



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y  
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TEMA**

**USE OF VISUAL - SPATIAL INTELLIGENCE THEORY TO  
IMPROVE THE ENGLISH VOCABULARY ACQUISITION IN 5TH  
GRADERS AT UNIDAD EDUCATIVA ECOMUNDO BABAHOYO  
DURING THE SCHOOL YEAR 2017 – 2018**

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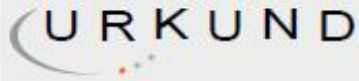
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<b>REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>	
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<b>TÍTULO Y SUBTÍTULO:</b> Use of Visual -Spatial Intelligence theory to improve the English vocabulary acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017-2018.	
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<b>RESUMEN:</b> El presente proyecto se desarrolló en base a los requisitos académicos y cómo utilizar técnicas espaciales visuales para alentar a los estudiantes a aprender el idioma. El propósito de la investigación actual es elaborar algunos recursos de enseñanza basados en técnicas visuales y espaciales para mejorar la capacidad de expresión oral de los estudiantes. Gracias a la implementación de esta guía dirigida a docentes de la escuela; esta propone nuevos cambios en las estrategias metodológicas en las cuales los estudiantes se beneficiarán al obtener estimulación y creatividad en esta área, también les ayudará a desarrollar y perfeccionar el idioma, mejorará la expresión oral y escrita y hará que el lenguaje sea más fluido al aumentar el vocabulario y mejorando la escritura y la ortografía, esto tendrá una probabilidad inmediata de su proceso de aprendizaje en el desarrollo de las habilidades para hablar. El desarrollo y la implementación de estrategias didácticas basadas en un enfoque comunicativo mejorarán la calidad de los educadores, pero al mismo tiempo, este proceso y los objetivos deben cumplirse para llevar a cabo la implementación de la propuesta.	

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# CERTIFICADO DE ANTIPLAGIO ACADÉMICO



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Las estudiantes egresadas NIDIA LILIBETH DIAZ RONQUILLO, con cedula de ciudadanía No. 1207685213 y GABRIELA NICOLE MENENDEZ GARCÉS, con cedula de ciudadanía No.0950087445, declaramos bajo juramento, que la autoría del presente proyecto de investigación, “Use of Visual - Spatial Intelligence Theory to improve the English vocabulary acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017- 2018”, corresponde totalmente a las suscritas y nos responsabilizamos con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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## **CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación: “Use of Visual - Spatial Intelligence Theory to improve the English vocabulary acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017- 2018”, designado por el Consejo Directivo de la Facultad de Educación de la UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL.

### **CERTIFICO**

Yo MSc. Luis Leon Veliz certifico haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “Use of Visual - Spatial Intelligence Theory to improve the English vocabulary acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017- 2018”, presentado por los estudiantes GABRIELA NICOLE MENENDEZ GARCES Y NIDIA LILIBETH DIAZ RONQUILLO como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.E.F.L, encontrándose apto para su sustentación.

Firma:



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MSc. Luis Leon Veliz

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**Gabriela Menendez**

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**Nidia Diaz**

## **DEDICATION**

This research project is dedicated to my parents, for being my support, my guidance through this path.

I also dedicate this to myself; as an achieved challenge, that helped my personal growth and has been a breakthrough in my life.

**Gabriela Menendez.**

I dedicate this project to my parents; for being an example and an inspiration to me and for all the things they have done as I have grown up.

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## INTRODUCTION

During decades, Teachers have been researching the main problem in teaching and learning process in order to get the students' attention and improve the English language acquisition. Visual Spatial intelligence is defined as the ability to recognize and elaborate visual images, distinguish through sight specific features of objects, make mental images; it is also known as the reasoning about space and its dimensions, handling and reproduction of internal or external images.

The present investigation was based on the study of visual-spatial in the development of English vocabulary acquisition, in fifth graders at Unidad Educativa ECOMUNDO in the capital of Los Rios in Babahoyo city. The development of oral language communication and vocabulary skills will be possible thanks to the use of visual-spatial intelligence through the use of different visual methods such as audiovisual activities, songs, the interpretation of pictures, and other pedagogical resources.

The investigation was carried out by (Gardner, 1993). In his book titled as "Structures of the Mind, Theory of the Multiple Intelligences" which has allowed to scientifically approach the subject of visual spatial intelligence, as well as 8 more intelligences, which are: naturalistic, logical-mathematical, kinesthetic, intrapersonal, interpersonal, linguistic, musical and existential. In this research project the authors intend to study the benefit of visual spatial intelligence in the development of vocabulary acquisition in English as a foreign language (EFL).

The structuring of the current investigative work consists of four chapters, which are specified in the following order:

Chapter I, the problem of the investigation states the influence of visual-spatial intelligence to improve the English vocabulary acquisition in 5<sup>th</sup> graders, the scientific fact which gives the support from theoretical foundation, causes that originate the problem; likewise, the objectives are established in general and specific. Questions of the investigation are formulated and its justification was elaborated in order to indicate its limitations.

Chapter II, the theoretical framework is presented, it is the figurative sustentation of the investigative work, conformed by all the contents concerning by the two main variables; this includes background of studies, theoretical foundations, clarifying and specifying conceptual framework and definitions; thus giving a specific and exact extension of the subject treated. It takes into account journal articles uploaded on websites and paragraphs from books publications which make reference or contribution to educational research.

Chapter III, is the process of the Methodological Design, after the investigation on the theoretical frame, in this a basic scheme in agreement of the chapters I and II is developed. The types of research, population and sample are exposed. The table of operationalization of the variables, methods, techniques and instruments are presented with the purpose of carrying out on the analysis and interpretation of the data; ending with the conclusions and recommendations.

Chapter IV, expresses a proposal that responds to the needs of the problem investigated in a clear and concise manner, having a justification of the diagnosis obtained and giving practical solution in turn. Delineates the objectives, both general and specific, recognizes the financial, legal, technical feasibility of human and political talent. It also details the description of the proposal and its conclusions. It is the execution plan, the final product that is presented to the educational community.

## CHAPTER I

### 1. STUDY APPROACH

USE OF VISUAL SPATIAL INTELLIGENCE THEORY TO IMPROVE  
VOCABULARY ACQUISITION UN 5<sup>TH</sup> GRADERS AT UNIDAD EDUCATIVA  
ECOMUNDO BABAHOYO DURING THE SCHOOL YEAR 2017-2018

#### 1.1. Background of the problem

Ecuador is currently among the countries with low level proficiency in English as a foreign language. In fact, according to the evaluation which was carried out in 2015 by "Education First" (EF), Ecuador ranks 38 out of 70 countries worldwide with low English level. Indeed, for several years, Ecuador has had several changes focused on quality educative system, in fact, since the new Organic Law was issued Intercultural Education (2011), through the Labor Code in art. 93 and 94 respectively points out; obtaining international certifications of level B2 and C1 of the European common framework of references for languages.

These certifications are essential requirements for future English teachers in order to practice their professionalism in teaching. Despite this regulation, there is still a large number of students with English language impairment. The cause could be due to the fact that not all English teachers have certifications such as CAE, TOEFL, IELTS, FCE or TESOL. Another cause which it is also important to consider is that English subject was not compulsory until the seventh year of basic education.

Currently, there are many English teachers who teach English using traditional teaching techniques, becoming behaviorist educators where their opinion is the only option in the class and the students must repeat the words or phrases and copy on their notebooks. On the other hand, teachers apply only one structure such as grammar, which causes disinterest and boredom in fifth graders at Unidad Educativa ECOMUNDO Babahoyo.

Some students at this prestigious school have shown poor interest and performance in learning English, due to lack of useful interactive strategies in English language teachers, however teachers try their best to make the classes more interesting and interactive, and students just lose interest and for instance do not pay the enough attention and consequently do not learn English. There is also insufficiency in the

English oral communication skills, where English teachers do not know the effectiveness use of methodology by using visual spatial intelligence.

Most of the students aged from 8 to 12 prefer reading by using vocabulary rather than grammar. Children pay more attention to the class when teachers apply interactive activities. This research project proposes the use of visual – spatial method in order to explode students' ability to learn and improve their English vocabulary by means of visual aids, videos, drawings etc.

Therefore, the present investigation is based on the study of the use of visual spatial intelligence and its relation with the learning of the English language, offering a proposal that allows students to develop oral communication skills in this foreign language, so that students will be able to learn the English language or another language with fun and enthusiasm. For several years' various theories about language learning acquisition have been dispersed for improving teaching and methods; however, the reality is totally different when teachers apply them and put them in practice. This problematic situation needs to be analyzed. Learning English, as well as any other foreign language, can be taught in a fun and enthusiastic way that facilitates the acquisition of words and phrases from greater utility.

## **1.2. Statement of the problem**

How does the use of visual-spatial theory influence in the English vocabulary acquisition in 5<sup>th</sup> graders at Unidad Educativa ECOMUNDO Babahoyo during the school year 2017-2018

### **Objectives:**

#### **1.3. Broad Objective**

- To determine through visual learning techniques, the development of vocabulary acquisition in 5th year students at Unidad Educativa Ecomundo Babahoyo during the school year 2017-2018

#### **1.4. Specific Objectives**

- To analyze the use of the visual-spatial teaching method to improve vocabulary acquisition through visual and ludic materials



- To evaluate the process of teaching and learning process in fifth graders when learning the English language and the feasibility of visual-spatial intelligence through observation guidance
- To design a guide of didactic activities that allows the use of visual spatial intelligence in the development of English oral communication and vocabulary skills.

### **1.5. Significance and justification of the study**

This project is very important and gives many benefits for getting a significant learning process through Visual-Spatial method. It will encourage students to feel the interest to learn the language and make it much easier to study and improve their English vocabulary.

Education has had the greatest changes in Ecuador. However, it is possible to present evidence that teachers and students still persist, the fact of teaching and learning mechanically, in such a way that education is far from being of quality and warmth. Therefore, it fits emphasize that the present research proposal is of great interest since it was possible to investigate the multiple intelligences, especially visual spatial, with the expectation of that the students developed their oral communication skills of the English language. In addition, it is important because it provides evidence of the effects they cause on the students.

The feelings have lost importance and interest when we mean educating and communicating with others. It seems that currently people cannot live without mobile phones. It is important to emphasize that until the mid-2000s, people lived perfectly well, without technology mobile which not only keeps them from distancing people from real communication but also keeps away from expressing their feelings, emotions and have to think, remember and solve problems.

On the other hand, there is an evidence of low motivation in students who learn the English language and the large amount of students per classroom in public schools which hinders the students' academic performance. This research project is considered so relevant and important, with the purpose of changing the way of teaching English, the improvement of the cultural and intercultural with the acquisition of English as a

second language and the promotion of effective development of communication skills when learning languages or communicating using a foreign language.

The beneficiaries of the realization of this project will be the students, teachers, linguists and educative community. The usefulness of this work, will be theoretical, the same as argued in Chapter II Theoretical Framework, as a result of an arduous investigation.

Further, It should be noted that it has been consulted with professionals specialized in the subject. The practical utility will be show at the end of chapter IV, which has allowed proposing possible solutions to the problem.

This research work wants to demonstrate the importance of using the visual-spatial intelligence in the development of vocabulary skills, with a view of promoting the real expression of feelings, as well as the real communication between human beings and an effective unfolding in the foreign language.

For Arnold (2000), affects can be highly effective in learning foreign languages. Therefore, visual-spatial intelligence is an excellent alternative to express feelings. For example, audiovisual material, drawings or images can be having affective content that represents feelings or emotions, which may awaken motivation in the students. The fact of drawing, seeing a drawing or using audiovisual material may be applied in order to enrich the oral communication skills of the foreign language.

### **1.6. Scope and delimitation of the study**

Due to the importance of the visual-spatial intelligence during the research process, it can be regarded that the outcomes of this project will contribute as much as possible not only increasing and improving the vocabulary of the students, but also they can easily understand something with illustrations, and to improve their way of analyzing meanings.

This research project was conducted at Unidad Educativa ECOMUNDO, which is located in parish of Camilo Ponce, in Babahoyo city, in Los Rios Province. It belongs to District of Education Number 12D01, during the school year 2018-2019. This research attempts to apply the most suitable didactic strategies to improve the students' listening and speaking skill production using visual and special intelligence techniques.

## 1.7. Hypothesis

The application of the proposed methodological technique has a positive effect on 5<sup>th</sup> graders at Unidad Educativa Ecomundo Babahoyo.

## 1.8. Identification of the variables

**Independent variable:** The Use of visual spatial intelligence

**Dependent variable:** English Vocabulary Acquisition

## 1.9. Operationalization of Variables

### 1.9.1. Operationalization of Use of Visual Spatial Intelligence Variable

*Table 1. Operationalization of Use of visual spatial intelligence*

<b>Variables</b>	<b>Dimensions</b>	<b>Indicators</b>
<b>Use of Visual spatial intelligence</b>	Definitions	A Journey towards the theory of Multiple Intelligences
		Nine cognitive multiple intelligence
		Teaching activities and materials to develop visual spatial intelligence
		Teaching methods to improve visual and spatial intelligence
	Educational Ambit	The importance of visual spatial intelligence in communicative language teaching
		Factors Influencing in English acquisition in EFL students

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

## 1.9.2. Operationalization of English Vocabulary Acquisition Variable

Table 2. Operationalization of English Vocabulary Acquisition

Variables	Dimensions	Indicators
<b>English Vocabulary Acquisition</b>	Didactic strategies to develop students' vocabulary skills	The use of active and passive vocabulary in social context.  Word Connection. Semantic Maps Word wizard Concept Cube
	Process of teaching vocabulary	Relevant aspect in acquiring a second language acquisition  Emotion Self-Esteem, Empathy, Anxiety, Attitude and Motivation
		Integrating effective activities into the classroom to reinforce vocabulary skills  Speaking, listening Components and Activities Approach

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

### **1.10. Research Questions**

- How does vocabulary skill help students to enhance English?
- How many times should students practice vocabulary to learn English?
- What is the importance to make meaningful activities for students?
- What kind of visual- spatial activities can be used in order to reinforce vocabulary skills?
- What are the reasons of misunderstanding words in English language acquisition?
- How can teachers encourage students to produce the target language?
- What are the best teaching procedures to reinforce visual spatial intelligence in EFL students?

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1. Literature Review

The multiple intelligences theory has been studied during the last few decades; however, there are very few educational institutions in which English language is not imparted adequately due to the lack of knowledge about different kinds of methodology based on Gardner theory such as visual-spatial intelligence. On the other hand, it is important to mention that learning English in non- native speakers can open frontiers in order to get a job post, study, or go for tourism in any English-speaking country.

When Spanish-speakers speak English they develop oral communication as well as listening, this process of communication turns out into a better use of the language. Nevertheless, it is merely necessary to mention about the lack of vocabulary in which the students need to improve communicative skill development.

The Common European Marking of Languages (MCRE), provides equal attention to all English skill development, but it is relevant to mention the significance of learning vocabulary skills to encourage students to learn a new language. This present research focuses mainly on the use of visual spatial intelligence through pedagogical resources in order to enhance vocabulary and increase their students' knowledge. There are many thesis related to this research project:

The author (Gonzalez, 2015), points out once people are able to express themselves orally, they also transfer their ideas, thoughts and feelings, as well as when someone see a film, an image, a song, or a book with dialogues and drawings.

A topic found from Universidad Central del Ecuador (UCE) by Paola Jerez in July 2013, who exposes in her research titled as "Multiple intelligences and their influence on the oral and written productive skills of the English language". Explains; her objectives to diagnose the level of use of the Multiple Intelligences to improve vocabulary skills and communicative approach. In this sense, the visual spatial intelligence is the only one that link with the visual arts, therefore these are considered as a great use to learn English language acquisition.

As a mean of reference the author (Zhang, X, 2016), in his article linking language, visual-spatial, and executive function skills to number competence in very young Chinese children states that people who listen to messages, accompanied by musical aids, they can remember clearly some vocabulary by using teaching visual resources such as flashcards, pictures from internet, etc. Applying teaching activities through visual spatial exercises, students can achieve the goal of improving and learning new vocabulary and apply in any grammatical content.

In regards to the use of visual-spatial intelligence, the author (Rocillo de Pablo, C, 2014), in her thesis "The use of audiovisual Aids to teach English as a foreign language", points out the help of using images to remind and remember vocabulary contents, as well as capturing main ideas from getting meanings or definitions; so students can visualize the image and the concept in a more real context easily basically focusing to its linguistic expression. The same author also affirms the use of these attractive audiovisual materials in students who are currently familiar with it. This visual-spatial intelligence gives an important guideline to learn vocabulary skill development in the English language teaching. (Caldera, Y, M., Mc Culp, A., O'Brien, M., Truglio, R. T., Alvarez, M., & Huston, A. C, 2014) explains some of their theories based on the multiple intelligences and proposed by Gardner and states some basic visual-spatial resources to make students comprehend their English classes easily.

In addition to this study, it is also observed the marked influence of inter and intrapersonal intelligences in performing some activities during the class period, and it is also combined with other forms of intelligence such as musical and corporal-kinesthetic.

## **2.2. Theoretical Foundation**

The project research consists in developing the English vocabulary skills, through innovative didactic activities that involve the use of visual spatial intelligence and help students and teachers to enhance teaching-learning process in the English language Acquisition. Teaching is a fundamental part for the students' cognitive development because it allows them to solve problems and creates productive solutions to improve their vocabulary easier.

### **2.2.1. A Journey towards the theory of Multiple Intelligences**

In 1983, Howard Gardner published a book titled as “Frames of Mind: the theory of multiple Intelligences”: he states in his theory the process of teaching through practical and contextualized methodology, moving away from traditional and ambiguous methodology. With an innovative vision, it broadens the spectrum of what it has mentioned above, that consists on affirming the existence of different types in order to develop students’ cognitive development.

This theory started from a serious criticism about the notion. Many scientists affirmed there is a unique intelligence that can be assessed by standardized psychometrics test (Gardner, Project Zero). Gardner goes beyond the one-dimensional intelligence theories and gives a huge change to this traditional and antique popular concept. He separated the intelligence and associated it with an intelligence quotient (I.Q).

Gardner considered these instruments of measurement as non-useful items in order to explain the nature of human capacities for resolving merge conflicts (Prieto, M. D., & Ferrandiz, C., 2015) and showed a multifaceted perspective on intelligence; conceiving it as a set of strengths which all human being has in smaller or grater alternatives in order to become more competitive in this social environment.

Therefore, Gardner's multiple intelligences theory assumes an innovative interpretation about the mind and its function. Its definition is composed in three concepts: a psychobiological potential which involves the convergent thinking, divergent thinking which explore new original alternatives and the intelligence that acquires the value according to the cultural context.

Thus Gardner (2011) proposes three different uses of the term "intelligence":

- A property from all human beings (we all have these eight or nine intelligences).
- A dimension in which all human beings differ (there are not two people who have exactly the same intelligence profile).
- The way in which each person carries out the task under his own objectives. (Someone may have great musical intelligence. However, his interpretation of a score is meaningless).



What it is mentioned above, Gardner distinguishes in everything human being eight intelligences that later it has extended to nine. These are:, Musical (sound smart), Linguistic (word smart), Logical-mathematical (number/reasoning smart), Bodily-kinesthetic (body smart), Existential (life smart), Interpersonal (people smart), Intrapersonal (self-smart), Spatial (picture smart), Naturalist (nature smart).

### **2.2.2. Nine cognitive multiple intelligences**

- **Linguistic Intelligence**

These learners like to write, read, talk and listen; they have the ability to express themselves better than others. Using some didactic strategies such as word games, reading books, students will be able to improve their vocabulary and have good memory for names, places, dates, and likes to tell jokes and stories.

- **Bodily-kinesthetic Intelligence**

These learners like to be active; they can communicate well through the movement, dancing, playing and make activities that involve movement in general. This is the ability to solve problems or fashion products using one's body. Highly developed bodily-kinesthetic intelligence is exhibited by people such as dancers, athletes, surgeons, artisans, and musicians.

- **Logical Mathematical Intelligence**

These learners asks a lot of questions about how things work, enjoys playing chess, checkers, or other strategy, and enjoys working on logic puzzles they have the ability to create and analyze every single possibility about an issue, and they are very analytical.

- **Intrapersonal Intelligence**

These learners are sensitive, very emotional, they like people but at the same time like to work by themselves, enjoy being alone some examples of this type of intelligence are the Philosophers, psychologists, and spiritual leaders.

- **Interpersonal Intelligence**

These people are leaders and have the ability to communicate and express their ideas. They are good at understanding people, they also like to work in groups and always be helpful. In addition to this point of view, they enjoy socializing, playing games with other kids, and give some advice to friends who have problems.

- **Musical Intelligence**

These learners are good at playing instruments, have a sense of melody and good rhythm, and are sensitive and positive people. A person has the ability to recognize the rhythm and play a musical instrument; this person also remembers melodies of songs and in some cases has good voices for singing.

- **Naturalist Intelligence**

These learners have good interests for the nature, they like to research living and non-living species, and they are always trying to find some proposal in order to protect world and enjoy outdoor adventures. They are also good at giving advices and listening to people. They like hiking, biking, camping, gardening.

- **Existential Intelligence**

These people have the ability to use intuition, are constantly wondering about the real meaning of life and human existence. This intelligence is not involving within the other intelligences because Garner thought it could cause controversy in a classroom with young learners due to the deep meaning of it.

- **Visual – Spatial Intelligence**

People with this intelligence has the ability and facility of creating and seeing things in three dimensions, visual people are good at making new inventions, drawings etc. H. Gardner defines the Visual-Spatial Intelligence as the ability humans have to perceive the visual world in an accurate way, make transformations and modifications over someone's initial perceptions. They are able to extend different aspects of an individual's visual experience, even when they do not count with a physical stimulus.

### **2.2.3. Visual spatial intelligence and its characteristics**

It is characterized by a series of cognitive potentialities of the right hemisphere of the brain (upper quadrant), which allow the appropriate management of spaces, through a process that involves high sensitivity and perception for the use of both two-dimensional and three-dimensional holographic spaces, which allows subjects, in front of paper, computer or computer, to distinguish and process with relative ease all the planes that are captured at a visual level, with their mathematical meanings in order to rework images or build new figures to solve certain problems.

For Gardner, cited by (Gani, Safitri, & Mahyana, 2017)"Spatial intelligence involves the ability to recognize and manipulate patterns in large spaces (as, for example, navigators and pilots do), and in smaller spaces (as do sculptors, surgeons, chess players, artists graphics or architects)" (p. 235). Spatial intelligence is the ability of subjects to properly perceive a shape or object in space, using the right hemisphere, which is holistic and specializes in the treatment and shape of space.

When talking about perception, it is necessary to link this type of intelligence with the visual. For Gardner, spatial intelligence comprises a number of informally related abilities such as: "The ability to recognize instances of the same element; the ability to transform or recognize a transformation from one element to another; the ability to evoke mental imagery and then transform it; that of producing a graphic similarity of spatial information, and things like that" (Gani, Safitri, & Mahyana. p.127, 2017)

The most important operations of thought come directly from our perception of the world, in which vision serves as a sensory system par excellence that underpins and constitutes our cognitive processes. In synthesis spatial-visual intelligence, allows solving spatial problems, through observation and perceptual stimulation of objects from different angles, producing graphics and cognitive, theoretical, graphic images, etc. At the visual-perceptual level, for this author, the right hemisphere shows to be the most important site of spatial calculus.

#### **2.2.3.1. The visual-spatial learning style**

The visual-spatial learning style is one of eight types of learning styles defined in Howard Gardner's Theory of Multiple Intelligences. Visual-spatial learning style, or visual-spatial intelligence, refers to a person's ability to perceive, analyze, and understand visual information in the world around them. Essentially, they can picture concepts with their mind's eye.

People with this learning style tend to think visually and often prefer learning the same way. They are good at seeing the "big picture," but they sometimes overlook the details.

### **2.2.3.2. Characteristics**

The term "visual-spatial learner" was first coined by psychologist Linda Kreger Silverman Ph.D., an expert on giftedness and the author of several books on visual-spatial learning.

She has identified a number of key characteristics of this type of learner:

- They think in pictures rather than in words.
- They learn more easily when presented with visual rather than auditory information
- They are whole-picture thinkers who grasp a concept all at once and see the whole before acknowledging the details.
- They neither learn in the step-by-step fashion that is common in the classroom nor learn well from drills and repetition.
- They struggle with showing the sequence of a process. For example, when the teacher asks them to show their work, they cannot easily do that, since they see the task as a whole, rather than a product of several steps. Despite this, they are able to work on complex tasks and may be classified as systems thinkers.
- They may seem disorganized.
- They have vivid imaginations and are often good at coming up with unusual or unexpected ways to solve problems.

(Silverman, 2018) in her research suggests that approximately 30 percent of students can be considered strong visually-spatially, with another significant percentage leaning toward this learning style.

### **2.2.3.3. How Visual-Spatial Learners Learn**

People with visual-spatial intelligence learn best when taught using written, modeled, or diagrammed instruction, and visual media. Visually and spatially talented students have a good visual memory for details. They do less well with auditory-sequential teaching methods such as lecture, recitation, drill, and repetition.

In terms of what this may translate to in daily life:

- Children with this style may do better with whole word recognition rather than phonics.
- They may not perform well with spelling and handwriting.
- When learning math, they benefit from using story problems instead of performing equations.
- They are likely to do better at geometry.
- They enjoy puzzles, mazes, maps, and building blocks.

Grade schools have traditionally focused on auditory-sequential learning methods that may not have served visual-spatial learners well.

These children may begin to perform better in higher grades and college, where their gifts at grasping whole concepts and the big picture become more important. These individuals are often thought as “late - bloomers” because of this.

#### **2.2.3.4. Favorite School Activities**

Students who are strong in the visual-spatial learning style enjoy school activities such as art, drafting, shop, geometry, computer graphics, and computer-assisted design. They often have an excellent visual memory for details in print and in the environment.

People with visual-spatial learning styles are good at visual problem-solving and visual estimation.

#### **2.2.3.5. Popular Career Choices When They Grow Up**

Students strong in visual-spatial intelligence may be drawn to careers such as working in video, television, drafting, architecture, photography, artistry, airline piloting, air traffic control, construction, counseling, fashion design, fashion merchandising, visual advertising, and interior design.

In terms of STEM (science, technology, engineering, and math) careers specifically, they may be drawn to physics, engineering, astronomy, or surgery.

### **2.2.3.6. Helping Your Visual-Spatial Child**

While visual-spatial learners tend to learn best from what they can see, traditional educational settings may not be geared toward this type of learning.

If you think that your child might lean toward this style of learning, one way to make learning more appealing is to make use of visual aids. Pictures, graphics, tablet games, and videos can be an effective way to make what your child is learning more interesting and accessible. (And the same goes for parents who may share this learning style.)

Also, speak with your child's teacher. There may be some easy solutions he or she can incorporate into the classroom, and making a teacher aware of the need may be all it takes for a change to be implemented.

### **2.2.3.7. Teaching activities and materials to develop visual spatial intelligence**

Through the senses, the brain receives information from the stimuli of our environment and carries out different responses. When something fails in the reception or processing of information, there is a risk that people cannot adapt well in the environment. The sense of sight gathers the most information at all times. It allows the individuals to know and understand the objects around us and the place where they are.

(Hegarty, M., & Kozhenikov M., 2012) state “The sensory stimulation will be carried out, through all kinds of activities that involve the work of the senses, in this way the development or non-loss of the different capacities students use to participate in our environment is favored” (p. 634). In this category of visual sensory stimulation, there are some activities that favor the recognition of shapes and colors through the observation of different objects; also the recognition of the own image and the reflection of the objects and the lights, when using for example, the mirror of exploration or the sensory balls mirror. At other times, we simply work with a focus on visual stimulation, thus increasing levels of relaxation (Gel clocks, relaxing lighting whale).

In addition to the specifics that appear in this category, most Occupational Therapy products can be used for visual stimulation, either by their shapes, colors, images or movements.

#### 2.2.4. Use of spatial vocabulary

Children learn how to read easily when they have a repertoire of recognizable words at first sight, which will serve as a basis for deducting the rules that govern written language (Hegarty, M., & Kozhenikov M., 2014). The formation of a visual vocabulary in permanent expansion can be achieved through some activities such as the following:

1. Encouraging children to recognize words within meaningful contexts; for example: Stop, upload, Download, beverage labels, packaged foods, television acronyms, propaganda signs.

2. Writing words with printing characters so that children recognize them outside of their context or logo.

3. Increasing the vocabulary of printed words that the child recognizes at first sight with the presentation of "key words"; that is, with a set of figurative and unmistakable words that can be used as a resource to learn initial sounds, endings, etc. (Morey, C. C, 2018).

4. Placing the words of the visual vocabulary permanently in view of the children and reproduce them on individual cards for activities such as showing a word and asking children to perform their mimic representation; for example, the word "cat"; they proceed the other way and making a mimic so the children identify the word that corresponds to them and encouraging children to identify words with their corresponding settings.

5. Play the fisherman. Place a clip on the cards with words and insert them into an open box. The children provided with a "cane" made with a linen cloth and a small magnet, "catch words". If they recognize them immediately, they earn it.

6. Word domination encourages students to play dominoes with the words corresponding to the visual vocabulary.

7. The magic carpet; draw on the floor a "magic carpet" with the words under study and make games like saying a word that is written on the carpet and ask a student to stand on it. Conversely, ask a child to stop at one word and another to recognize it. Ask one or

more students to walk on the carpet, stop at one an order given by another and read the word under his foot. Finally, students present situations that involve reading a series of words to reach a goal.

Some studies indicate that children's exposure to a wide variety of spatial vocabulary increases their spatial intelligence. Instead of using "here" or "there" in your everyday language, try to be more specific in spatial descriptions, such as "on the top shelf of the closet on the right" or "the third on the left behind the box". This will make you visualize the spaces to describe them to others, an essential component to increase your spatial intelligence.

#### **2.2.4.1. Playing chess**

Chess is a playful and intellectual sport that helps children develop their mental abilities and thereby improve their learning processes. (Roels, J. M., & Van Petegem, P, 2015), affirm “Practicing chess improves spatial, numerical and organizational abilities, task planning and decision making”. It also positively influences the capacity for concentration, memory, analytical thinking and the desire to achieve students’ goals.

In addition, all these benefits are transferred to other areas of knowledge, it is considered as a remarkable pedagogical tool that helps the intellectual development of children and young people. It has great utility to enhance children and adolescents’ emotional intelligence. This sport encourages positive values, sociability, resistance to frustrations, and control of impulsivity, to know how to lose or accept setbacks and learn how to overcome them.

All of these virtues will help the children as adults to have a healthy emotional intelligence and to have greater success in life, increasing their creativity, empathy and self-esteem. Thinking a few steps further is always a good strategy when playing chess. However, to do this, you must visualize the changing composition of the table, step by step, without moving a single piece of chess. Generating and retaining multiple spatial combinations in your mind at the same time requires a lot of practice, but it is a great skill when you need to compare several options.



#### **2.2.4.2. Playing with LEGOS**

Think of "space exploration" and probably also think of "LEGO". No fun activity is more spatially educational than having modular elements in your hands and inventing creative ways to put them together. These days, if a spatial combination is reached as interesting enough; it could even be put into production so that others can be spatially challenged.

The psychological benefits of LEGO in children can derive many benefits in order to increase their visual spatial intelligence; in fact, according to the psychiatrist (Eimer, M, 2017); the "free construction of various objects through the LEGOS has very positive effects. One of them is that it allows developing emotional intelligence."

In addition, it contributes to psychotherapy. On the other hand, this game can influence the fact of externalizing beliefs and emotions. Many children today enjoy putting together some pieces (LEGOS) to form various objects. This is an externalizing technique that promotes the ability to achieve objectives, projection of challenges, imagination and expression.

It also helps students to make connections with other levels; that is, when pieces are all together, creativity and imagination are combined with manual work; this facilitates various mental processes which are related to communication. Teachers can obtain a deeper knowledge regarding to the students who creates an object from LEGO. And it is that when the technique of construction is transferred to a team work or family, it is possible to visualize the way in which the individual perceives the world.

#### **2.2.5. The importance of visual spatial intelligence in communicative language teaching**

Teachers are not prepared to read image; students have difficulty understanding the message of the visual language and also show a great interest in capturing the messages of images captured in the mind, often misrepresenting the contents due to lack of orientation, understanding and integration of thought etc. This problem is seen due to the absence of constant observation in educators who are not sufficiently prepared to read the image.

Analyzing visual spatial intelligence is very complex; it verifies the characteristics of the visual code of the image, its components, and essential factors. It also distinguishes the links between sign and meaning, the visual language is a form of communication that finds in the image, a relevant element to express meanings and experiences.

Its main function is to stimulate the sensory memory, which it is represented by visual as well as auditory and sensitive; it is obtained through observation and allows students through the reproduction of images or scenes (Hegarty, & Kozhenikov, 2014); It is characterized by the perfect combination of visual elements and the use of signs of different communication codes that takes into account and assigns a value to the support where the work is performed. This intelligence consists of the ability to think and perceive the world in images. Think of three-dimensional images and transform the visual experience through the imagination. Students can use mental images, create designs, paintings and drawings, ability to build diagrams, things and invent things.

A definition of Visual-spatial intelligence according to (Corti, Poggi, Massimino, 2018), comprises a series of skills such as: recognition and elaboration of visual images, distinguishing through sight specific features of objects, creation of mental images, reasoning about space and its dimensions, handling and reproduction of images internal or external (p. 134). Some or all of these skills can manifest in the same person.

Presenting visual images are a means of knowing and representing the words into graphics or pictures. Sight develops before language, and this happens both in human evolution and throughout the particular development of each child. Currently the use of communication media such as video and television, as well as technologies with a high visual component, greatly favor the learning response of people with this type of intelligence, since the contents are organized through images, shapes, spatial contexts and colors.

Learning can also be promoted in oral language and writing through visual tools such as the handicraft production, the use of microscopes, artistic elements and the creation of sketches; in addition, these tools provide people skills as to find their own and non-conventional solutions. The image and graphic expressions help students to have a

better reception of information and provide children and young people with motivation to do their jobs, illustrate them and make their own comic strips.

### **2.2.5.1. Oral communication Skills**

Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication. The verbal element of communication is all about the words that you choose, and how they are heard and interpreted.

It focuses on spoken communication. However, the choice of words can be equally—if not more—important in written communication, where there is little or no non-verbal communication to help with the interpretation of the message. Verbal communication is any communication that uses words to share information with others. These words may be both spoken and written.

There are a large number of different verbal communication skills. They range from the obvious (being able to speak clearly, or listening, for example), to the more subtle (such as reflecting and clarifying). It is important to remember that effective verbal communication cannot be fully isolated from non-verbal communication: your body language, tone of voice, and facial expressions, for example. Clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of verbal communication.

### **2.3. Brief concept of Vocabulary**

There are sorts of words or phrases in order to explain the meaning of vocabulary. It is defined as a group of words collected by many people or translators during a long time in order to make the meaning more comprehensible, these words are used in context within meaningful, written and oral texts and not as isolated words in vocabulary translation lists. “The amount of number of new words taught in class must be the largest amount number of vocabulary that children are expected to produce” (Allen, V. F., 2016, p. 58), In this way, their receptive and competence development improve faster than its productive competence, reflecting the natural process of linguistic development.

Tracey, T. D (2013), affirms “The richness of a person's vocabulary is generally considered as a reflection of intelligence or the level of his education" (page. 333). From Tracey's point of view, the vocabulary is a fundamental element within the social development. The human being has reflected his intelligence through the use of the language; communicative. It has allowed him to improve his social and individual life, it is important to mention the importance of speaking the language well, especially the usage of the vocabulary and its improvement are also relevant to develop English language acquisition as well as the improvement of their abilities; increasing English vocabulary in children is very important to develop speaking skill abilities, since it constitutes one of the fundamental axes within the communication.

### **2.3.1. Vocabulary learning strategies.**

According to some research, vocabulary is considered as “the main source of problems for learning the language” (Meara, 2012, p. 13). It has the purpose to favor the learning of vocabulary; this author investigates the strategies that can be applied on secondary students in order to increase their English language. This research forms part of another of greater dimensions that also studies “The effectiveness of Instruction in vocabulary learning strategies within the classroom” (García López, 1998, p. 345). But it is logical to know the way in which students focus on the study of vocabulary before introducing new strategies in academic performance.

Vocabulary learning strategies are intentional actions which carry out with the purpose of achieving the English language acquisition through a reflexive way and favoring the autonomy of learning. (Schmitt, 2009), distinguishes strategies to discover the meaning of the word and those that consolidate the word once the encounter with themselves (p. 321). The strategies are those with the aimed to memorize the vocabulary to facilitate its later recovery. (Levin, Y Pressley, 2012), divide vocabulary learning strategies into four groups: repetition, sensory, semantic and mnemonic (p. 48)

**Repetition strategies** they consist on thinking, saying out loud or writing the same word several times as to memorize it.

**Sensory strategies** are based on the idea that vocabulary are better retained through different sensory channels and motor experiences. These strategies involve the

relationship the vocabulary has with a concrete physical action, movement and the handling of concrete materials to improve memorization through the actions. They include the use of vocabulary cards or physical response.

These vocabulary flashcards consists on introducing the pictures and the words below them. The Physical Response strategy is based on the method called "Total Physical Response "developed by (Asher, 2015). Vocabulary occurs when the student says the new word or expression to himself or a partner, then students must act or performs any activities in order to catch up the idea and guess the words students want to transmit.

**Semantic strategies** are based on the semantic processing of the new vocabulary, this means the analysis and recognition of the "natural" associations it has in relation to the lexicon, and the strengthening of these relationships to improve memorization. Examples of semantic strategies are: the analysis of the structure and form of the word, the image, contextualization, grouping and association.

The analysis of the structure and form of the word (syllables, roots, affixes, etc.) can be a very useful semantic strategy, since the storage and recovery of vocabulary is based in two elements: “on the one hand the storage of words as complete units, and on the other the affixes, roots and the rules of combination between them” (Aitchison, 2015, p. 117).

When we refer to the Image strategy we do it in a strict sense of the term: it consists on producing a mental image of the word we want to keep in mind. It also implies a type of association with the real meaning of the word, the establishment of a direct connection of the word with the concept which it represents.

The strategy called Contextualization consists on creating a phrase for the new word, providing a context where its semantic content is enhanced.

The Grouping strategy consists on classifying the vocabulary into groups, so that it reduces the number of elements which are not connected to each other. You can group the vocabulary attending to grammatical reasons by semantic fields, functions, or any other similarity or opposition, including purely subjective reasons.

The semantic strategy called Association / Elaboration involves relating the new vocabulary with those we already have, it establishes significant and personal associations. The application of this strategy can be done in two different ways. On the one hand, “semantics”, which are natural associations between words and meaningful to any speaker or language learner. On the other hand, "Mnemonic" Association is possible in order to create new associations instead of looking for natural ones. This may have nothing to do with the original meaning of the word to all native speakers or learners of L2, but it has a personal significance.

**Mnemonic strategies** consist on "artificial" relationships, created with the purpose to improve memorization. Mnemonics allow students to make analysis of the word; the mental activity of creating images or "scenarios" contributes to improve memory (Cohen, 2011, p. 348). These connections are so artificial and so far removed from natural associations they lose all kinds of effectiveness in real communication; however, the need for building a vocabulary in order to learn a language is so vital and the possibilities of exposure are so scarce that the help provided by the mnemonic strategies can be very valuable.

### **2.3.2. The use of active and passive vocabulary in social context.**

Vocabulary acquisition increase in every activity people do in daily life, that is, the relationship between people and the society involved. However, not all the words are kept in our memory due to the lack of usage. It is important to apply every word learned through the environment and put it in practice, so that students can enhance their ability to use synonyms and replace the main words using others with the same meanings.

Collins English Dictionary Collins (2013) categorizes the vocabulary in two main fields: the passive vocabulary, which consists on all the words that a person is able to comprehend; and the active vocabulary which is the total number of words a person apply in other to communicate in the society; that is using their own speech and writing (p. 126).

It is kind of difficult for foreign students to learn new words in English because their mother tongues interference. Passive vocabulary consists on the words people have in their mind and it is easy to understand and use them in their everyday life. Students use

the vocabulary without the help from their teachers and parents; they can take control and manage them in a common conversation with their friends and classmates; however, they are not autonomously.

The active vocabulary means the range of words used in any functional context, these are words learned in schools and college, or even if students are related to the social symbols and the level of education; moreover, people can replace the words using synonyms and antonyms, prefixes and suffixes, etc.

Therefore, “the widest vocabulary is the passive vocabulary, if someone does not have a word "stored" in their passive vocabulary, it is hardly impossible that words can become part of their active vocabulary” (Movellan, 2015) pg 214. Therefore, Vocabulary plays an important role for the communicative competence in the use of English as a foreign language. The lack of knowledge about using the vocabulary correctly may create serious consequences in communication because of the functional language in relation to the social environment.

Applying new strategies to encourage students produce their own vocabulary; applying visual spatial intelligence is useful and relevant, since it improves students’ English vocabulary; that is why; the study of vocabulary is divided into two different fields, the active vocabulary and the passive vocabulary.

As it was said before; passive vocabulary is referred to words you understand but cannot use when writing or speaking, so these are the words people understand but cannot use. On the other hand, active vocabulary are words you can use when speaking and writing, so people understand and can use them when using their English. However, native speakers can understand more than they use in every day conversation. For example: if a person says “I love watching Dr House”, people can understand most of what someone says in order to talking about medical situation, but we cannot use this type of vocabulary in an active way when we are speaking. So, the number of words needed to understand will always be bigger than the number of words used during conversation. To increase active English vocabulary is necessary to follow these recommendations:

Firstly, think about the type of vocabulary in order to use in English. For example: in market place people should focus on learning financial terms because this is what is going to help in order to have conversations related to what you are doing. At this time active vocabulary is processing and people use the language in speaking and/ or writing as to get in touch with enterprises or industries and establish their own business.

There are also things people can do like repeating after native speakers or using flashcards and software. The repetition is needed to remember the vocabulary and make it active, but it is also important to mention that not all passive vocabulary needs to be active or what people make active is depended on how they are going to use English.

So, the majority of English learners find writing more difficult than reading and speaking. Learning vocabulary skill is very important in order to transmit any kind of communication, because if people do not have any words to express their ideas, nobody will be able to understand them although they have good knowledge about others skills. So, the vocabulary constitutes the key of communication in whatever language.

### **2.3.3. Didactic strategies to develop students' vocabulary skills**

There are some multi-sensory techniques to teach vocabulary. Children learn the new words through the activation of their visual, auditory and kinesthetic sensory channels. This helps to remember the words better and for a longer period of time and increases their active participation.

One thing that is important for learning English vocabulary is the use of pictures and images to learn the language and reinforce what is studying or learning; this is especially important for self-study because there are so many images out there that will help students learn the language. Vocabulary is very important to learn a new language. School community must use effective strategies to practice English language. So, all learners are able to identify and apply each new word in meaning and in context, so that they can keep in their mind and apply in their daily life.

First, it is relevant to answer the question about why it is important to use pictures or images when it comes to language learning. The answer is that all of us are different from each other; therefore, we have different learning styles. People have different ways of learning such as kinesthetic learners in which the body movement is significant to



learn the new words; others like auditory learners need to hear whatever it is in order to understand the meanings; and finally visual learners, which consists on see colorful pictures, with a stronger purpose to remember the material, reinforce people's understanding about what they learn and are able to associate the words with the context. The significance of visual learning is evident all around us. This is especially true when it comes to early childhood education where there are delightful, charming and colorful pictures in elementary classrooms. That is because these really grab children's attention, and not only that, it really provides a stronger connection with what they are learning and help to keep the words in their memory, as what it has mention above, teaching new words through visual aids in children from 4 to 13 years must be didactic, so teachers should apply motivational learning strategies in order to catch student's attention. There are some possible strategies to enhance vocabulary skills:

### **Word Connection**

A Venn diagram is a great teaching technique to improve vocabulary in students; by this procedure they are able to compare similarities and differences. For this activity, students are directed to connect two words that are written in the center of a Venn diagram. Their task is to connect the two words by writing down each words definition on the Venn diagram, then explaining the reason for the connection.

### **Semantic Maps**

A semantic map is also called spider web or brainstorming. It helps students to organize their information, this strategy is a great tool to improve and increase the vocabulary. Semantic mapping can be used as a pre reading activity to active the student's prior knowledge and to encourage them to find the words; as a post-reading activity, it can be also used to enhance the vocabulary learned in class and find other synonyms.

### **Word wizard**

This is a kind of jigsaw learning technique used in group work; it is an effective way to have a quickly process of information given by students. The teacher assigns a group of words for each member of the group; they have to guess and explain the meaning of each word, then they have to explain into the class what they have found.

### **Concept Cube**

A concept cube is a great strategy to improve their vocabulary acquisition. Students receive a six-square cube. On each side the teacher writes down some structural patterns in order to identify and guess the words (roots, meaning, synonyms, antonyms, examples, prefixes, etc.)

#### **2.3.4. Relevant aspect in acquiring a second language acquisition**

Teaching vocabulary is a fundamental part of the grammar; in addition, it is also a basic element for text interpretation and production. To know a variety of words means to provide resources in order to explain something that is not known; it is used to communicate with another person and understand the message that is being transmitted. Similarly, what (Nation, P., & Newton, J, 2014), mentions "vocabulary is a very important section within the teaching of a English language. The structures of the language do not exist regardless of the meanings they convey: they always appear in certain words."

The most important aspect in learning English vocabulary is that students know how to use it within a context by selecting words either in groups or individually. Some researchers have established that one of the most relevant to the learning of a foreign language (English) is to have a management or minimal knowledge of English vocabulary as to achieve the construction of simple sentences. (Paul, N, 2013), who highlights the importance of acquiring the vocabulary to learn a English foreign language) and states "The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time" (p. 254).

The main problem of teaching vocabulary is that only a minimum part of what is needed to know a word is taught at a specific time, so as a result, students tend to forget many words due to the lack of frequent use. Independent learning in listening and reading exercises is more fruitful. In addition, these exercises help the child to understand the meaning of the words in a simple way; their pronunciation and even their use, since it helps to better understand the words they acquire and in what contexts they are used.

## **2.4. Legal Framework**

### **Constitución de la República del Ecuador**

#### **Niños y Adolescentes**

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

#### **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011**

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República.

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida.

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir.

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad.

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial.

### **Plan de desarrollo social**

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas

conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

## **2.5. Conceptual Framework**

**Linguistic Intelligence** People with this intelligence have the ability to tell, write poems express themselves and have interest in more critical important issues about society and the world.

**Bodily Kinesthetic Intelligence** This intelligence is about control of the movements of all body parts. In here students can develop activities that require coordination, movement, and rhythm, like sports or dance.

**Logical Mathematical Intelligence** Is the ability of calculating, people with this intelligence have a better reasoning, have critical sense and analyzing skills. It includes sensitivity to logical patterns and problem solving.

**Intrapersonal Intelligence** It is the capacity of caring and knowing about oneself, likes to work alone and have a better reasoning for direction of life.

**Interpersonal Intelligence** Is the capacity of understand others. Here we find social people, leaders and people who knows how to interact and create better relationships in order to succeed in life.

**Naturalistic Intelligence** It is the ability to feel sympathy for both living and non – living species, provides a sensitive way of seeing nature as the beginning of our existence.

**Visual Spatial Intelligence** Is the ability to think and know the world in pictures, the ability to create through imagination, without following patterns, just following the ideas that every person with this intelligence believe in.

**Semantic** Adjective of, relating to, or arising from the different meanings of words or other symbols

**Language Acquisition** refers to the process by which a person learns a "foreign" language; that is, a language other than his or her mother tongue.

## CHAPTER III

### 3. RESEARCH METHODOLOGY

#### 3.1. Type of the study

This research is aimed at gathering information to build a knowledge based in which is added to existing prior information. as well as aims to solve a specific problem or approach.

It refers to a mixed type of research in which two approaches were used : quantitative and qualitative.

Sampieri (2010) indicates that a mixed model is used when both approaches are intermingled or combined in the research, which gives degree of complexity to it, but you also have the advantages of both approaches. (p 21)

In the first stage, quantitative techniques were used, such as the survey generate statistical results on the diagnosis of the knowledge of the development of vocabulary skills using the visual spatial intelligence, and also their use of qualitative techniques

As: Observation guide, interviews, categorization of data. obtained.

#### 3.2. Methods and Techniques

##### 3.2.1. Class Observation

It consists on carefully observing classes, taking information out and registering it for further analysis. Observation is a fundamental element of any investigation process; the researcher must rely on it to obtain the largest number of data. Much of the knowledge as a whole that constitutes science has been achieved through observation.

##### 3.2.2. Teachers' Interview

Through the interview that was applied to the English teachers at Unidad Educativa Ecomundo Babahoyo which has provided the necessary information, stating how the students' performance in the English language is within the classroom. This allows to

have the point of view of the teachers, and to consider the possible reasons why the students present difficulties to learn vocabulary.

### **3.2.3. Survey**

It was applied in fifth grade students in order to obtain data. For this, unlike the interview, a list of written questions was used. They were delivered to the mentioned students in order to be answered according to their own knowledge of the subject. In the questionnaire, closed questions were used, that is, objective questions, having of course the classroom tutor's permission. The survey allowed to do a timely investigation analysis. Pencils and photocopies of the questionnaire were used by the survey respondents. The survey is impersonal because it is not necessary to provide identification data about the survey respondent, since these are not relevant for the research. It is a low-economic-resource and very-easy-to-apply technique, since at the beginning the interviewer provides a simple explanation and guides on the questions that should be answered and how they should be done.

### **3.2.4. Pre - test and post - test**

The students were tested with basic vocabulary from the previous units they have studied in their first week of classes. The objective of this process was to improve students' vocabulary acquisition during the research project.

## **3.3. Research Population and Sample**

The population comprises the group of subjects of a particular study having similar characteristics or elements to be examined in a research context. The population is a set of elements that have a common characteristic. In the research process, the population corresponds to the reference on which the study is going to be developed, and it is extremely important to take into account all the essential characteristics to be selected.

(Martínez, 2015) in his book about the education change in Latin America, establishes that "The population is defined as the totality of the phenomenon to be studied where the unit of the population possesses a common characteristic that is studied and originates the investigation data." Populations can be large or small in size, in this case,



the investigation was carried out with a population of 44 students from fifth grade, and 12 teachers.

This study is focus on the improvement of the English vocabulary acquisition through the use of spatial visual images and spaces. To archive this, it is necessary to work together with the fifth grader students and their English teacher.

*Table 3. Population and sample*

Population	Number	Technique
Students	44	Surveys
English Area	12	Interviews and observation
TOTAL	56	

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

### 3.3.1. Sources

*Table 4. Sources*

SOURCES	REQUIREMENTS
Internet Services	To obtain extra information about different themes in relation to the investigation.
Computer	To display all the data and chapters for the investigation.
Copies	To have the layout of worksheets, surveys, and pre-test and post-test for students and teachers.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

### 3.3.2. Resources

Table 5. Resources

Description	Number
Internet	1 year
Copies	145
Pen drive	1

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

### 3.3.3. Timeline

Table 6. Timeline

ACTIVIDADES REALIZADAS	MESES																																																
	ABRIL				MAYO				JUNIO				JULIO				AGOSTO					SEPTIEMBRE				OCTUBRE				NOVIEMBRE					DICIEMBRE				ENERO				FEBRERO						
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
Revisión del Cap. 1 Planteamiento del Problema	X																																																
Revisión Planteamiento del Problema e Hipótesis		X																																															
Variables, objetivos, y justificación			X	X																																													
Revisión de todo Cap. 1 y Correcciones							X																																										
Identificación de las Variables								X																																									
Operacionalización de las Variables								X																																									
Revisión Cap. 2												X																																					
Revisión de todo Cap.2 y correcciones												X																																					
Revisión y corrección marco teórico													X	X	X																																		
Revisión de metodos y tecnicas															X																																		
Utilización de instrumentos																X																																	
Procesamiento de datos																X	X																																
Aplicación de propuesta																	X																																
Revisión de los elementos de la propuesta																						X																											
Revisión de aplicación de la propuesta																							X			X																							
Presentación del Primer Borrador, Correcciones.																												X																					
Correcciones Finales																												X	X					X															
Conclusiones.																																						X											
Recomendaciones.																																						X	X										

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

### 3.4. Results, Findings and Analysis

#### 3.4.1. Survey for students

A set of ten statements were given to 44 students in order to collect information concerning their learning experience and the appreciation they may have for the skill. The results as well as a brief interpretation of them are shown below.

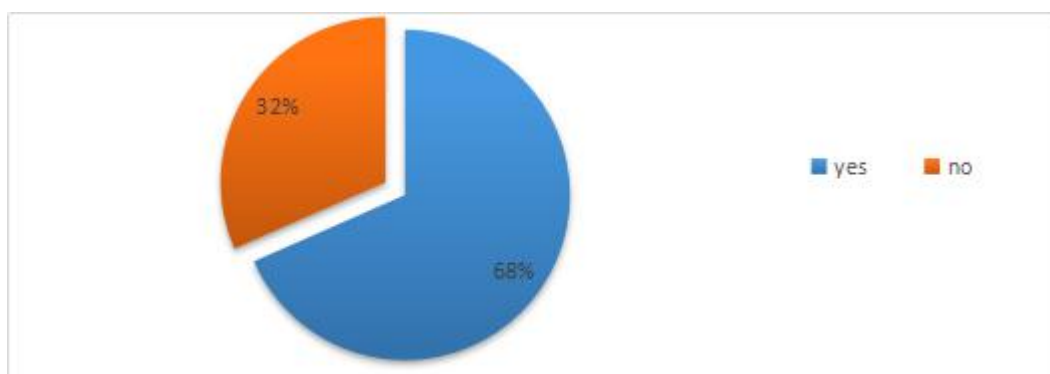
1. Do you like to learn English by playing, in order to have a better vocabulary production in class?

*Table 7. English by Playing.*

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	30	68%
1	No	14	32%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 1. English by Playing.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows a highly percent in students who like to learn English by using ludic activities to reinforce vocabulary production; the result was 68% of the students say yes but only 32% say no. The application of interactive activities involving visual-spatial strategies will allow students to explode their imagination and facilitate their learning.

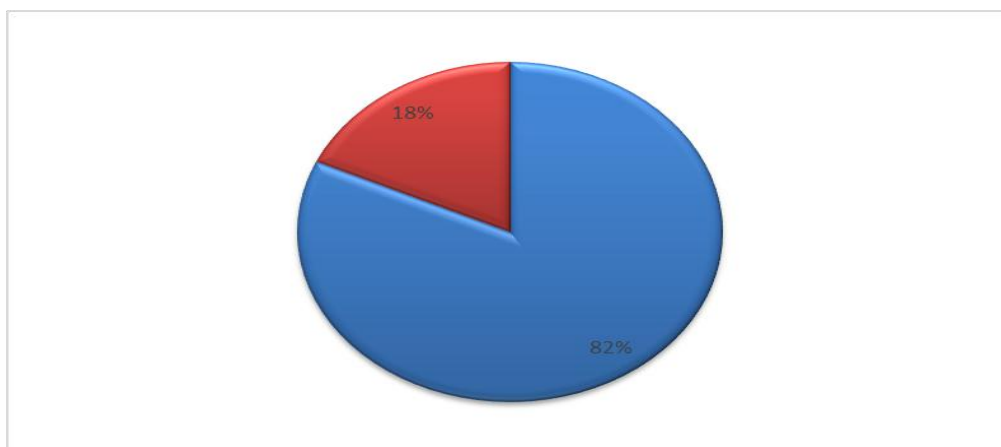
2. Do you think learning vocabulary by using visual aids will improve the level of students?

*Table 8. Practice vocabulary in Class.*

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	36	82%
2	No	8	18%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 2. Practice vocabulary in in Class.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows students like to learn using interactive teaching resources, according to the chart 82% of the students affirm positively in indicating the enthusiasm to learn English as a foreign language using visual material, they enjoy learning through videos or images. On the other hand, the 18% of students said no.

3. Do teachers practice vocabulary using flashcards in the classroom?

Table 9. Practicing English vocabulary by using pedagogical resources

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	26	59%
3	No	18	41%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

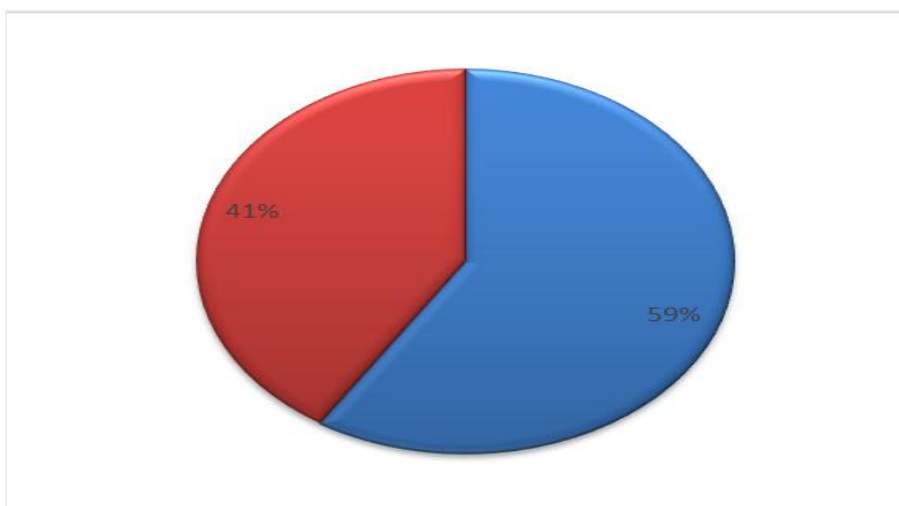


Figure 3. Practicing English vocabulary by using pedagogical resources.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows the encouragement on students in order to learn English by practicing visual vocabulary using flashcards inside or outside the classroom rather than practicing Grammar. 59% of students said teachers use flashcards in order to teach English, they must provide some visual aids resources to make the class interesting and students can reinforce their vocabulary skills.

4. Do you practice vocabulary by speaking only in English in the classroom?

Table 10. Practice speaking to reinforce vocabulary in the classroom.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	38	86%
4	No	6	14%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

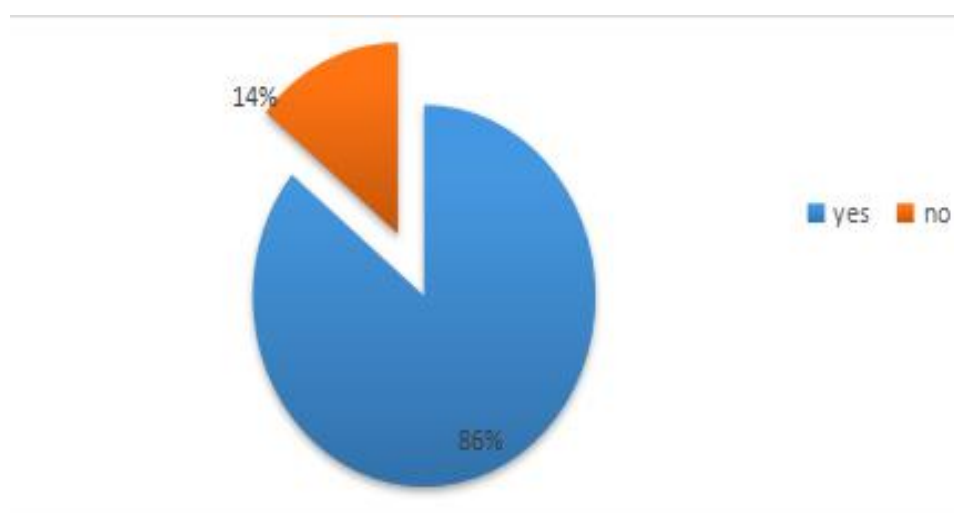


Figure 4. Practice speaking to reinforce vocabulary in the classroom.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that 86% of students think that speaking English in the classroom will improve their vocabulary. In this way if they do not know the meaning of a word or they do not know a word to say out loud they can ask their teacher and then learn new ways to communicate.

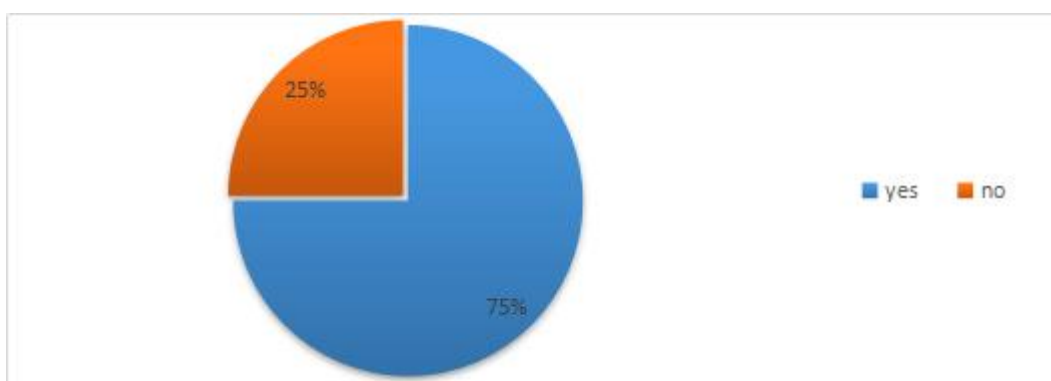
5. Would you like to use the new vocabulary in class in order to improve your speaking and reading ability?

*Table 11. The use of vocabulary to develop reading and speaking skills.*

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	33	75%
5	No	11	25%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 5. The use of vocabulary to develop oral communication.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that the 75% of students would like to be part of more oral activities in order to reinforce vocabulary and to improve their speaking ability. 25% of students do not agree because they do not like to speak in front of their classmates.

6. Do teachers use innovated activities to teach vocabulary?

Table 12. Innovating visual spatial activities to teach speaking.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	27	61%
6	No	17	39%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

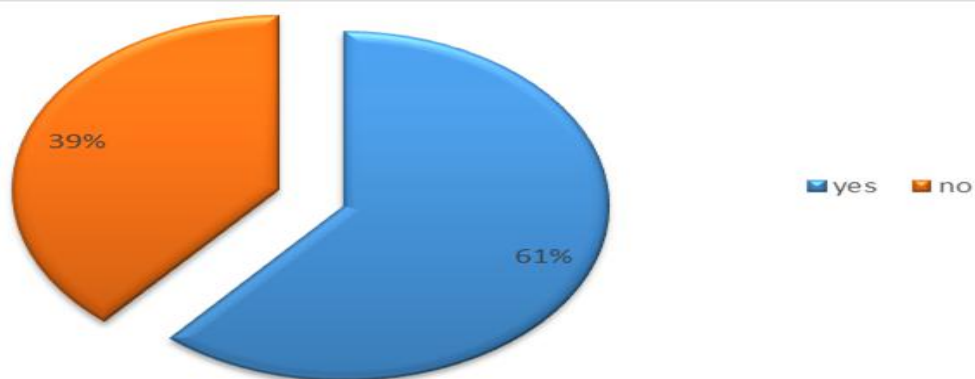


Figure 6. Innovating activities to teach speaking.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that 61% of students consider important that their teacher use innovate activities in class to improve vocabulary skills while there is a significant percentage (39%) in students who affirms the contrary opinion form others. Teachers must be currently updated due to the new social tendency where students learn English language by their own using Google image or other visual resources to foster their vocabulary at home by surfing on internet. However, there are still many teachers who cannot overcome with the technology and tend to produce their classes more traditionally and ambiguous.



7. Do you think it is important to pronounce new vocabulary in class?

Table 13. The importance of vocabulary pronunciation.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	40	91%
7	No	4	9%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

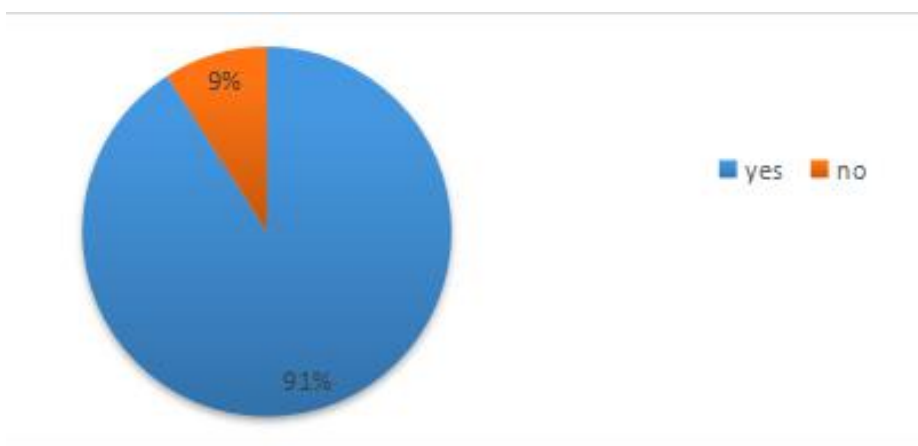


Figure 7. The importance of vocabulary pronunciation.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that the 91% of students affirm the importance of pronouncing each word they learn in class in order to have a better oral communication. According to this graph, few percentages of students express the lack of strategies applied in teachers to develop vocabulary pronunciation. There are some English teachers who do not have the level of English according to the level of students, so the evidence is reflected in students due to lack of interest and motivation.

8. The use of didactic activities are necessary to improve speaking in the classroom

Table 14. Didactic strategies to improve speaking skill development.

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	27	61%
8	No	17	39%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

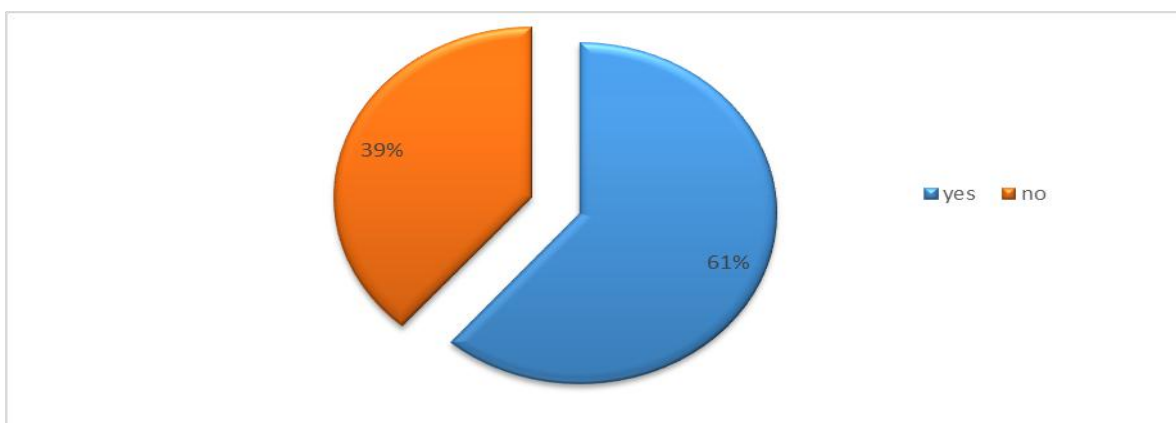


Figure 8. Didactic strategies to improve speaking skill development.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

61% of students agree with the need of implementing some funny teaching techniques to improve speaking and pronunciation, they would like to have a better pronunciation while they speak English in class.

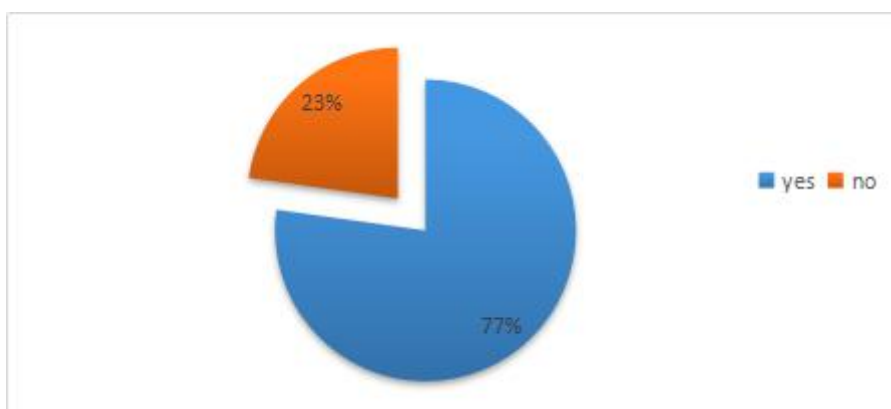
9. Would you like to learn English using interactive visual games to develop vocabulary skill?

*Table 15. Interactive games.*

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	34	77%
9	No	10	23%
	<b>Total</b>	<b>44</b>	<b>100,00%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 9. Interactive games.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows if students would like to play interactive games in their English class; the result indicated that the 77% of the students said that they would like to have some interactive activities to practice speaking; however the 23% of students said no.

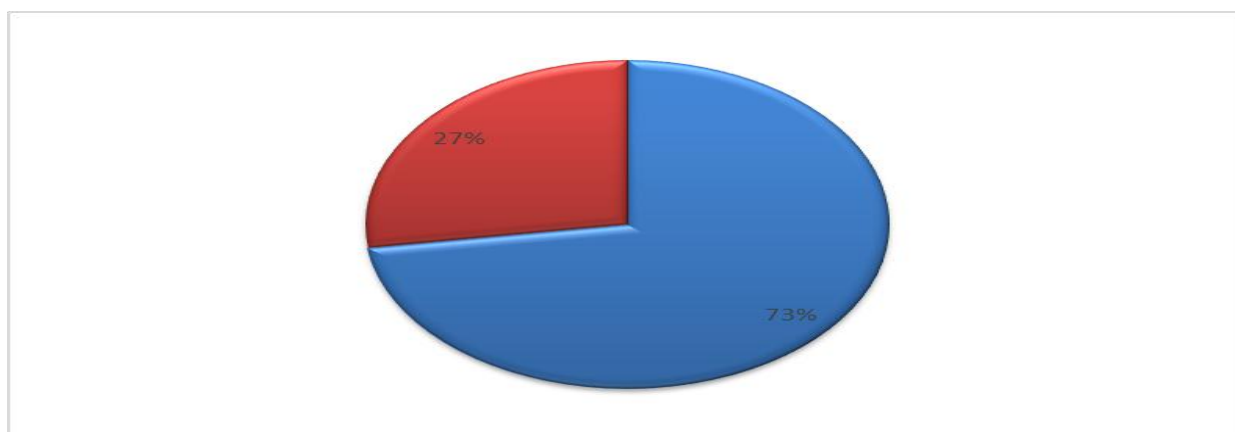
10. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?

*Table 16. The use of didactic resources to improve English vocabulary.*

CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item	Yes	32	73%
	No	12	27%
10	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 10. The use of didactic resources to improve English vocabulary.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

73% of students affirm that learning English is going to be easier if teachers use an appropriate methodology in order to encourage students to learn English. The implementation of games, audiovisual, pictures and real material is essential in order to make a class more interesting they said.

### 3.4.2. Survey for teachers

A survey was given to 12 teachers in order to collect information about their opinions of the use of visual activities to improve vocabulary. The results as well as a brief interpretation of them are shown below.

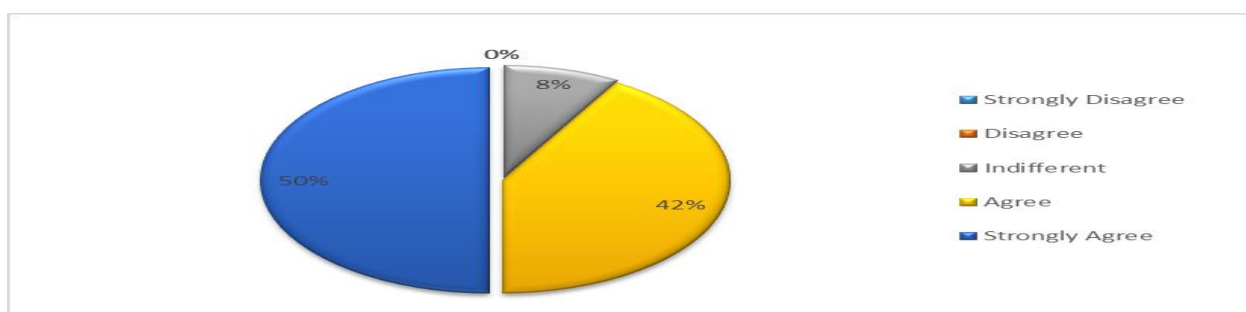
1. Teachers have to promote active classes by using pedagogical techniques in order to encourage student's pronunciation.

*Table 17. Promoting active classes to improve vocabulary and pronunciation.*

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	8%
	Agree	5	42%
	Strongly Agree	6	50%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 11. Promoting active classes to improve vocabulary and pronunciation.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

The graph above exhibits how the percentage of teachers who strongly agree in using different methods in order to improve their pedagogical strategies to teach how to make a better pronunciation using vocabulary form the context. According to this graph, the opportunities given to students to have a conversation with the teacher and their classmates have made them reinforce this skill which will help them improve their oral proficiency in the foreign language.

2. Teachers must present motivational listening activities to encourage students to speak without shame.

Table 18. Motivational listening activities.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	2	17%
	Agree	0	0%
	Strongly Agree	10	83%
	<b>Total</b>	<b>12</b>	<b>100,00%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

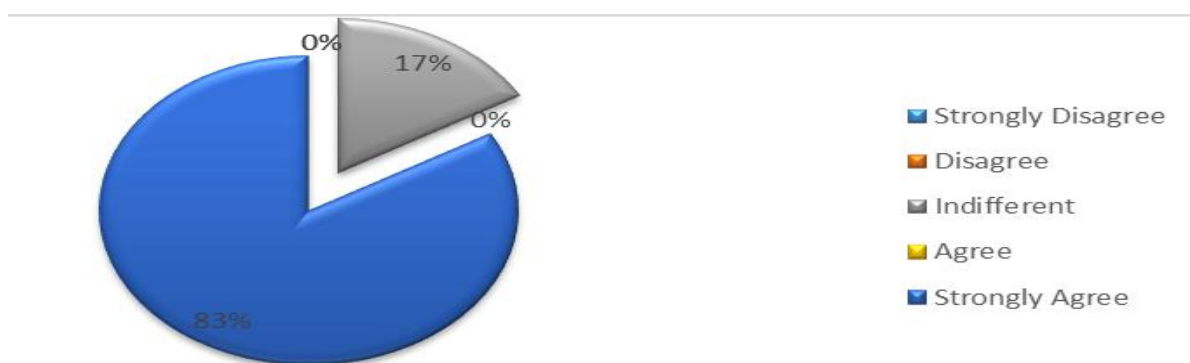


Figure 12. Motivational listening activities.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This graph exposes the highest percentage of agreement in considering important to use fun activities to engage students to speak naturally, it is also important to mention that teachers need to do some previous activities to reinforce the vocabulary and to put in practice what they have learn. Reinforcing the vocabulary might help students to keep the information from short to long term memory.

3. The use of visual spatial techniques facilitate the English teaching and learning process

Table 19. The use of visual aids to foster vocabulary skills.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

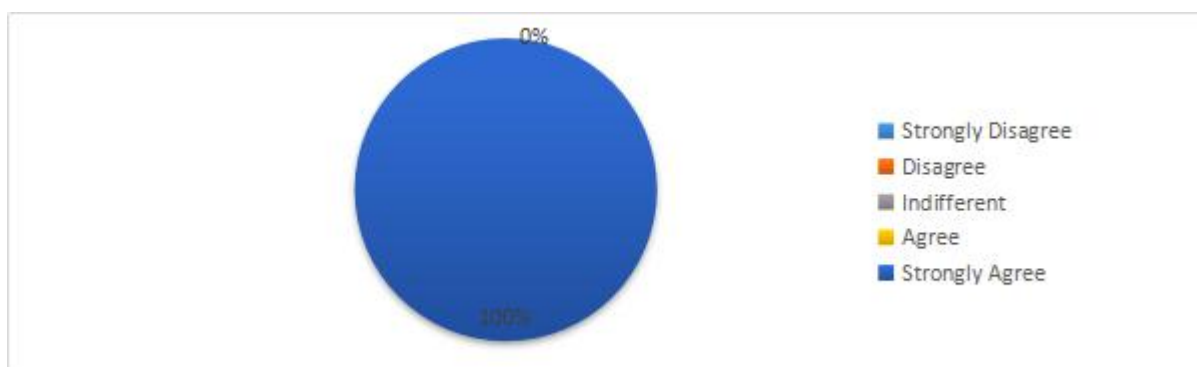


Figure 13. The Use of visual aids to foster vocabulary skills.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows if teachers consider recommendable the use of interactive visual and spatial resources can facilitate the English teaching and learning process, the 100% are strongly agree with it.

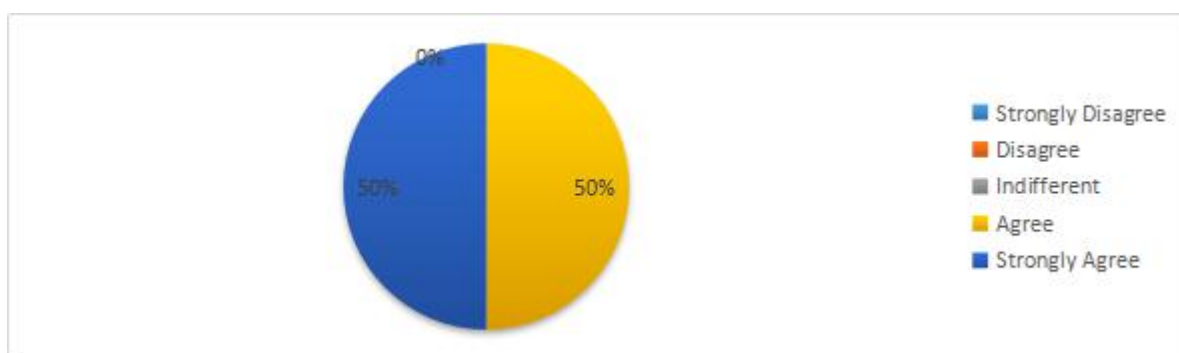
4. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.

*Table 20. Didactic strategies to enhance vocabulary.*

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	6	50%
	Strongly Agree	6	50%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 14. Didactic strategies to enhance vocabulary.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that most of the teachers strongly agree to reinforce new vocabulary with extra material and visual aids. This gives the author a hint that more reinforcement should be given to vocabulary words inside the class using ludic materials such as memory games, flashcards or other resources to show vocabulary. Sticking many figures in the classroom let students look at them every day and can store the information in their long-term memory.



5. Listening to songs and singing encourage students to learn the English language easily

Table 21. The importance of pronouncing the new vocabulary.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item	Indifferent	1	8%
5	Agree	2	17%
	Strongly Agree	9	75%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

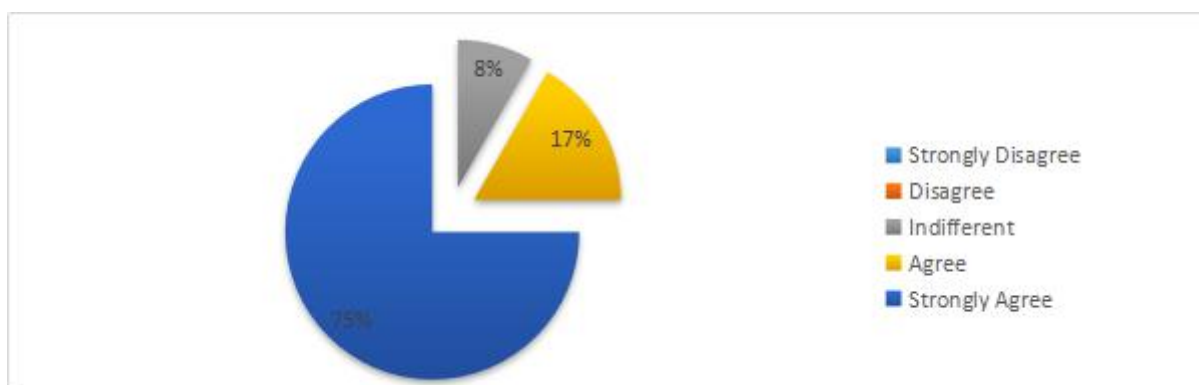


Figure 15. The importance of pronouncing the new vocabulary.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

There is a high percentage of agreement by teacher's opinion about the use of songs to develop pronunciation. This percentage can be raised by prompting children use simple phrases or words at the time they are speaking and providing them with opportunities to use them. If the students practice the pronunciation constantly, they will get through more naturally accent. This speaking prompting and reinforcement can be done using songs and lyrics as well as any other activities to be done inside the classroom.

6. Do you think the use of visual aids could create a good atmosphere to learn new vocabulary in classes?

Table 22. *Creating a good atmosphere in the classroom.*

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	3	25%
	Indifferent	3	25%
	Agree	6	50%
	Strongly Agree	0	0%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

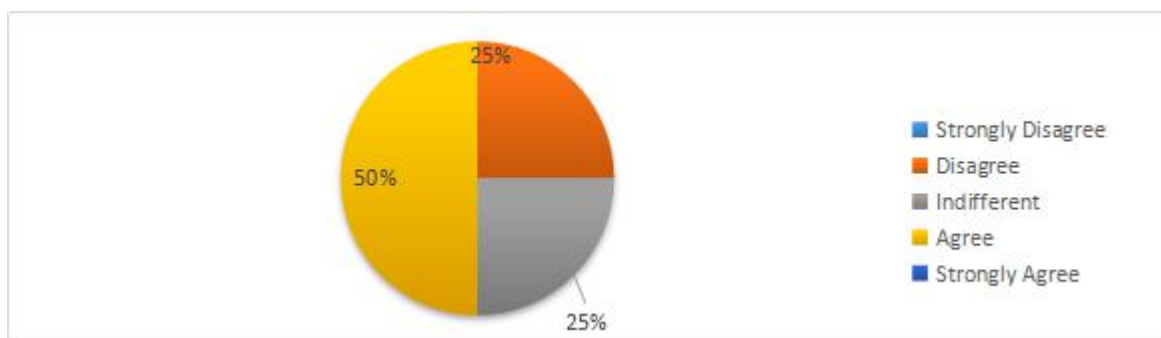


Figure 16. *Creating a good atmosphere in the classroom.*

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows 50% of teachers agree with the use of visual material in the classroom, they said this could be a good technique in order to help the development of creativity and therefore it would be easier for the students to learn new words. 25% of teachers are indifferent about it and 25% disagree, they say visual aids are not too necessary to create a good atmosphere in the classroom.

7. Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good classroom development.

Table 23. Classroom development.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>		<b>12</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

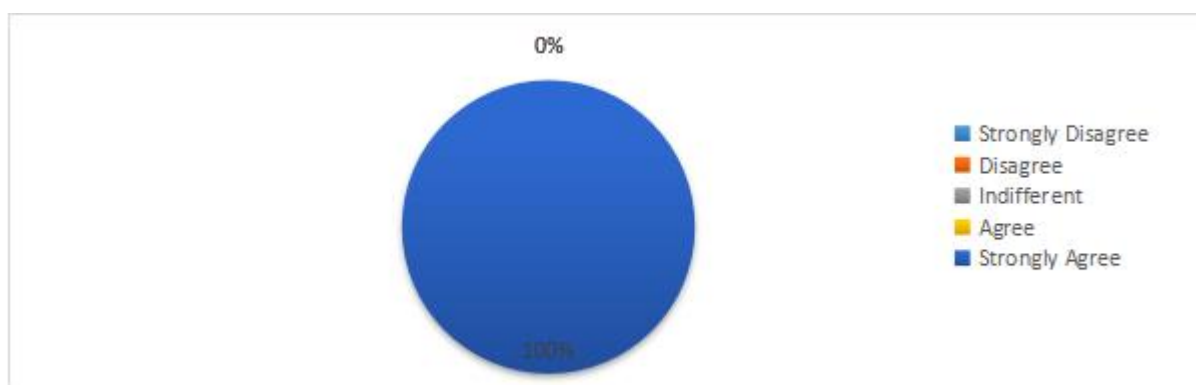


Figure 17. Classroom development.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows teachers consider essential to provide feedback to reinforce vocabulary and grammar structures to have a good development in class, 100% strongly agree with the idea. From the information given in this pie chart, it is easy to observe the acceptance of criteria to develop and improve classroom management, so teachers must provide pedagogical resources for easy comprehension of the vocabulary and its pronunciation.

8. It is easier to learn English and improve speaking skills through didactic listening activities.

Table 24. Improving vocabulary skills through didactic activities.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
	Strongly Disagree	0	0%
	Disagree	0	0%
Item	Indifferent	0	0%
8	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

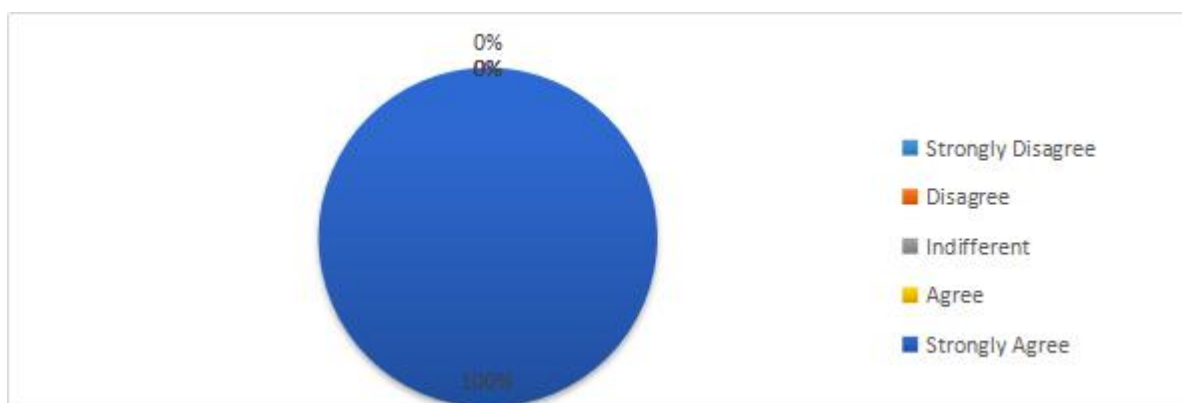


Figure 18. Improving vocabulary skills through didactic activities.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows 100% of teachers agree on improving vocabulary skills through didactic activities is easier for the students. This chart shows that most of the teachers agree with reinforcing new vocabulary with extra material and visual aids. Using didactic and ludic resources students will be able to understand and remember the words through images, memory games, flashcards, etc.

9. Didactic activities are essential to make interesting and amusing classes to elicit English vocabulary performance.

Table 25. The use of didactic activities to elicit English oral performance.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 9	Strongly Disagree	1	8%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	8%
	Strongly Agree	10	83%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

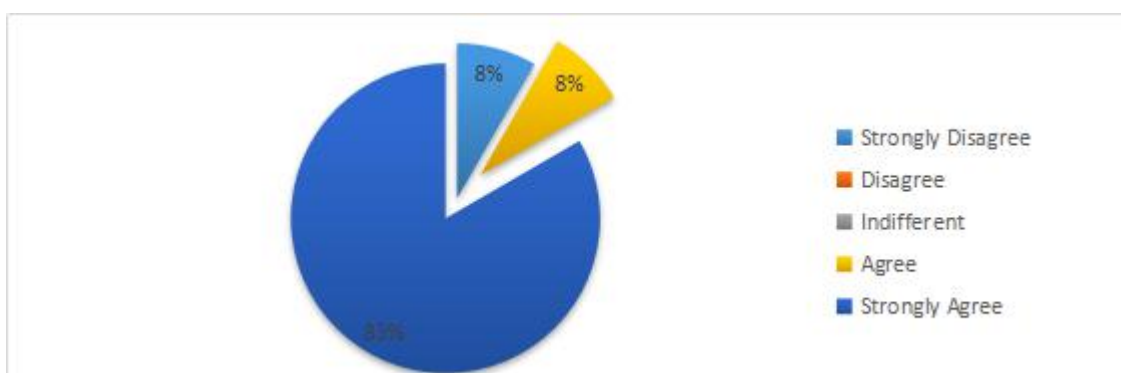


Figure 19. The use of didactic activities to elicit English oral performance.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

This chart shows that 83% of the teachers strongly agree with the implementation of didactic and essential activities that make interesting and amusing classes. According to this graph, the opportunity given to students to have a conversation with the teacher and their classmates have made them reinforce this skill of speaking and practice English pronunciation which will help them improve their oral proficiency in the foreign language.

10. Do you think EFL teachers should receive training courses about visual spatial activities to foster English vocabulary and the way of teaching and learning process in their students?

Table 26. The importance of training courses to foster teaching and learning process.

CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>	<b>12</b>	<b>100%</b>

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

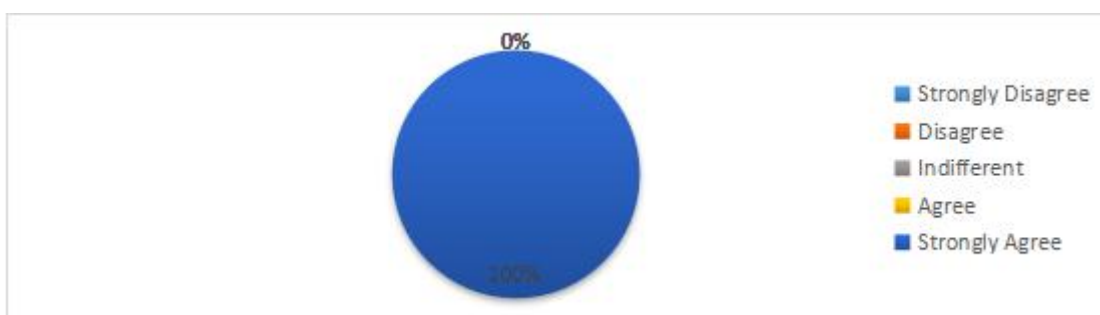


Figure 20. The importance of training courses to foster teaching and learning process.

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

The graph above exhibits that all of the teachers strongly agree with training courses such as seminars and workshops that allow them to perform their abilities of teaching and be part of the new society students nowadays are immersed in. so teachers must be updated according to the new tendency and offered a good quality of teaching as a meaningful learning process in students.

## PRE-TEST USE OF VISUAL SPATIAL INTELLIGENCE

Table 27. Pre-test results

Use of visual-spatial intelligence	
Always	37
Sometimes	66
Never	117

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

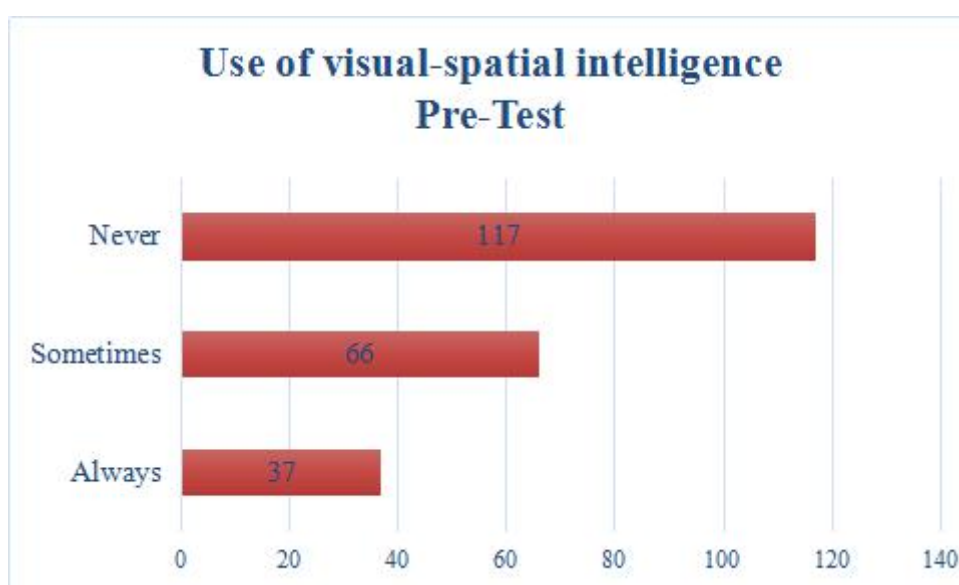


Figure 21. Pre-test results

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

The students were tested with basic vocabulary from the previous units they have studied in their first week of classes. Then they made a survey with five objectives questions, they had to answer them in order to know what they think about their English classes and their teachers methodology. The objective of this process was to know how they felt in their learning process. These results show that most of the time they did not learn with visual material.

## POST-TEST USE OF VISUAL SPATIAL INTELLIGENCE

Table 28. Post-test results

Use of visual-spatial intelligence	
Always	116
Sometimes	93
Never	11

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

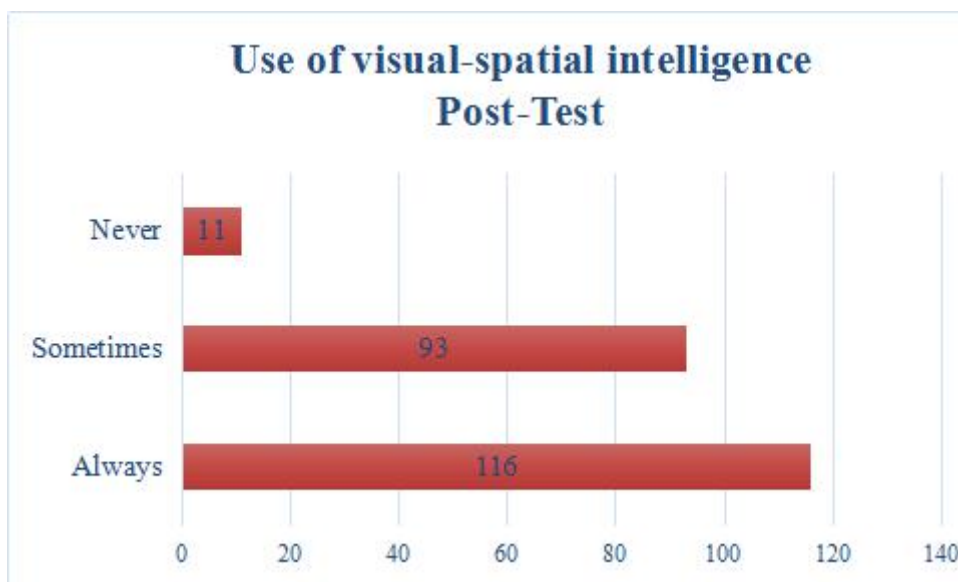


Figure 22. Post-test results

Source: Ecomundo High school.

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

The post-test had exactly the same characteristics as the pre-test and was applied on students after the application of the proposal in order to compare and critique the outcome and performance on its questions. The objective was to concrete the improvement or lack of using didactic strategies to improve and acquire the English language in a funny way. These results show the improvement in using visual spatial activities in order to develop vocabulary skills.



### **3.5. Preliminary Conclusion**

The questionnaire from the survey has been taken with the purpose to help students with innovative strategies and techniques to improve vocabulary skills and assess the impact of applying collaborative teaching methods to support the child's cognitive development; it has found that there is a correlation between the dependent variable in base collaborative teaching method to improve vocabulary skills.

The creation of a didactic guide with a comprehensive development approach offers a system of tools to guide and raise awareness among students and their classmates, developing the ability to comprehend and use the vocabulary form different functional context and fostering in teachers didactic material for a comprehensive collaborative teaching-learning process.

Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to read, and they tended to be shy during the class.

Teachers showed lack of attention and most of the time they used a traditional pedagogy due to deficiency management of technological resources.

Teachers and the educational community do not frequently receive training courses in how to improve the level of English in EFL students as result, low academic performance is seen in students' proficiency.

Students increased their knowledge and their participation in the class by applying the observation guide.

The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through visual spatial teaching resources due to its effectiveness in the English Language Acquisition.

## CHAPTER IV

### 4. Proposed Project Plan

#### 4.1. Title

The Use of Visual - Spatial intelligence to improve English vocabulary acquisition in 5<sup>th</sup> graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017-2018

#### 4.2. Objectives (Broad and Specific)

##### **Broad**

To design a didactic guidance with visual-spatial activities to foster English vocabulary acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo

##### **Specific**

To provide educators specific information about visual spatial activities, their usefulness and their application in the English teaching and learning process.

To strengthen the students' capacities through vocabulary activities that will be carried out in the English language learning and awaken enthusiasm in them.

To determine the types of visual spatial activities in fifth grade students to enhance their cognitive skills and abilities.

#### 4.3. Content Framework of the Proposal Project Plan

The research has been done at Unidad Educativa ECOMUNDO Babahoyo; several tools have been applied in this research field as to know the academic performance and the level of English in fifth grade students. These results have motivated the authors to design some pedagogical resources in order to encourage students to learn English easily and make it fun.

Several activities are proposed to stimulate the visual-spatial Intelligence, and they help educators to achieve the visual-spatial intelligence development in their students. This didactic guidance contains activities for the visual Spatial Intelligence, with a detailed

explanation about its application, which will help students for fifth grade, teachers and parents.

### **How is this organized?**

The first part consists of an introduction, justification, general and specific objectives; a second part consists of methodological recommendations for its use, and a third part consists of activities to develop visual-spatial intelligence; these activities allow students to have an integral development and it is addressed to educators of fifth grade, parents and students. It is structured as follows:

- Intelligences
- Goals
- Didactic process
- Resources

### **What is expected to achieve?**

This didactic activity was developed to provide teachers; strategies for a better teaching-learning methodology in order to achieve an integral education and develop the basic intellectual competences by fostering their visual spatial Intelligence. This sort of intelligence is important to develop in order to:

- Perceive reality and compare sizes, directions and spatial relationships.
- Reproduce objects mentally that have been observed.
- Recognize the same object in different circumstances; the image is posted so the individual is able to identify it, regardless of place, position or situation in which the object is found.
- Describe coincidences or similarities between objects that look different and identify their aspects that are around the students.
- Apply basic notions of preposition such as above, below, out, near, far, in, on, at, between, in front of, etc.

This project will encourage teachers to change their traditional method and provide creative and well-structured activities to apply in their classes. In addition, it proposes teaching-learning process into a more creative, playful and effective way.

#### 4.4. Validation of the proposed project plan

**Validation of the Proposed Project Plan**

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**Validation of the proposed Project plan**

**Use of Visual -Spatial Intelligence Theory to improve the English Vocabulary Acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017 – 2018**

**Rating scale**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance		✓			
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity		✓			

<b>Name:</b>	<i>Jeneth Alvarado</i>	<i>Jeneth Alvarado</i> <b>Signature</b>
<b>Occupation:</b>	<i>English Director</i>	
<b>Phone number</b>	<i>0990536501</i>	

Validation of the Proposed Project Plan

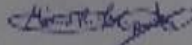
UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

Use of Visual -Spatial Intelligence Theory to improve the English Vocabulary Acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017 – 2018

Rating scale

Alternatives	Very significant	Significant	Somewhat significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	MSc. Melida Campoverde	 Signature
Occupation:	Teacher	
Phone number	098610560	

Validation of the Proposed Project Plan


UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

Use of Visual -Spatial Intelligence Theory to improve the English Vocabulary Acquisition in 5th graders at Unidad Educativa Ecomundo Babahoyo during the school year 2017 - 2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Name:	<i>Francisco Villan</i>	 Signature
Occupation:	<i>English Teacher</i>	
Phone number	<i>0992831276</i>	

#### **4.5. Methodological recommendations**

This manual proposes a methodology with creative activities, which are described with simple language and easy application; it allows teachers to know clearly the objectives and its procedures for each activity. Teachers must take into account the context and age of the group as to work in pairs or groups and get better results; here are some methodological suggestions for its application:

Teachers must create interest in order to encourage students to learn the English language; they must set basic problems in which children use their imagination and establish self confidence in their participation. They must also determine the time limit for the activity and assign shifts for children's participation. Avoid disapproving ideas that are not related to the topic; lead them towards a production of idea.

#### 4.6. The Project Plan

Table 29. Seer Game

Section 1	
Activity 1: Seer Game	
Description	<p>The player who makes the guesser puts three cards on the table. The player asks the partner to choose mentally which of these hobbies he likes the most.</p> <p>The guesser will try to guess what his/her partner likes the most about the hobby and ask the question “is (the name of the hobby) your hobby? The student will answer yes, (name of the hobby), or not, (name of the hobby) is not my hobby.</p> <p style="padding-left: 40px;">Ex. Is painting your hobby?</p> <p style="padding-left: 40px;">Yes, painting is my hobby / No, painting is not my hobby</p> <p>The guesser will fill in a card, in which the hobbies represented in the deck appear, indicating that three cards have come out, what your partner likes most and where you guessed it. The student reviews that proposals marked as his favorite hobby is fine. At the end, the guesser adds the points</p>
Objective	<p>To use the English language in order to get and offer information about personal interests and hobbies</p> <p>To acquire and use the new vocabulary associated with hobbies</p> <p>To encourage students to use grammar structures and vocabulary by playing games as to foster visual spatial intelligence.</p>
Contents	<p>Vocabulary for hobbies: sports, cooking, yoga, dressmaking, singing songs, hiking, gardening, knitting, dancing, scuba diving, listen to music</p> <p>Yes, no questions, simple tense of verb to be.</p>
Linguistic competence	<p>Oral comprehension:</p> <p>Interaction as to get correct information about hobbies</p> <p>Vocabulary pronunciation and intonation</p> <p>The use of grammatical structure is.... your hobby?</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



# HOBBIES

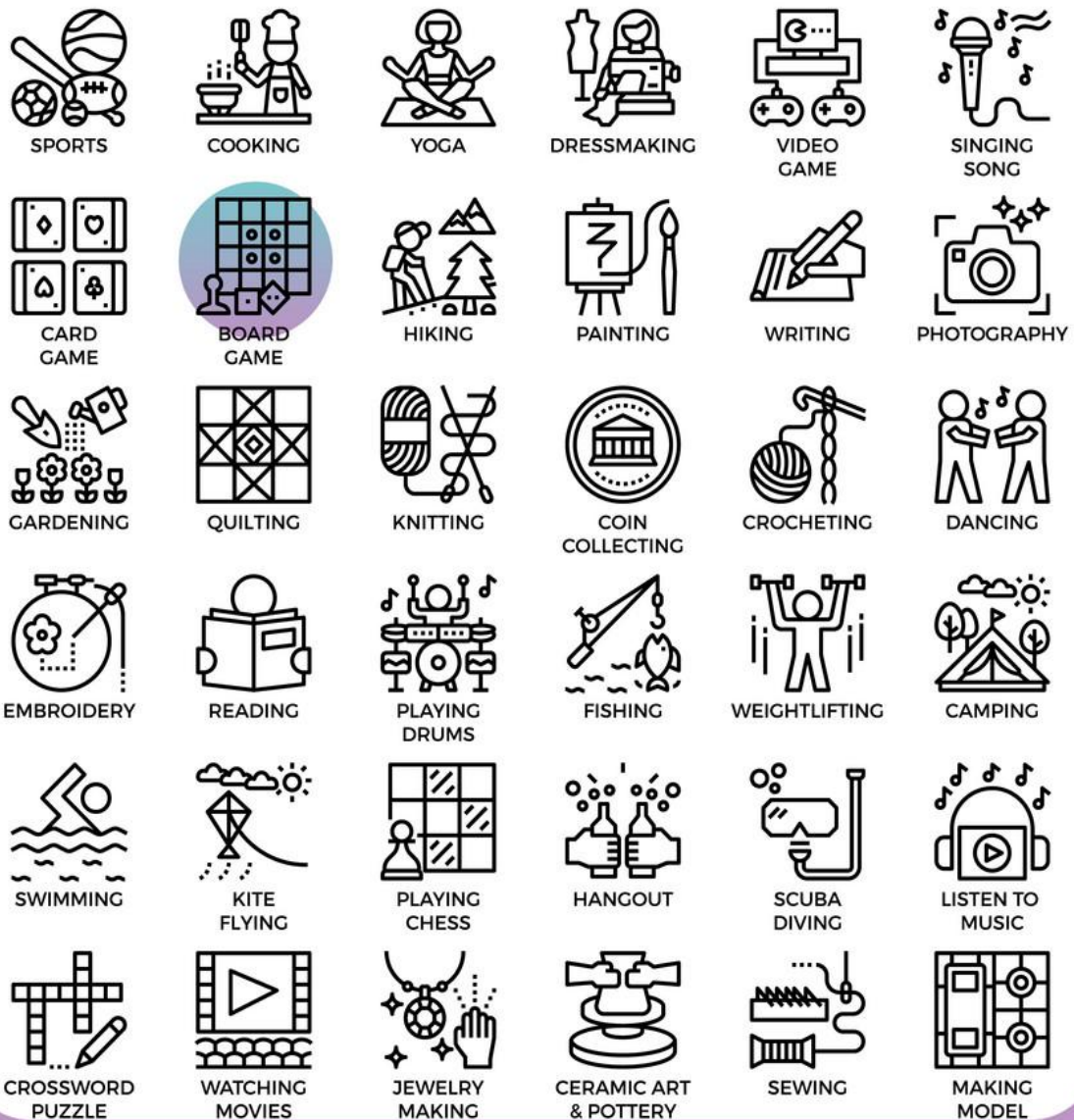


Figure 23. Seer Game

Source: <https://cdn5.vectorstock.com/i/1000x1000/62/59/hobbies-and-interest-detailed-line-icons-vector-16426259.jpg>

Table 30. Letter soup

Section 2	
Activity 2: letter soup	
Description	<p>These activities are aimed at children through play and observation can recognize names written form: parts of the house, fruits, animals, clothing, objects, etc. In addition to enabling them to identify and relate the graph with text; strengthening, directionality, sequencing and the development of the ability to understand structure, organize and understand language, essential for cognitive development of a human skill</p> <p>Using letter soup improve the students' perception, this sort of strategy is related to others types of multiple intelligence such as linguistic, total physical response, logical mathematical and among others.</p>
Objective	To identify the new vocabulary and associate by using letter soup. Students must complete the letter soup using the related vocabulary with the parts of the house.
Contents	Parts of the house: bedroom, Living-room, bathroom, garage, refrigerator, sofa, sink, toilet, bed
Linguistic competence	<p>Oral comprehension:</p> <p>Interaction as to get correct information about the parts of the house</p> <p>Vocabulary pronunciation and intonation</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

# In a House



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

living room   dining room   kitchen  
bedroom   bathroom   chair  
sofa   TV   sink   toilet   bed  
shower   table   refrigerator



[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

Figure 24. Letter soup

Source: [http://2.bp.blogspot.com/\\_fPRkYUU7k/VVUJVVEEb\\_2I/AAAAAAAAAAo/9TYYi1VUYeE/s640/easy\\_wordsearch\\_house.jpg](http://2.bp.blogspot.com/_fPRkYUU7k/VVUJVVEEb_2I/AAAAAAAAAAo/9TYYi1VUYeE/s640/easy_wordsearch_house.jpg)

Table 31. Nemonic Strategy

Section 3	
Activity 3: Nemonic Strategy	
Description	<p>Students learn the English language faster with the help of images. There is no doubt that the senses and association play a fundamental role in the human brain; This can be useful for the little ones.</p> <p>In practice, there are contents that we have learned through the use of images when we were young. This is what we necessarily do to learn the different words. The children also use the images to memorize each animals or insects.</p>
Objective	<p>To identify the new vocabulary related to insects and associate by using mnemonic pictures. Students must complete the worksheet using the vocabulary related to insects.</p>
Contents	<p>Insects</p>
Linguistic competence	<p>Oral comprehension: Interaction as to get correct information about the types of insects Vocabulary pronunciation and intonation</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

## INSECTS / SMALL ANIMALS – worksheets
















		
		
		
		
		
<p>ant – bee – beetle – butterfly – dragonfly – fly – grasshopper – ladybug                      lizard – mosquito – scorpion – snail – spider – wasp – worm</p>		
<p>more resources: <a href="http://www.agendaweb.org">www.agendaweb.org</a></p>		<p>images: <a href="http://openclipart.org">openclipart.org</a></p>

Figure 25. Nemonic Strategy

Source: <file:///C:/Users/HP%20G4/Downloads/insects-small-animals-write.pdf>

Table 32. Semantic maps

Section 4	
Activity 4: Semantic maps	
Description	<p>A semantic map is also called spiderweb or brainstorming. It helps students to organize their information. This strategy is a great tool to improve and increase the vocabulary. Semantic mapping can be used as a pre-reading activity to active the student’s prior knowledge and to encourage them to find the words. As a post-reading activity, it can be also used to enhance the vocabulary learned in class and find other synonyms in order to get the same meaning of the words explained in class.</p>
Objective	<p>To choose the most relevant information after reading and taking small notes or, simply.</p> <p>To design the semantic map according to the characteristics and number of ideas that it is intended to organize</p> <p>To associated ideas, this can be characteristics, facts, causes, consequences, etc.</p>
Contents	<p>How to organize their ideas after reading about rocks and their characteristics</p>
Linguistic competence	<p>Oral comprehension:</p> <p>Interaction as to get correct information about the types of rocks</p> <p>Vocabulary pronunciation and intonation</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

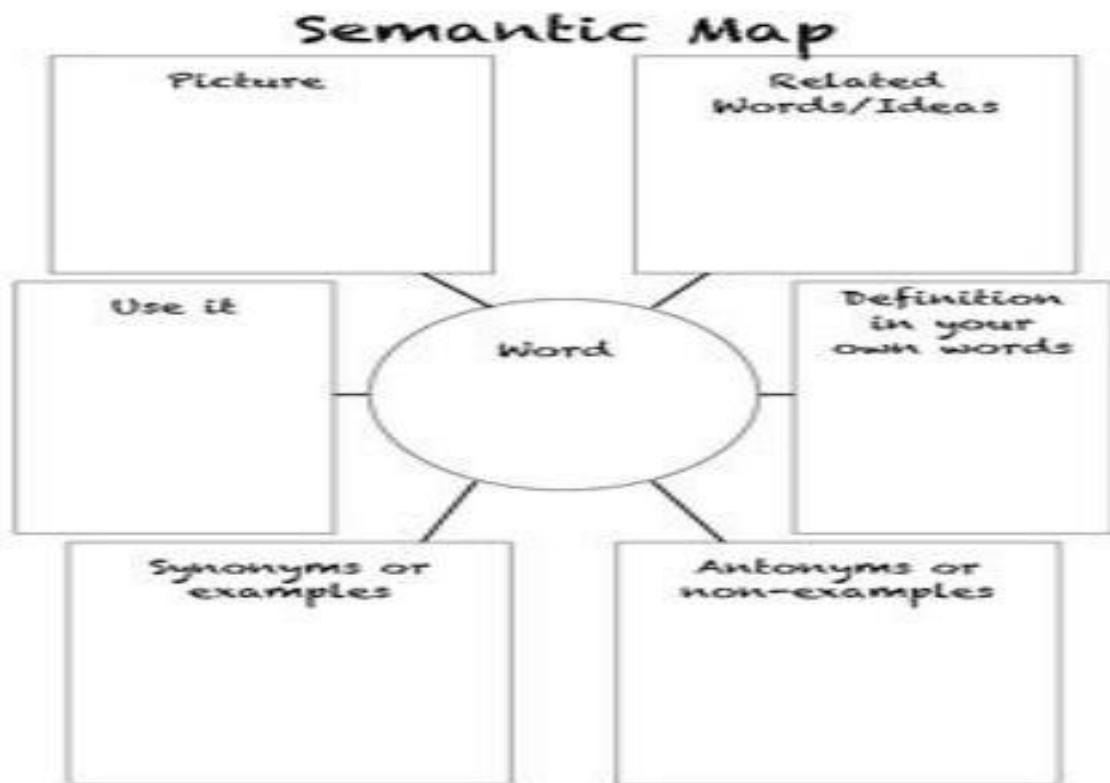


Figure 26. Semantic maps

Source: <https://i.pinimg.com/originals/a4/56/b6/a456b6f056ddee19f938f9c4a4e7785e.jp>

8

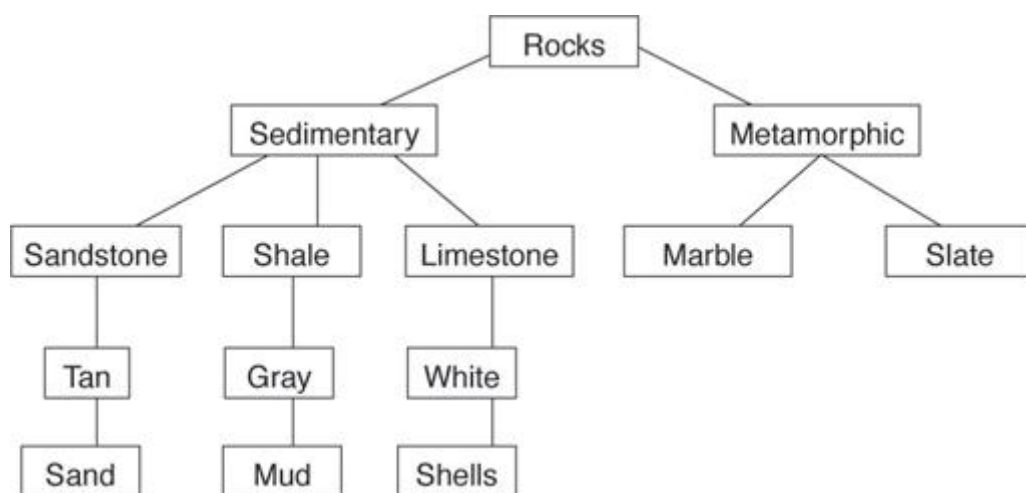


Figure 27. Semantic maps

Source: <https://www.vocabulary.com/articles/booknook/using-semantic-maps-to-develop-word-meaning/duffy6.jpg>

Table 33. Word Wizard

Section 5	
Activity 5: Word Wizard	
Description	<p>This is a kind of jigsaw learning technique used in group work; it is an effective way to have a quickly process of information given by students. The teacher assigns a group of words for each member of the group; they have to guess and explain the meaning of each word; then they have to explain into the class what they have found.</p>
Objective	<p>To associated ideas, this can be characteristics, facts, causes, consequences, etc.</p> <p>To increase speaking and listening vocabulary.</p>
Contents	Finding synonyms, adjectives and adverbs
Linguistic competence	<p>To make differences between adjectives and adverbs</p> <p>Interaction as to get correct information about synonyms of the words</p> <p>Vocabulary pronunciation and intonation</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



# WORD WIZARD

**Engage in vocabulary activities after a story has been read.**

SEQUENCED ACTIVITIES:

1. Talk about how the word was used in the story.
2. Have the student say the word.
3. Give a friendly definition of the word.
4. Use the word in a different context than the one in the story.
5. Have the student use the word in a sentence.
6. Repeat saying the word aloud. "What's the word we've been talking about?"
7. Record the word to a vocabulary list.

HOW TO CHOOSE VOCABULARY WORDS FROM YOUR STUDENT'S READINGS:

1. Words useful for writing and talking
2. Words that appear frequently in other text
3. Words that can be worked with in a variety of ways
4. Words which children can understand and which can be easily explained

ASK QUESTIONS ABOUT THE WORD...

When might you...?      How might you...?      Why might you...?

WAYS TO REINFORCE MEANING:

Words that mean the same (for example: drowsy – sleepy, tired)

Words that mean the opposites (drowsy – awake)

Give other forms of the word (drowsy – drowsily)

**Review vocabulary every time you meet.**

# Word Wizard



Word Watcher	_____	_____	_____
Word Worker	_____	_____	_____
Word Wonder	_____	_____	_____
Word Winner	_____	_____	_____
Word Whirlwind	_____	_____	_____
Word Wildcat	_____	_____	_____
Word Whiz	_____	_____	_____
WORD WIZARD!	_____	_____	_____



**I pay attention to words!**

**Word Watcher**

*Figure 28. Word Wizard*

Source: <https://cdn5.vectorstock.com/i/1000x1000/62/59/hobbies-and-interest-detailed-line-icons-vector-16426259.jpg>

Table 34. Concept cube

Section 6	
Activity 6: Concept Cube	
Description	A concept cube is a great strategy to improve their vocabulary acquisition. Students receive a six-square cube (which will eventually be folded into a three dimensional cube). On each side the teacher write down some structural patterns in order to identify and guess the words (roots, meaning, synonyms, antonyms, examples, prefixes, etc.)
Objective	<p>To design a cub in order to put the concepts of the meanings</p> <p>Students cut, fold and tape the cube to make a square; then, with a partner, they roll their cube and must tell the relationship of the word that land on top to the original vocabulary word.</p> <p>To work in pairs and find the words in order to match with the meaning form the cube</p> <p>To associate the words with the pictures or meaning as to foster their visual spatial intelligence</p>
Contents	Preposition and verbs
Linguistic competence	<p>To make differences between verbs, preposition, adjectives and adverbs</p> <p>Interaction as to get correct information about synonyms of the words</p> <p>Vocabulary pronunciation and intonation</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

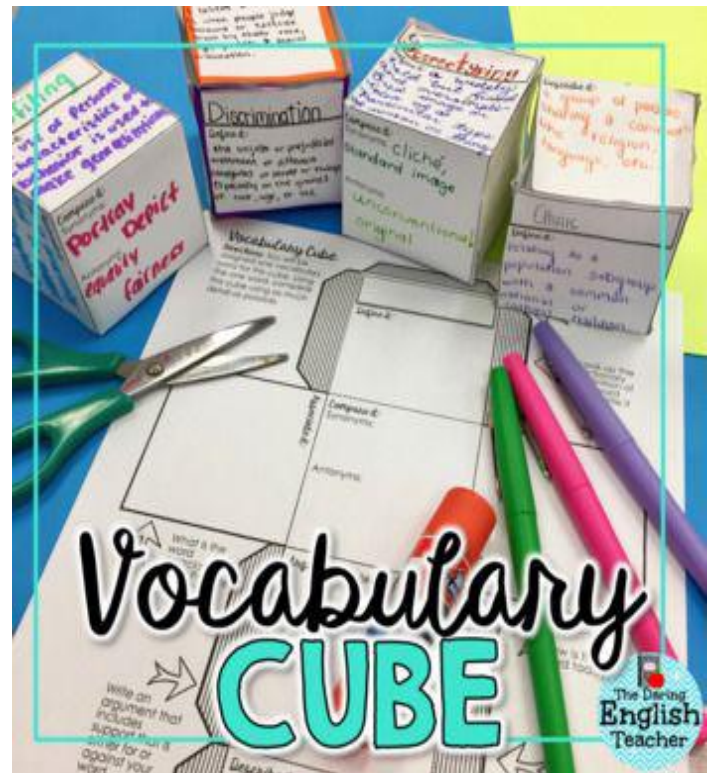


Figure 29. Concept cube

Source: <https://i.pinimg.com/564x/7d/25/8a/7d258a453a574a84ac4f55e496871df7.jpg>

Table 35. Bouleting board

Section 7	
Activity 7: Bouleting board	
Description	<p>The wall newspaper is a means of communication that is fixed; it is also a means of communication that is fixed or made on a wall or near a visible wall so that everyone who transits through that space can read it.</p>
Objective	<p>In the wall newspaper, the information is presented in an attractive way for the users. To do this, images, graphics, and texts that are easy to understand are used.</p> <p>To use it as a didactic resource since it allows enhancing the teaching-learning process.</p> <p>To publicize contents of interest to the educational community. The themes commonly presented in the mural newspapers are traditions, school news, and art.</p> <p>To take into account the type of letter, the size of the images, the colors and the amount of text to be used when developing a theme in order to follow a thematic sequence and take care of its aesthetics.</p>
Contents	Preposition and verbs and vocabulary
Linguistic competence	To make differences between verbs, grammar structures, semantic and syntax, writing skills

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



Figure 30. Bouleting board

Source: [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR\\_w72z6QV6pAUSXlc-llwjCpUaxpMsAGcNL2d2YtoleJ-5\\_b8](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR_w72z6QV6pAUSXlc-llwjCpUaxpMsAGcNL2d2YtoleJ-5_b8)



Figure 29. Bouleting board

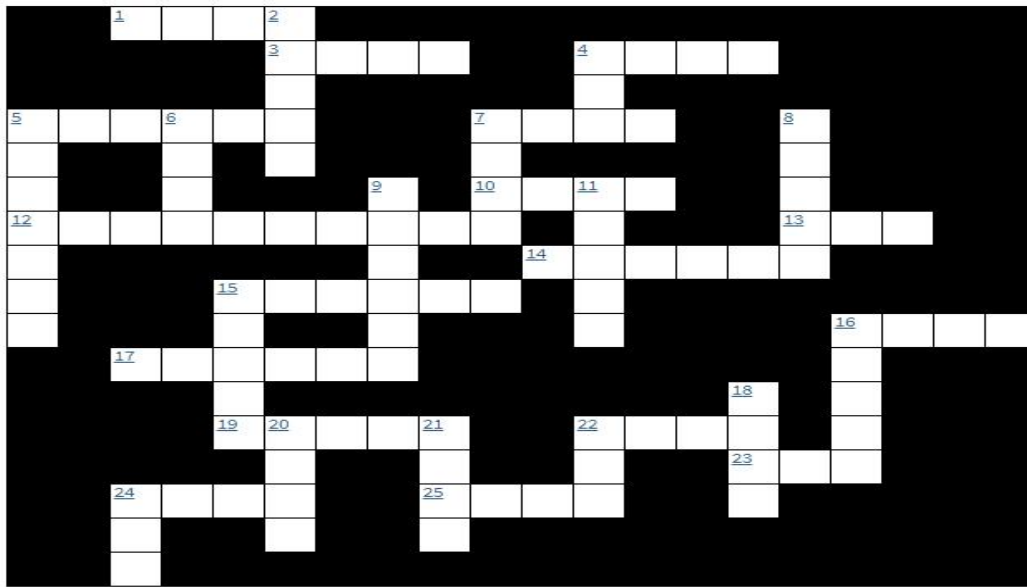
Source: <https://noticiassteiner.files.wordpress.com/2015/09/2015-07-20-10-57-24.jpg>

Table 36. Crosswords

Section 8	
Activity 8: Crosswords	
Description	A crossword puzzle is a game or hobby that consists of completing the gaps of a drawing with letters. To discover which letter should be written in each space, the crossword indicates the meaning of the words that should be read vertically and horizontally.
Objective	<p>Read each of the definitions below. Then find in the crossword the number that corresponds to each of them. Using your mouse, click inside the first block to see the definition you want to solve and write a letter. Repeat this procedure until you have completed the whole word</p> <p>Decide what size the grid will be.</p> <p>Make a list of words for your crossword puzzle.</p> <p>Place the words in the grid.</p> <p>Number the square where the first letter of each word is found.</p> <p>Create a copy of the crossword puzzle.</p>
Contents	Prepositions, verbs and vocabulary
Linguistic competence	To make differences between verbs, grammar structures, semantic and syntax, writing skills

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)

Fill in the words with the correct conjugation into the crossword.



Across

1. Simple Past - KNOW
3. Simple Past - RING
4. Simple Past - WEAR
5. Simple Past - TEACH
7. Simple Past - SEND
10. Simple Past - LOSE
12. Simple Past - UNDERSTAND
13. Simple Past - PUT
14. Simple Past - BUY
15. Simple Past - FORGET
16. Simple Past- DRAW
17. Simple Past- CATCH
19. Simple Past- DRINK
22. Simple Past- FLY
23. Simple Past- EAT
24. Simple Past- READ
25. Simple Past- PAY

Down

2. Simple Past - WRITE
4. Simple Past- WIN
5. Simple Past - THINK
6. Simple Past- GIVE
7. Simple Past - SELL
8. Simple Past - SLEEP
9. Simple Past - FIGHT
11. Simple Past - SPEAK
15. Simple Past - FIND
16. Simple Past - DRIVE
18. Simple Past - SWIM
20. Simple Past - RIDE
21. Simple Past - KEEP
22. Simple Past - FEED
24. Simple past - RUN

Figure 32. Crosswords

Source : <https://casaltamoiola1//-juego-para-los-ni%C3%B1os-crucigrama.jpg>





Figure 33. Crosswords

Source: <https://previews.123rf.com/images/casaltamoiola/casaltamoiola1210/casaltamoiola121000029/15695209-crucigrama-de-navidad.jpg>

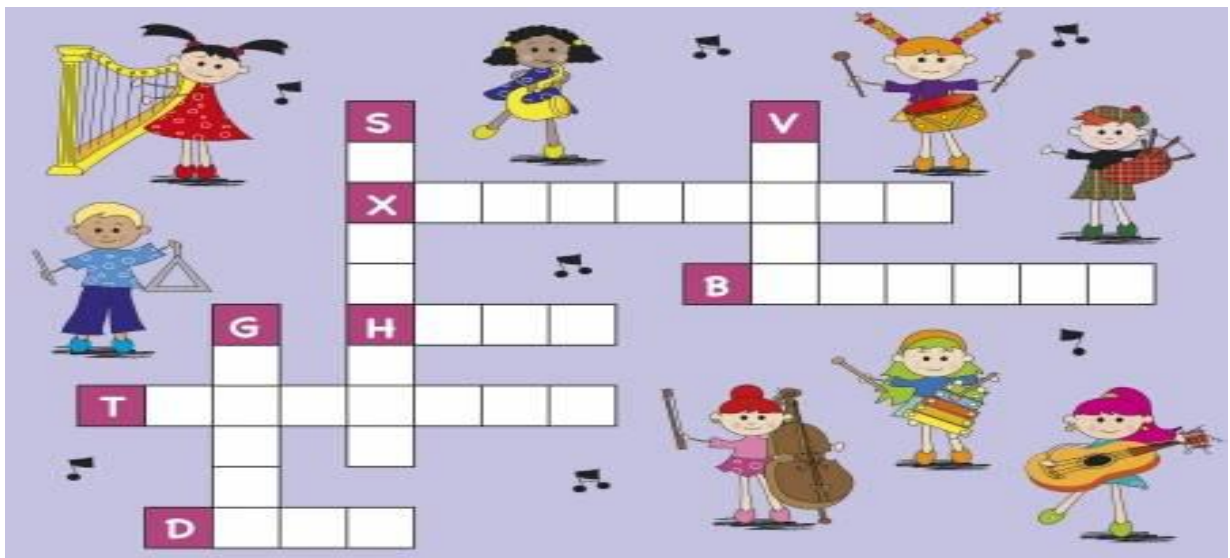


Figure 34. Crosswords

Source: <https://previews.123rf.com/images/casaltamoiola/casaltamoiola1401/casaltamoiola140100015/25296633-juego-para-los-ni%C3%B1os-crucigrama.jpg>

Table 37. Making a project

Section 9	
Activity 9: Making a project “solar system”	
Description	<p>The solar system was formed nearly 4.6 billion years ago, and beyond our solar system there are many galaxies that we are learning more and more about every single day.</p> <p>Learn to create your very own solar system using a handful of craft supplies, or why not come up with your very own solar system; you never know what might be out there in a galaxy far, far away!</p>
Objective	<p>To know the main characteristics of the stars of our solar system (planets, stars, meteorites, satellites, etc.).</p> <p>To observe the changes that occurs on Earth as a result of its movement (day/night, seasons, etc.).</p> <p>To know some works related to the Universe (astronomer, astronaut, etc.).</p> <p>To encourage research capacity, analysis and synthesis of information.</p> <p>To develop communication skills in children, at the oral, written, plastic, musical, corporal etc.</p> <p>To enhance cooperative work.</p> <p>To advance in the reading and writing process.</p>
resource	<p>Acrylic Paint, Posca White Paint Pen, Polystyrene Balls, Acrylic Paint, Gold Card, Fimo Soft in Peppermint and Sunflower, Fimo Effect in Glitter Blue, Agate Stardust and Metallic Gold. Clear Beading Thread, Black Paper.</p>
Linguistic competence	<p>To make differences between verbs, grammar structures, semantic and syntax, writing skills</p>

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



*Figure 35. Making a project : Solar system*

Source: <https://blog.hobbycraft.co.uk/wp-content/uploads/2015/08/editsolar-system-2-941x580.jpg>



*Figure 34. Making a project : Solar system*

Source: <https://blog.hobbycraft.co.uk/wp-content/uploads/2015/08/solar-1-773x580.jpg>

Table 38. *Guessing game*

Section 10	
Activity 10: Guessing game	
Description	<p>Definition of the riddle. It can refer to divination (discover the hidden, predict the future) or it can be also something proposed as a hobby.</p> <p>Short children's riddles. A riddle is an ingenious question that is presented as a play on words in a statement, usually in the form of rhyme and poses an educational component.</p>
Objective	<p>Go through different types of materials: magazines, newspapers, TV guides, etc...</p> <p>Once you've cut out enough pictures, glue them onto some poster board or cardboard; try to laminate them, if you can. They'll be better suited to survive the usual classroom wear and tear.</p> <p>Try to get pics in different sizes, and don't forget to get full-body and group shots.</p> <p>Get pics of celebrities doing different things: playing instruments, performing an activity, in a costume, dancing, etc...</p> <p>Remember to include different types of celebrities: stars, politicians, and painters, as well as actors, singers and musicians. Don't forget to add some celebrities who are not as well known.</p>
resource	Celebrities photos, class participation
Linguistic competence	Present progressive tense, vocabulary clothes to wear

Elaborated by: Diaz Ronquillo, N. & Menendez Garces, G (2018)



Figure 37. Guessing game

Source: [https://images-na.ssl-images-amazon.com/images/I/81ZNAJ5AHjL.\\_SY355\\_.png](https://images-na.ssl-images-amazon.com/images/I/81ZNAJ5AHjL._SY355_.png)

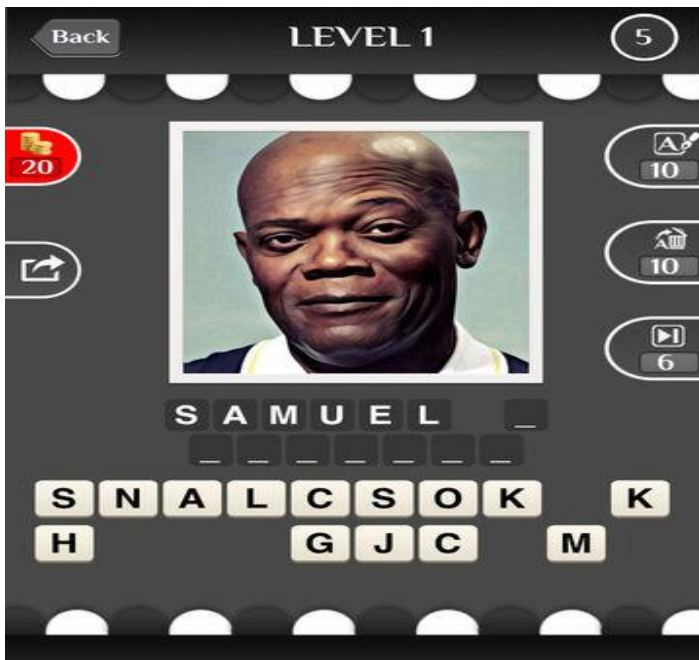


Figure 36. Guessing game

Source: <https://is5-ssl.mzstatic.com/image/thumb/Purple4/v4/58/d4/85/58d48509-267a-2b19-c427-507262d0886d/source/360x480bb.jpg>

#### **4.7. Impact / Benefits of the proposed Plan**

Spatial intelligence is a concept derived from the Multiple Intelligences Theory proposed by the psychologist Howard Gardner. This type of intelligence can be defined as the set of mental abilities directly related to navigation and the rotation of objects in our mind (that is, their imaginary visualization from different angles). Therefore, spatial intelligence is so called because it is involved in the resolution of spatial problems, whether real or imaginary. Space intelligence and vision is something we must take into account when understanding the concept of spatial intelligence, as such, it does not depend on our ability to see through the eyes. The determining factor in spatial intelligence is being able to imagine a three-dimensional space that maintains its coherence with the passage of time independent of the angle from which it is mentally visualized. Of course, sight is one of the most important senses when it comes to learning what our environment is like, but people who are born blind can also use spatial intelligence thanks to the information of the environment that comes to them through their hearing; touch, etc. This proposal is linked to the Ecuadorian education curriculum, in which the game is one of the most important methodologies to develop learning in school children.

Applying didactic strategies with playful activities will serve to boost the process of teaching English and strengthen their cognitive abilities and skills. The creation and development of this proposal has an impact in different areas. It socially represents a different option that contributes in the learning of the English language in fifth grade students at Unidad Educativa ECOMUNDO, in Babahoyo; pedagogically, both teachers and students are involved into the advance of different academical processes, with a broader vision in the development of visual-spatial intelligences. On the other hand, there is also an innovation in teaching-learning methods and it leads in a successful way in order to obtain better results than teaching with traditional and obsolete educational systems which have not been constantly updated.

#### **4.8. Problems and Limitations**

The development of the present proposal is feasible and there are not any limitations because it is supported by the school and teachers from the English area, in addition the students themselves are interested in being part of a new process in which they have new options that facilitate and improve the teaching-learning processes of this language.

The development of activities and exercises contemplate the use of materials, methods and techniques that do not require too elaborate processes for their execution, so technically there is also feasibility. Economically it is also possible to realize, since the instruments to be used do not require a considerable investment and this depends exclusively on the person in charge of proposing and developing the present proposal.

## CONCLUSIONS

It is important to mention that visual-spatial intelligence produces an improvement in students' intellectual, cognitive and affective capacities, these aspects favor the educational process within the classroom and foster the ability to solve the problems and find the best way to organize their mind and apply their own theory and previous knowledge by using ludic activity.

Teachers often do not perform visual spatial activities to enhance English vocabulary, due to the lack of knowledge teachers have as to stimulate and encourage students to learn this important language. Most students have not received an adequate teaching and learning process, so students show disinterest and in some cases they find English as an obstacle to learn and produce it orally.

Most of the students use the visual-spatial intelligence in the English subject; however, they are unaware of its use. In fact, it was concluded that students have preference in learning English through exercises and activities of simultaneous interpretation, visual communication, and singing their favorite songs. The game and learning have an intimate relationship, since through games the children apply all their abilities and potential to solve the problem exposed either individually or in a group.

In the classroom at the moment of applying this specific intelligence, students showed their enthusiasm and their desire to make the teacher proud of what they were trying to create. They had the ability not only to hear but to see and feel the language. Thanks to this project, the relationship between teachers and students got better, students were able to demonstrate their knowledge and at the same time they learned from the mistakes they were doing at the moment of speaking and learning new vocabulary.



Some of the visual spatial activities that are found in the project plan needed to be presented in front of the class, therefore some students were not able to let behind the fear of participate in front of their partners, to avoid this, some exercises were applied in order to calm and make students feel more comfortable and confident about the activities, always using audiovisual activities, interpretation of pictures, etc. This created a better atmosphere in the classroom and make it more fun.

One of the purposes of this project is to show not only teachers but the whole school community that with simple and easy activities people can learn and develop their imagination; it is a good opportunity to let behind the regular classes where students get bored and stop paying attention and start learning.

The acquisition of new words in a second language is extremely important, if people do not have a vast vocabulary will not be able to communicate; it does not matter if they have a great pronunciation, without knowledge about words use in a new language they will not be well understood.

Teachers became aware of the lack of enthusiasm from students in class. They compromised to not stop developing extra activities using this teaching method, they realized visual spatial intelligence is very useful to improve children vocabulary.

## RECOMMENDATIONS

Schools in Ecuador must understand the importance of learning the English language in such a way they feel committed in developing methodologies and strategies to encourage the students' interest as to learn and practice this important foreign language. It is necessary to have active interaction among students and teachers in the classroom; applying visual-spatial strategy will allow teachers to have a better teaching and learning process. In this way the students will be able to express their feelings and thoughts using the English language as a means of oral communication.

It is important that the emotions and feelings can be experienced by students, when using fun visual and spatial activities in order to learn the English language. Learning vocabulary is essential for communication with other people. Elementary students need to communicate in English by using short phrases and connecting with the vocabulary learned in class, so that they begin to think in English and their pronunciation will be corrected by teacher's help.

Didactic activities with visual spatial activities must be included in teacher's curricular planning in order to strengthen the four English skills as to foster reading, writing, listening and speaking comprehension. So children will be able to apply all their abilities and potential to solve the problem exposed either individually or in a group and develop their visual-spatial intelligence.

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# ANNEXES



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
SURVEY TO STUDENTS**

**Objective:** To get information related to Use of Visual - Spatial Intelligence Theory to Improve the English Vocabulary Acquisition in 5th Graders at Unidad Educativa Ecomundo Babahoyo During the School Year 2017 – 2018. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>YES</u>	<u>NO</u>
1. Do you like to learn English by playing in order to have a better vocabulary production in class?		
2. Do you think learning vocabulary by using visual aids will improve the level of students?		
3. Do teachers practice vocabulary using flashcards in the classroom?		
4. Do you practice vocabulary by speaking only in English in the classroom?		
5. Would you like to use the new vocabulary in class in order to improve your speaking and reading ability?		
6. Do teachers use innovated activities to teach vocabulary?		
7. Do you think it is important to pronounce new vocabulary in class?		
8. The use of didactic activities are necessary to improve speaking in the classroom		
9. Would you like to learn English using interactive visual games to develop English vocabulary?		
10. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?		

## Annex 2. Teachers Survey

### UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

#### SURVEY TO TEACHERS

**Objective:** To get information related to Use of Visual - Spatial Intelligence Theory to Improve the English Vocabulary Acquisition in 5th Graders at Unidad Educativa Ecomundo Babahoyo During the School Year 2017 – 2018. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Strongly agree</u> <u>1</u>	<u>Agree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Disagree</u> <u>4</u>	<u>Strongly disagree</u> <u>5</u>
1. Teachers have to promote active classes by using pedagogical techniques in order to encourage student’s pronunciation.					
2. Teachers must present motivational listening activities to encourage students to speak without shame					
3. The use of visual spatial techniques facilitate the English teaching and learning process					
4. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.					
5. Listening to songs and singing; encourage students to learn the English language easily					
6. Do you think the use of visual aids could create a good atmosphere to learn new vocabulary in classes?					
7. Teachers should provide feedback to					

reinforce vocabulary and grammar structures in order to have a good classroom development.					
8. It is easier to learn English and improve speaking skills through didactic listening activities.					
9. Didactic activities are essential to make interesting and amusing classes to elicit English vocabulary performance.					
10. Do you think EFL teachers should receive training courses about visual spatial activities to foster English vocabulary and the way of teaching and learning process in their students?					



### **Annex 3. Teachers interview**

#### **TEACHER'S INTERVIEW FROM UNIDAD EDUCATIVA ECOMUNDO BABAHOYO.**

**Objective: to collect information for the project the use of visual spatial intelligence to improve vocabulary acquisition.**

1. How do you motivate students to practice vocabulary with oral communication skills ?
2. Are you free to change the way you teach and apply new methodological strategies?
3. Do you think that the student's book is appropriate to their proficiency academic level?
4. What is the average in vocabulary acquisition in your students?
5. Are you interested in the application of visual spatial intelligence method to enhance vocabulary ?
6. Do you apply strategies that develop the acquisition of knowledge in classes?
7. How many times do you think students should practice vocabulary to improve English ?
8. What factors do you identify that prevents the full development of your students?
9. Are you familiar with the visual spatial intelligence method ?
10. Would you be willing to apply this method so radically different from the traditional one frequently?

#### Annex 4. Observation format

	Never (2)	Sometimes (1)	Frequently (0)
1. The voice quality is normal			
2. Active participation in class			
3. fluently vocabulary			
4. Respond when the teacher pronounce their names			
5. Use the correct pronouns in a dialogue			
6. It is understood all student's oral productions			
7. fluently oral communication skills			
8. Use the verbs correctly when speaking			
9. Speak words related with the class			
10. Fluent and clear speech at the moment of participating in class			
11. Shows an ordinary repertoire of communicative functions (asks declaring, question etc)			
12. Respond to simple commands			
13. Generally students understand messages			

### Annex 5. Observation guide

ACTIVITIES APPLIED	Students with active participation in class	Speak words related with the class	Fluently oral communication skills
Word Wizard			
Seer game			
Nemonic Strategy			

### Annex 6. Pre - test

1. **Do you study new vocabulary concepts using didactic strategies?**

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

2. **Do you learn English seeing big pictures and visualizing spelling words in order to spell them?**

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

3. **Do you think it is better learning with pictures instead of words?**

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

4. **Do you enjoy speaking English in front of a group?**

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

5. **Do you play different games during your English class?**

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

## Annex 7. Post - test

1. Do you study new vocabulary concepts using didactic strategies?

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

2. Do you learn English seeing big pictures and visualizing spelling words in order to spell them?

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

3. Do you think it is better learning with pictures instead of words?

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

4. Do you enjoy speaking English in front of a group?

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

5. Do you play different games during your English class?

Always \_\_\_\_\_ sometimes \_\_\_\_\_ never \_\_\_\_\_

## Annex 8. Applying visual spatial techniques



## Annex 9. Applying visual spatial techniques

