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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DEVELOPMENT IN THE ACQUISITION OF QUALIFYING ADJECTIVES IN THE ENGLISH LANGUAGE THROUGH A SYSTEM OF PLAY-BASED LEARNING ACTIVITIES FOR FIFTH GRADERS IN ROOM A AT JAIME ROLDÓS AGUILERA ELEMENTARY SCHOOL.

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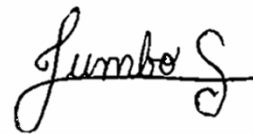
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Dedication

I dedicate this work especially to my daughter, Jessica Ramón, who patiently waited for me all these years while I worked late into the night on my assignments. When this long-awaited project took so much time, my little girl, you helped me so much without complaining or rushing. You knew how to encourage me on my worst days and gave me the strength I needed to not give up and achieve my goals.

Sonia Sánchez

To my family, my main driving force, who in one way or another have contributed greatly to this new achievement, especially my parents, who have given me their unconditional support throughout my academic life.

Steffi Jumbo

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First of all, I thank God for being with me every day and for giving me the strengths to achieve another goal in my life, for blessing me with the joy of enjoying this great achievement with my family. This gratitude will be eternal for all those who believed in me and helped me in some way when I needed it most, especially my daughter Jessica Ramón, my mother Teresa Rodríguez and my husband Alberto Ramón; this achievement is also yours. I also thank all the teachers who have been part of this academic journey, thank you for sharing your knowledge, your teachings and your experiences during this time.

Sonia Sánchez

I would like to express my deep gratitude to God for giving me wisdom and strength at the right moments to keep me from giving up. He also allowed my family and pets to patiently accompany me on this journey. To Dr. Odalia Llerena, who provided us with the necessary tools to complete this process, I would also like to highlight the contribution of our thesis advisor, MSc. Kleber Sarmiento, who was always willing to answer any of our questions. Last but not least, I would like to thank my friends who gave me emotional support during this thesis and helped me to keep my balance.

Steffi Jumbo

Abstract

The aim of this research is to develop a system of play-based learning activities specifically designed for fifth grade students in room A. The study highlights the play-based learning method as a tool in the development of vocabulary acquisition, particularly in the understanding and use of qualifying adjectives in different contexts. The research uses a qualitative, non-experimental methodology of participatory action, so the theoretical framework is based on various definitions of the play-based learning method and its evolution over the years in education. The system of play-based learning activities included a series of games designed to promote the identification, use, and understanding of descriptive adjectives in everyday situations. These games were adapted to the needs of the student population, encouraging active participation and enjoyment in the learning process. The research results revealed significant progress in the acquisition of descriptive adjectives by the children who participated in the system of play-based learning activities and provide a strong foundation for future research on the role of play in English language acquisition, highlighting its potential to enhance vocabulary instruction.

Keywords: qualifying adjectives, play-based learning system, activities.

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Introduction

In recent years the learning of the English language has been fully consolidated, gaining relevance in different social fields, due to the phenomenon known as "globalization". Montero et al. (2020) state that the diverse commercial, scientific and technological relationships have contributed to the development of English as an indispensable requirement both in the labor and educational areas. Therefore, at the beginning learning English was seen as a privilege to which few could have access. This has now become a necessity that generates great job opportunities as it is considered the universal commercial language.

One of the important aspects that must be emphasized in order to achieve fluency in English is vocabulary acquisition. According to Guerrero (2022) "El aprendizaje de vocabulario es indispensable para que el estudiante alcance el dominio del idioma inglés, puesto que el léxico sirve de soporte para todas las habilidades que se necesitan desarrollar". For this reason, it is necessary to promote the teaching-learning of vocabulary from an early age so that the infant can become familiar with the meaning and translation of words; in this way, encouraging results will be obtained when putting language skills into practice.

English consists of four basic skills: speaking, writing, listening and reading. The acquisition of words is linked to the success of the language learning process. Improving these skills requires continuous practice and a broad knowledge of vocabulary.

Basic English language capabilities are classified as productive and receptive. On the one hand, speaking skills fall into the first category because learners need to use language to transmit a message and convey their meaning successfully. However, it is needed to master grammatical rules, and have sufficient vocabulary to be fluent and be able to express ideas. Additionally,

concerning writing students tend to fail when forming sentences or phrases due to a lack of knowledge of spelling of words and meanings.

On the other hand, in terms of receptive skills, they limit language to the process of receiving and understanding information. Therefore, regarding listening skills, the limited use of vocabulary restricts the comprehension of conversations in real life situations.

Additionally, as far as reading skills are concerned, students usually pronounce words as they are written due to the poor vocabulary knowledge.

Teaching English language in the different educational institutions in Ecuador is governed by pedagogical modules provided by the Ministry of Education. The contents include a large number of reading activities, limiting student participation due to their lack of vocabulary knowledge. Ecuadorian academicians (Moreira Sánchez & Salgado Granda, 2018) highlight the importance of having a considerable vocabulary management for the production and comprehension of the English language. They also emphasize the correct use of new methodologies by teachers to be applied from an early age, integrating those attached to the context of the students.

Knowing the vocabulary of a given language ensures the basic development in it, because through words we can express thoughts, feelings and desires, consequently, this research is connected with the acquisition of qualifying adjectives. (Ramírez et al., 2018) define qualifying adjectives as those that delimit nouns by indicating permanent or transitory particularities (physical aspects, qualities, and moods).

Therefore, it can be specified that as part of the preservice teaching practices carried out by the authors of this work at Jaime Roldós Aguilera elementary school, the following practical research problems were witnessed in fifth graders in room A:

- Students lack awareness of qualifying English adjectives.

- Students make errors in sentence formation.

- Students have difficulty understanding and memorizing new vocabulary.

- There is not enough student participation in English class.

- Students have difficulty recognizing the Spanish meaning of English-qualifying adjectives.

Based on the above statements, the following **research problem** is defined as: How to develop fifth graders' acquisition of qualifying adjectives, in room A, at Jaime Roldós Aguilera elementary school?

After identifying the problem, the **object of research** was established. This is based on the teaching-learning process at basic education level.

The researchers proceeded to find the possible causes of the object of study:

- The use of traditional teaching methods for the acquisition of qualifying adjectives.

- The limited use of ludic resources by the teacher makes English classes monotonous and as a result causes disinterest on the part of the students.

- Poor communication and interaction between teacher and student in English classes.

- The teacher's guide the classes around the modules provided by the Ministry of Education, whose content does not include the use of ludic activities to consolidate the meaningful learning of qualifying adjectives.

For the progress of this research, the following **general objective** has been considered: "To elaborate a system of play-based learning activities for the development of the acquisition of qualifying adjectives in the English language for fifth graders in room A at Jaime Roldós Aguilera elementary school".

The **field of action** focuses on play-based learning methods for teaching and learning at basic education level.

In this way, the following **specific objectives** are defined to measure the progress of this research work:

- To lay foundations for the usage of the play-based learning methods used in the process of teaching and learning vocabulary in the English language at basic education level.

- To diagnose the fifth graders' vocabulary development of qualifying adjectives, in room A, at Jaime Roldos Aguilera elementary school.

- To implement a system of play-based learning activities that contribute to the vocabulary development of qualifying adjectives at a basic education level, room A, at Jaime Roldos Aguilera elementary school.

- To make the system of play-based learning activities available to the English teacher for use in teaching other content related to the English language.

This research has a **qualitative methodology** that describes an existing phenomenon in the students' learning environment. Therefore, this study is a participatory action research because it involves the collaboration of the authors. In addition, it will allow us to understand and study the problem.

The **population** of this research consists of 40 fifth graders in room A at Jaime Roldós Aguilera elementary school.

There are two research methods in this study: **theoretical** and **empirical**.

The use of methods in research provides assistance in handling and organizing all the information obtained through a thorough study. It also helps maintain a structured order of the data

by allowing for necessary adjustments. The incorporation of methods, in addition to providing order and guidance to the research, allows the researcher to gain greater knowledge in the field.

The methods used at the **theoretical** level are as follows:

Historical-logical: This method focuses on the study of all evolutionary educational processes related to the teaching and learning process in elementary education.

Analytical-synthetic: It breaks down the parts of a whole with the aim of simplifying the observation of the phenomenon and later relates all the components in a synthesis.

Systemic: This method provides a comprehensive review of the internal structure and proper functioning of all the parts that make up the system within the case under study.

Inductive: It contributes to the development of theories and the collection of information gathered by the researcher through the use of instruments.

At the **empirical** level, the following methods are used:

Participatory observation: Through interaction with the population studied, the level of vocabulary they possess in terms of descriptive adjectives was deciphered.

Interview: It seeks to understand the individual or group perspective of the subjects, their opinions on specific issues.

Focus Groups: This method is used to identify interests or problems with the intention of collecting data.

Pedagogical test: It supports and demonstrates the progress or lack of knowledge on a specific topic that the population is going through.

The i**mportance** of this research is to contribute to the development of the acquisition of descriptive adjectives to enrich students' vocabulary and facilitate the practice of the four basic skills of English. In addition, the system of play-based learning activities will serve as a guide and

enable the professor to teach various English content in a didactic manner in the classroom. This work will also provide information that will be useful for future research, not only focusing on the field of English, but also laying the groundwork for the teaching of other languages.

The **structure** of the research work is as follows: an introduction that broadly addresses the problem, followed by a first chapter that presents the historical, conceptual, and contextual background of the research. In the second chapter, the methodological structure necessary for the research is designed and developed, leading to the third chapter, which provides a detailed presentation of the system of play-based learning activities. Finally, chapter four presents the results obtained throughout the research process.

CHAPTER 1

Theoretical Framework

1. **Theoretical Basis of the Play-Based Learning Method used in the Teaching-Learning Process at Elementary Education.**

This chapter includes historical, conceptual, and contextual information regarding the study of research. Historical background provides a theoretical basis for the evolution of the play-based learning method in the teaching-learning process at basic education level, additionally by a compilation of conceptual characteristics from previous works. Finally, it concludes with the contextual background, where the teaching-learning process of the English language in the Ecuadorian educational context is argued with specific information.

1.1 Historical evolution of the Play-Based Learning method in the Teaching and Learning Process at Elementary Education.

The play-based learning method has been used throughout history as an educational tool for the development of children. It is crucial to point out that in each period and according to the historical context the concept of education had a different understanding, so the use of the game was applied according to that conception.

(Santanna & Nascimento, 2011) state that since ancient times, parents have used the game as a tool to teach their children trades, thus transmitting all their knowledge and preparing them for their later independence, obtaining effective results in a short time.

Professor León (2016) highlights the importance of the traditional teaching method because it was responsible for emphasizing the later emergence of play-based learning in education.

El Grammar-Translation Method es el más antiguo y ortodoxo en la enseñanza de lenguas; se mantuvo durante el siglo XVIII. Aunque en un principio se utilizó para enseñar lenguas

clásicas (latín y griego), más tarde se empleó para lenguas modernas (alemán, francés e inglés). La fundamentación de este método se basa en la asimilación de las reglas gramaticales, vocabulario y la ejecución de ejercicios de traducción (…) no se le da mayor importancia a las "oral skills". (p. 12)

(Payà, 2006) explains that the first step for play-based learning to be incorporated as a new method to the educational field occurred at the end of the 19th century, due to the evolution of English teaching methods that arose in Europe, changes were made in the educative conception of that period:

Las prácticas escolares memorísticas, enciclopédicas y excesivamente intelectualistas intentan transformarse por la idea de 'instruir deleitando' con una educación activa donde el niño deje de ser objeto de educación para pasar a ser sujeto protagonista del proceso educativo (p. 4).

Later, at the beginning of the 70s, the communicative approach emerged, which includes game activities and adds didactic tools that allow students to generate self knowledge through interaction, although it emerged earlier, it was not until the early 80s and early 90s when it managed to establish itself in the basic education programs, gaining relevance and adopting important aspects within the traditional and historical teaching (Erazo, 2019).

It was not until the 21st century that many pedagogues proposed the play as a method based on the theory of Friedrich Fröbel who, back to 1840, created a methodology called 'kindergarten' were children played, sang, danced, learned gardening and excursions were scheduled to get in touch with nature (González et al., 2021).

1.2 Conceptual Referential Characterization of the Play-Based Learning Method in the Teaching-Learning Process in English Language at Elementary Education.

The conceptual information details definitions of the object of study and the research field. Additionally, a compilation of the type of play-based learning activities used in the teaching-learning process is made, with special emphasis on those that are closely related to the improvement in the acquisition of qualifying adjectives in the English language.

1.2.1 Theoretical characteristics of the teaching-learning process at Elementary Education.

The Play-Based Learning Method.

The teaching-learning process (TLP) over the years has been characterized by undergoing a series of changes in its conception; in the first definitions, the teacher was the central focus of teaching. However, it is currently described in a completely opposite way, (Abreu et al., 2018) conceive the TLP as a window on the intercommunication between the student (main protagonist) and the teacher (guide).

The English language teaching-learning process in Latin America responds to a need due to the influence of the language in the world. Among the main advantages are: participation in international events, access to updated bibliography, promotion of tourism, and cooperation plans with other countries in different areas.

However, despite the great opportunities offered by the English language for Latin American countries, compared to Europe and Asia, the region has a lower level of English proficiency. According to the English Proficiency Index (EF EPI) compiled by global language training company Education First (EF), In the 2022 ranking, none of the Latin

American nations managed to position themselves in the "very high proficiency" category.

Argentina is the only country in the region to rank in the "high proficiency" index. In the "moderate proficiency" category are: Costa Rica, Cuba, Paraguay, Bolivia, Chile, Honduras, Uruguay, El Salvador, Peru, Dominican Republic, Brazil and Guatemala, while the rest of the countries are in the "low proficiency" and "very low proficiency" categories respectively (EF Education First, 2022).

These results are evidence of the lack of investment and development by governments in the education system. For decades, the teaching-learning process in Latin American schools has been applied in a deficient manner, without significant academic accompaniment; the different methods and resources used are focused on the acquisition of the foreign language as a written production approach and not comprehensive learning that provides the student with a uniform mastery of the language (Aldana, 2018).

(Bravo & Palmira, 2020) emphasize that one of the main mistakes that English teachers make when planning the curriculum is to ignore the acquisition and knowledge of vocabulary in students, giving priority to other types of content. For example, it is common for those who teach English to send writing activities using the grammatical structures studied in class, without taking into account the difficulty for the students to create a text with the poor vocabulary they have and most probably end up using an online translator. It is clear that a low level of vocabulary is a barrier to the production and comprehension of a foreign language, which is why priority should be given to teaching it through innovative methods.

Teaching and learning methods are usually defined as a structured process aimed at achieving the goals set. From the teaching point of view, (Pamplona et al., 2019) define them as the set of procedures aimed at improving educational practice; that is, they facilitate the transmission of information that students must acquire according to the school level they are at.

The use of methods in English classes is essential because they allow the teacher to "valerse de técnicas planificadas y orientadas a cumplir objetivos de la clase, así como también, ayudan al estudiante a interiorizar su aprendizaje y destacar sus habilidades mediante la práctica en el aula" (Peñafiel & Castro, 2019)

Table 1

Main Methods Used in the English Language Teaching - Learning Process.

Method	Definition
Total Physical Response (TPR)	"Total Physical Response is a language teaching method which is built around the coordination of speech and action. It is put forward by James J. Asher."[a]
Communicative Approach	This method aims to provide students with the ability to interact in the English language through activities that allow them to simulate reality in the classroom.[b]
Mnemotechnic	"Es un método de aprendizaje que ayuda a memorizar vocabulario utilizando determinadas combinaciones y asociaciones de ideas o palabras."[c]
Presentation-Practice-Production (PPP)	"PPP, is a method of teaching structures (such as grammar or vocabulary) in foreign language. As the name suggests, PPP is divided into three phases, moving from tight teacher control to for greater student freedom."[d]

Nota.[a]Shi (2018, p. 1088). [b]Luna et al. (2014, p. 550). [c]Tomorad (2022, p. 32) [d]Rasulova (2022, p. 55).

Garríos & Fulcado (2014) argue that the play-based learning method is defined as a set of activities of a participative nature driven by the creative and pedagogical use of techniques, exercises and games created specifically for the acquisition of meaningful learning, both in terms

of knowledge, skills or social competencies, as well as the incorporation of values (as cited in Marin, 2018).

(Ramos & Maya, 2022) claim the importance of using the play-based learning method at an early age to stimulate the senses and motor skills; in addition, the activities that are carried out induce the infant to establish relationships with the rest of the classmates spontaneously, awakening in them the interest and motivation for what is new.

(Reyes & Lidawan, 2019) summarized the following conditions for the effectiveness of the play-based learning method in English language teaching and learning:

- Positive atmosphere/environment in the classroom

- Positive mindset of students and teachers

- Collaborative and shared learning experience

- Authentic use of teaching and learning materials

- Varied classroom activities that stimulates students' interests (p. 116).

There are two different types of play-based learning activities that can be used in the teaching and learning process according to (Danniels & Pyle, 2018):

- Free Play Activities: It's described as a play that is child-directed, voluntary, internally motivated, and pleasurable. One type of free play frequently endorsed is role-play, where groups of children practice imaginative dialogues through creating and following social rules such as pretending to be different family members (p. 1).

- Guided Play Activities: The term guided play refers to play activities with some level of the teacher's involvement to embed or extend additional learning opportunities within the play itself. (e.g., scrabble, pictionary, word play, trivial pursuit, flashcards) (p. 1).

1.2.2 The Acquisition of Adjectives in Language Teaching.

Vocabulary can be defined as the set of words known or used by a person. (Bai, 2018) states that the term has different connotations:

Not only can it refer to the total number of the words in a language, but it can stand for all the words used in a particular historical period, e.g. Old English vocabulary, Middle English vocabulary and Modern English vocabulary. It can also be used to refer to all the words of a given dialect, a given book, a given discipline (p. 849).

Language is a combination of words and sentences. Parts of speech play a vital role in learning English and should be one of the main contents that learners acquire in their early years. (Maqsood et al., 2020) state that parts of speech indicate the functions of words in any sentence. Therefore, knowing each of them will help to improve the learner's communication skills. The main parts of speech are: pronoun, noun, verb, adjective, adverb, preposition, conjunction and interjection.

The adjectives are within the parts of speech, the contribution they provide students with is the ability to express their feelings and moods, as well as to describe the qualities of other people. (Paredes García, 2022) emphasizes that adjectives:

Sirven para expresar significados diversos (...) en las lenguas del mundo se emplean fundamentalmente para denotar conceptos como la dimensión, el color, la edad, el valor, etc. Formalmente se caracterizan por tener marcas flexivas de género y número, rasgos que adquieren del sustantivo al que modifican o del que se predican (p. 1).

(Rodriguez, 2009, as quoted in Vilca, 2020) mention that "los calificativos son adjetivos que, por oficio, designan cualidades semánticas inherentes o no inherentes del sustantivo tales

como propiedades, modos, características, accidentes, estados y circunstancias, ya sean de lugar, tiempo, distancia, peso, medida, etc" (p. 20).

(Taipe, 2022) classifies qualifying adjectives into three categories: those that describe physical aspects (beautiful, tall); states (single, sad, happy) and personality (introverted, shy) (p. 12).

From a semantic point of view, (Tortosa, 2020) takes up a classification of qualifying adjectives by Navas (1990), grouping them into five categories: Classifiers (Muslim, Japanese, ruler); Qualitative (soft, narrow, blue, proud, messy); Status (married, happy, sick); Verbal (ungovernable, charming, ostentatious) and Situational (old, eternal, contemporary).

By carefully reviewing the categorizations presented by each of the researchers at different times, the authors of this research work consider that the classification proposed by (Taipe, 2022), who brings together the Qualifying Adjectives in a simple way in three main groups: Personality, States and Attitudes, is in line with the current teaching-learning process and the characteristics of the students in the population (fifth grader students).

1.3 Contextual characteristics of the teaching-learning process and the Play - Based Learning Method at Elementary Education.

In the contextual information section, aspects concerning the object of research within the Ecuadorian education system are detailed, starting with the most general information and gradually moving on to the specifics. In qualitative research, it is particularly relevant due to the contribution of data that directly influence the problem and that will be used later in the development of the research.

1.3.1 Teaching and Learning Process in Basic Education

To talk about the process of teaching and learning English, it is necessary to go back in time and learn about its history. In an article written by the Ecuadorian journalist (Rosero, 2014), she explains that English began to be taught in the country's educational establishments in 1912; however, the subject formally became part of the curriculum in the 1950s during the government of Galo Plaza Lasso. Classes at that time were taught one hour a week by language amateurs, who were unfamiliar with innovative methods of language teaching and learning.

(Cifuentes, et al., 2019) in an article on the development of English language teaching in schools manifests:

The English Language Teaching in Ecuador improved in 90s thanks to the Curricular Reform and Distance Learning English (CRADLE), implemented by the Ministry of Education of Ecuador and the British government. Later on, the education experienced positive changes when Rafael Correa became the new president of Ecuador in 2007. His government also made some changes regarding teacher and student rights. English teachers have to take a TOEFL test and get a B2 level certificate or higher (p. 1).

According to the English Proficiency Index (EF EPI) compiled by the global language training company (EF Education First, 2022) Ecuador ranks 82nd out of 111 participating countries. In the last four years, the country has been at the bottom of the ranking in the "low" and "very low" proficiency categories.

Despite the language deficiencies in the country, the fixed English working hours was reduced from five to three hours per week and was open to change (it can be increased or decreased) and depended on authorities' decisions in each educational establishment. Currently, a

lesson lasts 40 minutes, which is not enough time to cover the entire content of the English subject, so teachers must resort to easy-to-use methods for teaching vocabulary.

Vocabulary is one of the language sub-skills that students must develop to improve their receptive and productive skills. (Cedillo, 2020) in his degree work carried out at the Universidad Central del Ecuador found that the use of conventional methodologies causes disinterest in the teaching and learning of vocabulary, so he proposes games as an innovative method to make English classes more dynamic.

(León, 2016), in his dissertation work carried out at Quevedo Educational Unit, states that at a national level, the play-based learning method is used with greater force in elementary schools and as the sub-levels of Basic General Education progress, and its application in the classroom gradually decreases due to the lack of teacher training, as they feel insecurity and fear of fomenting indiscipline in the classroom when implementing play-based learning activities.

In the review process carried out, it was not possible to identify specific research in the Ecuadorian context that deals with implementing improvements for the acquisition of adjectives in English language teaching.

1.3.2 Diagnosis of the current state of the acquisition of qualifying adjectives by fifth graders in room A at Jaime Roldós Aguilera Elementary School.

This section presents the results of the diagnosis applied to fifth graders in room A of the Jaime Roldós Aguilera School. The instruments used in this first part are: Observation Guide and Pedagogical Test.

Results Analysis

A participatory observation was conducted using the observation guide and the following results were obtained:

- The students are interested in learning English vocabulary; unfortunately, the monotonous teaching and lack of use of play-based learning methods lead to demotivation.

- Limited communication and interaction in the classroom; students do not have enough confidence in the teacher to express their doubts about the content reviewed.

- Lack of knowledge in using English-qualifying adjectives vocabulary to form sentences.

The second diagnostic method applied was the pedagogical test using the evaluation rubric as an instrument. This was done in order to evaluate the level of qualifying adjectives that the students possess, and the following results were obtained:

- Students do not have a clear understanding of the definition of qualifying adjectives.

- They have difficulty identifying qualifying adjectives and often confuse them with verbs and nouns.

- Problems in distinguishing between the types of descriptive adjectives (personality, condition, and physical).

- Lack of knowledge of the translation into Spanish.

- Lack of knowledge of the order of qualifying adjectives in sentences.

- Lack of knowledge of the pronunciation of words.

CHAPTER 2

Methodological Framework

This chapter compiles the methodological foundations of the research to achieve the previously established aims. Starting with the description of the methodological paradigm, the type, and the research design will allow the development of theoretical and empirical methods with instruments. Such tools guarantee the appropriate use of data collection techniques for population selection.

2. Methodological Paradigm

The present research is framed within the qualitative paradigm, whose focus is the in-depth understanding and interpretation of the studied phenomenon, considering the perceptions and experiences of the participants.

In other words, the qualitative methodological paradigm seeks to "interpretar la realidad de un hecho, fenómeno o acontecimiento desde su propio contexto y desde la perspectiva de las personas que están involucradas, con el objeto de darle sentido y transformar su realidad" (Pérez & Moreno, 2019).

2.1 Research Design

From this perspective, the methodological design "es una etapa preparatoria de la investigación que se debería dar tras el proceso de reflexión teórica. En esta etapa se planifican las actuaciones y procedimientos de la investigación" (Mardones et al., 2018, p. 6).

This study has a non-experimental design because it focuses on understanding the problem and seeking practical solutions using description and analysis of the collected information. Additionally, it is of the Participatory Action Research (PAR) type since it aims to address the improvement in the acquisition of qualifying adjectives using direct contact with the participants.

2.2 Population

According to (Gamboa, 2017), the population is composed of a set of elements (people, animals, plants, or other objects) from which conclusions or inferences help us make decisions in favor of the research (p. 63). Consequently, this research has a population of 40 fifth graders in room A at Jaime Roldós Aguilera Elementary School, 15 boys and 25 girls, aged between 9 and 10 years.

2.3 Research methods

The use of methods in research provides support for the management and organization of all the information obtained from a comprehensive study. The incorporation of various methods that invite critical reflection is important, as it grants more reliability and validity to the results, as expressed by (Piza et al., 2019) "La pluralidad metodológica permite tener una visión más global y holística del objeto de estudio, pues cada método nos ofrecerá una perspectiva diferente" (p. 2). These methods are classified as theoretical and empirical.

2.4 Theoretical Methods

Theoretical methods deal with the qualities and relationships of the object of study that cannot be perceived by human senses.

According to (Del Sol et al., 2017) theoretical methods:

Permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos (p. 252).

Historical-Logical Method

Author Torres (2020) states that the historical-logical method's premise is "estudiar una parte de la trayectoria histórica del objeto de investigación asociada al problema científico declarado, para determinar la tendencia, las etapas más significativas de su desarrollo y sus conexiones históricas fundamentales de forma cronológica y lógica" (p. 9). For this reason, within the present research, this method is used to study all the evolutionary educational processes related to the teaching-learning process in basic education.

Analytical-Synthetic Method

From the perspective of López & Ramos (2021) "el método analítico-sintético considera que en el proceso investigativo de manera consciente e intencional el análisis y la síntesis deben ocurrir en estrecha unidad e interrelación" (p. 24). In this case, the method was used to break down the parts of the study object as a whole to simplify its analysis and later highlight the characteristics and relate them in a synthesis.

Systemic

Quoting (López & Ramos, 2021) again, they state that the systemic method "se emplea cuando en el proceso investigativo es necesaria la integración, interrelación, interdependencia de los elementos de un todo, la jerarquización de dichos elementos, el ordenamiento de los mismos" (p. 24). The aim is to develop a system of play-based learning activities aimed at achieving a common goal, hence the importance of ensuring that each component of this system maintains coherence and a proper structure according to the presented needs.

Inductive Method

The inductive method starts with the experience (subject's experiences and opinions) towards the abstract idea (concepts and theories) to come to a conclusion (Palmett, 2020, p. 38).

Through observation, information will be collected, analyzed, and come to conclusions for the benefit of this study.

2.5 Empirical Methods

(López & Ramos, 2021) explain that empirical methods "se utilizan para descubrir y acumular un conjunto de hechos y datos como base para diagnosticar el estado del problema a investigar y/o la constatación o validación de la propuesta a ofrecer en la investigación" (p. 5). These methods complement the theoretical ones, helping to strengthen the investigative work. As empirical data is collected, theoretical frameworks may be modified or evolved.

Participant Observation

According to (Retegui, 2020), participant observation "es una técnica (…) que se interesa tanto por las prácticas (lo que la gente hace) como por los significados que estas prácticas adquieren para quienes las realizan (la perspectiva de la gente sobre estas prácticas)" (p. 109).

The investigative work used participant observation to identify the phenomena that occurred in the classroom during class hours and to verify the students' vocabulary level, specifically their knowledge of qualifying adjectives.

Interview

(Rodríguez & Pino, 2019) establish that the interview is a process in which questions of interest about the research topic are asked, and essential aspects or elements that deserve to be further explored are discovered (p. 604). In the case of this research, the interview will enable the researcher to obtain information based on the participant's own experiences and experiences regarding the acquisition of qualifying adjectives by the play-based learning method.

Focus Groups

According to Benavides et al. (2022), the focus group "implica un proceso de construcción colectiva de conocimientos y significados que se hacen presentes a partir de la conversación y la interacción" (p. 13). This means, this method allows researchers to know the population in greater depth by giving them the opportunity to interact with students and understand their interests to handle the issue in the best possible way.

Pedagogical Test

From Domínguez's (2022) point of view, the pedagogical test is "un proceso en el cual se observa, recoge y analiza información importante respecto al aprendizaje   con la finalidad de reflexionar, tomar decisiones pertinentes y oportunas en mejora del proceso de enseñanza – aprendizaje" (p. 37).

The authors of this research work will conduct a six-question pedagogical test to obtain precise and concise information about the vocabulary knowledge of qualifying adjectives among the selected population.

2.6   Data Analysis

This research follows a qualitative paradigm, and the data analysis is processed inductively. (Sánchez et al., 2017) define it as "un procedimiento para analizar el material textual, que va desde productos de medios de comunicación a datos de entrevista" (p. 67). This process allows for a gathered information collection where the researcher interprets the results and concludes by presenting findings and recommendations.

2.7   Unit of Analysis

According to the author González (2015), the unit of analysis is "un proceso de codificación abierta en el que el texto se lee detenidamente y se divide en fragmentos. Estos fragmentos se comparan unos con otros, se agrupan en categorías que tratan el mismo tema y se

etiquetan con un código" (p. 323). The first step to initiate data analysis and facilitate the work is

to delimit the units of analysis. For this reason, a consistency matrix was created. After carefully

reviewing the research problem, various categories with their respective indicators and the

techniques and instruments to be applied could be distinguished.

Table 2

Qualitative Research Matrix: Acquisition of Qualifying Adjectives.

Problem	Conceptual Definition	Dimensions	Indicators	Techniques	Instruments
How to develop fifth graders' acquisition of qualifying adjectives, in room A, at Jaime Roldós Aguilera elementary school?	"Indican particularida des permanentes o transitorias —ya sea cualidad, ya sea propiedad— de los sujetos denotados por los sustantivos a los que delimitan"	Meaning Form Pronunciatio n	Identify the function of qualifying adjectives in the sentence. Recognize the grammar structure to form sentences with adjectives. Pronounce the adjectives correctly	- Participant Observatio n - Pedagogic al Test - Interview - Focus Group	- Observ ation Guide - Rubric - Intervie w Guide - Discuss ion Guide for Focus Groups

	(Ramírez et al., 2018).			

Table 3

Representation of categories for the application of instruments.

CATEGORIES	ITEMS	ANALYSIS
Meaning	1. The student understands the function of the qualifying adjective in the sentence. 2. The student uses qualifying adjectives in appropriate contexts. 3. The student interprets the definition of each of the studied qualifying adjectives.	**Fully Developed: (4-5)** Students show complete mastery of the use of qualifying adjectives in English. **Partially Developed: (3)** Students have intermediate proficiency in using qualifying adjectives in English. **Not Developed: (2 or less)** Students show deficiencies in the proficiency of using qualifying adjectives in English.
Form	1. The student can identify the order of qualifying adjectives in the sentence. 2. The student recognizes the classification of qualifying adjectives (Personality, State, Physical).	**Fully Developed: (4-5)** Students show complete mastery of the grammatical structures of qualifying adjectives. **Partially Developed: (3)** Students show intermediate proficiency in the grammatical structures of qualifying adjectives. **Not Developed: (2 or less)** Students show deficiencies in the proficiency of the grammatical structures of qualifying adjectives.
Pronunciation	1. The students pronounce appropriately the qualifying adjectives.	**Fully Developed: (4-5)** Students demonstrate ease in the pronunciation of descriptive adjectives in English. **Partially Developed: (3)**

		Students experience some difficulties in the pronunciation of descriptive adjectives in English. **Not Developed: (2 or less)** Students show deficiencies in the pronunciation of descriptive adjectives in English.

CHAPTER 3

This section compiles the most relevant conceptions made by different experts about the system of activities, intending to make the researchers very clear and familiar with this term, thus avoiding ambiguity and giving credibility to the research work.

3.1 The theoretical basis of the system of activities, based on the play-based learning method for learning qualifying adjectives in English.

Pérez et al. (2017) define the system of activities as a "conjunto de actividades interrelacionadas y lógicamente estructuradas, dirigidas a orientar, supervisar y controlar la esfera de actuación de los miembros de la comunidad en su contexto social, con el fin de lograr una adecuada educación ambiental en ellos" (p. 218).

On the other hand, (Cárdenas & Malo, 2020, p.35) emphasize that it is a tool that contributes to the improvement of practical teaching, allowing educators to create activities based on the needs that arise in the classroom.

From another point of view, (Mendoza et al., 2018) consider the system of activities as

Actividades creativas que favorecen el aprendizaje integral de las personas permitiendo la adquisición de nuevos conocimientos y habilidades de manera dinámica, siendo esta, una herramienta que aporta y da mejores respuestas para un aprendizaje significativo y permite despertar la motivación e imaginación de las personas (p. 17).

An activity system includes a controlled sequence of continuous activities that best fits a selected group. Thus, these monitoring, development, and scope of such tasks aim to help achieve the results.

Taking into account the different definitions previously mentioned, the authors of this research work conclude the following: a system of activities allows the control of all the actions

or events to be carried out in a given situation, as it enables a good organization and sequence, with which results are obtained based on the progress or advances reflected in the activities.

3.2 Description of the system of play-based learning activities for the development of the acquisition of qualifying adjectives in English.

The following is a detailed explanation of each of the ludic activities used in the teaching-learning process of the fifth graders in room A at Jaimes Roldós Aguilera elementary school to improve the acquisition of qualifying adjectives. It is also worth highlighting the use of didactic resources that add a plus to the activities.

ACTIVITY #1

Unit: 4

Topic: Introduction of Qualifying Adjectives

Type of lesson: Specialized

Activity Name: Match pairs

Prioritized skill: Speaking

Subordinate skills: Listening

Objective: SWBAT become familiar with the vocabulary of qualifying adjectives through a play activity.

Time: 10 minutes

Method: Play-based learning

Resources: Flash Cards

Introduction:

- It is characterized as a lead-in activity, i.e. it is used at the beginning of the class to create the right atmosphere, familiarizing the student with the content and then presenting the topic in an authentic and fun way.

- The classroom is divided into two teams: Team 1 and Team 2.

Development:

- Various images are placed on the board related to the vocabulary of qualifying adjectives (6 images for team 1 and 6 images for team 2).

- The teams are organized in columns.

- Each team member is given a card with a word on it.

- When the teacher gives the order, each player must match the word with the picture on the board.

- When the activity is over, pronunciation and usage mistakes are corrected.

- This is followed by a choral drill, pronouncing the words for the students to hear and repeat.

After the activity, the English teacher wraps up the class and asks the students questions about the translation and pronunciation of the adjectives.

Conclusion:

Competence is an innate skill in everyone, especially in young children, who will do their best to complete the activity correctly. In this way, the new vocabulary to be worked with throughout the class is introduced dynamically.

ACTIVITY #2

Unit: 4

Topic: Vocabulary: Qualifying Adjectives

Type of lesson: Specialized

Activity Name: Search Words

Prioritized skill: Reading, Writing

Subordinate Skills: Speaking

Objective: SWBAT Identify the spelling and translation into Spanish of the qualifying adjectives reviewed in class.

Time: 20 minutes

Method: Play-based learning

Resources: Paper sheet

Introduction:

- With this activity students are exposed to English and Spanish writing repertoire of words, providing them with context of word usage.

- This activity is done in pairs.

- On the paper sheet there will be a grid where students will enclose the words vertically, horizontally or diagonally.

- Near the grid there will be a table with the group of adjectives and their respective translation into English, students will have to enclose each adjective + translation with a different color to differentiate.

Development:

- The respective indications are given, before starting the ludic activity.

- By means of logical reasoning and applying strategies, students will look for the adjectives and their translation.

- Finally, a reading of the words is done together with the students so that they get to know and practice the pronunciation.

After applying the alphabet soup, the teacher proceeds with the explanation of the class and then sets up an activity where the students have to complete some cases with adjectives in English and others with their translation into Spanish.

Conclusion:

This activity is easy to do, generates friendly competition among students and allows them to review English vocabulary in a fun way.

ACTIVITY #3

Unit: 4

Topic: Qualifying Adjectives of Personality

Type of lesson: Specialized

Activity Name: Charades

Prioritized skill: Speaking

Subordinate Skills: Listening

Objective: SWBAT consolidate the vocabulary of qualifying adjectives of personality learnt in class.

Time: 20 minutes

Method: Play-based learning

Resources: Sight words flashcards

Introduction:

This activity is carried out at the end of the class, to consolidate the knowledge acquired by the student.

- The class is divided into 2 groups; each group must choose a representative who will be in charge of miming.

Development:

- The respective indications are given, before starting the play activity.

- The student chosen by each group stands in front of the room in front of his/her classmates and is shown the flashcard with the qualifying adjective of personality.

- The student has to mime/gesture, make body movements and even say clues to get his or her peers to guess the word.

- The team that gets the most words right wins the game.

Conclusion:

This interactive activity allows students to compete and creates bonds of friendship between participants, generating collaborative learning.

ACTIVITY #4

Unit: 4

Topic: Qualifying Adjectives of State

Class type: Specialized

Activity Name: Description of images

Prioritized skill: Speaking

Subordinate Skills: Listening

Aim: To motivate students to talk to each other through the implementation of a game with familiar words during class.

Time: 20 minutes

Method: Play-based learning

Resources: Flashcards

Introduction:

- Students are instructed on how to carry out the activity.

- The activity focuses on the student speaking and saying a sentence.

Development:

- Students stand up and form 2 rows A and B.

- Students in row A present a picture card to the opposite row.

- The students in row B complete a sentence based on the picture on the card.

- Afterwards they exchange roles.

Conclusion:

The implementation of this activity will allow students to recall the vocabulary learnt during the class and put their speaking into practice, increasing their self-confidence.

ACTIVITY #5

Unit: 4

Topic: Physical Qualifying Adjectives

Type of Class: Specialized

Activity Name: Telephone

Prioritized skill: Listening, Speaking

Subordinate skills: Writing

Objective: To educate students' listening skills through the use of previously known vocabulary and the application of a playful game.

Time: 15 minutes

Method: Play-based learning

Resources: Marker, Blackboard

Introduction:

- Students are instructed on how to perform the activity.

- The activity focuses on the student listening, repeating and writing the given word.

Development:

- Students stand up and form 2 circles.

- The teacher calls out a word to the first student in circle A.

- Subsequently she gives a different word to the student in circle B.

- The students say the word heard to their partners, respecting the order of the circle.

- The last student writes the word received on the board and says it to the teacher.

- At the end, a check is made to see if the word is the same as the one the teacher gave to the first student.

The teacher by means of a categorization task will test the acquired knowledge of the students in the last three classes of Classifying Qualifying Adjectives (Personality, Status and Physical).

Conclusion:

It is important to educate the student's ear from a young age, as this way they will have no major problems when recognizing and remembering words learned in different environments including at other stages of their lives.

ACTIVITY # 6

Unit: 4

Topic: Sentences with Qualifying Adjectives

Type of class: Specialized

Activity Name: Hangman

Prioritized skill: Writing, Reading

Subordinate skills: Speaking

Objective: SWBAT know the structure for forming sentences with qualifying adjectives.

Time: 10 minutes

Method: Play-based learning

Resources: Marker, Board

Introduction:

- This activity is designed to be applied at the beginning of the class.

- Students are given guidance and hints by the teacher during the activity.

- The class is divided into two groups

Development:

- Students remain in their seats.

- The teacher draws on the board the number of lines needed to make up the sentence in mind.

- Students suggest letters to solve the sentence which is kept incognito.

- The teacher writes on the board only the letters that make up the sentence.

- For each student's mistake, a dummy is drawn on the board to represent the student's mistakes, which will advance to the point of being hanged.

- The hanging dummy represents the limit of failed attempts and that the activity has not been completed successfully.

- If the student manages to remember and complete the unknown sentence and says it, the game is over and the doll will not be hanged.

After the application of the activity, the class begins, starting from the sentence of the game, the teacher will explain in detail the structure and then send the students to make 5 sentences.

Conclusion:

The student remains active during the class, in addition, he/she will have the presentation of sentence structure with qualifying adjectives, which will also have an impact on writing practice.

CHAPTER 4

The following chapter deals with the observations and results obtained by researchers. After the units of analysis on the development of English vocabulary ended, Jaime Roldós Aguilera Elementary School's fifth-grade students carried out the planned play-based learning activities.

4.1   Description of the application of the play-based learning system

As mentioned earlier, before designing and implementing the system of play-based learning activities, the students were assessed through a pedagogical test to identify their deficiencies regarding qualifying adjectives. This was done in order to create a system based on their specific needs.

ACTIVITY 1: Match Pairs

The first lesson took place on Tuesday, August 1, from 8:00 to 9:00 a.m. By this time, all 40 fifth graders in room A were familiar with the researchers. On this first day, the play-based learning activity called "Match Pairs" was applied. It's worth noting that the students showed excitement and curiosity because it was not something they were used to doing. Through this game, which involved matching images with words, the vocabulary of qualifying adjectives was introduced, which the children would later review in detail with the teacher. The students actively participated and had the opportunity to work as a team, which fostered bonds among them. Finally, a choral exercise was conducted with all the vocabulary presented in the activity, allowing the students to listen and repeat the pronunciation of the adjectives.

ACTIVITY 2: Search Words

The second activity took place on Thursday, August 3, and lasted 20 minutes. Since there was a large group of students, the researchers decided to work in pairs. The activity was introduced

and some instructions were given. During this time, the children worked in silence and were completely focused on finding each of the qualifying adjectives in English and their respective translations.

ACTIVITY 3: Charades

A new week began since the implementation of the first activity. On Tuesday, August 8, the researchers chose a closure activity, which is an activity used at the end of the class to consolidate the content studied. The game of charades was introduced and the classroom was divided into two teams in order to work in the best possible way. Each team chose a representative who performed charades and body movements for the rest of the group to guess the vocabulary of personality adjectives. It was a pleasant moment where the students relaxed after a day of classes.

ACTIVITY 4: Image Description

On Thursday, August 10th, a closure activity was held to allow the students to put into practice what they had learned in class. As in the previous activities, they showed a great willingness to participate and were able to explore their creativity by forming sentences based on the images they observed.

ACTIVITY 5: Telephone

The activity was carried out on Tuesday, August 15th, with the presence and collaboration of all the fifth graders in class "A". The objective was to consolidate the content of the physical qualifying adjectives that had been studied in class. In addition, three skills of the English language were practiced: speaking, listening and writing. The classroom was divided into two groups and circles were formed. One student from each team was given an adjective and had to whisper the word to the next student. The last student was responsible for going to the board and writing down the physical qualifying adjective they listened to.

ACTIVITY 6: Hangman

On Thursday, August 17, all students participated in this activity, which was well known to the children. They showed great enthusiasm. The classroom was divided into two teams, one of girls and one of boys. Small lines were drawn on the blackboard, which the students had to fill in with letters to form a sentence with the qualifying adjectives they had learned in the previous weeks. This activity created a spirit of competition among the students, who used all their acquired knowledge to try to win.

4.2   Results of the focus group after the implementation of the system of play-based learning activities.

A focus group guide was used to evaluate the findings from the implementation of the playful activities system. Six nine-year-old students were selected to participate in this space for the exchange of ideas and opinions related to the research topic. Based on the answers given, the following results can be extracted:

- Students were positive about the use of play-based learning activities in the English classroom.

- Students not only enjoyed play-based learning activities in the classroom, but also took them outside the classroom, demonstrating that these activities promote active learning.

- Students mentioned that they find it easier to practice English through play-based learning activities and feel more comfortable participating in groups.

- Play-based learning activities show significant progress in students' acquisition of new qualifying adjectives.

- Students expressed a positive desire for the continuation of play-based learning activities in both English and other subjects.

4.3   Results obtained through the teacher interview after the application of the play-based learning activities system.

Through the interview conducted with Mrs. Bielca Zaraguro, English teacher of the fifth grades in room A of Elementary School, valuable information was collected to understand the relevance of the system of play-based learning activities for the development of qualifying adjectives in the English language.

- The teacher emphasizes that proper planning is necessary for the successful implementation of the system of play-based learning activities for the development of qualifying adjectives acquisition.
- The teacher has noticed a significant difference in the students' interest in learning English words since the implementation of the system of play-based learning activities.
- The teacher mentions that the applied play-based learning activities have promoted teamwork among the students and allowed them to share their knowledge.
- The teacher emphasizes that play-based learning activities contribute to the overall development of English skills and prevent students from feeling pressured as they would when asked direct questions about the class topic.
- The teacher is willing to implement play-based learning activities in her upcoming English classes, as she sees them as a valuable tool in the current context of limited English class time.

4.4   Analysis and discussion of the results

The play-based learning activities used in the classroom have had a positive impact on the students' lives, as they have sparked their interest and enthusiasm for learning vocabulary in the English language. One of the reasons is the natural acquisition of knowledge.

Play-based learning activities not only improve students' vocabulary, but also allow them to practice and develop other English language skills in a relaxed and enjoyable way, giving them greater confidence to participate. Finally, it is important to recognize that play-based learning activities are valuable tools for teachers, especially in the current context where English class time may be limited, making it essential to use them within the allotted time.

5.   Conclusions

In this research titled Development of the Acquisition of Qualifying Adjectives, the following conclusions have been drawn:

- Based on the literature review and theoretical foundation, it is evident that play-based learning activities are a valuable tool that can contribute to the acquisition of vocabulary related to qualifying adjectives in the English language.

    - The diagnostic assessment conducted with the fifth graders in room A in elementary school revealed their limited knowledge of qualifying adjectives in the English language.

    - In response to the identified needs of the students, a gradual system of play-based learning activities was developed and implemented, which significantly contributed to the development of vocabulary related to English-qualifying adjectives.

- Due to the increased interest of the students in the English language following the implementation of the play-based learning activities, a guide of such activities was provided to the teacher, which can be adapted to the established curriculum.

6   Recommendations

The results obtained have significant implications for educators and experts involved in the development of educational programs aimed at improving English language teaching strategies in educational contexts. It is recommended that a fresh perspective be given to play-based learning activities within the teaching and learning process, rather than simply using them as an occasional resource to break up the classroom routine.

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Appendix

Appendix 1

GUÍA DE OBSERVACIÓN

Fecha:

Asignatura:

Profesora:

Objetivo: Recopilar información acerca del desempeño de los estudiantes en las clases de inglés referentes al vocabulario.

Instrucciones: Observe si la ejecución de las actividades que se enuncian las realiza el grupo de participantes que se está evaluando y marca con una "X" el cumplimiento o no en la columna correspondiente. Además, es esencial registrar cualquier observación relevante.

No	Características de desempeño a evaluar	Registro de cumplimiento			Observaciones Adicionales
		Siempre	**A veces**	**Nunca**	
1	Interés en el estudiante por los contenidos revisados en la clase de inglés				

2	Uso de recursos complementarios para el desarrollo de vocabulario				
3	Participación activa de los estudiantes en las clases				
4	Comunicación continúa entre el docente y alumno mientras se desarrolla la clase				

Appendix 2

EVALUACIÓN DE CONOCIMIENTO GENERAL DE LOS ADJETIVOS

Class:

Date:

Choose the correct answer *(Selecciona la respuesta correcta):*

1. **Which function does the adjective have in the sentence?** *(¿Cuál es la función del adjetivo en la oración?)*

a. Indicates an action, process, or sensation.

b. Describes the qualities of a noun or pronoun.

2. **Underline the qualifying adjectives you find in the following group of words**

   (Subraya los adjetivos calificativos que encuentres en el siguiente grupo de palabras)

   small   run   lazy   dog   sad   eat   sing   big   play   happy

3. **Classify each of the qualifying adjectives with their own category** *(Clasifica cada uno de los adjetivos calificativos en su respectiva categoría)*

ADJETIVOS CALIFICATIVOS		
PERSONALITY	**STATE**	**PHYSIC**

4. **Match the qualifying adjectives with its translation** *(Une con líneas el adjetivo calificativo en inglés con su respectiva traducción)*

beautiful   triste

tall   hermosa

sad   alto

5. **Put the words in order to form a sentence** *(Ordena las palabras para formar una oración)*

beautiful / Sophia / is / girl / a

_____.

6. **Listening:**

- **Circle the words you listened** *(Encierra las palabras escuchadas)*

short   nice   ugly   tired

smart   scared   hungry   angry

Appendix 3

EVALUATION RUBRIC

INDICATORS	Totalmente Desarrollado: (4-5)	Parcialmente Desarrollado: (3)	No desarrollado: (2 o menos)
MEANING	Los estudiantes dominan con totalidad el uso de los adjetivos calificativos en inglés.	Los estudiantes tienen un dominio intermedio del uso de adjetivos calificativos en inglés.	Los estudiantes presentan falencias en el dominio de adjetivos calificativos en inglés.
FORM	Los estudiantes demuestran dominio total de las estructuras gramaticales de los adjetivos calificativos.	Los estudiantes demuestran un dominio intermedio de las estructuras gramaticales de los adjetivos calificativos.	Los estudiantes demuestran falencias en el dominio de las estructuras gramaticales de los adjetivos calificativos.

PRONUNCIATION	Los estudiantes presentan facilidad en la pronunciación de adjetivos calificativos en inglés.	Los estudiantes presentan ciertas complicaciones en la pronunciación de adjetivos calificativos en inglés.	Los estudiantes presentan falencias en la pronunciación de adjetivos calificativos en inglés.

Appendix 4

IMPLEMENTATION OF THE PLAY-BASED LEARNING ACTIVITY SYSTEM

Appendix 5

GUÍA DE ENTREVISTA

Aspectos Previos

-   **Objetivo de la entrevista:** Interpretar la perspectiva de una docente de inglés acerca de la aplicación del sistema de actividades lúdicas para el desarrollo de la adquisición de adjetivos calificativos, con el fin de comprender su efectividad y obtener recomendaciones para su implementación exitosa en el aula.

Datos Generales del Entrevistado

Nombre de la entrevistada:

Nombres de las entrevistadoras:

Fecha: Martes, 22 de Agosto de 2023

Hora de inicio: 9:00 am   **Hora de Finalización:** 9:25 am

Subcategorías	Preguntas
Criterio	¿Como docente de inglés qué opina acerca de la aplicación de actividades lúdicas en la adquisición de adjetivos calificativos?

Aptitud	¿Ha notado alguna diferencia en el interés de los estudiantes por aprender inglés desde la aplicación de las actividades lúdicas en clase?
Puntos Favorables	Desde su perspectiva ¿Qué ventaja podría resaltar en cuanto a la implementación de un sistema de actividades para el desarrollo de vocabulario específicamente de adjetivos calificativos en los estudiantes?
	En su opinión, ¿cómo contribuyen las actividades lúdicas al desarrollo general de las habilidades en inglés de los estudiantes, además del vocabulario?
Implementación	¿Estaría dispuesta a aplicar alguna actividad lúdica en sus próximas clases?

Appendix 6

GUÍA DE GRUPO FOCAL

Día:

Hora:

Número de Participantes:

Preguntas:

- **¿Qué opinan del uso de actividades lúdicas en las clases de inglés?**

- **¿Hay alguna de las actividades lúdicas que les llamó la atención y la recrearon fuera del salón de clases?**

- **¿Te sientes más motivado para aprender nuevas palabras en inglés cuando participas en actividades lúdicas?**

- **¿Crees que las actividades lúdicas realizadas te ayudaron a aprender nuevos adjetivos calificativos?**

- **¿Te gustaría que tu profesora de inglés realice actividades lúdicas en las siguientes clases?**