers encourages students to use language to communicate and negotiate meaning effectively. Collaborative activities allow students to practice speaking, listening, and comprehension skills, while promoting cross-cultural awareness and empathy as they interact with classmates from different linguistic and cultural backgrounds (Fitriani & Arifa, 2020).

Active learning strategies also accommodate diverse learning styles and preferences. Language learners have different strengths, and active learning allows educators to incorporate a variety of activities to meet individual needs. Auditory, visual, kinesthetic, and tactile learners can benefit from a well-designed combination of language tasks that suit their learning preferences.

In addition, active learning facilitates critical thinking and problem solving skills. Language learners are often required to make decisions, analyze linguistic patterns, and negotiate meanings during active tasks. This cognitive engagement promotes deeper understanding and retention of language concepts as learners actively process language rather than passively receive it.

Active learning is a powerful approach to language acquisition because it prioritizes communication, contextual understanding, practical application, collaborative learning, and individualized instruction. By actively engaging in authentic language use, learners not only develop their language skills, but also acquire cultural knowledge and communicative competence. Implementing active learning strategies in language classrooms fosters a deeper connection to the language and culture being studied, ultimately leading to more competent and confident language users.

2.2.9 ENGLISH VOCABULARY WITH A FOCUS ON WRITING AND SPEAKING SKILLS

Learning English vocabulary with a focus on writing and speaking skills is an essential component of effective communication in both areas. Vocabulary forms the

fundamental basis of language and is the tool that allows us to express thoughts, ideas and emotions clearly, accurately and persuasively (Rao, 2019).

As for the Writing skill, the right vocabulary gives the writer the ability to convey his or her messages in a coherent and enriched way. By having a wider linguistic repertoire, it is possible to use more precise and detailed words, which adds nuance and subtlety to the writing. This not only makes the text more interesting and attractive to the reader, but also facilitates the expression of arguments and the defense of ideas more effectively (Guarneros & Vega, 2014).

Likewise, when writing, the choice of the right words helps to avoid ambiguities and misunderstandings. An extensive vocabulary allows the writer to select the most appropriate word to accurately convey his or her message and avoid ambiguities that may confuse the reader.

With respect to speaking skills, having a large vocabulary allows you to be confident and fluent in conversations and discussions. The richness of the lexicon allows speakers to find precise words quickly, which streamlines communication and makes ideas understandable to the interlocutor (Fuertes et al., 2018).

In addition, vocabulary in speech can influence the impression made on others. Varied and precise language shows a higher level of language proficiency and can generate a more positive image of the speaker.

In both Writing and Speaking, learning vocabulary is not just about memorizing a list of words, but understanding their meaning, context and proper usage. Frequent reading and listening in English allows for natural exposure to different words and expressions, which enhances vocabulary acquisition and understanding of how to use it in various situations.

Vocabulary is the cornerstone of effective communication in English, both written and spoken. Expanding and improving your repertoire of words not only enriches your language, but also improves your ability to express ideas clearly and accurately, which is essential for successful communication in both areas.

2.2.10 PRINCIPLES LINKED TO TEACHING-LEARNING

The principle of cooperative work is based on the idea that learning is enriched when students collaborate with each other to achieve common goals. Encouraging teamwork in the classroom allows students to develop social skills, such as effective communication, empathy and conflict resolution. Through collaboration, students can share knowledge, perspectives and experiences, which enriches their learning and broadens their

understanding of content. In addition, cooperative work promotes an inclusive environment where each student feels valued and an active part of the learning process (Bakoko & Pratiwi, 2021).

Motivation is a fundamental pillar in the teaching-learning process, as it influences students' willingness to actively participate in educational activities. Encouraging intrinsic motivation is particularly relevant, as it arises from self-interest and personal satisfaction in learning. To foster intrinsic motivation, educators can design activities that are meaningful, relevant, and allow students to exercise some degree of autonomy and choice in their learning process. In addition, recognizing and positively reinforcing students' achievements helps to strengthen their motivation and cultivate an environment conducive to learning (Quiguiri & Heredia, 2023).

Critical thinking is an essential skill in education today, as it enables students to analyze, evaluate, and synthesize information in a thoughtful and informed manner. Educators can foster critical thinking by posing challenging questions that require students to analyze different perspectives, justify their arguments, and reach informed conclusions. Critical thinking is also promoted through complex problem solving and real-world case analysis, which requires students to apply their knowledge in practical and creative ways. By developing critical thinking, students become more autonomous learners capable of making informed decisions in a variety of life situations (Zygmunt, 2022).

The principles of cooperative work, motivation and critical thinking are fundamental to the teaching-learning process. The promotion of teamwork fosters social skills and a broader understanding of the content. Intrinsic motivation drives students' interest and active participation in their learning. Finally, the development of critical thinking empowers students to analyze and evaluate information reflectively and make informed decisions in their daily lives. By applying these principles in the classroom, educators can create an enriching and stimulating educational environment that enables students to develop key skills for academic and personal success.

2.2.11 IMPORTANCE OF ASSESSMENT AND REFLECTION IN THE TEACHING-LEARNING PROCESS

Evaluation and reflection are two essential components in the teaching-learning process that allow educators and students to obtain valuable information about the progress and effectiveness of teaching and learning. These tools play a fundamental role in the continuous improvement of the educational process and in the achievement of students' academic and personal goals (Wahyuni, 2023).

Assessment provides an objective measure of student performance and helps educators identify each student's strengths and weaknesses. By assessing individual student progress, educators can tailor their pedagogical approach to address the specific needs of each student, providing more personalized and effective support. Assessment also helps students become aware of their own progress and set realistic goals for their academic growth (Herrera & Zambrano, 2019).

In addition to assessing student performance, formative assessment is a powerful tool that provides immediate and constructive feedback. Educators can use formative assessment techniques, such as reviewing assignments and tests, classroom observation, and surveys, to identify opportunities for improvement in their teaching approach and adjust their strategies to optimize student learning (Pérez & Torres, 2022).

Reflection is a valuable complement to assessment, as it allows educators and students to analyze and understand the teaching-learning process more deeply. By reflecting on their educational practices, teachers can identify what has worked well and what can be improved in future lessons. This continuous reflection fosters self-reflection and professional growth, leading to more efficient and meaningful teaching (Jaiswal, 2019).

On the other hand, reflection is also a vital component for students. By reflecting on their own learning, students can identify their strengths and areas for improvement. This self-reflection empowers students to take an active role in their education and make informed decisions about how they can improve their academic performance.

Also promotes the development of metacognitive skills in students. These skills enable them to monitor, regulate, and direct their own learning more effectively. By learning to assess their progress and reflect on their study strategies, students can develop a deeper sense of responsibility and self-direction in their education.

Assessment and reflection are essential pillars in the teaching-learning process. Assessment provides objective information about student performance and guides educators in adapting their pedagogical practices. Reflection promotes greater self-knowledge and growth for both teachers and students. By integrating assessment and reflection systematically into the classroom, an enriching and effective learning environment is created that supports students' academic and personal success.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 THE APPROACH OF THE RESEARCH

Mixed methods, also known as mixed approaches or mixed research designs, are a combination of qualitative and quantitative elements in the same investigation. These approaches make it possible to take advantage of the strengths of both types of methods to obtain a more complete and in-depth understanding of the phenomenon under study. By integrating qualitative and quantitative aspects, researchers can address research questions from multiple perspectives and validate and complement their results (Álvarez, 2020).

Qualitative and quantitative methods are research approaches used in different disciplines to systematically collect and analyze data. Qualitative methods focus on deep and detailed understanding through non-numerical data, while quantitative methods focus on the measurement and analysis of numerical data (Arias & Covinos, 2021).

This research was conducted using a mixed methods approach, combining qualitative and quantitative elements, in the category of educational research design. The objective of this research was to demonstrate how the usage of Escape Rooms as a playful approach enables an active learning vocabulary in the English class.

To approach this research, a mixed design involving both qualitative and quantitative data collection and analysis was used.

3.2 INVESTIGATION MODALITY

Bibliographic research or literature review collects data obtained from previously published documents, which are found in books, theses, articles, conference papers, expert testimonials, among others. On the other hand, field research implies that the observer remains on the scene for the time necessary to collect and record the relevant information, which will then be analyzed to understand the variables studied (Álvarez, 2020).

The focus of this research combined both the review of bibliographic sources and the collection of data in the place of study, this is understood as field research. The bibliographic research was based on the consultation of previous studies on the subject, while the field research was carried out in the classroom, where the children worked on activities together with the author, who observed and recorded the pertinent data.

3.3 LEVEL OF TYPE OF INVESTIGATION

Applicative research is a modality that seeks the practical application of the knowledge and results obtained. Application research focuses on using the findings to improve processes, products or services in practical and concrete areas (Álvarez, 2020).

In applied research, the relevance and utility of the results is sought to address real situations with the potential to have a direct and tangible impact on education, society, technology, the economy or any specific area (Arias & Covinos, 2021).

Developing an Escape Room approach refers to the process of planning and designing an escape game (Escape Room) that presents challenges and puzzles that participants solved in order to escape from a room or scenario within a set time limit, this game was used to provide a unique and rewarding entertainment experience that challenged players' skills and ingenuity.

This was be an applied research using quantitative and qualitative methods, how the use of Escape Rooms as a playful approach allows for active vocabulary learning in the English classroom.

The researcher manipulated an independent variable to show the effect on the dependent variable.

3.4 STUDY POPULATION

This research was done on students at cuarto grado paralelo A of the Unidad Educativa “Oxford Garden’s School” in Riobamba – Ecuador. This was a group of 16 children of 9 to 11 years of age.

3.5 SAMPLE SIZE

For this research, a sample was not needed, since it was worked with the entire population.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

A questionnaire is a methodological instrument used to obtain information and answers from the participants in an investigation. It consists of a series of structured and standardized questions that are presented to participants with the aim of collecting quantitative or qualitative data on a specific topic. Questionnaires can be administered in print, online, or orally, depending on the needs of the study and the preferences of the

participants. Its design must be clear and precise to avoid bias and guarantee the reliability and validity of the results (Cárdenas, 2018).

The pretest questionnaire was applied at the beginning of the study, in this case Annex 1, before the students participated in the Escape Room. Its objective was to evaluate the students' initial level of knowledge of English vocabulary. This questionnaire had questions about its use in specific contexts. The information collected at this stage served as a benchmark to measure progress and learn more after participating in the Escape Room.

The Escape Room game stage is where students will participate in activities designed to improve their English vocabulary learning. During the Escape Room, students faced challenges and puzzles related to vocabulary, which allowed them to apply and reinforce previous knowledge, as well as learn new words and expressions.

Once students have completed the Escape Room, they will be administered a post-test questionnaire. This questionnaire is similar to the pre-test questionnaire, but focuses on evaluating the level of knowledge acquired after participating in the game. By comparing the results of the pre-test and post-test questionnaire, whether the Escape Room has had a significant impact on the students' English vocabulary learning was asked.

This research design allowed us to measure the change in the level of knowledge of English vocabulary before and after the intervention (Escape Room). Using an playful approach with a single group, the effectiveness of the game as a specific intervention in vocabulary learning was evaluated.

CHAPTER IV

4. RESULTS AND DISCUSSION

The escape room game was applied as a playful approach for active vocabulary learning to 16 students from the cuarto grado paralelo A of the Unidad Educativa “Oxford Garden’s School” in Riobamba – Ecuador. To develop the proposed activities, photographs, blackboard, pens, and printed paper were used. The work was carried out for 1 hour.

Table 1.

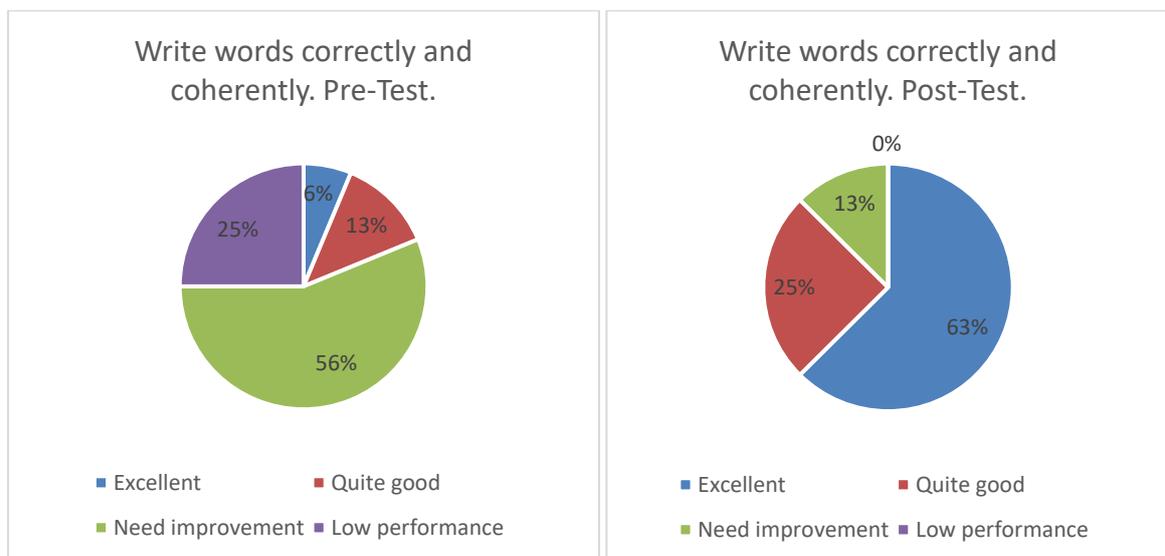
Write words correctly and coherently. Pre-Test / Post-Test.

EVALUATION CRITERIA	SCORES			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST The student writes words correctly and coherently.	1 child 1 = 5/5	2 children 1 = 3/5 1 = 4/5	9 children 9 = 2/5	4 children 4 = 1/5
POST-TEST The student writes words correctly and coherently.	10 children 10 = 5/5	4 children 4 = 4/5	2 children 2 = 2/5	0 children

Elaborated by: Brigette Alexandra Quizhpe Castro

Figure 1. Write words correctly and coherently. Pre-Test.

Figure 2. Write words correctly and coherently. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The results of the pre-test revealed that a considerable 56% of the participants needed to improve their skills in the use of English. Furthermore, it was observed that a significant 25% of the participants did not write the English words correctly and coherently. These initial data pointed out the need to intervene and improve the linguistic skills of this group.

However, after applying the escape room game and carrying out the post test, the results showed notable progress. Specifically, 63% of the participants demonstrated the ability to write English words correctly and coherently. This 7% increase in the success rate compared to the pre-test results suggests that the application of the escape room game had a positive impact on the development of the participants' language skills.

These results underline the effectiveness of innovative pedagogical approaches, such as the escape room game, in improving students' language skills. Furthermore, they indicate the importance of continuing to use creative and dynamic educational strategies to promote effective learning in an educational environment (Ifeoma et al., 2023). The implementation of the escape room game is a successful strategy to address initial deficiencies and promote better English skills among participants.

Table 2.

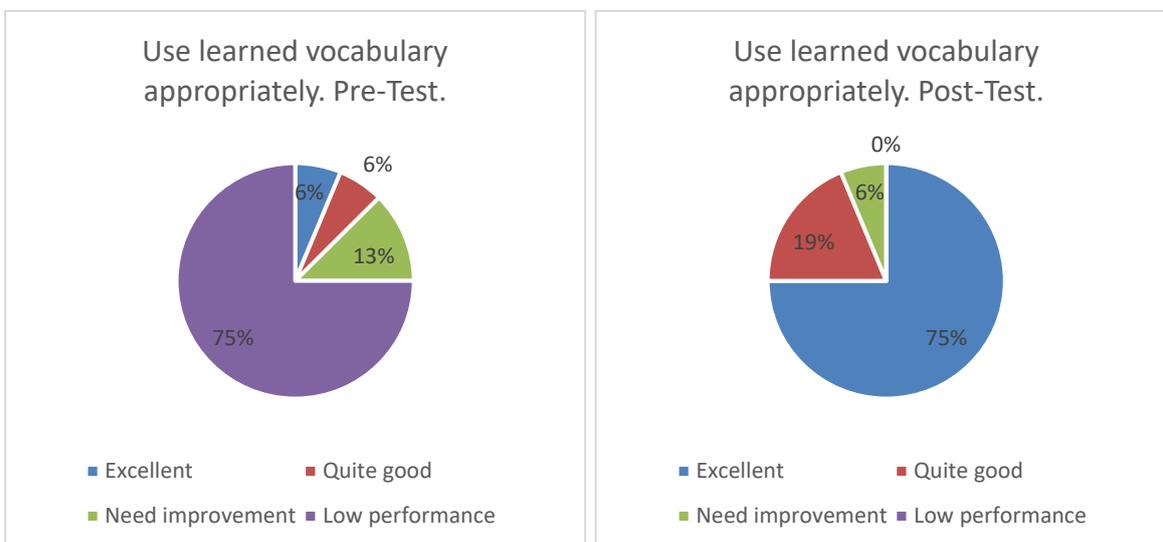
Use learned vocabulary appropriately. Pre-Test / Post-Test.

EVALUATION CRITERIA	SCORES			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST				
Use learned vocabulary appropriately.	1 child 1= 5/5	1 child 1 = 3/5	2 children 2 = 2/5	12 children 12 = 1/5
POST-TEST				
Use learned vocabulary appropriately.	12 children 12= 5/5	3 children 3 = 4/5	1 child 1 = 2/5	0 children

Elaborated by: Brigette Alexandra Quizhpe Castro

Figure 3. Use learned vocabulary appropriately. Pre-Test.

Figure 4. Use learned vocabulary appropriately. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The results of the pre-test revealed that 75% of the participants did not use the learned vocabulary appropriately. After applying the escape room game and carrying out the post test, the results showed notable progress. Specifically, 94% of the participants used the vocabulary learned “excellently” and “fairly well.”

These results are testimony to the effectiveness of innovative pedagogical strategies such as the escape room game to improve vocabulary learning and retention. Furthermore, the importance of implementing dynamic and motivating methods in the educational process is highlighted to achieve significant progress in the development of language skills (Caldas et al., 2019).

Table 3.

The meaning of the words written by the students is understood. Pre-Test / Post-Test.

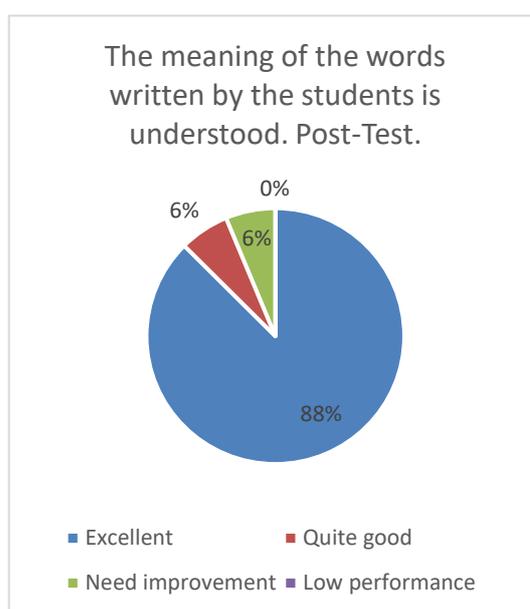
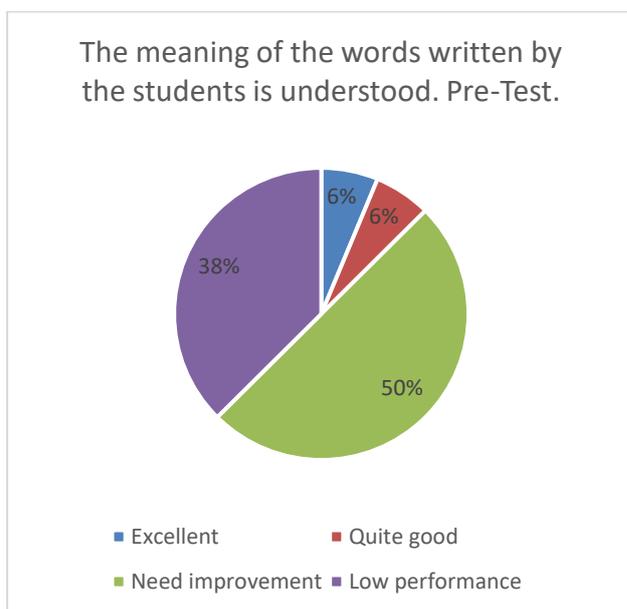
EVALUATION CRITERIA	ASSESSING A VOCABULARY			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST				
The meaning of the words written by the students is understood.	1 child 1 = 5/5	1 child 1 = 3/5	8 children 8 = 2/5	6 children 6 = 1/5
POST-TEST	5 Excellent	3-4	2 Need	1

		Quite good	improvement	Low performance
The meaning of the words written by the students is understood.	14 children 14= 5/5	1 children 1 = 4/5	1 child 1 = 2/5	0 children

Elaborated by: Brigette Alexandra Quizhpe Castro

Figure 5. The meaning of the words written by the students is understood. Pre-Test.

Figure 6. The meaning of the words written by the students is understood. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The pretest results revealed that 38% of the participants make errors in writing vocabulary and cannot understand the meaning of the words, and 50% of them need to improve. After applying the escape room game and performing the post test, the results showed notable progress. 88% of the participants have no errors and can understand the meaning of the written words.

Errors in writing and understanding vocabulary can result from a combination of factors including lack of practice, insufficient context, pronunciation difficulties, ineffective study strategies, learning challenges, and lack of motivation. It must be emphasized that motivation and interest play a crucial role in vocabulary retention and comprehension. It is effective to use innovative educational strategies such as the escape room game to address deficiencies in vocabulary mastery (Makri et al., 2021). The escape room offers an immersive and highly motivating learning experience for students. By combining emotion and fun with learning, escape rooms provide an ideal environment for vocabulary acquisition.

Table 4.

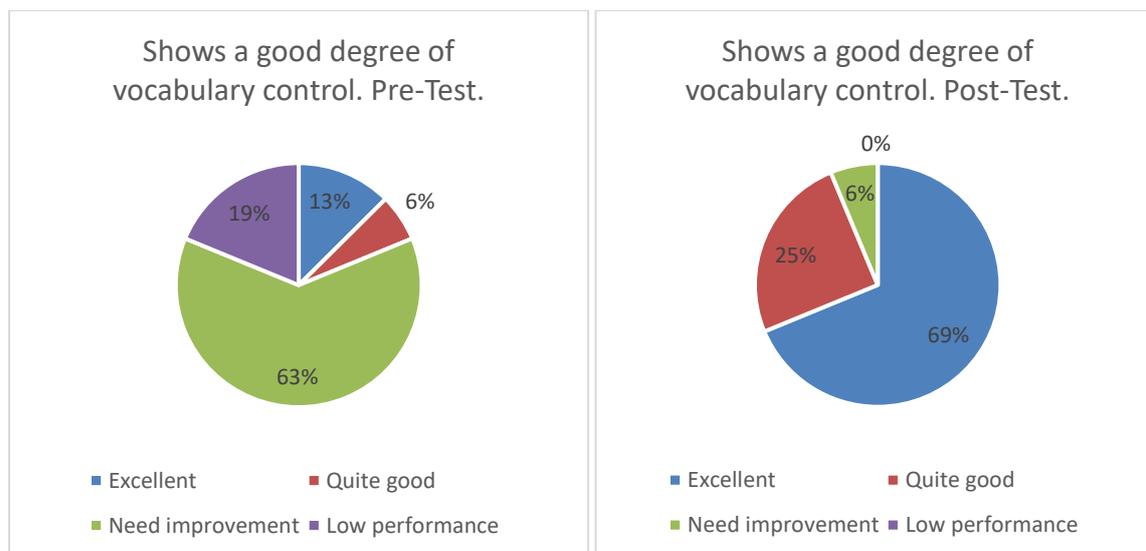
Shows a good degree of vocabulary control. Pre-Test / Post-Test.

EVALUATION CRITERIA	SCORES			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST				
Shows a good degree of vocabulary control.	2 children 2 = 5/5	1 child 1 = 3/5	10 children 10 = 2/5	3 children 3 = 1/5
POST-TEST				
Shows a good degree of vocabulary control.	11 children 11 = 5/5	4 children 4 = 4/5	1 child 1 = 2/5	0 children

Elaborated by: Brigette Alexandra Quizhpe Castro

Figure 7. Shows a good degree of vocabulary control. Pre-Test.

Figure 8. Shows a good degree of vocabulary control. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The results of the pre-test revealed that 63% of the participants need to improve the degree of vocabulary control and 19% do not show a good degree of vocabulary control. After applying the escape room game and carrying out the post-test, the results showed that 69% of the participants have a good degree of vocabulary control.

The effectiveness of innovative pedagogical approaches is a topic of great relevance in the educational field. These approaches represent a significant change in the way we teach and learn, moving away from traditional methods and embracing more dynamic and motivating strategies (Konst & Kairisto, 2020).

Improving the degree of vocabulary control is an ongoing process that requires a combination of active reading, writing, explicit instruction, classroom discussions, and constructive feedback. By adopting varied pedagogical strategies and encouraging consistent practice, educators can help students develop strong competence in the effective use of words in their written and oral communication (Konst & Kairisto, 2020).

Table 5.

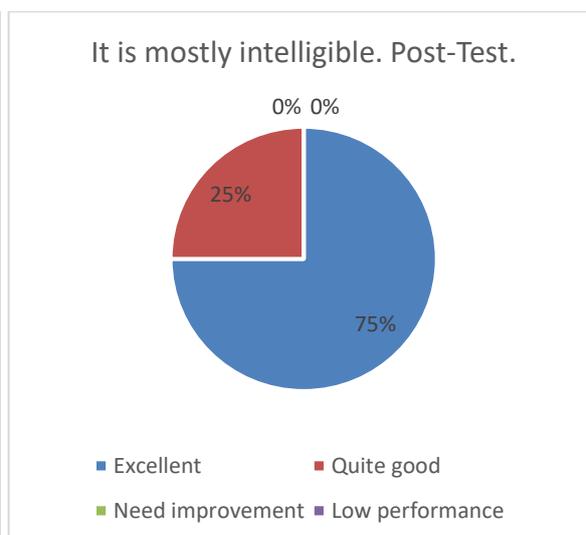
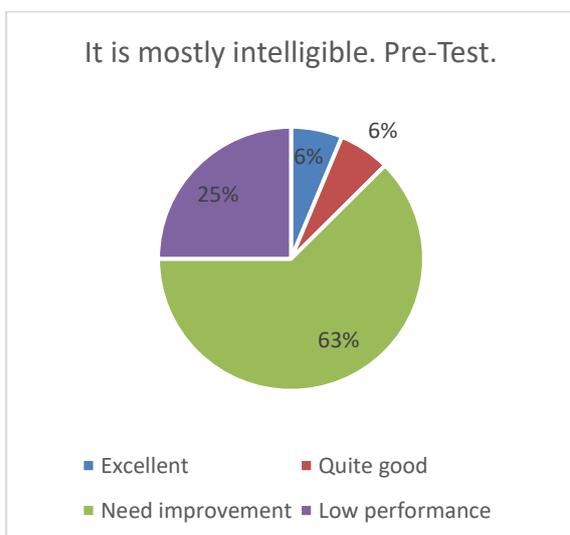
It is mostly intelligible. Pre-Test / Post-Test.

EVALUATION CRITERIA	SCORES			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST				
It is mostly intelligible.	1 child 1 = 5/5	1 child 1 = 3/5	10 children 10 = 2/5	4 children 4 = 1/5
POST-TEST				
It is mostly intelligible.	12 children 12 = 5/5	4 children 2 = 3/5 2 = 4/5	0 children	0 children

Elaborated by: Brigette Alexandra Quizhpe Castro

Figure 9. It is mostly intelligible. Pre-Test.

Figure 10. It is mostly intelligible. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The results of the pre-test revealed that 25% of the participants did not have intelligible vocabulary and 63% needed to improve. After applying the escape room game and carrying out the post-test, the results showed that 75% of the participants are mostly intelligible which indicates a significant improvement in their ability to express themselves clearly and understandably.

These results underline the effectiveness of innovative pedagogical approach, such as the escape room game, in improving students' communication skills and vocabulary. Furthermore, they highlight the importance of active practice and feedback in the process of developing language skills.

Active practice and feedback are two fundamental components in the process of learning and developing English language skills (González & Ramírez, 2022).

Table 6. Requires very little prompting and support to complete the questionnaire. Pre-Test / Post-Test.

EVALUATION CRITERIA	SCORES			
	5 Excellent	3-4 Quite good	2 Need improvement	1 Low performance
PRE-TEST Requires very little prompting and support to complete the questionnaire.	0 children	0 children	10 children 10 = 2/5	6 children 6 = 1/5
POST-TEST Requires very little prompting and support to complete the questionnaire.	10 children 10 = 5/5	6 children 2 = 3/5 4 = 4/5	0 children	0 children

Elaborated by: Briggette Alexandra Quizhpe Castro

Figure 11. Requires very little prompting and support to complete questionnaire. Pre-Test.

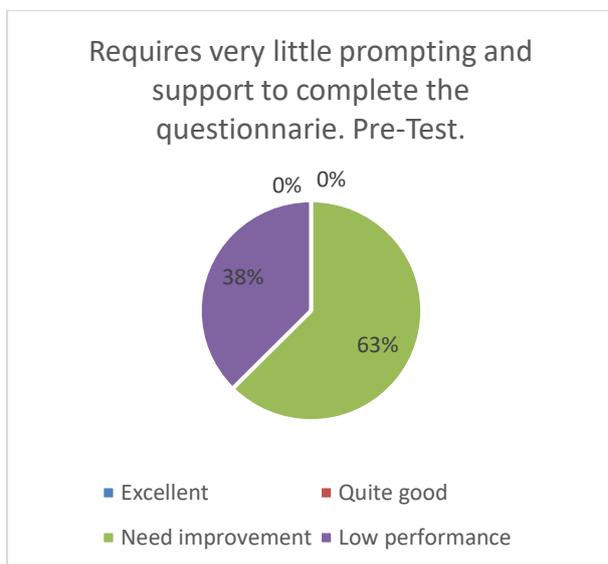
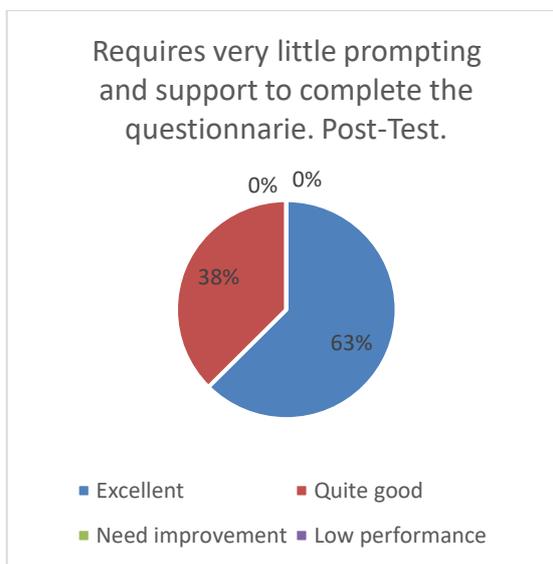


Figure 12. Requires very little prompting and support to complete the questionnaire. Post-Test.



Elaborated by: Brigette Alexandra Quizhpe Castro

The pre-test results provided a revealing insight into the students' needs and level of engagement. It was observed that 38% of participants required constant prompting and support, indicating a relatively low level of skill and confidence in the context of the activity or task in question.

However, after the application of the escape room game and the subsequent evaluation through the post-test, the results showed a significant change in the level of autonomy and participation of the participants. In particular, 63% of students demonstrated that they did not require prompts and support, indicating an increase in their level of skill and confidence in approaching the activity independently. On the other hand, the remaining 38% kept the exchanges simple and only needed very little prompting and support, which also represents notable progress in their autonomous participation.

The escape room game as a pedagogical approach is effective in transforming students' initial disinterest and demotivation into a greater degree of autonomy and commitment. By creating an immersive, motivating, and challenging environment, this approach gets students actively engaged in their learning and feeling more engaged on task, which contributes significantly to their educational success (Lathwesen & Belova, 2021).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- In the analysis of the pre-test, an educational panorama is revealed in which the majority of students face notable challenges in the correct writing and pronunciation of the vocabulary that they have been exposed to or that they are expected to master. Presenting spelling errors, unanswered spaces due to lack of knowledge or disinterest, confusion of common words and difficulties in pronunciation.
- The application of Escape Rooms as a playful methodology in teaching English vocabulary proved to be highly effective.
- The results on the post-test indicate a significant increase in the student's scores, suggesting that this stimulating and participatory strategy has substantially improved their vocabulary comprehension and retention. This underlines the importance of active teaching and experiential learning.

5.2 RECOMMENDATIONS

- Since the pre-test revealed notable deficiencies in vocabulary writing and pronunciation, it is essential to implement specific practice activities and spelling and phonetic correction exercises. It is recommended to assign regular tasks that encourage correct writing and pronunciation of the learned words. Additionally, practice sessions can be arranged in small groups or with an individualized approach to address each student's specific needs in these areas.
- According to the application of Escape Rooms turned out to be highly effective in teaching vocabulary, it is suggested that educators continue using playful and participatory pedagogical strategies in their teaching. Exploring other creative tools and approaches, such as educational games, simulations, and problem-solving learning activities, can keep students interested and motivated while reinforcing their vocabulary mastery.
- Considering the positive post-test results related to active teaching and experiential learning, it is recommended that educators continue to promote active student participation in the classroom. This involves creating a learning environment in which students are constantly engaged in practical activities that allow them to apply and practice vocabulary in relevant contexts. Additionally, students can be encouraged to relate vocabulary to personal experiences, which can facilitate stronger retention.

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ANNEXES

ANNEX 1

QUESTIONNAIRE

1. What is this?



DONKEY

MONKEY



BIRD

BEAR



ELEPHANT

HORSE



CROW

COW



SNAKE

SPIDER

2. Listen and write



3. Matches each word with its translation in English

PATO
 PEZ
 TIGRE
 TORTUGA
 CONEJO
 TIGRE
 CABALLO
 DUCKCABRA

HORSE
 GOAT
 MONKEY
 FISH
 RABBIT
 TIGER
 TURTLE
 DUCK

4. FIND AND CIRCLE THE FOLLOWING WORDS. THEN PLACE UNDER EACH PICTURES THE CORRESPONDING WORD

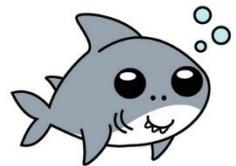
CHIKEN FLY PENGUIN SPIDER SHARK TURTLE
 ANIMALS

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













ANNEX 2

Lesson plan

General Information

General Information	
<p>Introduction Topic: " Wild and domestic animals"</p>	<p>This is a didactic proposal that integrates the four macro skills of listening, speaking, reading, writing, in which the students of sixth grade parallel A of the Unidad Educativa "Oxford Garden`s School" in Riobamba - Ecuador, will address the topic " Wild and domestic animals". The selected topic is relevant so that the students can develop and learn the vocabulary concerning the educational modules.</p> <p>It consists of 1 session of 60 minutes duration. The suggested lesson sequence and time frame is only a guide, where teachers can schedule the session based on the individual learning needs of their class.</p> <p>The number of activities required to complete the session may vary. Pre-test and post-test assessment and teaching resources are included.</p>
Age group:	9-11 years old.
Grade level:	Fourth grade of basic education parallel A
Class size:	16 students
Time:	1 one-hour lesson plan

LESSON PLAN 1

General Overview of the Activity	
Lesson name:	"Wild and domestic animals"
Learning outcome of the lesson	Students will be able to identify and define key terms related to wild and domestic animals.
Objectives of the lesson:	Recognize terms related to wild and domestic animals.
Skills	The student can identify and explain the meaning of key words. Students are able to recognize and differentiate between terms.

LESSON 1: What ended is used in the topic wild and domestic animals?

Vocabulary of Wild and Domestic Animals

<p>Adder: víbora Ant: hormiga Bear: oso Bee: abeja Bird: pájaro, ave Bison: bisonte Buffalo: búfalo Bull: toro Butterfly: mariposa Cat: gato Chicken: pollo Chimpanzee: chimpancé Cock: gallo Condor: cóndor Cow: vaca Crab: cangrejo Crocodile: cocodrilo Crow: cuervo Deer: ciervo Dog: perro Dolphin: delfín Donkey: asno, burro Duck: pato Elephant: elefante Fish: pez Fly: mosca Fox: zorro</p>	<p>Giraffe: jirafa Goat: cabra Hen: gallina Horse: caballo Kangaroo: canguro Leopard: leopardo Lion: león Monkey: mono Mouse: ratón Panther: pantera Parrot: loro Penguin: pingüino Pig: cerdo Rabbit: conejo Raccoon: mapache Scorpion: escorpión Shark: tiburón Sheep: oveja Snail: caracol Snake: serpiente Spider: araña Squirrel: ardilla Tiger: tigre Turkey: pavo Turtle: tortuga Whale: ballena Wolf: lobo Zebra: cebra</p>
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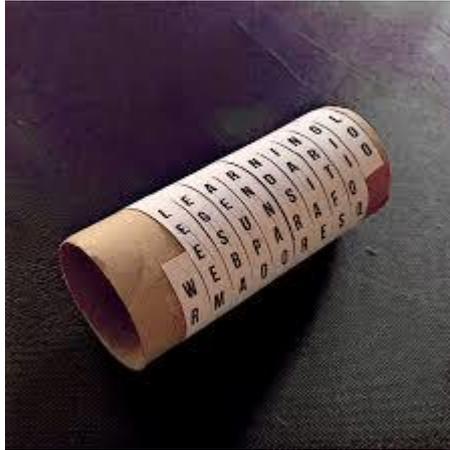
ACTIVITIES FOR THE ESCAPE ROOM

**ACTIVITIES FOR THE ESCAPE ROOM
CHILDREN WILL PLAY IN GROUPS**

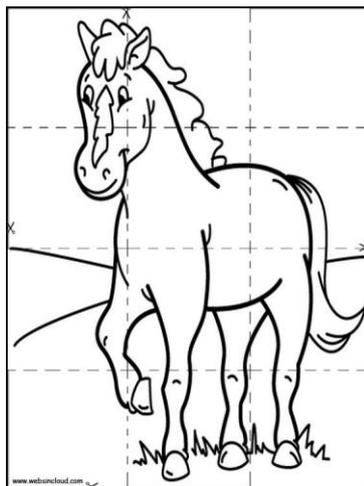
Pictures and names of animals will be pasted on the board and on the back of each one there will be a number that will help them finish the game. To have access to this number, children must solve 4 challenges. By solving them all and

obtaining the 4 numbers, they will be able to access a key that opens a box where the prize is and therefore they will be the winning team.

1. The teacher will read a short reading that describes or talks about an animal. The children will be given some paper tubes with the letters. Which can rotate. And guided by the reading clues, they must decipher the animal that touched them. When they figure it out, they can go to the board and grab the image of the animal they found and by looking at the back of the image they will get the first clue.



2. In the second test each group will be given a puzzle of a different animal, they will have to assemble it and decipher the animal that they got, by doing so they will be able to go to the blackboard and take the paper with the name of the animal they found and on the back they will get the second clue.



3. For the third test, each group will choose a card where the name of an animal is located, they will select a child who will be in charge of guessing the animal using clues given by the rest of their group, such as the

characteristics of the animal and so on. When the selected child from each group guesses the animal, the teacher will give them card number 3.



4. For the fourth test, the groups will spin a wheel that has the names of animals in Spanish, the children must say the name of the animal that touches them in English. The children will throw a dice to know how many times they will have to spin the wheel. When they do the test correctly, the teacher will give them the 4th clue.

The group that gets the 4 clues first will be given a key to open the box with the prize.



Skills	ACTIVITIES	Materials and Resources	Timing
Speaking, Reading, Writing and Listening	Warm up: What ended is used in the topic inventions creations and discoveries?	Picture Board	60 min

Step 1: Greet and welcome the students for today's lesson.

Pen

Printed paper

Step 2: The teacher asks the students to solve the pre-test questionnaire.

Step 3: The teacher will ask the students to make 4 groups of 5 students.

Step 4: The teacher asks the students to gather the benches in a circle.

Step 5: The teacher explains the escape room game.

Step 6: The teacher provides the didactic material for each group.

Step 7: The teacher explains that as long as the first group does not solve the riddle, it cannot develop the other group.

Step 8: Students solve the 6 exercises in order according to the group number from 1 to 6.

	<p>Step 9: The teacher provides the escape room key and gives them a surprise prize.</p> <p>Step 10: The teacher asks the students to solve the post test questionnaire</p>		
Objective of the lesson:	Recognize terms related to inventions and discoveries.		
Skills:	The present lesson plan integrates the four macro skills reading, listening, speaking, and writing.		

RUBRIC FOR ASSESSING A VOCABULARY

ITEMS	5 Excellent	3-4 (Quite) good	2 Need improvement	1 Low performance
Writing	Students always writes correctly the vocabulary learned.	The students usually write correctly the vocabulary learned.	Students need some help to writes correctly the vocabulary learned.	Students do not write correctly the vocabulary learned.
Speaking	Students always correctly pronounce the learned vocabulary.	Students usually correctly pronounce the learned vocabulary.	Students need some help to pronounce correctly the vocabulary learned.	Students do not pronounce correctly the vocabulary learned.

ANNEX 2

Photographs

