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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Título: The influence of evaluation through ludic activities to improve the vocabulary in EFL students

Trabajo de Titulación para optar al título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros

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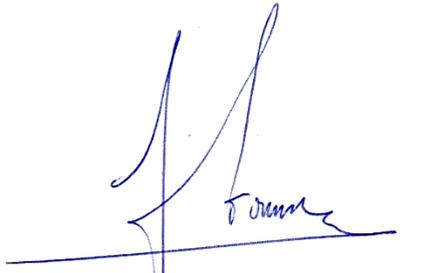
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We, the undersigned, appointed professors serving as Members of the Degree Examination Committee for the evaluation of the research work "The influence of evaluation through ludic activities to improve the vocabulary in EFL students", submitted by Karina Alejandra Granizo Sampedro, holder of Citizenship ID No. 0605147396, under the supervision of Mgs. Mónica Janneth Torres Cajas, certify that we recommend its **APPROVAL** for the purpose of degree conferral. Prior to this recommendation, the research paper has been thoroughly evaluated, and the candidate's oral defence has been heard, with no further observations to be made.

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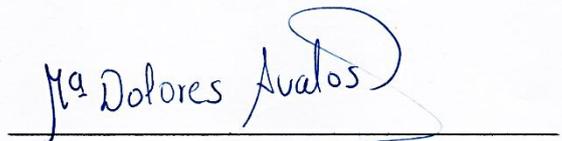
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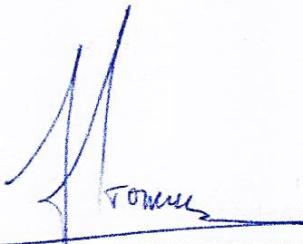
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DEDICATORY

To God, who was always supporting me and helping me to continue even when I felt I couldn't continue; to my parents and my brothers, who are the most important part of my life and without them I wouldn't reach this important goal; and finally, to my grandmother Luzmila Sampedro, who dedicated a part of her life to make mine better.

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Karina Alejandra Granizo Sampedro

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RESUMEN

Este estudio, titulado "The Influence of Evaluation through Ludic Activities to Improve the Vocabulaty in EFL Students" (La influencia de la Evaluación a través de Estrategias Lúdicas para Mejorar el Vocabulario en Estudiantes de Inglés como Lengua Extranjera) tiene como objetivo determinar la contribución de las actividades lúdicas cuando son utilizadas como estrategia de evaluación para mejorar el vocabulario de inglés como lengua extranjera en el 2° de Bachillerato General Unificado "A" de la Unidad Educativa "San Felipe Neri" de la ciudad de Riobamba en el periodo académico 2024-2025. El enfoque metodológico cuantitativo con niveles aplicado y descriptivo fue utilizado para el desarrollo de la investigación, lo cual contribuyó a entender la manera en la que las actividades lúdicas favorecen a una mejor evaluación de vocabulario al ser aplicadas y ejecutadas dentro del entorno de clases de inglés. La población de estudió consistió en los 39 estudiantes de Segundo de Bachillerato General Unificado "A" de la Unidad Educativa "San Felipe Neri". El cuestionario fue utilizado como técnica y el pre-test y post-test como instrumentos de recolección de datos. Los resultados del estudio indican que, en el pre-test, realizado previo a la aplicación de la estrategia, se evidenció un nivel bajo de léxico por parte de la mayoría de los estudiantes. Sin embargo, en el post-test, desarrollado después de la ejecución de la estrategia, se pudo verificar que la mayoría de los estudiantes mejoró de manera significativa su nivel de léxico. Finalmente, el impacto positivo del uso de actividades lúdicas para evaluar el vocabulario de los estudiantes de inglés fue demostrado debido a que con la ayuda de esta herramienta los alumnos pudieron incrementar su léxico y subsecuentemente mejorar su nivel de inglés.

Palabras clave: Actividades lúdicas, evaluación, vocabulario, léxico, estudiantes de inglés.

ABSTRACT

This study, entitled "The Influence of Evaluation through Ludic Activities to Improve the Vocabulary in EFL Students" has as objective to determine the contribution of ludic activities when they are used as an evaluation strategy to improve the English as a Foreign Language vocabulary at 2° of Bachillerato General Unificado "A" at "San Felipe Neri" Highschool in Riobamba City in the academic period 2024-2025. A quantitative approach with applied and descriptive levels was employed for the development of the research, which contributed to understand how ludic activities advantage a better vocabulary evaluation when applied and executed within the English classroom environment. The study population consisted of the 39 students of 2° of Bachillerato General Unificado "A" at "San Felipe Neri" Highschool. The questionnaire was used as technique, and pre-test and post-test as instruments of data collection. The results of the present study indicate that, in the pre-test, performed previous the application of the strategy, a low level was evident on most of the learners. However, in the post-test, developed after the execution of the strategy, it was verified that most of the students improved significantly their lexicon level. Finally, the positive impact of the use of ludic activities to evaluate the vocabulary of the English students was demonstrated because with the help of this tool, scholars can increase their lexicon and subsequently improve their English level.

Keywords: Ludic activities, evaluation, vocabulary, lexicon, English students.

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CHAPTER I

1.1 Introduction

In current times, English is perceived as the universal language. There are several languages around the world, however, English could be considered as a connection to communicate with others (Rumsey, 2020). That is why the need for the teaching and learning process of this language to exist in the educational context is considered as part of Curriculum. Subsequently, during the learning process, the pupils need to get the ability to use the language in different contexts (Richards, 2006). For this reason, it is necessary to focus not only on the four language skills (listening, reading, speaking, and writing), but also on the linguistic skills, being one of this the knowledge of vocabulary.

According to Northquist (2023), vocabulary makes allusion to the words that exist in a language that are employed and comprehended by a specific group of people. For teaching this linguistic skill, it is necessary to expose and provide students a variety of contexts in which a word could be used (Lyon, 2021). In this way, they can both understand and produce different terms in different situations. Therefore, in order to know about the progress of students respecting their improvement on lexis, it is fundamental to evaluate their knowledge.

At times, student-evaluation of vocabulary is visualized from a traditional point of view. It means, based on written exams in which memorization is considered essential to obtain positive or negative results. This traditional style can be problematic because it usually makes students get negative emotions, since what is worthy in this kind of evaluation is teachers' words or translation. For this reason, it is of important to look for new evaluation strategies like the usage of ludic activities. These activities conform to a more practical way of evaluating because they make students do not feel evaluated and can be helpful for determining the vocabulary they comprehend and the lexicon they produce while they have fun, since ludic activities are, according to the Cambridge Online Dictionary (2023), "lively and full of fun."

In this concern, this research was oriented to determine the contribution of ludic activities when they are used as an evaluation strategy to improve the English as a Foreign Language vocabulary at 10° of Educación General Básica "A" at "San Felipe Neri" Highschool in Riobamba City in the academic period 2024-2025. Thus, when the students are evaluated, they have fun, demonstrate their knowledge, and finally provide a starting point to make decisions about what to do so that they continue to progress.

1.2 Problem Statement

The teaching and learning of English has evolved over time. A great example of this can be found with vocabulary, which nowadays doesn't consist only on knowing the meaning or the literal translation of a word. It involves knowing about aspects related to its form, its meaning, and its use (Magnussen & Ernst, 2021, p.73). This process could improve

from the appearance of the humanist approach, which is holistic since the human being is seen as an individual entity with own needs, values, and interests. In addition, importance is given to affective, cognitive processes and also to experientially learning. In this regard, evaluation has improved since it determines the progress and evolution that each student has within a space for reflection on the goals that are met during the academic period progress to make decisions accordingly that favor the improvement of the student in terms of knowing, knowing how to do, and knowing how to be (Pérez Palomares, 2022).

That is why various evaluation strategies have emerged, being ludic activities one of them. It happens because while learners participate actively when the activity is performed, they develop different skills such as creativity. As well as that, students' anxiety levels is reduced since they help to feel entertained and happy, making them demonstrate what they really know (Borjas et al., 2019, p.177). What it means is that while developing this, students feel comfortable and animated instead of being stressed, and therefore they get able to show their learning results for the reason that they don't feel that they are evaluated.

Despite these advances, unfortunately there are currently signs that evaluation of vocabulary continues to be rooted in a traditional and archaic approach. This was observed in EFL students of the 2° BGU "A" at "San Felipe Neri" Highschool during the process of pre-professional practices since their learning progress respecting vocabulary was measured through tests that can be usually questionnaires with exact information (that could be generally asking for the literal translation or the meaning of words) requested for verifying their cognitive knowledge and leaving aside the procedural knowledge or their values and emotions. This could cause feelings of anxiety and discouragement due to the pressure of having only one correct answer, and also, they could feel a greater desire to obtain a good final grade rather than to demonstrate the results achieved from their learning.

In this sense, this research aimed determine the contribution of ludic activities when they are used as evaluation strategy to improve the English as a Foreign Language vocabulary in the mentioned institution in the academic period 2024-2025. For achieving this objective, this research was developed under a quantitative approach, with a field modality, and under an applied level, employing questionnaires before and after the execution of the strategy.

1.3 Problem Formulation

How effective are ludic activities when used as evaluation strategy for improving vocabulary to students coursing the 2° BGU "A" at "San Felipe Neri" Educational Unit of Riobamba city in the academic period 2024-2025?

1.4 Justification

Knowing the influence of ludic activities as an evaluation strategy to improve the vocabulary in English as a Foreign Language students at Unidad Educativa "San Felipe Neri" in Riobamba city is an important topic in the educative English learning context.

Through the correct application of this tool in the English classroom, it is expected to improve the lexicon level of learners, because this strategy offers the opportunity to make learners reduce their levels of anxiety or stress so that they demonstrate their real knowledge in such a way these results allow to make better decisions for a real improvement (Borjas et al., 2019).

Thus, this research is carried out because, as stated by Hadi (2017), vocabulary is a fundamental part of English language teaching since without the enough vocabulary, learners are not allowed neither to comprehend others nor to produce their own ideas in diverse situations (p. 272). Due to this, learners' vocabulary needs to be constantly increasing in order to become communicatively competent. Consequently, lexicon can increase in the English as a Foreign Language students with the help of ludic activities as an evaluation strategy due to the fact that this interactive and dynamic way of evaluation allows students to be actively engaged in their learning applying vocabulary spontaneously, reinforcing natural language acquisition (Schmitt, 2010).

Another key aspect for performing this study lies on the benefits it has for English learners, who can improve their vocabulary knowledge through activities that motivate them to become active participants of learning and also to let the teacher comprehend their knowledge and enhance their instruction accordingly.

Finally, for the researcher, this study provides a valuable analysis of the impact of ludic evaluation on vocabulary learning, which will contribute to the development of more efficient teaching strategies focused on the needs of the students for future practices while teaching and applying evaluation in the English as a Foreign Language contexts.

1.5 Objetives

1.5.1 General

To determine the contribution of ludic activities when they are used as an evaluation strategy to improve the English as a Foreign Language vocabulary at 2° of Bachillerato General Unificado "A" at "San Felipe Neri" Highschool in Riobamba City in the academic period 2024-2025.

1.5.2 Specific

- To diagnose the current level of vocabulary at 2° of Bachillerato General Unificado "A" at "San Felipe Neri" Highschool.
- To apply ludic activities as an evaluation strategy for improving vocabulary.
- To evaluate the effectiveness of the strategy to improve the English language vocabulary.

<p style="text-align:center;">**CHAPTER II**</p>

2. THEORETICAL FRAMEWORK

2.1 Research Background

The following studies are relevant to the project objective. These studies not only reinforce the relevance of the chosen topic but also provide a valuable guide for the development of this investigative work, thereby enhancing its significance.

One of the analyzed investigations is mentioned, such as that of Asanza, E. (2023) carried out his thesis called "Improving English vocabulary learning by using ludic activities among fourth-grade students at a public institution in Loja city, during the 2022-2023 school year", its general objective "to increase students' English vocabulary through the use of recreational activities in fourth-grade students of a public institution in the city of Loja, during the 2022-2023 school year." For the research, the descriptive level was used, with a field design, to obtain quantitative data (student grades) and qualitative data (perceptions) through a pretest and posttest, a questionnaire, and a checklist of observation.

In this study, the data were analyzed using two methods: the descriptive statistical method to analyze the quantitative data and the thematic analysis method to analyze the qualitative data. The quantitative results showed that the students significantly increased their English vocabulary after the recreational activities were applied, with an average of 8.31, unlike the average of 4.25 points obtained before the test.

Moreover, the mixed data obtained from the observation list and the questionnaire revealed a positive shift in students' attitudes. They felt more engaged, participatory, and motivated when the researcher introduced the recreational activities in class. This application significantly improved the students' vocabulary level, particularly in the areas of 'form' and 'meaning.' The students found the strategies applied to be enjoyable and interesting, which in turn, inspired them to learn English vocabulary.

Under the same premises, Lema, J. (2021), carried out his research work with the title "Leisure Activities to Promote the Learning Process of Listening to the English Language" and as a general objective, "Propose recreational activities to promote the learning process of listening to the English language, which is based on a solid theoretical framework, guided by play and the listening learning process as an object and field of research respectively", using a descriptive level of research, with design documentary and field.

An e-book was developed aimed at strengthening the listening learning process of the English language, using recreational activities that students liked. It was identified that among the recreational activities to promote the learning of the English language are: serving as a speaker, making class recordings, listening to the teacher's voice in a streaming version, listening to radio and TV programs, singing songs in that language, which were used in the activities that make up the designed e-book. The e-book, which strengthened the learning

process of listening to the English language through the use of recreational activities, was validated through the expert judgment methodology, achieving an excellent rating.

Furthermore, the research work carried out by Guzmán, P. (2018) entitled " Ludic activities in the learning of English Language vocabulary in the eight year students at Instituto Educativo Fiscal "Benito Juárez" school year 2026-2017", its general objective: "Analyze how recreational activities contribute to the learning of English language vocabulary in eighth-year students of the Fiscal Educational Institution "Benito Juárez" in the 2016-2017 school year", the level of the research is descriptive, with a field design.

According to this research, recreational activities contribute to the learning of English language vocabulary, so when developed in teaching, they generate a positive effect. They are considered one of the most important methods with the best results in educational levels, helping the student learn new knowledge in a meaningful and fun way.

In addition to this, it is determined that the recreational activities for learning vocabulary, most used by the teacher are: crossword puzzles and word searches, this pedagogical material, in order to develop vocabulary in a spontaneous way, also, through survey results; It can be noted that students learn more vocabulary with the two techniques previously announced.

For his part, Ballesteros, A. (2014), proposed his research titled "Use of Playful Activities in the Teaching of English", with its general objective was "to develop a series of educational factors that are proposed to offer productive, meaningful and real, starting from different approaches and methodologies." The level of research was framed in a descriptive study, with a documentary design, conducting a study in a primary school, using direct observation.

This study allowed the reciprocity of words with foreign people who, by chance, meet at a certain time in their lives. Knowing two different languages allows you to know how to read and write in another language, which allows for greater access to information and, beyond that, the acquisition of broader knowledge. Therefore, primary education should focus on achieving results related to communication, providing the teaching of English with communicative purposes so that problem resolution can become more effective and that students develop their expressive skills, relate to people, and train themselves to live in harmony and in society.

Chérrez, D. (2010) conducted a degree project with a clear focus titled "Assessment instruments and their impact on the development of listening, speaking and writing skills of the English language" aimed to determine the most suitable evaluation instruments for the Listening, Speaking, and Writing skills of the English language. The study focused on empowering students at the basic levels of the Regular Modality of the Specialized Department of Languages of the Technical University of Ambato in the academic period March-August 2010.

The level of research was framed in an exploratory and descriptive study, with a documentary and field design, using the questionnaire, aimed at students and teachers of the Basic I and Basic II levels of English, a regular modality of the specialized language department (DEDI) of the technical university of Ambato. This led to verifying that the evaluation instruments used with English students influence the development of Listening, Speaking, and Writing skills and are necessary for learning.

It is evident that the development of these skills is affected by the evaluation instruments. The issue is not a negative predisposition towards the evaluation, but rather the specific instruments that were used. Therefore, it is urgent to propose the implementation of other evaluation instruments that can enhance the previous skills, as this is a necessity in the DEDI.

2.2 Theoretical Foundations

2.2.1 Evaluation

A fundamental part of this research is evaluation, which, according to Pérez Palomares (2022) is a systematic practice focused on understanding and observing students' knowledge, skills and attitudes, and their evolution in respect to all of the learning process. Also, evaluation provides teachers a guide to determine if they need to make any change or improvement in any part of the learning and teaching process. During the development of evaluation, the teacher can collect, analyze, and comprehend the different aspects that are part of the teaching and learning process in such a way they can value new ways to improve it for both the professor and the pupils (Alcaraz, 2015, p.223).

In addition, it can be manifested that evaluation is closely related to the aims of learning. When a student is learning, it is necessary to determine how much they achieved the pre-established goals that the educator proposed for a specific length of time. As a result, evaluation is the only way to establish this (Shimpe, 2022).

Ultimately, it is important to know that "evaluation and research activities affect not only the students' learning process, but also the educational projects developed by teachers and the centers where they are located" (González, E. 2011, p. 103). Under this premise, Bordas (2001) defines "evaluating as a systematic and reflective process of collecting and analyzing information to make informed decisions about the performance, achievements, and results of a program, project, activity, process or person" (p. 31).

2.2.2 Importance of evaluation

Evaluation has a very important role in the educational context. According to Ifeoma (2022), evaluation is crucial since it helps to provide essential information respecting education in order to make decisions. When evaluation takes place, educators are able to identify strengths and weaknesses produced in the education context in such a way the areas that need to be improved are recognized (p.120). As a result, it can lead to promote

innovation. As evaluation can be considered as a starting point to make decisions, teachers can find new trends and better practices to increase the probability of constant improvement, as well as the identification of new areas of research that "can lead to the development of new and innovative educational practices" (Ganagalla, 2023, p.7).

Hence, the evaluation focuses on guaranteeing the method of obtaining the learning results and verifying that the educational training is being fulfilled through the skills, competencies, and knowledge acquired with high standards to comply with the curricular mesh and, beyond that, with the objective of the educational system.

2.2.3 Characteristics of evaluation

It is essential to distinguish the characteristics of evaluation that define how it needs to be to be performed correctly. In the first stage, evaluation is participatory: it involves all the members that are part of the educational process. Besides, it is flexible: evaluation can be adapted depending on different factors and circumstances like individual needs, interests, or the conditions of the institution. Subsequently, it is technical: according to what the teacher needs to evaluate, he can apply different instruments or strategies in order to acquire significant results. Fourth, it is systematic: it is performed in an organized way with clear intention throughout the whole educational process. Equally important, it is interpretative: it explains the procedures and their significance while learning. Ultimately, it is holistic: it is determined according to an integral view of students in connection with their context.

While evaluation is idealistic, educational theorist Dr. Elena Rodriguez critically questions these characteristics. She argues that the participatory approach is often superficial, with educators claiming inclusion but rarely granting genuine decision-making power to all stakeholders. In fact, it contends that flexibility can lead to inconsistent assessment standards, potentially undermining the educational system's reliability. She challenges the technical aspect by suggesting that many evaluation instruments are outdated and fail to capture authentic learning processes. Furthermore, she criticizes the systematic approach as potentially rigid, arguing that standardization can suppress individual creativity and learning diversity. Moreover, it indicates that the interpretative characteristic is frequently theoretical rather than practical, with educators struggling to translate assessment procedures into meaningful insights. Lastly, she refutes the holistic perspective, claiming that contextual considerations often become performative gestures rather than substantive educational interventions, ultimately reducing the evaluation process to a bureaucratic exercise disconnected from genuine student development (Rodríguez-Ventosa et al., 2024).

When evaluating the impact of ludic activities on the development of students' vocabulary, it is essential to focus on specific characteristics that reflect both the process and the outcomes of these activities. Here are some key characteristics of evaluation in this context:

- **Engagement Level:** Assess how actively students participate in the ludic activities. High levels of engagement typically indicate that the activities are enjoyable and effective in capturing their interest.

- **Vocabulary Retention:** Measure how well students remember and use the vocabulary they learned through ludic activities over time. Retention tests or observations during future lessons can help gauge this.

- **Practical Application:** Evaluate students' ability to use new vocabulary in real-life or contextual scenarios, such as speaking, writing, or group discussions. This shows whether the words have been internalized effectively.

- **Variety of Vocabulary:** Analyze the diversity of words learned during the activities, including their relevance to the learning objectives and their applicability to different contexts.

- **Motivation and Attitude**: Observe changes in students' attitudes toward learning vocabulary. Do they seem more enthusiastic, confident, or willing to participate in language-learning tasks after engaging in ludic activities?

- **Collaboration and Interaction:** Evaluate the quality of peer interactions during games and activities. Are students effectively communicating and using the target vocabulary when working together?

- **Creativity and Critical Thinking:** Assess how ludic activities encourage students to think creatively or critically while using new vocabulary, such as through storytelling, problem-solving, or role-playing.

- **Feedback and Improvement:** Monitor how well students respond to feedback during the activities and how they adjust their usage of vocabulary based on corrections or suggestions.

- **Progress Over Time:** Use formative and summative assessments to track students' vocabulary growth throughout the implementation of ludic activities, comparing their initial knowledge to their progress.

- **Adaptability to Learning Styles:** Evaluate whether the activities cater to diverse learning preferences (e.g., visual, auditory, kinesthetic) and how this affects vocabulary acquisition for different types of learners.

2.2.4 Teacher's role during evaluation

Teachers' role needs to be on track to meet certain features in order to obtain good evaluation results. In general terms, as claimed by Cáceres et al. (2018), educators must be in constant dialogue with scholars so that they take an active role without giving them signals that one of them is going to fail. Instead, teachers have to know how to correct mistakes in

order to provide good feedback so that students can improve. Also, it is necessary to maintain a strong relationship between the learning outcomes, the methodology that is employed, and the method of evaluation in order to keep the process from becoming confusing. Finally, it is necessary to meet the needs and the interests of learners, presenting it from an integrative perspective.

Teachers also need to create a supportive learning environment that emphasizes growth mindset and formative assessment practices. This involves implementing regular check-ins with students, providing opportunities for self-reflection, and adjusting teaching strategies based on ongoing evaluation data. Furthermore, teachers should develop clear rubrics and assessment criteria that are shared with students in advance, helping them understand expectations while promoting transparency in the evaluation process (Cáceres et al., 2020).

Supporting this perspective, Black and Wiliam (2006) argue that teachers' role in assessment should focus on enabling students to become self-regulated learners through continuous feedback and scaffolded support. Their research demonstrates that when teachers act as facilitators rather than judges, student engagement and achievement significantly improve. They emphasize that "assessment for learning" rather than merely "assessment of learning" leads to better educational outcomes.

2.2.5 Students' role during evaluation

Since the main aim of educational evaluation is to verify students' progress and develop improvements in the system, they need to take an active and participatory role during development. According to Cáceres et al. (2018), pupils need to acquire meaningful learning and dialogue with teachers when expressing their needs, interests, and goals in a confident way so that professors have the opportunity to create a good evaluation. In addition to this, they need to demonstrate what they know by being responsible for their own learning.

Students must also engage in metacognitive practices and self-assessment strategies to maximize their learning potential during evaluation processes. This includes reflecting on their learning journey, identifying areas for improvement, and actively seeking feedback from peers and teachers. Furthermore, students should develop the ability to set personal learning goals, monitor their progress, and adjust their study strategies, accordingly, thereby taking ownership of their educational development (Cáceres et al., 2020).

According to Zimmerman et al. (2011) emphasize that successful students are those who become active agents in their own learning process. Their research demonstrates that students who engage in self-regulated learning practices show higher academic achievement and better retention of knowledge. They argue that "when students take responsibility for their learning through active participation in assessment, they develop deeper understanding and longer-lasting learning outcomes."

2.2.6 Evaluation through ludic activities

According to Pérez Porto & Merino (2018) ludic makes reference to everything related to having fun. This means that when talking about ludic, it is necessary to mention that all the activities that make people feel animated or playful, can be considered as ludic. In this regard, when implementing ludic to the evaluation context, the tutor is incorporating elements of fun and engagement to the classroom in such a way students will be able to participate actively during this process.

In addition, the three knowledge that learners must obtain within the teaching and learning process is taken into account by relating points such as the emotional states of the student, their cognitive development, their abilities, their talents, the cooperation between peers, the active participation in the classroom, the creativity of both the teacher and the student, among others (Asprilla et al., 2019). Ultimately, this evaluation strategy can be considered as a way in which individuals reflect on their knowledge so that they have the opportunity to improve on different skills without being these only related to language acquisition.

2.2.7 Process of evaluation through ludic activities

According to Borjas (2013) the process of evaluation through ludic activities includes six moments:

- **Diagnosis:** At this moment the teacher develops a diagnosis of the interests that the students have, as well as their tastes and motivations in order to understand which activities would be appropriate for them to be evaluated playfully.

- **Reflection:** The teacher carries out an analysis of the results obtained from the dialogue with his students or from the survey in order to decide which playful strategies are more propitious. When making such a decision, the subject to be evaluated and the purpose of the evaluation must be considered as essential factors.

- **Design:** Once the activity or activities to be developed have been decided, the teacher organizes how these activities will be developed. As the case may be, they can be structured or semi-structured.

- **Isolation:** For this phase, the teacher prepares the materials and instruments that will be used during the activity. At this stage, students can also act as a support for the teacher by contributing to the preparation of these materials.

- **Application:** At this stage the evaluation through ludic activities are carried out. During this process, the teacher can record information about how the activity is developing, and if necessary, the students can make a report of said activities or they can also be recorded but if there is their consent.

- **Reflection:** At this last moment, the teacher analyzes everything developed during the execution of the activities to identify the knowledge, skills, strengths and weaknesses of the students in order to make appropriate decisions according to the subject being evaluated.

2.2.8 Vocabulary

Vocabulary, also known as lexicon, can be stated as the set of words that an individual or a group of individuals know (Merriam-Webster Dictionary, 2024). This word knowledge can be established when the person can understand it when listening or reading it, and has the ability to produce it by writing or speaking. In addition, the development of vocabulary consists of a lifelong process for the reason that people are constantly learning new words and also they are refining the comprehension and use of the words they already know. Ultimately, vocabulary is important for language development because it allows humans to communicate effectively with others in such a way they can understand complex texts, participate in discussions, write clearly any kind of manuscript, or other kind of activities.

Vocabulary is a fundamental component of language proficiency, encompassing both receptive and productive skills. Receptive vocabulary refers to the words a person understands when heard or read, while productive vocabulary consists of the words they can actively use in speech or writing. Additionally, vocabulary can be categorized into active and passive vocabulary. Active vocabulary includes words frequently used in daily communication, while passive vocabulary comprises words that are understood but not regularly used. The size and richness of an individual's vocabulary can significantly impact their academic, professional, and social success. Moreover, vocabulary acquisition is influenced by several factors, such as exposure to diverse language contexts, reading habits, formal education, and interaction with others. Tools like dictionaries, thesauruses, flashcards, and language apps can aid in vocabulary expansion. Furthermore, methods such as contextual learning, games, and storytelling have proven effective in enhancing vocabulary retention and usage, particularly in educational settings. Thus, vocabulary development plays a crucial role in shaping an individual's ability to express ideas, understand information, and engage in meaningful communication (Ramadhanti et al., 2021).

2.2.9 The Importance of Vocabulary in English as a Foreign Language

Vocabulary is essential for the student to function more effectively; if a person has extensive knowledge of words, this individual can have clear and effective oral and written communication. In fact, Paguay (2019), emphasizes that "vocabulary is an important factor in language acquisition that provides the foundation for student achievement in other English language skills." Students will have no problem speaking English with other people, because they know the words and can use them to make sentences. Furthermore, Gultom et al. (2022), encourages that vocabulary can be considered as an important aspect for acquiring a good level on the target language since, without a certain quantity of vocabulary, the structures

and functions that were previously learned cannot be employed while the person tries to communicate any ideas.

In addition, Rodriguez (2024), a prominent linguistic researcher, provides a nuanced critique of vocabulary acquisition while fundamentally supporting its importance in language learning. While acknowledging the core argument about vocabulary's critical role, she argues that the original perspective oversimplifies language acquisition. Furthermore, it contends that vocabulary development is more complex than merely accumulating words; it requires sophisticated strategies of contextual learning, semantic understanding, and pragmatic application. She emphasizes that extensive vocabulary knowledge must be complemented by deep linguistic comprehension, cultural awareness, and communicative competence. This research demonstrates that students with robust vocabulary foundations can indeed navigate linguistic challenges more successfully. Crucially, fundamentally proposes to integrate contextual learning, interactive communication strategies and adaptive language use. In addition, language learning is necessary to truly support students' linguistic development.

Building on the established importance of vocabulary in language learning, research by Fengyu (2023) reveals that vocabulary mastery significantly impacts students' self-confidence and willingness to engage in real-world language situations. By performing these activities show that students with strong vocabulary to initiate conversations in their target language and demonstrate greater resilience when facing communication challenges. Chen's work emphasizes that vocabulary knowledge acts as a psychological anchor, enabling learners to navigate both academic and social language contexts with increased assurance. This research reinforces the interconnected nature of vocabulary proficiency, practical communication skills, and learner confidence in successful language acquisition.

2.2.10 Strategies to teach vocabulary

Regarding McCollum (2020), some strategies to teach vocabulary are:

- **Teach learners how to use dictionaries:** It is necessary to recognize that learners do not know how to employ a dictionary, so educators must not have this assumption. They need to teach about headwords, definitions and how they are ordered from the most common to the less ones, the pronunciation guide that dictionaries provide, collocations that some dictionaries contain, and the highlighted words they may contain that means they are highly frequently used.

- **Make smart guesses:** Some words can be learned by context, but that is something learners do not know. That is why they need to comprehend how to do that, which sometimes involves the identification of the part of speech or the grammatical category the word is having in the sentence. After knowing this, learners can identify if any other word surrounding the sentence can suggest if it may have a positive or negative meaning, or if it may be related to any particular field (biology, mathematics, among others).

- **Select words wisely:** There can be a lot of words that are core for students to learn, which usually are the most frequently used while communication is performed, but there are words they should not be so important to learn because even without knowing them they can still understand the whole meaning of the message. As a result, it is crucial to make students notice the words that will have a highest impact on their progress to acquire the new language.

- **Teaching word families:** Students can group words in different categories with other words that they already know that have a similar function or meaning. This will help them to make connections between their previous knowledge and the new word they are learning, and consequently they will retain these words easily.

- **Keeping a journal:** Having a list of words students learn would be so helpful to acquire a new expression. For this reason, students can maintain a list of words and why they matter, what they connect to, their synonyms and antonyms and words that have a similar term.

2.2.11 Ludic in the development of Students' vocabulary

According to Cuenca et al. (2023) Ludic strategies in language learning represent an innovative approach to vocabulary acquisition, emphasizing playful and engaging methodologies that transform traditional educational practices. These approaches integrate game-based learning, interactive experiences, and recreational activities to enhance students' linguistic skills. By creating enjoyable and meaningful contexts for vocabulary exploration, ludic techniques aim to reduce language learning anxiety, increase motivation, and facilitate more natural word retention. Researchers argue that when students experience vocabulary learning as an entertaining process, they become more actively involved, leading to deeper cognitive processing and more sustained linguistic engagement.

Language acquisition offers a nuanced perspective on ludic methodologies. While acknowledging the potential benefits of playful learning, she critically examines the implementation and effectiveness of these strategies. Moreover argues that not all ludic approaches are equally valuable, and their success depends on careful design, clear educational objectives, and appropriate alignment with students' cognitive developmental stages. This research suggests that ludic methods must be systematically structured, with intentional linguistic goals, to prevent them from becoming mere entertainment without substantive learning outcomes. Nevertheless, the fundamental premise of ludic approaches, emphasizing that when carefully implemented, these strategies can significantly enhance vocabulary acquisition by creating meaningful, contextual, and emotionally positive learning experiences (Cuenca et al., 2023)

Ludic activities, which include games, fun interactions, and playful engagement, can significantly support students in building their vocabulary. These methods foster a stimulating, interactive, and relaxed environment, making it easier for students to acquire

new words and expressions without experiencing undue stress. Here is how ludic activities aid in vocabulary growth:

- **Learning in Context**: Games often require students to apply new words in real situations, allowing them to grasp both their meaning and correct usage. This approach proves more effective than simply memorizing words without context.

- **Contextual Learning**: Playing games makes students more enthusiastic about participating, exposing them to a broader range of vocabulary. This turns vocabulary learning into an enjoyable experience rather than a monotonous task.

- **Increased Motivation**: Playful activities demand active participation, which helps students absorb and retain vocabulary more effectively. Whether through competitive games, acting out scenarios, or storytelling, they practice words in a lively and engaging way.

- **Active Engagement**: Many games require students to work with others, fostering interaction in the target language. This social dimension helps them use and recall vocabulary naturally during conversations, enhancing fluency.

- **Collaboration and Interaction**: Different types of games introduce students to a wide array of vocabulary across multiple contexts, from everyday situations to academic or specialized terms. This variety enriches their language learning experience.

2.2.12 Evaluation of vocabulary

When vocabulary in English as a foreign language is evaluated, it should be considered two kinds of knowledge. According to Faraj (2015), these are:

- **Receptive vocabulary knowledge:** It makes allusion to the words that can be recognized and understood by the learner including its meaning, its relations with other words, if they are used correctly in a certain context, and if they are used correctly next to other words. In this sense, receptive vocabulary knowledge refers to the ability of easily understanding the lexis that the learner listens or reads from other person (or people).

- **Productive vocabulary knowledge:** It refers to the capacity to actively generate the word orally or in written way in different contexts to communicate with others with fluency and accuracy. Knowing to produce lexis not only includes using it, but also embraces comprehending the collocations it should contain, when to use the word, and its level of formality.

Furthermore, Ramadhanti et al. (2021) adds two more types of vocabulary knowledge to the previous established list that can be also highlighted when evaluating vocabulary in the process of teaching and learning a foreign language:

- **Active vocabulary knowledge:** This is made up of words that are frequently used in everyday interactions, such as common phrases and essential terms. This vocabulary is directly related to practical, everyday communication.

- **Passive Vocabulary:** Consists of words that are understood but rarely used in active communication. This type of vocabulary usually includes advanced or specialised terms encountered in reading or listening to different sources.

2.2.13 Ludic in the evaluation of vocabulary

The concept of ludic evaluation in vocabulary assessment represents an innovative approach that transforms traditional language learning methodologies by integrating playful and interactive elements into linguistic competence measurement. By incorporating game-like strategies and engaging mechanisms, educators can create assessment environments that not only gauge vocabulary proficiency but also stimulate learners' intrinsic motivation and cognitive engagement. This approach recognizes that vocabulary acquisition is not merely a mechanical process of memorization, but a dynamic, contextual experience where learners actively construct meaning through enjoyable and meaningful interactions.

There have been researchers that have advocated for ludic approaches in language education, arguing that playful evaluation techniques can significantly enhance learners' linguistic retention and comprehension. Such methods might include interactive vocabulary games, digital platforms with gamified learning experiences, and assessment tools that challenge students to use new words in creative, contextualized scenarios. The ludic evaluation framework transforms vocabulary testing from a potentially stressful experience into an opportunity for exploration, where learners are encouraged to experiment with language, take risks, and develop a more profound, intrinsic connection with linguistic structures and semantic nuances (Carter & Nunan, 2001).

Ludic vocabulary assessment is presented as an innovative and effective strategy for fostering meaningful language learning. By transforming the assessment process into a fun and motivating experience, it captures students' attention and reduces the anxiety associated with traditional tests. Through ludic activities such as board games, flashcards, role-plays and digital platforms, students can actively apply the vocabulary they learn in real-life contexts, strengthening their comprehension and retention. In addition, gamified assessment allows for pedagogical differentiation, adapting to the different learning styles and needs of each individual. In short, this methodology not only assesses language skills, but also promotes the development of communicative skills and a genuine enjoyment of language learning (Rodríguez-Ventosa et al., 2024).

CHAPTER III

3. METHODOLOGY

3.1 Approach

The quantitative approach was followed for developing this research. In this regard, quantitative approach uses numerical data collection with the help of statistics so that the investigators associate what is established in the theory with the research results to prove the level of effectiveness of any study phenomenon (Hernández et.al, 2014, p.5-6). It was of great help for the investigation since it helped to comprehend the way in which ludic activities contribute within the class environment at the moment of evaluating vocabulary so that the effectiveness of the applied strategy could be proven through the collection of numerical data.

3.2 Research Modality

Field was the modality followed in this research. First, field investigation consists on going to the context in which the study phenomenon occurs to collect or look for information employing different techniques (Ortiz, 2019). Furthermore, it provides the possibility to get good results since the data is obtained on the original or primary sources (Cajal, 2020). It supported the present study for the reason that the way in which the evaluation reforms to make students evidence their knowledge was perceived.

3.3 Level or Type of Research

The level in which the research was developed is applied. Applied research refers to the type that focuses on the solution of problems within a determined context by applying knowledge of some different areas (Rus Arias, 2020). The project followed this level since ludic activities are going to be implemented in English classes as an innovative technique for evaluating students.

It was also descriptive because, according to Sirisilla (2023), it is a level that contributes to gather information and obtain a detailed picture regarding the topic to be studied in such a way the researcher gains a deeper understanding of it. This study was developed under this type due to the fact that the results including the quantitative graphics were analyzed and interpreted to describe correctly the effects of ludic activities when being implemented as an evaluation strategy within the English context.

3.4 Study Population

The population for the study was formed by an English teacher and 39 students from 2° Bachillerato General Unificado "A" at "San Felipe Neri" Highschool. This educative center was chosen since it had been noticed that there were lexicon problems among the students. On the other hand, this population was available for the investigator to work with.

3.5 Sample Size

A sample is not used in this case since the population is small.

3.6 Data collection techniques and instruments

For carrying out the investigation, the following technique was applied:

- **Questionnaire:** According to Cambridge Online Dictionary (2024), a questionnaire consists of a set of questions that have to be answered by a specific group of individuals in order to collect information about any topic. This technique was applied to generate the pre-test and post-test that students from 2° "A" of Bachillerato General Unificado at "San Felipe Neri" Highschool performed based on the vocabulary that they have to learn in accordance with the A2 level from Common European Framework of Reference for Languages.

A pre and post tests were used as instruments for this research:

- **Pre-test:** As stated by Majka (2024), pre-test is an instruments that consists on an initial evaluation developed previous the implementation of any program. This provides the researcher a starting point regarding the context of the study population to measure the changes regarding the results that the individuals present in contrast to the results they present after the application of the program. In this sense, in the present research, a pre-test was conducted to know the level of students' vocabulary before the application of ludic activities as an evaluation strategy within the English classroom.

- **Post-test:** In accordance with Majka (2024), post-test involves evaluating the study population after the application of a program in order to compare the changes in contrast to the results obtained previous the intervention and evaluate the effectiveness of that program. Thus, a post-test was developed in the present study to determine the level of students' vocabulary after applying ludic activities as a strategy to evaluate lexis in order to determine if students could improve their vocabulary level in comparison to the pre-test results. In this sense, this contributed to establish the level of efficacy of this tool when it is applied within the English classes.

3.7 Data analysis and interpretation techniques

In order to accomplish the objectives, the results of this research were comprehensibly analyzed through an Excel spreadsheet. This tool was chosen due to the fact that it allows the data collection of quantitative information to examine the data in manner of statistics with the help of tables and graphs. Furthermore, the Excel spreadsheet permitted to visualize the comparison between the results given in the pre-test and post-test of the English as a Foreign Language students of 2° Bachillerato "A" at Unidad Educativa "San

Felipe Neri" to demonstrate the effectiveness of ludic as a strategy to evaluate vocabulary when implemented in the classroom.

CHAPTER IV

4. RESULTS Y DISCUSION

4.1 Results

The research was developed with the help of pre-test and post-test as tools of data collection. They were applied to 39 students belonging to the 2° Bachillerato at Unidad Educativa "San Felipe Neri", and the results are shown below.

- **Pre-test Results**

A pre-test was performed before the application of ludic activities as an evaluation strategy. This initial evaluation was developed in order to recognize the level of vocabulary of the students previous the application of the strategy. The pre-test was generated with traditional questions including a task of open-ended interrogations, a fill-in-the-blanks exercise, a matching with lines assignment, and a drawing exercise. Its results were:

Table 1: Pre-test results

Final score (over 10 points)	Number of Learners	Percentage
1 point	1	2%
2 points	3	8%
3 points	2	5%
4 points	8	20%
5 points	14	36%
6 points	5	13%
7 points	0	0%
8 points	1	3%
9 points	0	0%
10 points	5	13%
Total	39	100%

Figure 1:
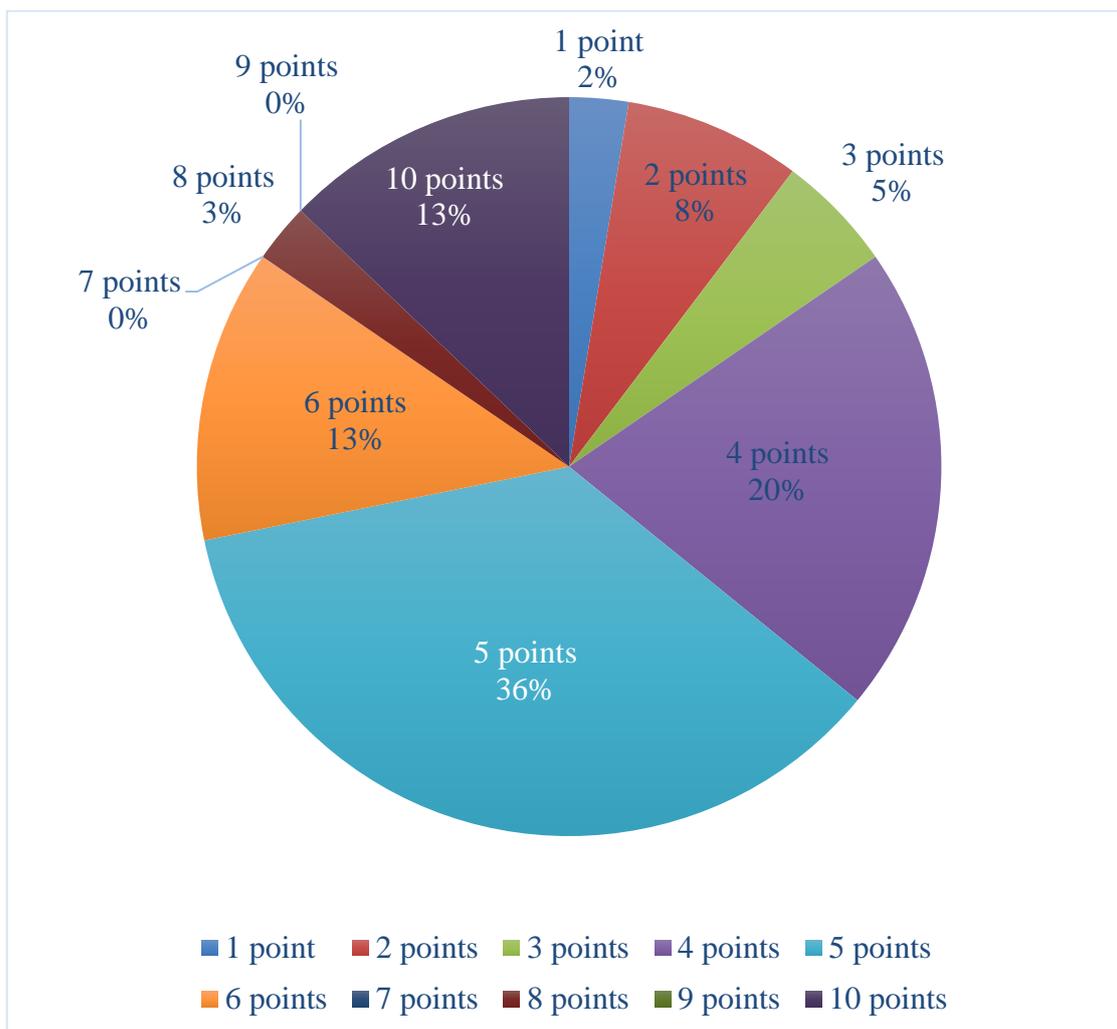
The table and the figure reflect the final scores obtained by the learners in the pre-test. These results demonstrate that 3% of the population got one point as final score, 8% scored two points, 5% obtained three points, and 20% got four points. Additionally, 13% of the scholars got six points, no students obtained seven points, 3% achieved eight points, no individuals reached nine points, and 13% of the students achieved ten points.

According to the final scores obtained in the development of the pre-test of the learners' vocabulary level, most of the population demonstrated marks below the seven points, that is to say, low marks according to the pre-established evaluation scale of the Ministry of Education of Ecuador. This means that the study population do not reach the English vocabulary level required. These results reveal that the majority of learners need to enhance their lexicon level.

- **Post-test Results:**

After the execution of ludic activities as a strategy to evaluate vocabulary in the English classroom, a post-test was performed to determine if learners could improve their lexicon level. This post-test was developed with ludic exercises including a word-search

exercise, a painting task, a hands-on interactive ordering exercise, and a picture-taking task. The results of this post-test were:

Table 2: Post test results

Final score (over 10 points)	Number of Learners	Percentage
1 point	0	0%
2 points	0	0%
3 points	0	0%
4 points	0	0%
5 points	0	0%
6 points	5	13%
7 points	5	13%
8 points	14	36%
9 points	0	0%
10 points	15	38%
Total	39	100%

Figure 2:
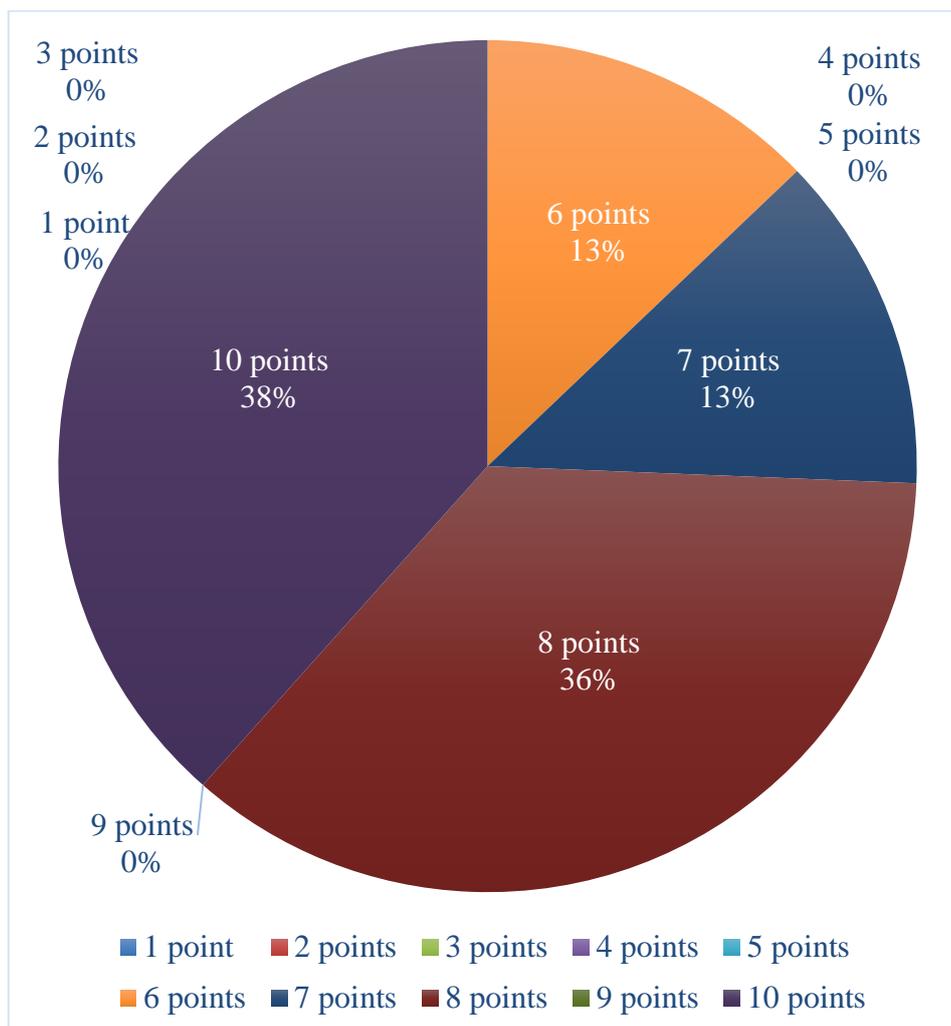
The table and the figure show the final scores gotten by the students in the post-test, which was developed after the application of the research strategy for enhancing lexis level within the English as a Foreign Language classroom. It is evidenced that 38% of the total obtained ten points, no student achieved nine points, 36% reached eight points, and 13% got seven points. Furthermore, 13% of the learners scored six points, and finally, no student obtained five, four, three, two, or one point as final grade.

Based on these results, it is visualized that ludic activities as an evaluation strategy has improved the vocabulary level of English learners since the majority of them reached grades of seven points or above this mark, which according to the Ministry of Education's quantitative scale, is the required level needed to achieve learning. This means that they study strategy influences positively in English scholars when learning vocabulary.

- **Comparison between the pre and the post test**

Table 3: Comparison of results between the pre and post test

Final score (over 10 points)	Pre-Test		Post-Test	
	Number of Learners	Percentage	Number of learners	Percentage
1 point	1	2%	0	0%
2 points	3	8%	0	0%
3 points	2	5%	0	0%
4 points	8	20%	0	0%
5 points	14	36%	0	0%
6 points	5	13%	5	13%
7 points	0	0%	5	13%
8 points	1	3%	14	36%
9 points	0	0%	0	0%
10 points	5	13%	15	38%
Total	39	100%	39	100%

Figure 3:
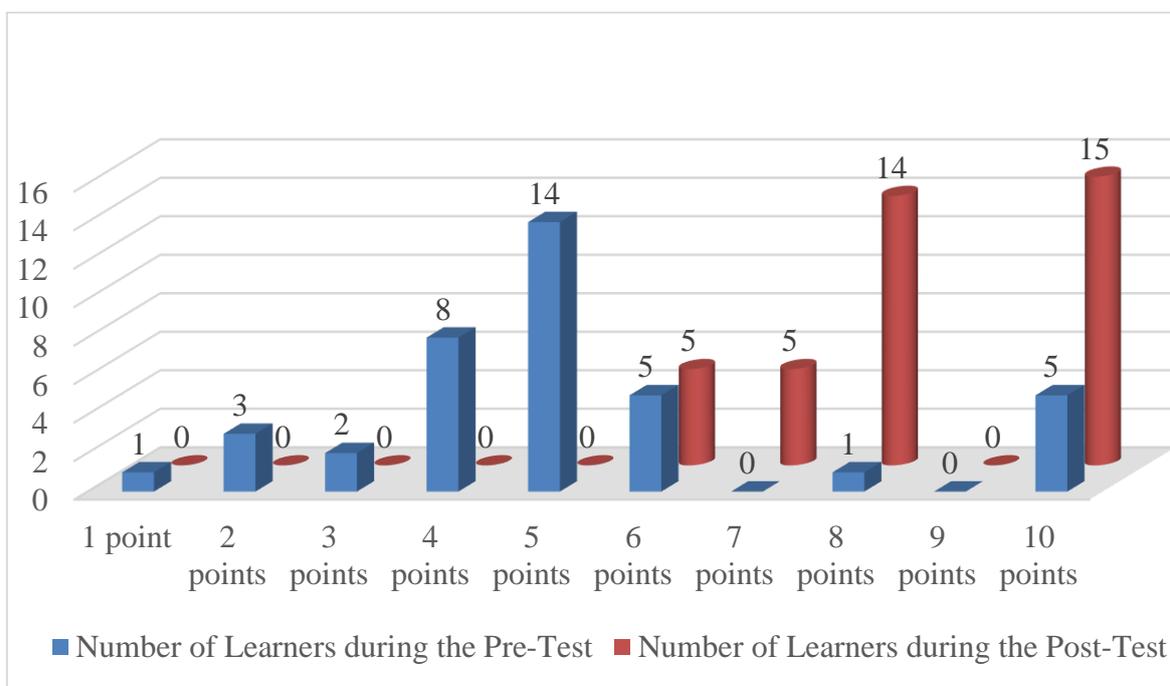
The table and figure demonstrate the comparison between the results of the pre-test applied before ludic activities as a strategy to evaluate vocabulary was implemented and the

post-test executed after the implementation of the study strategy. It is observed that there is a noticeable difference in the vocabulary level, as during the pre-test, 34 students, who constitute the majority of the population, obtained scores below seven points, which is the required lexicon range established by the Ministry of Education of Ecuador in its quantitative scale of grades. However, during the post-test this reality changes because 34 scholars, who constitute the majority of the population, reached scores above seven points, which is the required vocabulary range according to the quantitative grading scale of Ministry of Education of Ecuador.

Based on these results, the positive impact of ludic activities as a strategy to evaluate can be proved since learners' word knowledge increased significantly from obtaining low scores to obtaining high marks. This demonstrates that with the help of the study strategy students can reach a meaningful vocabulary knowledge in such a way they can use the learned words in diverse contexts and consequently become communicatively competent.

4.2 Discussion

The implementation of ludic activities as an evaluation strategy can improve the vocabulary level of English as a Foreign Language learners. According to Borjas et al. (2019), with the help of ludic, students can demonstrate their really knowledge since they feel entertained while developing the evaluation and their anxiety levels to generate the correct answer disappear (p.177). This statement corroborate the results of the study since the questionnaires applied to the scholars demonstrated the noticeable effect in terms of improvement of lexis of the study population because students had the opportunity to play and enjoy the evaluations they performed during the application of the strategy.

Furthermore, the successfulness of the implementation of ludic as an evaluation strategy of vocabulary in English as a Foreign Language students is determined because during the pre-test learners filled questions that are usually included in traditional evaluations, obtaining low scores before the application of the strategy. Nevertheless, after its execution, a noticeable enhancement could be perceived since during the post-test that included ludic activities to evaluate, most of the scholars obtained high scores in accordance to the quantitative scale of Ministry of Education. This is attributable to the idea of Silveira (2017), who establishes that ludic allows teenagers perform exercises in an entertaining way without anxiety and inhibition and it also permits them to change their negative perspective of mistakes, which is commonly showed in the traditional evaluations (p.19). Additionally, ludic activities contribute learners to develop skills such as creativity or communication with their peers as well as the opportunity to reduce tension in the classroom to improve academic results (Proaño, 2018, p.19).

As a matter of fact, all the study results demonstrated that the implementation of ludic as an evaluation strategy in the English as a Foreign Language context can produce positive impacts in the comprehension of 2° of Bachillerato General Unificado students' lexicon since successively the application of the tool within the classroom the scores of most of the learners could rise from getting a low level while the diagnosis step to getting a high

score in the end of the process, which makes this strategy powerful to generate improvements in the process of reaching vocabulary proficiency in order to get a better English knowledge.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The diagnostic developed in the study population contributed to determine that these learners had some difficulties regarding their lexicon level, which can produce a negative impact while acquiring the target language.

The implementation of ludic activities as an evaluation strategy produced a notorious improvement in the vocabulary of scholars. This can prove that, with the help of activities that motivate students to interact and enjoy while they are being evaluated, their vocabulary level can enhance since this can be a dynamic way of evaluating that immerse learners in a stress-free environment in such a way their vocabulary retention and application while becoming communicatively competent increases.

The effectiveness of the study strategy was proved based on the comparison of the tests developed before and after the application of the strategy. Their results indicate that subsequently the execution of the strategy, students increased their lexis level due to the fact that their pressure and anxiety were reduced, and they could show what they learned more naturally. That is why ludic activities as an evaluation strategy can be considered as a valuable pedagogical practice that promotes a meaningful learning of vocabulary while acquiring English as a Foreign Language.

5.2 Recommendations

The gradual implementation of ludic as an evaluation strategy in English as a Foreign Language classes can be recommended because it can produce positive impacts for scholars to improve their vocabulary level by helping learners to avoid experiencing emotions such as anxiety or fear while they demonstrate what they really know instead of focusing on get a high score. In this sense, educators should follow the steps of ludic evaluation to generate interactive, participative, and also enjoyable evaluations in the diverse lexicon topics that appear within the classroom contents so that they have a better opportunity to acquire a meaningful knowledge.

Educative institutions should organize training courses to help teacher become familiarized with some different ludic activities and the best way to adapt them to the contents learned within the classroom for avoiding relapse in the traditional ways of evaluation in which there is more interest in the final score rather than in the knowledge they have acquired during a certain length of time.

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7. ANNEXES

- **Pre-test**

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

HUMANAS Y TECNOLOGÍAS

PEDAGOGÍA DE LOS IDIOMAS NACIONALES

Y EXTRANJEROS

PRE TEST

Name: _____

Date: _____

Objective: This test has as objective to determine the level of students' vocabulary before ludic activities are applied as an evaluation strategy within the classroom.

Instructions:

- Read each question carefully.
- You can use pen or pencil as you prefer.
- This test will not be included to your average grade.
- You can do it. Good luck!

1. **Answer to the following questions:**

   - **What is your favorite tourist attraction? Why?**

     _____

     _____

   - **Where was your last trip?**

     _____

     _____

   - **Have you ever gone backpacking? How was the experience?**

     _____

     _____

   - **What do you think is a good place for sightseeing in Ecuador? Why?**

     _____

     _____

2. **Listen to the teacher and write down three words in the box. After, complete the sentences using the vocabulary from that box:**

assistant (answer)	Frozen (answer)	Panic (answer)

- I am the director's _____. I help him to prepare the whole show.
- Clara and Justin are _____. They cannot move.
- I think they _____ all the time. They forget their lines and they seem very afraid.

3. **Look at the images. Which one better represents the words? Match with lines.**

Audience

Scene

Rehearsal

Lines

4. **Make drawings of the following verbs:**

Greet	Whisper	Translate	Shout

- **Post-test**

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Names: _____

Date: _____

Objective: This test has as objective to determine the level of students' vocabulary after ludic activities are applied as an evaluation strategy within the classroom.

Instructions:

- The following activity will be developed in four stands.

- In each stand you will find a challenge that you have to accomplish. You have to develop the activities of the first three stands in 15 minutes. The activity of the fourth stand will be developed in 30 minutes.

- You will need to be creative during the whole process.

- The materials that you will need are: cellphone, paper, pencil, colors, pen, and eraser.

- You will develop this activity in groups of 5 people.

- Before developing the activity, you have to decide the role of each member of the group. The roles are:

  - **Leader:** The leader will be in charge of verifying everybody develops their work. Also, the leader will verify that only the designer 1 uses the cellphone only when the activity requires it (at the stand 3).

  - **Speaker:** If there is any question, the speaker has to go to talk with the teacher to ask for clarification. Also, the speaker has to report if the group ends the stand activity before the designed time.

  - **Time-keeper:** The time-keeper has to control that the actions performed by the group are developed in the correct time.

  - **Designer 1:** The designer will provide creative ideas of how to perform the activities. Also, the designer one is the only one allowed to have a cellphone.

  - **Designer 2:** The designer will provide creative ideas of how to perform the activities.

  Note: Even when each member has a role, everybody has to help to develop each one of the activities.

- Do your best. Good luck!

STAND ONE

Solve the following word search using the statements below. Then, write the answer to each statement next to it.

Hint: The first letter of the animal represents the letter of the alphabet to solve the animal soup.

Ant	Bee	Cat	Dog	Elephant	Frog	Giraffe	Horse	Iguana	Jaguar
Lion	Mouse	Nutria	Octopus	Penguin	Rabbit	Snake	Tiger	Unicorn	Vicuña
Whale	Yeti	Zebra							

Statements:

1. Speak loudly and clearly (phrase). _____

2. Somebody who helps someone do their job (noun). _____

3. Unable to move (adjective). _____

4. One hundred percent yes (adverb). _____

5. To suddenly feel fear or fright (verb). _____

STAND TWO

Create emojis of the following verbs.

Note: You have to use watercolors to paint them.

Shake hands	Shout	Greet
Smile	**Translate**	**Wave**

STAND THREE

Order and paste the words that you are receiving in small pieces of paper to create sentences. After, match them with the picture that better represents them. You have to paste the final results below.

Sentences:

1. find / many / You / can / so / attractions / in / tourist / France.

2. The / trip / California / best / in / my / I / was / when / went / life / to

3. You / want / need / your / bag / backpacking / and / only / a / map / if / go / you / to
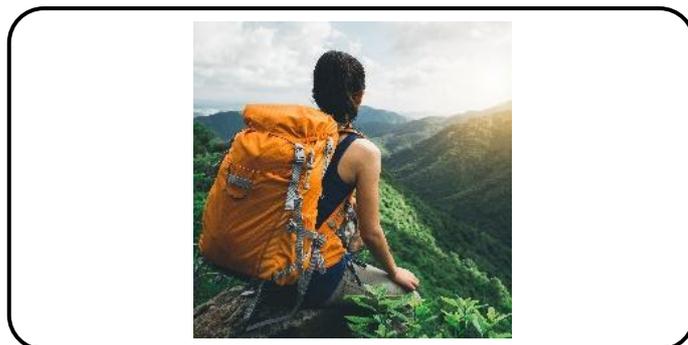
4. has / best / Decameron / the / have / I / ever / accommodation / visited.

5. wonderful / Europe / the / for / most / places / sightseeing has
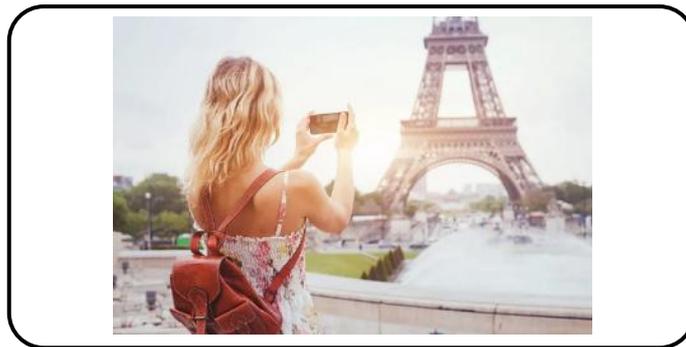
6. next / that / I / to / go / a / is / to / want / resort / the / beach to

STAND FOUR

Stand up, walk randomly around the classroom, and use the camera on your cellphone to take pictures of your classmates that represent the following words. After, send each picture with its meaning to the Whatssapp chat of the teacher.

Audience	Lines	Part
Scene	Show	Rehearsal

- **Evaluation Rubric of the pre-test**

Question Number	2 Points	1,5 points	1 point	0,5 point	0 points
Question 1 (Open-ended interrogations)	The student answers the question using the vocabulary appropriately and provides relevant responses related to themselves.	The student answers the questions with a few vocabulary mistakes, but providing relevant responses about themselves.	The student's answers present some vocabulary mistakes, and they are a bit relevant but they lack of details.	The student's answers have multiple vocabulary mistakes, and some of them are a bit relevant but they lack of details.	The student answers the questions with information that is meaningless or difficult to understand; or the student doesn't answer the interrogations.
Question 2 (Fill-in-the-blanks exercise)	The three words are written correctly. Also, they are correctly placed in all the sentences.	Two of the words are written and placed in the sentences correctly.	One word is written correctly, but, despite the writing mistakes, the words are placed correctly in the sentences.	All the words have writing mistakes, but some of them are placed correctly in the sentences.	All the words are written incorrectly and they are not placed in the correct sentence; or the question is not answered.
Question 3 (Matching with lines task)	All the words are matched with the correct picture.	Most of the words are matched with the correct picture.	Some of the words are matched with the correct picture.	Only one word is matched with the correct picture.	There are not words matched correctly; or the question is not answered.
Question 4 (Drawing exercise)	All the drawings represent correctly the meanings of the words.	Most of the drawings represent the meanings of the words.	Some of the drawings represent the meaning of the words.	Only one drawing represents the correct meaning of its word.	No words are represented to its meaning; or the question is not answered.

- **Evaluation Rubric of the Post-Test**

Question Number	2 points	1,5 points	1 point	0,5 point	0 points
Question 1 (Animal Search (Variant of Word Search))	All the words are found in the animal search and matched to their meanings.	Most of the words are found in the animal search and matched to their meanings.	Some of the words are found in the animal search and matched to their meanings.	Only one word is found in the animal search and matched to its meaning.	No words are found in the animal search and matched to their meanings; or the question is not answered.
Question 2 (Painting exercise)	All the emojis express creatively the correct meaning of all the words.	Most of the emojis express creatively the correct meaning of all the words.	Some emojis express creatively the correct meaning of all the words.	A few emojis express creatively the correct meaning of all the words.	The question is not answered; or no emojis express creatively the meaning of the words.
Question 3 (Ordering task)	All sentences are ordered correctly or sound good grammatically, and they are matched to the correct picture.	Most sentences sound good grammatically with small mistakes, and they are matched to the correct picture.	Some sentences sound good grammatically, but mistakes affect the clarity of the message; and some are matched to the correct picture.	A few sentences are ordered correctly or sound good grammatically but in most of the cases the mistakes affect in a great way the message, and some are matched to the correct picture.	There are not correctly ordered sentences and they are not correctly matched to the pictures; or the question is not answered.
Question 4 (Picture-taking task)	All the sent pictures express creatively the correct meaning of the words.	Most of the sent pictures express creatively the correct meaning of the words.	Some of the sent pictures express creatively the correct meaning of the words.	A few of the sent pictures express creatively the correct meaning of the words.	None of the sent pictures express creatively the correct meaning of the words; or the question is not answered.