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DEDICATORY

This thesis is dedicated to the following:

To my mother, Lourdes, who with her love, patience and effort has allowed me to fulfill one more dream, thank you for showing me the meaning of effort and courage, and not to fear adversity because you will always be by my side.

To my guardian angel, my father Hernán, who has always encouraged me to be the best version of myself and who, through his love, has always pushed me to do what I set out to do, thank you for always taking care of me from heaven.

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Finally, I want to dedicate this thesis to all my friends, for supporting me when I need them the most, for holding my hand in difficult moments, and for the love they give me every day, I will always carry them in my heart.

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ABSTRACT

The present project, Game-based learning strategies to improve English vocabulary in senior students was developed at Teodoro Gómez de la Torre High School in Ibarra city, province of Imbabura during the Academic year 2022-2023 with the collaboration of administrative staff, teachers, and senior students. The main objective of the project was to determine Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gómez de la Torre High School. All the information was collected through mixed research since both quantitative and qualitative research methods were used, an interview with the authorities and teachers of the institution, and a survey with the senior students were applied, therefore, with the results obtained it was also possible to develop a didactic guide with a variety of innovative Game-based activities that will help in the proper development of the vocabulary of the students, as games are one of the best ways for students of all ages to learn new things and build their knowledge, including English vocabulary in this case.

Keywords: Game-based learning (GBL), strategies, vocabulary, English language.

RESUMEN

El presente proyecto, Estrategias de aprendizaje basadas en juegos para mejorar el vocabulario de inglés en estudiantes de último año se desarrolló en el colegio Teodoro Gómez de la Torre de la ciudad de Ibarra, provincia de Imbabura durante el año 2022-2023 con la colaboración del personal administrativo, docentes y estudiantes de último año. El objetivo principal del proyecto fue determinar estrategias de aprendizaje basadas en juegos para mejorar el vocabulario en inglés en los estudiantes de último año del colegio Teodoro Gómez de la Torre. Toda la información fue recolectada a través de una investigación mixta ya que se utilizaron métodos de investigación cuantitativos y cualitativos, una entrevista con las autoridades y docentes de la institución, y una encuesta con los alumnos de último año, por lo tanto, también se pudo elaborar una guía didáctica con una variedad de actividades innovadoras que ayudarán al buen desarrollo del vocabulario de los alumnos, ya que los juegos son una de las mejores formas para que los alumnos de todas las edades aprendan cosas nuevas y construyan sus conocimientos, incluyendo el vocabulario en inglés en este caso.

Palabras clave: Aprendizaje basado en el juego, strategies, vocabulario, inglés.

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LIST OF ABBREVIATIONS

BGU: Bachillerato General Unificado

CEFR: Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

GBL: Game-based Learning

GTM: Grammar-Translation Method

Introduction

English is a widely spoken and influential language around the world. It is the official language in many countries. According to Nishanthi (2018), "learning English is crucial as it allows you to interact easily with one's other people" (p. 871). In Ecuador, just like in any other country, students are required to master the four English skills: listening, speaking, reading, and writing. However, the development of these four skills is influenced by two essential aspects: vocabulary and grammar. Without undermining the importance of grammar, vocabulary is therefore a somewhat more significant factor in improving proficiency in the four key abilities.

For learners, it is difficult to communicate clearly due to a lack of vocabulary. An example would be when students in a class decide not to participate in a conversation because they are not sure of what to say. According to Hua (2020), "it is impossible for a learner to interact successfully and freely with others if they do not have sufficient vocabulary, no matter how well they understand the grammar and no matter how idiomatic their pronunciation and tone sound" (p. 427). for this reason, it is important that classes not only focus on learning grammar but also on learning vocabulary.

It is significant to note that when talking about teaching, "didactic techniques are composed of affective, cognitive and procedural processes that allow the creation of learning by the learner and the realization of instruction by the instructor" (Feo, 2015). Since the strategy of these activities will allow the student to acquire a variety of communicative skills that will then be manifested in the final work, the game is then exposed as an important tool and becomes a common resource in the classroom (Carmona, 2012)

The idea of employing games in the classroom does not appear to have gained widespread acceptance or use just yet. Most teachers continue to believe that employing games might be a time waster. Nevertheless, some research has shown that employing games as a teaching tool for vocabulary can be successful. In reality, some authors have highlighted a few benefits of using games, such as context for meaningful conversation provided by games. Meaningful communication occurs as students try to comprehend how to play the game and as they talk about it before, during, and after the game, even if the game just contains discrete language elements, like a spelling game (Wright, Betteridge, & Buckby, 2005).

Background

In the research conducted by Jaramillo Jordán and Vera Lilibeth (2021), whose topic was "*Game-based didactic strategy for teaching basic vocabulary in English in elementary education*" it was shown that the use of games has many advantages in the teaching of a language of any kind, since it helps the cognitive and physical development of the student, in addition, the results of the evaluations taken after the implementation of the didactic

strategies showed an improvement in terms of the acquisition and application of new vocabulary. Another research conducted by Wilson Yeilly (2016) in Esmeraldas, which aims to determine the effectiveness of games in the development of students' productive skills, concluded that the use of games helps students to develop in a free way since when playing they act and produce at the same time, also they leave aside fears and shame since they are having fun. Furthermore, Wilson (2016) mentions that games can be an important tool to work with students if these are applied correctly.

Research problem

The research problem is how to improve the acquisition of English vocabulary in senior students of Teodoro Gomez de la Torre high school in Canton Ibarra, through didactic games to help students learn and reinforce vocabulary during the academic year 2022-2023. There are some reasons why students do not learn new English words or don't know how to use them, among them are lack of motivation and lack of interest, this is because some English classes can become monotonous and boring. Seniors almost always want to interact with each other, this may be because it is their last year together, and some class activities do not allow this to happen.

Justification

This research project was developed because of the need to improve the acquisition of vocabulary in the English language among senior students of Teodoro Gomez de la Torre High School. It also aims to explore Game-based learning strategies that can be used with students to overcome vocabulary-learning problems. Therefore, students enjoy learning when there is a game involved, so teachers should think about how important it is to facilitate vocabulary learning through games. These strategies will give teachers the resources they need to help students in learning the vocabulary of the English language in an interactive way, which will encourage them to participate in the teaching-learning process.

Significance of the study

This research project's methodology includes elements and information that English teachers and students can find useful. Additionally, it emphasizes learning English vocabulary. This study's significance is subdivided into linguistic, academic, and affective impacts.

Linguistic Impact.

Seniors at Teodoro Gomez de la Torre High School will increase their vocabulary in English through the use of didactic educational tools, allowing them to communicate more easily. Students can be encouraged to use the new vocabulary in any spoken or written context.

Academic Impact.

The learning of English vocabulary by senior students at Teodoro Gomez de la Torre High School can be improved in the classroom by teachers using the innovative strategies of Game-based language learning. With the help of these creative strategies, they can boost their grades and fluency in English as a foreign language (EFL).

Affective Impact.

The affective impact of this research is significant as it aims to improve senior students' motivation to use the target language by utilizing Game-based learning in vocabulary teaching. The use of such didactic tools can help to create an engaging and interactive learning environment, which can positively influence students' attitudes towards the language and their motivation to learn.

Objectives

General Objective

Establish the most suitable Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.

Specific Objectives

- Determine why senior students have problems with the acquisition of English vocabulary at Teodoro Gómez de la Torre High School.
- Identify the different strategies used by teachers of English in classes to develop the senior students' vocabulary.
- Investigate the basic concepts and benefits of Game-based learning strategy and English vocabulary.
- Design a didactic guide with Game-based learning activities to improve English vocabulary that can be included at the Teodoro Gómez High School senior students' classes of English as a Foreign Language.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter provides a thorough explanation of the research project Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gómez de la Torre High School, Academic Year 2022–2023. It also provides information on English as a Foreign Language, Game-based language learning, and teaching resources to enhance vocabulary learning and fulfill the established objectives of the research project.

1.1. English as a Foreign Language

English is one of the most important languages which people use around the world, more than a billion people speak English as a foreign language (Lewis, Simons, & Fennig, 2016). English as a Foreign Language (EFL) is a method of teaching and learning English in countries where it is not the official language or the official second language (Nair M. , 2020). According to Nordquist (2019), English as a second language (ESL) is a conventional term that refers to the use or study of English by non-native speakers in an English-speaking setting. It is also sometimes known as "English for speakers of other languages" (ESOL). The term ESL can also encompass specialized approaches to language instruction that are tailored to individuals whose first language is not English, such as in Ecuador.

1.2. English as a Foreign Language in Ecuador

In Ecuador there is a curriculum that is designed to teach English as a foreign language in public schools and high schools, focused on the high school curriculum, this document states that it "aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills" (English as a foreign language, 2016).

Therefore, this document states that through the values of honesty and academic integrity, the EFL curriculum embraces the development of creative and critical thinking abilities as well as attitudes like ethical behavior. The competencies are incorporated into the five curricular strands and promote responsible behavior and self- and other respect as students participate in communication activities. The curriculum thus promotes the ideals of justice and solidarity (English as a foreign language, 2016). It is notable that the "Ministerio de Educación" in Ecuador is trying to apply new strategies and methods that involve the student in the English class, as well as focus on learning more about culture, values, social competence, etc. This shift toward student-centered activities aligns with the trend in academic language teaching practices towards putting students at the center of the class (Brown, 2007, as cited in Andrade, Barba, & Bastidas, 2018).

1.3. CEFR Reference Levels in the Ecuadorian Educational System

In order to evaluate competence levels and development at each stage of language learning, it is important to take into account the Common European Framework (CEFR). It is a method used around the world to evaluate language proficiency. It was created by the Council of Europe and is designed to verify language proficiency (Council of Europe, 2014).

In the Ecuadorian educational system, the CEFR levels are used to guide language instruction and assess language proficiency. The six levels of the CEFR are A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced), and C2 (proficient). These levels describe what a learner can do with the language in terms of reading, writing, speaking, and listening (Ministerio de Educaciòn, 2012).

Table 1

Global scale according to Common European Framework Reference Levels

PROFICIENT USER	**C2**	"Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations"[a]
	C1	"Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices"[a]
INDEPENDENT USER	**B2**	"Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options"[a]
	B1	"Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on a familiar topic or of personal interest. Can describe experiences and events,

		dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans" [a]
BASIC USER	**A2**	"Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need" [a]
	A1	"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help" [a]

Taken from: [a]Common European Framework of Reference for Languages (2014)

According to the most recent guidelines made by the Ministerio de Educación, third-year BGU students must get B1. 1 of the Common European Framework of Reference for Languages (CEFR), which specifies that students can handle in most scenarios that may happen while traveling to an area where the language is spoken; produce basic, coherent texts on topics familiar to them or of personal interest; describe experiences and events, thoughts, hopes, and ambitions (Ministerio de Educaciòn, 2012). Additionally, it is required that third-year BGU students learn a range of vocabulary that will help in their language development. Some of the topics include shopping vocabulary, health vocabulary, hobbies vocabulary, and technological vocabulary, among others (Council of Europe, 2014).

1.4. English skills

English language skills are specific skills or competencies related to the use of the English language. They can include the ability to understand and use the language in different contexts and for different purposes. Developing these English skills can open up opportunities for cultural exchange and international travel, as English is commonly used as a second language around the world. The main English skills are:

1.4.1. Reading

Reading skill is the ability to understand written text in English. It involves understanding the meaning of words, sentences, and paragraphs, as well as being able to identify the main idea and key details in a text. Good reading skills also involve being able to infer meaning from context and identify the author's tone and purpose.

1.4.2. Writing

Writing skill is the ability to communicate effectively in written English. It involves being able to organize thoughts and ideas in a logical and coherent manner, using appropriate grammar, vocabulary, and sentence structure. Good writing skills also involve being able to adapt language to different audiences, purposes, and situations.

1.4.3. Listening

Listening skill is the ability to understand spoken English. It involves being able to identify and understand the main idea and key details in spoken language, as well as being able to follow the flow of conversation and understand idiomatic expressions. Good listening skills also involve being able to adjust to different accents and speaking speeds.

1.4.4. Speaking

Speaking skill is the ability to communicate effectively in spoken English. It involves being able to express oneself clearly and fluently, using appropriate grammar, vocabulary, and pronunciation. Good speaking skills also involve being able to adapt language to different audiences, purposes, and situations, and being able to engage in conversations and discussions.

1.5. English Sub-skills

To be completely effective in a language, we must acquire more than just the macro-skills. We also require strong linguistic sub-skills in order to understand a language effectively. For the main skills of learning and mastering a language, sub-skills provide the foundation. It implies that for language learners to succeed as learners and be able to master a language, ELT textbook authors must orient them all for the language learners. In other words, learning vocabulary, grammar, and pronunciation helps students not only understand a language but also make it possible for them to communicate with others (Katawazai & Haidari, 2019). Vocabulary will be very important in the development of this study project, since developing the linguistic abilities that form the four pillars of the English language requires a strong vocabulary foundation (Jose, 2015).

1.6. Vocabulary

1.6.1. Definition of Vocabulary

Along with grammar and pronunciation, vocabulary is one of the language skills that students must learn when studying a language. According to Education and Training (2019), "vocabulary is an important focus of literacy teaching and refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships). ("Vocabulary - Department of Education and

Training") Likewise, vocabulary can help the student learn and facilitate the learning process in the classroom. Its meaning is to convey something so necessary vocabulary.

1.6.2. The Importance of Vocabulary for Language Learning

Learning vocabulary is an important part of English foreign language learning since the meaning of new words is often emphasized, whether in the classroom or in books. It is crucial to a language learner and is at the heart of language teaching. Schmitt (2000) as cited in Arumugam et al. (2020) emphasizes that "lexical knowledge is central to communicative competence and the acquisition of a second language". On the other hand, according to Tovar (2016), vocabulary is regarded as a crucial element in achieving proficiency in any language-related ability, and it also plays a significant role in comprehending both written and spoken language. Therefore, the more frequent the exposure to new vocabulary, the more confident learners become in their ability to comprehend and interpret unfamiliar words based on context.

According to Alqahtani (2015), many researchers, including Laufer and Nation (1999), Read (2000), and Marison (2008), have recognized the importance of vocabulary building for achieving proficiency in a second language, and have found that it significantly contributes to the development of coherent spoken and written discourse. Alqahtani also notes that in English as a foreign language (EFL) learning, vocabulary plays a critical role in all language skills, including speaking, listening, reading, and writing. Moreover, Rivers and Nunan (1991), cited by Alqahtani, argue that learning a sufficient vocabulary is essential for successful foreign language learning, as even with an understanding of grammar and language functions, clear communication is not possible without an extensive vocabulary.

1.6.3. Types of Vocabulary

Knowing the definitions of terms is what is meant by vocabulary, as was previously stated. That is, words are linked in a complicated system where knowledge of many lexical levels is necessary in order to obtain acceptable comprehension in listening or reading or to successfully express an idea in speaking and writing. According to Richard and Joana cited in Mardianawati (2017), there are three types of vocabulary, and these are:

a. General vocabulary, consisting of common words that are used every day, these words are widely recognized (i.e., home, chair, etc).

b. Special vocabulary, consists of general vocabulary from around the world, which acquires specialized meaning when adapted to the particular content area.

c. Technical vocabulary, which includes words used only in a specific subject area, for example in science or medicine areas.

Therefore, according to Marshall (2010) argues that vocabulary is a crucial and fundamental component of language proficiency. He further claims that there are four different types of vocabulary that learners must master in order to achieve fluency, these types are:

a. *Speaking vocabulary*

It is the set of words that a person can use when speaking. It is a very powerful type of vocabulary because through it one can influence other people, for example, a person giving a speech with a strong speaking vocabulary can effectively communicate their ideas and persuade their audience.

b. *Writing Vocabulary*

These are all the words that a person can use when writing. By having a good ability to organize words there is the possibility for someone to influence many people using their writing. For example, a writer with a wide range of vocabulary can create powerful metaphors, use descriptive language to create vivid images in the reader's mind, and convey complex ideas with clarity and ease.

c. *Listening vocabulary*

These are all the words that a person can recognize through listening, i.e., listening to music. Listening plays an important role in overall vocabulary growth, as one can find new words from several different sources simply through hearing or listening.

d. *Reading Vocabulary*

These are all the words that a person can recognize when reading something. This is very important for understanding the content produced by those who frequently use the vocabulary of writing. It means that the vocabulary of reading and writing have a great correlation, good writing is readable for many people. By reading, people can find and learn new words.

From these vocabulary types, it can be concluded that several types of vocabulary are always used in daily activities, such as reading, reading, writing, and speaking. Vocabulary used in everyday activities ranges from common vocabulary to unknown vocabulary. It's important to note that vocabulary is not just a list of words, it's also the ability to use them in context, to understand them when they are used by others, and to combine them in a meaningful way.

1.6.4. The Aspects of Vocabulary

According to Lado (1972) as cited in Mardianawati (2017), there are several key aspects of vocabulary that learners, by mastering these key aspects of vocabulary, can improve their overall proficiency in a language and achieve greater fluency. These aspects are as follows:

- *Meaning*

  The teacher should explain to the students that a word can have more than one meaning depending on the context in which it is used. The teacher can employ techniques like guided exploration and a dictionary to help students learn the meaning.

- *Spelling*

  Spelling is essential for vocabulary development because it facilitates reading and works as a link between letters and sounds. Different acceptable written forms for the same word may exist within the same variety of English due to the fact that they belong to different varieties of English, as is the case with many British or American terms.

- *Pronunciation*

  The way a particular person pronounces language terms is known as their pronunciation. Most words only have one pronunciation, but occasionally a word will have two or more. Some terms that demonstrate this include "present," which has the pronunciations /'preznt/ and /prɪ'znet/, and "read," which has the pronunciations /ri: d/ and /red/. Because it is independent of word spelling, English pronunciation is challenging to learn. The students want to be able to communicate effectively in English with understandable pronunciation so that they will not offend their listeners and so that they can communicate more easily with them.

- *Word Classes*

  Word categories are known as word classes. According to Hatch and Brown (1995) cited in Lestari (2015), the division of words into parts of speech is based on their functional categories. The learner should practice using certain parts of speech with ease, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

- ***Word use***

  Word use is a crucial component of language proficiency, as it allows learners to effectively communicate their thoughts and ideas. However, as Lestari (2015) notes, word use can be a complex and nuanced topic that requires careful examination in order to truly understand.

1.6.5. Definitions and Brief History of Vocabulary Teaching

Nation (2013) states that vocabulary knowledge is essential for language learners to communicate effectively, comprehend written and spoken texts, and develop reading and writing skills. As a result, vocabulary instruction teaches students how to appropriately use words in a variety of circumstances in addition to giving them word meanings. Moreover, context and repetition are key components of vocabulary instruction. Students should be repeatedly exposed to the terms they are learning (Ankucic, 2019)

On the other hand, the National Reading Panel (2000) cited in Diamond and Gutlohn (2013) concluded that explicit vocabulary education is very successful. Students should be deliberately taught both particular terms and word-learning techniques in order to purposefully build their vocabulary.

Even though teaching English can be considered as the basis of language teaching, during the past few decades, most English language teachers have ignored it. According to Amiryousefi and Dastjerdi (2010), there were four main reasons why vocabulary teaching was neglected by teachers during the past few decades.

In the first place, teaching vocabulary seemed less important than teaching grammar. Secondly, a specialist in the methodology used to think that teaching grammar should be done even before teaching vocabulary as the student tends to make mistakes in sentence construction if they know too many words before learning grammar. Thirdly, it was once thought that it was impossible to teach vocabulary in a class context because students could learn it most effectively through their own experiences. Last but not least, it was challenging for the teachers to anticipate and choose which words should be taught at that particular time.

Due to these reasons, there was no specific teaching strategy or approach for teaching vocabulary in the past. When students came upon a new word, they frequently used dictionaries or received a brief oral definition from the lecturers (Moore, n.d.). In general, it might be claimed that vocabulary instruction simply blended in with the instructional strategies that had been employed in teaching English as a second language (Praia, 2007).

1.6.6. Methods Used in Vocabulary Teaching

Since there was no clear teaching method for vocabulary teaching, it was mixed with the teaching methods that were invented to teach the English language. Grammar-Translation Method (GTM), the conventional teaching technique that was regarded as the most popular and was consistently employed in teaching English as a foreign language, was utilized to teach vocabulary during the late 19th and early 20th century (Jaramillo, 2019). In addition to teaching vocabulary with the goal of improving the students' reading and writing abilities, this method's primary goal was to help them learn to read, comprehend, and translate literature in the target language (Asl, 2015). Today, educators recognize the importance of using a variety of techniques to teach vocabulary, including visual and auditory tools to support interaction among learners (Brown, 2007 as cited in Andrade, Barba, & Bastidas, 2018). Likewise, the use of GTM is so widespread because this method requires few specialized skills on the part of teachers because they use their native language, so even teachers who are not proficient in English can teach with this method (Brown, 2001, cited in Leka, 2012).

Using this method, the teacher facilitated the student by translating and explaining new words directly. Therefore, this method put the teacher as the main actor in the learning process and its role was to provide all of the knowledge to the students and controlled each of the class activities. On the other hand, the learners' role was a just and passive actor and just receiving the knowledge. Their role was just to memorize the forms and meaning of words that both teachers' instruction and materials thought them. The students might practice utilizing the new terms by participating in drills and translation tasks that involved translating texts from the chosen language into their native language and texts from their native language into the chosen language (Ultraviolet, 2017). In addition, according to (Tanago, 2017)

> The learners were also exposed to some patterns in which each word was used. Having a chance to see various language patterns and structures helped the learners know what patterns each word could be used with. Although the Grammar-Translation Method was relatively beneficial, it caused the learners some problems in using new words they had learned (p.13-14).

Because the learners were only exposed to a small number of patterns, they occasionally were unable to utilize those terms in actual dialogue because those patterns were different from what they had seen (Leka, 2012). Consequently, the Grammar-Translation Method of teaching vocabulary has little success in terms of giving students enough opportunities to engage with the chosen language (Mart, 2013). After the Grammar-Translation Method (GTM), many other teaching methods were developed, for example, the "Reading Method" that was developed in the late 1920s. As its name implies, this method has the objective of developing the learners' reading ability. In this way, students had many opportunities to develop their intensive and extensive reading skills. In terms of vocabulary

instruction, students were exposed to word lists and basic texts and were expected to interpret them in their native language. This method was not very different from the grammar-translation method, as students learned vocabulary deductively (Tanago, 2017).

After that. In the late 1950s, two methods, a 'Direct Method' and an 'Audiolingual Method' were developed. The Direct Method emphasized thinking and speaking entirely in the chosen language in the classroom in order to help students improve their listening and speaking abilities. It was thought that the target language could be taught similarly to the native tongue. The only vocabulary provided in this method was common vocabulary because the emphasis of the teaching was on speaking and listening abilities. The Audiolingual Method was similar to the Direct Method in how the focus was on listening and speaking skills. The chosen language was taught to the students through oral imitation, memorization, and exercises, as suggested by the program's name. There was no explicit vocabulary teaching strategy used in this method because it was assumed that exposure to the language led to vocabulary development organically (Tanago, 2017).

In an effort to pay more attention to the development of learners' communicative skills another approach was developed, and it was called Communicative Language Teaching (CLT) this approach had the objective of providing communicative competence to the learners. The emphasis on meaning and communication in this method encouraged children to participate in activities that involve real communication. As a result, the learners' communicative skills were encouraged in the classroom through a variety of communicative exercises.

With this method, the professors encouraged their students to use the language rather than concentrate on its forms or patterns (Tuan & Doan, 2010). Learners did not need to know the forms or structures of the language, as it was more important to know when and with whom to use those forms or structures. The students were encouraged to employ the words they had learned in actual speech rather than memorizing words and sentences in which each word may be used (Seelig, 2012, cited in Tanago, 2017).

Additionally, students were encouraged to participate in the lessons and activities, which allowed them to both teach and be taught by others. Because of this, communication and interaction centered on the students. This caused the professors' jobs to alter from being the directors of the class to being the facilitators, whose responsibility it was to observe, suggest, and assist the students as required rather than to provide them with all the information. There are many different teaching techniques available today for teaching vocabulary. As a result, it is the responsibility of teachers to choose the most successful teaching style or to establish the most appropriate learning environment for the students they are teaching.

1.6.7. Strategies for Successful Vocabulary Teaching

Gu and Johnson (1996) as cited in Tanyer and Ozturk (2014) classify second language (L2) vocabulary learning mechanisms as metacognitive, cognitive, memory, and activation strategies. They explain that selective attention and self-initiative are two types of metacognitive methods. Students that use selective attention strategies are aware of the words they need to learn in order to understand a text correctly. Students who employ self-initiation strategies adopt a range of techniques to explain the meaning of vocabulary words.

Gu and Johnson's taxonomy of cognitive methods includes notetaking, dictionary use, and guessing strategies. Students who employ guessing strategies rely on previous knowledge and linguistic factors, such as the sentence's grammatical structure, to make accurate predictions about a word's meaning.

Rehearsal and encoding are two categories for memorizing strategies. As examples of rehearsal methods, word lists and repetition are given. Word structure, association, image, visual, auditory, semantic, and contextual encoding are all examples of encoding techniques. The introduction of new words in various situations by learners constitutes one type of activation strategy. For instance, students can construct sentences employing the new vocabulary they have acquired. The following table provides a summary of all these suggested tactics:

Table 2

Gu and Johnson's taxonomy strategies

Strategies			
Metacognative	**Cognative**	**Memory**	**Activation**
- Selective Attention: Identifying essential words for comprehension. - Self-initiation: Using a variety of means to make the meaning of words clear	- Guessing: Activating background knowledge, using linguistic items. - Use of dictionaries. - Note-taking.	- Rehearsal: Word lists, repetition, etc. - Encoding: Association (imagery, visual, auditory, etc.)	- Using new words in different contexts

Note: Jusuf Mustafai (2015)

In addition, for the purpose of giving English teachers a manual for selecting instructional strategies and resources, such as designing contexts for learning vocabulary, Nation cited in Tanago (2017) advised that the teachers should center their lesson plans on the four strands of meaning-focused input, language-focused instruction, meaning-focused output, and frequency development.

The first strand involves providing learners with meaning-focused input. The teachers in this strand should encourage the students to concentrate on the concepts included in the communications they receive while honing their receptive abilities, which include reading and listening. The teachers should also encourage the students to practice listening to audio tapes or reading graded readers that contain new terms they should acquire in order to expand their vocabulary. Since their attention would be automatically diminished if they already know some of the content of what they are listening to or reading, teachers should avoid choosing listening or reading materials of which the students have prior knowledge.

The second strand involves giving students language-focused education. Teachers should motivate students to concentrate on language aspects such as forms and patterns in this strand. As a result of being taught about words and how to apply them at the same time, learners may develop their meaning-focused input while learning through this strand.

Giving the students meaning-focused output is the third thread. This strand is the polar opposite of the first since the learners' attention should shift from concepts in messages received to messages produced while developing their productive skills: speaking and writing. In this strand, teachers should encourage students to employ new words they have acquired in unfamiliar situations to improve their knowledge of those terms. This is done to guarantee that the students can apply what they have learned in the classroom to real-world communication.

The fourth strand allows students to practice frequency development. Teachers should motivate students to work on improving their fluency and accuracy of what they have learned in this strand. Teachers should provide students the opportunity to practice new terms in a familiar environment. Practicing utilizing words, they have acquired in familiar situations might assist students to improve their fluency and accuracy when employing words and patterns they have learned.

These four strands can be thought of as effective vocabulary teaching strategies. However, the success of teachers in teaching vocabulary is dependent on many other aspects, including how these four strands are applied in the classroom. It's important to note that different students may respond better to different strategies, and it's essential to use a variety of methods to cater to different learning styles.

1.7. Games-Based Learning (GBL)

1.7.1. Definitions of Game-Based Learning

Game-based learning is not a new concept in education, and many teachers and language teachers may have utilized it in their courses to encourage students to learn not only vocabulary, but any other component of the subject's contents, the curriculum, or the requirements students must achieve. Pho and Dinscore (2015) stated in an article entitled "Game-Based Learning, Tips, and Trends" that:

Game-based learning is the application of specific game elements to real word situations in order to engage participants. Game-based learning's motivational psychology allows students to interact with teaching material in an entertaining and dynamic manner. Game-based learning is more than simply making games for students to play; it is also about constructing learning activities that may progressively introduce concepts and direct users toward a common objective. Traditional games may have components like competition, scores, rewards, and feedback loops..

Furthermore, Game-Based Learning (GBL) is defined by Kapp (2014) as a teaching technique in which games, both digital and non-digital, are used to teach knowledge and skills. Games are employed as tools in this teaching strategy to impart learning information to learners of each topic (MZ & SY, 2008). Although this strategy is founded on the use of games in teaching, it is intended to be used not only to help learners have more fun while learning but also to introduce what the learners need to learn in order to reach the learning goals (Pho and Dinscore, 2015, cited in Tanago, 2017).

It might be claimed that games can be utilized to generate a positive atmosphere and learning environment in which the learner's attention is drawn to the activities at the task (Whitton, 2012). Not only that, but the obstacles kids face when playing games boost their attention and willingness to study since their competitive impulses are stimulated as they are challenged to defeat games or fellow players (Mubaslat, 2012).

Additionally, games may be utilized to improve communication among learners since learners are expected to communicate with one another while playing and attempting to attain game goals (Zapata & Awad-Aubad, 2007). As a result, Game-Based Learning is considered a learner-centered method since learners are more likely to be interested and motivated to participate in learning activities (Ghazal & Singh, 2016).

In conclusion, it is clear that incorporating games in the classroom can make the learning process more enjoyable and engaging for students. By doing so, students become active participants in their learning, with games providing an opportunity for them to take control of their learning experience (Andrade, Barba, & Bastidas, 2018). This approach places the learners at the center of the learning process, allowing them to guide their learning and take ownership of their progress. By employing games in the classroom, teachers can create a dynamic and interactive learning environment that encourages creativity, critical thinking, and communication skills among their students.

1.7.2. Advantages of Game-Based Learning

Effective English language learning requires a motivating and engaging environment that is tailored to students' interests (Guevara-Betancourt, 2015). That is where Game-Based Learning (GBL) comes in as an innovative approach to language learning that can be used

to create a motivating and engaging environment for students. As Zin and Yue (2013) mention.

> Games can motivate students in learning especially for some 'boring' subjects such as history. Digital Game is used by educators to support the teaching and learning process because students enjoy and have fun learning when they are playing games. Students are motivated to continue the game until they win while learning all the contents at the end of the game. The motivation of playing computer games is much higher as playing is seen as pleasure and not as work. Many game features, such as challenge and performance feedback had been found to positively influence motivation for learning. (p.1)

In fact, numerous studies have demonstrated that Game-based learning not only improves students' language skills, but also has a significant positive impact on their cognitive abilities. As defined by Piaget (1962) as cited in Plass et al. (2015)

> Games become more abstract, symbolic, and social as children mature through different developmental stages. One way that play is seen as contributing to children's cognitive development is by activating their schemas in ways that allow children to transcend their immediate reality. For example, a child can pretend, or "act as if,". (p.259)

There are many more advantages that this method offers us, but as mentioned before the most important of all is to make the class lessons more fun, so that in this way the students feel attracted to participate in the activities and thus improve their learning, all this is achieved if the strategies are implemented correctly. It is essential to highlight that the learning materials and resources used in the classroom should be designed to support meaningful learning and encourage motivation and interest. They should also be structured to facilitate monitoring of the teaching-learning process (Guevara-Betancourt, 2015).

A. **List of advantages of GBL strategies**

- Engagement: Interactive and fun games can make learning more interesting for students, keeping their focus longer and boosting their desire to learn.
- Active learning: Games frequently motivate students to actively engage in the learning process, which can aid in fostering a better comprehension and retention of new vocabulary.
- Collaboration: A lot of games demand teams of players, which can foster cooperation and socialization among students.
- Instant input: Games frequently give students feedback on their performance right away, which can enhance their comprehension and retention of new vocabulary.

- Gamified assessment: Using Game-based learning techniques, vocabulary understanding of students can be evaluated in an entertaining and interesting manner.
- Personalization: Game-based learning strategies can be modified to meet the requirements and learning preferences of various students, resulting in a more customized educational experience.
- Application in real life: Games that mimic real-world situations can help students comprehend how new words are used in everyday contexts.
- Diverse activities: Games can be used to target a variety of abilities and keep learning engaging and dynamic.

Even though Game-based learning is an effective strategy for learning languages, it is crucial to keep in mind that it must be combined with conventional teaching techniques to offer a thorough approach to word learning. Games can aid vocabulary learning and retention, but they shouldn't take the place of other crucial language learning tasks like speaking, reading, and writing.

1.7.3. The role of Game-Based Learning in English language teaching

Game-Based Learning is a highly effective and engaging teaching approach that is widely used in the classroom for a variety of courses, including English language learning. Game-Based Learning, according to Georgiou (2010), may be utilized to teach all four fundamental English language skills: listening, speaking, reading, and writing.

Richards (2008) states that the majority of English language learners learn and develop their listening abilities through engaging in listening activities like dictation, close listening, and other similar ones. These exercises might bore learners since they are often asked to listen to the same items numerous times to verify that they comprehend the substance of those resources. Thus, employing games in teaching listening can overcome this problem since it prevents learners from becoming bored by giving them the opportunity to do activities or convey what they heard rather than simply listening (Rahmawati, 2013).

Speaking skills are another skill that can be taught and developed through Game-Based Learning. The traditional ways of teaching speaking include mimicking the instructor, memorization of conversation, and more. When the learners have to speak with other people in real life, they have some difficulties since what they have studied and memorized is sometimes insufficient for real conversation (Richards, n.d., cited in Tanago, 2017). As the real conversation is involved, utilizing games to educate speaking is beneficial. Learners may practice speaking not just by completing speaking exercises, but also by communicating with one another in real-time. As a result, the learners' language fluency improves (Sigurðardóttir, 2010; & Tang, n.d).

Besides from teaching and developing listening and speaking abilities, Game-Based Learning may also be utilized to teach and improve reading skills in students. According to Mikulecky (2008), a lot of teachers teach reading by translating and demonstrating to students how to apply a range of approaches to a book for improved comprehension. Although these strategies are seen to be beneficial, the learners' position in the classroom remains passive. Their responsibilities are simply to read and complete the homework assigned by the professors. Unsurprisingly, many believe that learning how to improve one's reading abilities is tedious (Sinambela, Manik, & Pangaribuan, 2015)

Reading may be made more enjoyable by using Game-Based Learning to teach it. The learners' position in the classroom is no longer passive because reading activities have been transformed from an isolated activity to a social activity in which the learners may enjoy learning and strengthening their reading abilities alongside others (Ali, Aziz, & Majzub, 2011).

Writing is the fourth and final English language ability that can be learned and enhanced through Game-Based Learning. According to Monaghan (2007), students are taught to write from sentences to paragraphs by following grammatical rules. Furthermore, students are supposed to write only what their professors want them to write. As a result, it may explain why people become bored and believe writing is tough. Because of the fun that games may provide, teaching writing using games can help to avoid this difficulty. Learners can learn to like writing since they have their motives to write and do not need to write anything to please the teachers (Sigurðardóttir, 2010).

1.7.4. The role of Game-Based Learning in English vocabulary teaching

Furthermore, the majority of teachers who have had experience teaching English vocabulary using games agreed that this method is helpful for developing other associated abilities in addition to vocabulary knowledge. For example, when the students play a game, they frequently talk with their teammates. As a result, their communication and collaboration skills were naturally developed because they were intended to assist one another in achieving the game's objectives (Yahoui, 2012).

To teach English vocabulary using Game-Based Learning, new vocabulary may be taught in terms of form, meaning, and function. In relation to the four strands of the nation, the following paragraphs will explain how new words are taught through Game-based learning (Nation I. , Principles Guiding Vocabulary Learning through Extensive Reading. Reading in a Foreign Languag, 2015).

A meaning-focused input, also known as the chance, to observe the material that will be taught, is one of the techniques developed by Nation as a way of effective vocabulary teaching. As a result of this technique, learners get the possibility to discover new terms. Through gameplay, students may see different forms of new words, and how they are spelled, and listen to how they are spoken.

This technique can also be employed to provide language-focused training, such as how grammar rules are applied in different settings. After the learners discover the unfamiliar terms, the teacher might urge them to recall those words by demonstrating how crucial those words are for the game. In other words, the learners will be provided more information about those terms or will be asked to find out more information on their own in order to boost their chances of completing the game's goal. By doing so, students not only learn more about the unfamiliar words in terms of their meanings, parts of speech, and so on, but they also are motivated to memorize them because they are part of a game.

After learning more about the unfamiliar terms, students are asked to apply their knowledge to the game. To do this, it is possible to say that the learners are receiving a meaning-focused output, which indicates that they will be able to use the information in a real-life context. Because most games require a winner, learners are encouraged to utilize what they know to attain the game's objectives. Learners not only have fun in this strand, but they also get to practice utilizing unfamiliar terms.

1.8. Types of Games Used in English Language Teaching

Nowadays many types of games are used for language teaching. Even though there are a lot of choices, linguistic games and communicative games have consistently proven to be among the most effective. By combining both types of games, learners can benefit from a balanced approach that addresses both the form and function of language. This can lead to more meaningful and effective language learning outcomes.

Linguistic games are the first type. This sort of game is designed to improve the learners' linguistic fluency. As a result, it emphasizes evaluating learners' linguistic understanding in terms of their ability to use language effectively in various settings, such as providing the right antonym. The second kind of game is a communicative game. This game differs from the previous one in that it focuses on improving the learners' linguistic proficiency. As a result, it emphasizes encouraging learners to employ language for interacting and exchanging ideas or information with other learners. (Ayu & Murdibjono, n.d.)

Aside from these two major forms of games, there are other lesser sorts of games that are commonly utilized in language courses. Games are categorized according to their qualities, or the materials used while playing, such as guessing games, word games, digital games, non-digital games, and so on. As a result, practically any sort of game, with suitable customization by teachers, may be employed in language training. Non-digital games were employed as teaching resources in this study.

1.8.1. Examples of Games Used for Teaching Vocabulary in a Classroom

Nowadays, many types of games are used for vocabulary teaching. There are both digital and non-digital games that were invented to help students' learning needs, which

always change over time, and also to provide the teacher with the necessary tools for their implementation in the teaching process. In this study, the researcher emphasizes the usefulness of non-digital games exclusively, due to the limited teaching settings and study objectives. The following are some non-digital games that may be used to introduce new vocabulary in a classroom with numerous students.

A. *Vocabulary Board Game*

In the game for vocabulary acquisition, the teacher prepares a whiteboard, marker, eraser, and a list of words to be taught. The class is divided into two groups, A and B, and a volunteer from each team draws lots to determine the first playing team. The teacher reads the definition of a word, and the first team to guess correctly receives one point, while the other team has a chance to steal and receive 0.5 points. If they cannot answer, the first team gets another chance to respond. The game continues until all definitions are matched to words, with the team with the highest score declared the winner.

B. *True or False*

In the vocabulary acquisition game, the teacher prepares PowerPoint slides with words to be taught and large signs with "true" or "false." The class is divided into two teams, team A and team B, each with two large placards. The teacher displays a word and reads its definition, which may not correspond to the word. The students listen closely and predict if the definition matches the word, holding up "true" or "false" signs. The fastest team to respond correctly gets 1 point. The game continues with more words until the last one is displayed, with the team with the highest score declared the winner.

C. *Hot ball*

In the "Hot Ball" vocabulary acquisition game, a list of vocabulary words is written on a ball or slips of paper and placed in a basket. The students are divided into teams and take turns choosing a word, explaining it to the others without using forbidden words. The first team to guess correctly gets a point. The game continues until all words are used or a time limit is reached. The team with the most points wins. The game can be adapted for difficulty by increasing forbidden words or decreasing time limit. It is a fun and interactive way to reinforce vocabulary learning in the classroom.

D. *Matchup*

An instructor must create a set of word stripes with words and their explanations linked together in order to play this game. First, the teacher splits the class into groups (approximately five people per team). The teacher then gives each team a set of word stripes. It is the responsibility of each team member to match the terms with their

meanings. The team that matches all terms with their definitions the fastest and with the fewest errors wins the game.

E. The whisper Game

The "Phrase Pass" vocabulary acquisition game involves a teacher saying phrases with words to be taught to groups of students. The groups have one volunteer stand in front of the classroom and take turns whispering the phrases they heard to the next person in line. The last person in line must read the phrases aloud to earn a point for their team. The game continues with each team sending a new volunteer to listen to new phrases. The team with the highest final score wins.

F. Word Chain

"Word Chain" is a vocabulary learning game played in the classroom where a teacher divides the class into teams of around 5 people. Each team forms a circle and is assigned a different word to learn. Teams work together to determine the definition of their assigned word and then take turns repeating the words and definitions of their teammates. The teacher checks the accuracy of the definitions and the team with the most members who can recall all the words and definitions wins the game.

G. Vocabulary Pictionary

"Pictionary" is a game that helps students practice and reinforce new vocabulary words. Teams take turns drawing a word from a basket of vocabulary words on slips of paper, representing the word through a picture without using any words or letters. The other members of the team must guess the vocabulary word. Points are awarded for correct guesses. The game continues until all vocabulary words have been used or until a predetermined time limit is reached. It's a fun, interactive, and adaptable way to reinforce vocabulary learning in the classroom.

H. The hangman

"Hangman" is a classic word guessing game that can be used in the classroom to reinforce vocabulary learning. It involves drawing gallows and guessing letters of a vocabulary word until the word is correctly guessed, or the stick figure is completed. The game can be adapted to the needs and abilities of the students and can be made more challenging by increasing the length of the words or limiting the number of incorrect guesses. It's a fun and engaging way to practice vocabulary.

I. Wordsearch

"Wordsearch" is an educational puzzle game that helps students practice and reinforce new vocabulary words. The game is played on a grid of letters with hidden vocabulary words that need to be found and circled by the students. The game can

be adapted to different skill levels by using larger grids, longer words, or increasing the number of words to find. "Wordsearch" provides a fun and interactive way for students to practice vocabulary and improves their focus and concentration skills as they search for hidden words. It is an effective tool for reinforcing vocabulary in an enjoyable and educational manner.

J. Tree or Bob Ross

This game is a fun and interactive way to reinforce vocabulary in the classroom, while promoting teamwork, creativity, and critical thinking. By alternating between drawing and guessing, the game keeps students engaged and allows them to practice the vocabulary words in a unique and memorable way. The game can be adapted to meet the needs and abilities of different students, making it a versatile tool for vocabulary acquisition and reinforcement.

K. Invisible Bridge

"Invisible Bridge" is a creative and interactive way for students to practice and reinforce vocabulary words in the classroom. The game encourages teamwork, critical thinking, and communication skills as students work together to guess the words based on definitions provided. By providing a fun and engaging environment for learning, students are more likely to retain the new vocabulary words they learn during the game. The game can also be adapted to suit the needs and abilities of the students, making it an excellent tool for vocabulary acquisition for students of all levels.

L. Improvisational Poetry

Additionally, Improvisational Poetry can also improve students' public speaking and teamwork skills as they have to work together to create a cohesive poem. This game can also boost their confidence as they take turns in front of the class and express themselves creatively. Overall, Improvisational Poetry is a fun and interactive way for students to practice and reinforce vocabulary words in the classroom.

CHAPTER II: METHODOLOGY

This chapter provides a summary of the research study. In other words, it gives information on the various research methods that were used to address the research question. This chapter presents the data collection techniques, research tools, study site, and overall number of participants.

2.1. Type of research

This research employs a mixed methods approach in order to gather data simultaneously from authorities, teachers and students at Teodoro Gómez de la Torre High School. A mixed-methods approach is an independent study methodology. A mixed-methods research design, according to Creswell and Plano Clark (2011), cited in Dawadi et al (2021), is a research design with its own philosophical presumptions and methods of inquiry. It uses philosophical presumptions as a methodology to give instructions for the gathering and analysis of data from various sources in a single study.

In other words, the researcher gathers or analyze narrative data, which is common for quantitative research, as well as numerical data, which is typical for qualitative research, in order to answer the research question(s) specified for a specific research study (William, 2007). A qualitative method in this study will be useful to know about the opinion of one teacher from the high school about Game-based learning, on the other hand, the quantitative methods will provide information such as most played games and skills developed according to the students. Furthermore, the descriptive research method will be used in this study because it is about analyzing the way in which Game-based learning helps English vocabulary learning.

> Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation of such data with or without or sometimes minimal aid of statistical methods. Also, this method ascertains prevailing conditions of facts in a group under study that gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group as results (Rillo & Alieto, 2018)

By implementing Game-based learning in English vocabulary teaching in the classroom, the researcher can gather valuable information about the effectiveness of this approach. Through observation and analysis, the researcher can gather data on student engagement, motivation, and learning outcomes.

2.2. Methods

This research was based on the use of three methods that contributed to carrying out the project. These methods are the deductive, the inductive and analytic, which are described below:

- *Inductive method*

"In making use of the inductive research approach, the researcher begins with specific observations and measures, and then moves to detect themes and patterns in the data" (Soiferman K. , 2010). ("What is an example of inductive research? – Ventolaphotography.com") This method is applied in the theoretical framework to create the basis for the proposal. In this case, based on this method, it becomes easier to define the theories for the organization of the information, objectives, and activities of the proposal.

- *Deductive method*

Creswell and Plano Clark (2007) as cited in Soiferman (2010) stated that the deductive researcher "works from the 'top down', from a theory to hypotheses to data to add to or contradict the theory". As a result, this method is connected to the planning and research that were used to develop the context and define the methodologies.

- *Analytic method*

Finally, the analytic method helps researchers to synthesize all the data in a written product, to synthesize the collected information, tables, charts, and graphics are useful (Posso, 2011). Therefore, this method will be used to analyze the results of the surveys and interviews in order to form an appropriate guide organization.

2.3. Techniques and research instruments

As Hernandez (2014) mentions, there are different types of instruments for measuring the variables of interest. In some cases, these techniques can be combined according to the interest of the researcher. Therefore, for this study, the author has chosen two tools as the system to collect information from the participants.

The first instrument the author will use is an interview. This instrument was chosen because it is useful to collect qualitative data and the opinion that the English teachers have about the use of Game-based learning strategies in the classroom. The second instrument is a questionary that will help the researcher to know what students think about English vocabulary learning.

- *Survey*

This technique allows the researcher to recruit participants and collect data. The survey is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012). With the survey, it will be collected quantitative data and it will be applied to the students.

- *Interview*

To gather information about a subject, this qualitative research tool is necessary. In this instance, the interview will be conducted in English. This will help us to have a better understanding of the issue. On the other hand, it gives the researcher the chance to investigate the beliefs, life stories, and actions of other class members. Because it helps to focus on the primary phenomenon, the interview will be structured.

2.4. Research question

- Why is it important to have a good English vocabulary?
- What factors impact the development of English vocabulary?
- How can Game-based learning strategies help students improve their speaking skills?

2.4. Study site

Gómez de la Torre High School was chosen for this research. AMIE code: 10H00118. It is located in the parish of San Francisco de Ibarra, addressed on av. Teodoro Gomez 3-101 and Pedro Vicente Maldonado streets, belonging to the Ibarra canton, in the province of Imbabura in Ecuador. Furthermore, the school has two periods of instruction for the beginning level, Basic Education and Baccalaureate, and is a public institution.

Figure 1

Teodoro Gomez de la Torre High school's google maps
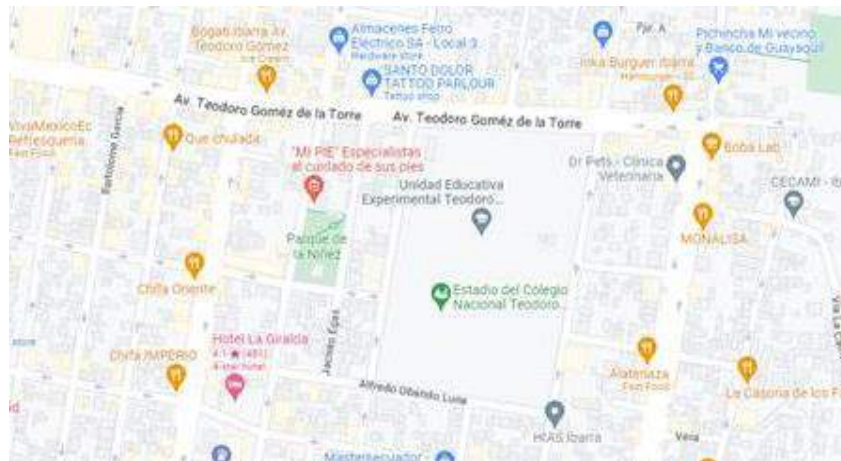
Note: Google Maps of Teodoro Gomez de la Torre school. Retrieved February 11, 2023, from https://goo.gl/maps/fWz6g2rZ8acPx26x7

2.5. Population and sampling

This research will be carried out with the help of senior students, English teachers, and authorities of the Teodoro Gómez High School. For this research, a large sample will be employed. This is due to the fact that there will be ten classrooms, each having an average of 40 students. Taking into account the number of courses mentioned before, there are 372

students overall. However, because this research involves more than 100 students, the sample size selected by the probabilistic formula will be only 190. Therefore, 19 students from each parallel were randomly chosen to participate in the surveys.

Sampling:

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

Z = Nivel de confianza (95%)

N= Known population (372)

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot 0.5 \cdot 372}{(0.05)^2 (372 - 1) + (1.96)^2 \cdot 0.5 \cdot 0.5}$$

p= 0.5

q= 0.5

$$n = \frac{3.84 \cdot 0.5 \cdot 0.5 \cdot 372}{(0.05)^2 (371) + 3.84 \cdot 0.5 \cdot 0.5}$$

e= 0.05

n= Size of the sample we want to know.

$$n = \frac{357.12}{0.92 + 0.96}$$

$$n = \frac{357.12}{0.92 + 0.96}$$

$$n = \frac{357.12}{1.88}$$

n= 190 students

2.6. Procedure

In order to develop this project, the researcher used the theoretical foundation of all the topics as a basis. The first step was developing the research instruments, which included the survey and interviews (see annex 1). The instrument's questions were developed based on the proposed goals, with the knowledge that all of this information will be used to develop the final proposal, these questions focused on the English curriculum, learning methods, and educational materials for improving vocabulary acquisition. Following that, an English teacher approved and validated the research Instruments (see annex 2). Second, permission from the Universidad Técnica del Norte was requested in order to get in touch with the Teodoro Gómez de la Torre school's rector and conduct the research project there (see annex 3). After the rector approved the request, the researcher and the rector scheduled a particular day to interview English teachers and senior students.

Consequently, the researcher went to the Teodoro Gómez de la Torre High School to apply the instruments in person. Before conducting the interviews with the vice principal, English coordinator, and English teachers, as well as the survey with the senior students, the researcher gave a letter of consent informing them of the goal of the research (see annex 4). The data collection process started with an interview with the vice principal of High school. It took about ten minutes. The interview with the English area coordinator took place in fifteen minutes, and with the English teachers took about ten minutes. In order to gather accurate data, the surveys were then given to the senior students. Moreover, the researcher explained each question so that students may ask if something wasn't clear to them, leading to accurate survey findings. It is important to mention that each course's teacher was present when the survey was applied.

Finally, after applying the research instruments, the interview and the survey, the relevant analysis and discussion were carried out, for the interview the qualitative method was used, while for the survey analysis the quantitative method was employed; all the information was necessary to create the proposal. These data are provided in the following chapter.

CHAPTER III: RESULTS AND DISCUSSION

The outcomes of the data analysis and a discussion of the final findings will be given in this chapter. For this project, four interviews and a survey were used. To find out his thoughts on how senior students are taught and acquire English, an interview with the vice principal of the institution was conducted. An interview with the English area coordinator to get her perspective on how language teaching performs in the classroom. An interview was also conducted with senior high school English teachers to learn about their perspectives on teaching English vocabulary in the classroom. In order to learn more about how high school seniors felt about using games to acquire and enhance their English vocabulary, a survey of them was also conducted. Moreover, this chapter shows charts and the respective interpretation of the results.

3.1. Vice principal's Interview Translated into English

1. **Question 1: From the second year of primary education to the third year of high school, English is a compulsory subject in all institutions in the country, which means that according to data from the Ministry of Education (2017) at the end of the third year Bachelorette, students must meet the requirements of the Common Frame of Reference at foreign language level B1. This means that students must communicate in English using an adequate vocabulary and a certain level of fluency. Do you think that the students of the institution achieve the standards established by the Ministry of Education by complying with this regulation?**

According to the vice-principal, although the teaching process has improved, we cannot state that it is in conformity with the standards set by the ministry of education due to the fact that many students do not achieve a level of B1 in English according to the Common European Framework of Reference for Languages (CEFRL), which was established by the Ministerio de Educación (2014) and is "to ensure high-school 24 graduates reach minimum B1 language proficiency according to CEFRL" (p.9). Furthermore, the vice-principal emphasizes that one of the primary obstacles that now exists is the decreasing time burden, which causes students to not fully complete their learning.

2. **Question 2: In your opinion, does the institution have the resources and innovative materials necessary to implement and develop the English language curriculum established by the Ministry of Education?**

This question focused on the resources that the institution has for the adequate development of English classes, at this point the vice-principal points out that the institution does not have the necessary resources for the classes of any subject, since although there are laboratories for English there are some deficiencies in the operating systems. He mentions that the way in which the classes are developed is with only markers and a blackboard, which is not very beneficial for both students and graduates.

3. **Question 3: From your point of view, what do you think are the biggest difficulties in implementing the English curriculum in the third year of high school? Why?**

The third question is about the factors that limit the teaching and learning process; in this question, the vice principal remarks that one of the factors is the teachers because there are teachers with different levels, which causes some of them to really work in depth in their classes, while others are unable to reach that level, emphasizing that at this point, it is necessary that teachers have a basic level with which to help students develop their skills. The institution's infrastructure is another significant aspect because teachers are required to provide their own materials due to a lack of resources.

4. **Question 4: Do you know if research processes related to Game-based learning to improve English vocabulary have been previously implemented at the Teodoro Gómez de la Torre Educational Unit?**

In response to this question focused on the conduct of any similar research at the institution, the vice-principal comments that in his years working at the institution he has not heard of any similar study developed at the institution.

5. **Question 5: Would you be willing to allow and encourage English teachers at your institution to implement a guide that includes didactic activities to improve students' vocabulary learning?**

The last question focuses on the possibility of allowing teachers to employ a handbook with Game-based learning strategies to improve vocabulary in senior students. The answer was positive because it seems to be a truly innovative concept, emphasizing the importance of consistency in the teachers' classes to produce excellent outcomes.

3.1.1. Vice principal's interview summary

The vice principal's perspective on English vocabulary instruction and learning was discussed in the interview. Although the teaching method has improved, the vice principal states that students still fall short of the requirements established by the Ministry of Education for an English B1 level in accordance with the Common European Framework of Reference for Languages (CEFRL). This is due to a reduction in the time of classes for students as well as a lack of resources and innovative materials in the school. The vice-principal also notes that one of the most difficult aspects of implementing the English curriculum is the difference in English proficiency among teachers, as well as the institution's lack of resources and infrastructure. The vice principal acknowledged that he had not heard of any research projects involving Game-based vocabulary learning in the institution, but he did express his willingness to permit and encourage English teachers to use such a resource to help students learn vocabulary.

3.1.2. Vice principal's interview discussion

In the interview, the vice-principal expressed concerns about the difficulties in successfully teaching English vocabulary, pointing to a lack of resources, differences in teachers' English proficiency, and a reduction in the time of classes for the students as contributing factors. In order to effectively teach vocabulary, Nuriyya (2018) emphasizes the value of the proper resources and tools. She claims that by using authentic materials that students interact with in the outside world and real-world, they become engaged in using real language. Moreover, Swan discusses the difficulties that teachers may encounter when their own proficiency level is not significantly higher than that of their students, stating that "teachers' own English can sometimes be an obstacle to effective teaching" (Swan & Smith, 2010) Harmer, on the other hand, emphasizes the effectiveness of Game-based learning for teaching vocabulary, a technique that the vice-principal has expressed an interest in exploring. He says that since games foster a positive learning environment where students are motivated to practice and retain new words, they are "highly successful for teaching vocabulary" (Harmer, 2015). These perspectives indicate that the challenges of English vocabulary teaching are complex and require creative solutions that take into consideration a variety of factors, extending from teacher proficiency to access to resources and innovative teaching methods.

3.2. English area coordinator's interview analysis

This part will be described the data collected from the English area coordinator's interview.

1. **Question 1: The Ecuadorian Ministry of Education (2017) states that students must have a B1 from CEFR by the end of their senior year. In your experience, do you consider that this objective can be achieved? Explain.**

Regarding this question, which focuses on the level of English that students should reach at the end of the school year, the coordinator of the English area states that it would be achieved, but it depends on some factors, such as the Ministry of Education, which is responsible for providing adequate training to teachers, so that in this way teachers know how to manage in the classroom in the development of their class since as mentioned by the area coordinator, this process should be given thanks to the students and the teacher from the beginning to the end of the class.

2. **Question 2: In your experience, does the institution have the necessary resources for the adequate development of English classes?**

This question was related to the resources that the institution has for the adequate development of English classes. In response to this question, the English area coordinator mentioned that the institution doesn't count with the necessary resources for the correct development of the classes, since in some classrooms there are a large number of students, and the facilities are not enough for them.

3. **Question 3: In your opinion, which of the four language skills—listening, speaking, reading, and writing—have you found to be the most challenging to teach and learn in EFL (English as a Foreign Language) lessons? Explain.**

In response to this question focused on the four English skills, the teacher area coordinator stated that in her opinion the four English skills are not easy to develop in the students, but from her point of view students tend to have problems with speaking because students sometimes are a little shy to talk and to express their ideas, so she thinks that could be the most difficult skill to teach.

4. **Question 4: From your perspective, how important is it that students learn vocabulary to achieve the established standards in the curriculum? Explain it.**

This question focuses on the importance of learning vocabulary, the coordinator of the English area states that in her opinion this is important, but not the most important thing. There are other factors that will help students express themselves and perform better in the language, which are cohesion and coherence.

5. **Question 5: From your point of view, what factors do you consider could make it difficult for senior students to acquire English vocabulary?**

In response to this question, the area coordinator comments that when students are learning a new word it is important that they know this word in different contexts and not only in one because the more we use this word the easier it is for them to learn. The English coordinator adds that the students can now use different technological tools to have a better understanding of the words.

6. **Question 6: According to your experience, do you consider that the use of games contributes positively to the learning of English?**

Regarding this question, the English area coordinator remarks that this tool would be of great help, but it is dependent on many factors, one being the teacher, who is from the start of the game sets out the rules correctly, the activity will develop achieving the desired results, another factor that may be negative to this strategy is the number of students, if the teacher cannot manage a large classroom, it would be impossible to implement games in the classroom.

7. **Question 7: Would you be willing to use a guide that includes Game-based learning strategies to improve your students' English vocabulary acquisition?**

The coordinator provided a positive reaction to this question, stating that it would be an interesting tool to use in English classrooms since it would help students learn in interesting ways. She also emphasized the fact that, as is well-known, not all students learn in the same way, and that by applying these strategies, all students would be fully engaged in the activities.

3.2.1. English area coordinator's interview summary

During the discussion, a number of topics relating to the institution's EFL teaching were addressed. According to the English area coordinator, the Ministry of Education's target for students to have a B1 level of English by the end of their senior year is achievable, but it

depends on teachers who have received adequate training and who have access to sufficient classroom materials. The coordinator stated that learning vocabulary is essential, but not the most crucial element in the development of language, and that speaking is the hardest skill to teach. She also talked about the use of games in the classroom, saying that if the teacher understands how to control the class and establish the rules properly, they can be a useful tool. The coordinator indicated that she would be open to using a manual that encourages Game-based learning strategies to help students learn vocabulary.

3.2.2. English area coordinator's interview discussion

In this interview, the English coordinator addressed a range of topics related to teaching English as a foreign language (EFL), such as the value of sufficient teacher training, classroom supplies, and the difficulties of teaching English skills. According to experts like Heng, it's critical to implement a teaching strategy that concentrates on communicative competence and the integration of skills if students are to meet the Ministry of Education's target of a B1 level of English by the end of their senior year (2014). The coordinator also emphasized the difficulties of teaching English language proficiency and the significance of vocabulary development in EFL classes. These ideas are in line with those of other EFL teaching authorities, such as Jeremy Harmer (2015) and Penny Ur (2012), who have highlighted the value of communicative skill development and the use of a variety of vocabulary teaching strategies. The coordinator also stressed the value of using games in the classroom to aid language learning, which is consistent with Paul Nation and Scott Thornbury's viewpoints (as cited in Lee, 2021). These viewpoints imply that effective EFL instruction needs a comprehensive strategy that emphasizes the value of communicative competence, vocabulary acquisition, and engaging teaching methods, backed by adequate teacher preparation and classroom resources.

3.3. English teachers' interview analysis

The information gathered from the interviews with English teachers will be described in this section.

1. **In your opinion, which of the four language skills—listening, speaking, reading, and writing—have you found to be the most challenging to teach and learn in EFL (English as a Foreign Language) lessons? Explain.**

Teacher A

Vocabulary, in my opinion, is crucial to the growth of a variety of abilities, including speaking, listening, reading, and writing. I think that by reading, listening, and asking questions, students can develop a broad range of vocabulary that will help them comprehend the activities better and give them more words to use in their writing.

Teacher B

Getting students to develop their listening and reading abilities is one of the most difficult aspects of teaching English, according to teacher b. They have reading issues and frequently find it difficult to comprehend the tasks and what is anticipated of them when given reading assignments.

Interpretation

Both teachers think that vocabulary is essential in the development of language skills, with a focus on speaking, listening, reading, and writing. Teacher A believes that helping students learn new words will help them comprehend their coursework and develop their writing abilities. Teacher B, on the other hand, observes that it is difficult to get students to improve their listening and reading skills and that they have trouble comprehending the tasks and requirements of reading assignments. Overall, both educators place a strong emphasis on the value of vocabulary in language development and acknowledge the difficulties in enhancing hearing and reading abilities.

2. **In your experience, does the institution have the necessary resources for the adequate development of English classes?**

Teacher A

Books are an essential resource for the development of language skills, according to Teacher A, and they contain vocabulary resources. Additionally, they value the internet as a resource because it allows them to obtain additional materials.

Teacher B

The public school lacks some of the amenities available to private institutions. The speaker thinks that in order to get around this, more effort needs to be put into getting tools like a record player, speaker, projector, etc. to improve their teaching materials.

Interpretation

Teacher A emphasizes the value of books and the internet as tools for expanding vocabulary and improving language skills. She sees books as an essential tool for helping students learn and expand their vocabulary, and She sees the internet as a great place to find extra resources. Teacher B, on the other hand, is aware of the shortcomings of the public institution they work for and the absence of amenities in comparison to private institutions. He feels that in order to get around this, they must put forth more effort in order to acquire tools like audio-visual equipment to improve their teaching materials.

3. **In your experience, what are the problems senior students have in learning English vocabulary?**

Teacher A

I think it's challenging to get students to memorize vocabulary terms. But as a teacher, I think it's crucial to introduce students to a variety of words and to give them experience using those words in speaking activities and sentences. Memorization is not, in my opinion, the most crucial component of language development.

Teacher B

Reading is frequently not a hobby for students, which can hinder language growth. I think it's critically to discuss vocabulary with students, teach them a variety of words, and encourage them to practice using the words in phrases, quick dialogs, and paragraphs in order to address this. This will help them to improve their vocabulary and organize their thoughts in English.

Interpretation

The opinions of the two teachers on vocabulary development vary. Teacher A thinks it's crucial to introduce students to a variety of vocabulary words and give them experience using those words in speaking activities and sentences. she disagree that memorizing words is the most crucial component of learning new language. Teacher B, on the other hand, thinks it's critically to emphasize the value of vocabulary by engaging students in conversation, teaching them a variety of terms, and encouraging them to practice using the words in phrases, quick dialogs, and paragraphs. This will assist students in expanding their lexicon and structuring their English-language ideas.

4. **Do you think that for the adequate development of the main skills (speaking, reading, writing, and listening) it is necessary to focus on the development of subskills such as vocabulary?**

Teacher A

All aspects of English language proficiency should receive sufficient consideration. I think vocabulary development is especially crucial, and I think language instruction should similarly emphasize all skills and subskills.

Teacher B

For successful communication, having a strong vocabulary is crucial. I believe it is challenging to organize thoughts and express ideas clearly without a strong vocabulary. To be able to communicate with others successfully, a strong vocabulary is required.

Interpretation

Both instructors agree that building a vocabulary is crucial for mastering English. All language skills, in the opinion of Teacher A, should be appreciated, but vocabulary in particular needs to be emphasized. The importance of having a strong vocabulary for successful communication is emphasized by Teacher B.

5. **What strategies do you usually apply to develop senior students' vocabulary sub-skills in your classes? (Cognitive strategies, memory strategies, Game-based learning strategies, Visual strategies)**

Teacher A

Students learned vocabulary through interdisciplinary tasks. They used a variety of techniques, including games, exercises in sentence building, and speaking practice, to help the students in memorizing new words. Additionally, to assist students in connecting the new vocabulary terms with their meanings, visual aids like pictures and sentences were used.

Teacher B

I think that adding gamification and memory techniques to the English language classes can improve students' vocabulary levels and enthusiasm for the material. To help students in improved word and meaning retention, the teacher provides a variety of vocabulary through projects and interactive activities. I think involving students more actively in English lessons can increase their interest in the subject and their general language proficiency.

Interpretation

The importance of vocabulary acquisition and the use of interdisciplinary projects, memory techniques, and gamification to enhance vocabulary appear to be shared beliefs between the two teachers. In order to maintain students' interest in learning the English language, both teachers focus heavily on developing engaging and interactive lessons. Additionally, they both think it's critically to include speaking activities and visual aids to help students connect words to their meanings.

6. **What do you think about employing games in the teaching-learning process in the classroom? do you believe that it will help students in the learning English vocabulary process?**

Teacher A

In general, it's crucial to include activities in the process of learning English. The use of games can increase students' involvement and interest in language learning while accounting for the boredom of traditional teaching methods. I believe that games can be

customized to the preferences and interests of the students and can enhance their enjoyment of and retention of English lessons.

Teacher B

Students will be more engaged and interested in learning the language if English lessons are made more interesting and incorporate memory techniques like games. Boredom will be less of an issue as a result, and learning will become more engaging and pleasurable. In order to improve the effectiveness of the learning process, I want to emphasize the significance of taking students' interests and motivations into account.

Interpretation

Incorporating games into the English language learning process appears to be essential for boosting student engagement and interest, according to both teachers. They both stress how crucial it is to make English lessons more engaging and fun for students, and they both think that adding games can help. While Teacher B emphasizes the importance of taking into account students' motivations and interests, Teacher A focuses on the significance of customizing games to students' interests and habits. Both instructors agree that varying the content of English lessons and including memory aids like games can help students get over their boredom and advance their language proficiency.

7. **Would you be willing to apply Game-based learning strategies in English classes to improve your students' vocabulary?**

Teacher A

It's crucial for teachers to constantly search for fresh materials and teaching methods to use with their students. This is more than just sticking to the syllabus that the Ministry of Education provides. To make studying more interesting and enjoyable for the students, teachers should take the initiative to research and implement new strategies, such as games and activities. Students will have a better chance of successfully developing their skills and sub-skills, such as vocabulary, by doing this.

Teacher B

I think it's crucial and beneficial for students to include games in their study of the English language. Young teachers are in a new environment where learning English can take place in various ways, and I believe that incorporating games into the school environment will improve students' language acquisition. Additionally, I think that a teacher's job is to go above and beyond what the ministry of education does, and that they should look into new tools and strategies to enhance their instruction for the benefit of their students.

Interpretation

The benefit of including games and fresh tools in the English language learning process is acknowledged by both Teachers A and B. Both argue that the use of games and activities can boost students' engagement and interest in language learning while decreasing the boredom of traditional instructional strategies. In order to increase student engagement and enjoyment in the learning process, they also think that teachers should take the initiative to look into and implement innovative methods. Both instructors believe that a teacher's responsibility extends beyond simply enforcing the curriculum and includes taking the initiative to progress students' learning.

3.3.1. English teachers' interview summary

The two teachers have opposing perspectives on the difficulties and significance of vocabulary acquisition in English as a Foreign Language (EFL) lessons. Teacher A considers books and the internet to be significant tools and views the acquisition of vocabulary as being essential for the development of a variety of skills, including speaking, listening, reading, and writing. Teacher B is aware of the limitations imposed on them by the public institution in which they are employed and the demand for more resources to improve their teaching materials. While they both agree that vocabulary is crucial for clear communication, they disagree on the best method to improve one's vocabulary. While Teacher B stresses the use of memory techniques and gamification in their lessons, Teacher A places a greater emphasis on interdisciplinary projects, games, sentence construction, and speaking exercises.

3.3.2. English teachers' interview discussion

There are some similarities and differences between the two teachers' perspectives on the difficulties and significance of vocabulary acquisition in English as a Foreign Language (EFL) lessons and the results of recent research. Teacher A emphasizes the value of resources like books and the internet and sees the development of vocabulary as a basic component of learning different skills like speaking, listening, reading, and writing. This perspective is consistent with research findings that stress the value of clearly and methodically teaching vocabulary as well as the significance of reading and language exposure as essential elements of vocabulary development (Nation, 2013; Webb & Nation, 2017).

On the other hand, Teacher B recognizes the limitations of the public institution where they work and the need for additional resources to improve their teaching materials. This perspective is accurate in many educational contexts, where a lack of infrastructure and resources makes it difficult to teach languages effectively (González Fernández & Murillo López, 2020). Additionally, Teacher B's focus on gamification and the use of memory techniques in their lessons is consistent with current research that emphasizes the benefits of memory and games for boosting vocabulary acquisition (Khezrlou & Ellis, 2019; Mokhtar, Jusoff, & Mohamad, 2019).

Both teachers agree on the importance of vocabulary in successful communication, which is consistent with research results that show the importance of vocabulary in language proficiency (Schmitt, Jiang, & Grabe, 2011). However, their opinions on the best method to improve your vocabulary are different. While Teacher B prioritizes the use of memory techniques and gamification in their lessons, Teacher A places a greater emphasis on interdisciplinary projects, games, sentence construction, and speaking exercises. The use of games and interdisciplinary projec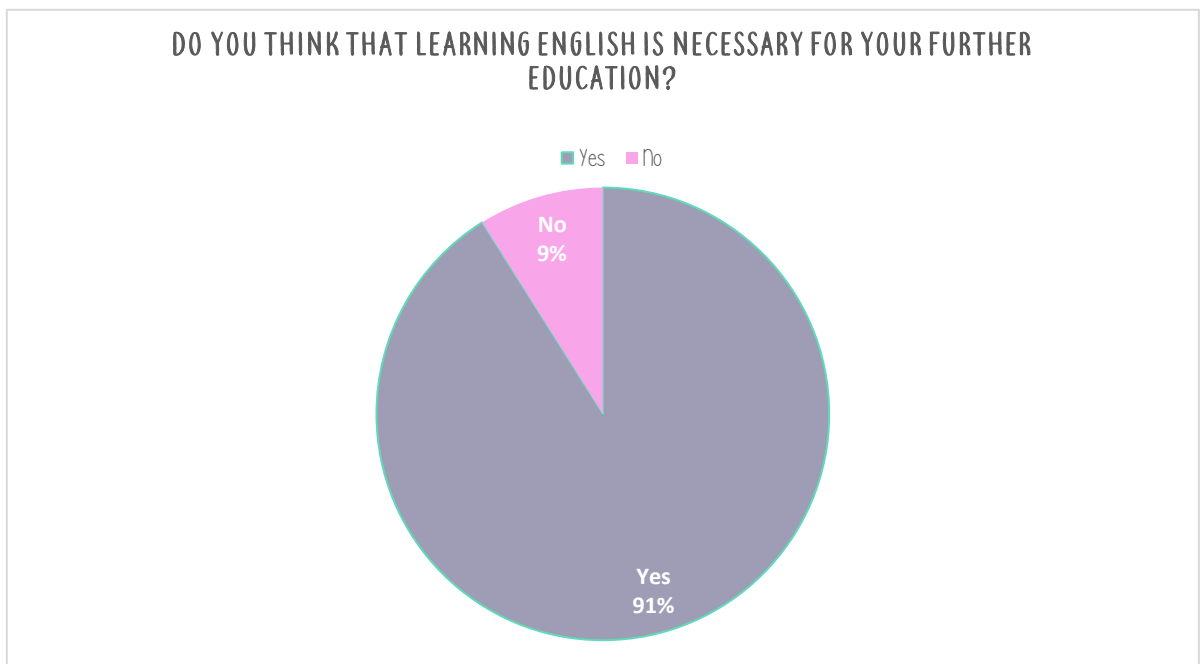ts can effectively promote vocabulary development, according to current research (Cervetti, Pardales, Damico, & Pearson, 2018). Memory techniques and gamification have also been shown to improve vocabulary learning (Khezrlou & Ellis, 2019; Mokhtar, Jusoff, & Mohamad, 2019).

3.4. Students' survey

Figure 2. *Question 1*

DO YOU THINK THAT LEARNING ENGLISH IS NECESSARY FOR YOUR FURTHER EDUCATION?

■ Yes ■ No

No
9%

Yes
91%

Note: Researcher elaboration.

Regarding the first question about the necessity of English language learning for the future of the students, most of the participants stated that the development of English language is a fundamental part of their life. For most of them, developing the language is essential. however, there is a small minority who mentioned that English language learning is not fundamental to their future lives.

Figure 3. *Question 2*

IN YOUR OPINION, WHICH OF THE FOUR LANGUAGE SKILLS—LISTENING, SPEAKING, READING, AND WRITING—HAVE YOU FOUND TO BE THE MOST CHALLENGING TO LEARN?

- Listening 40%
- Reading 13%
- Writing 9%
- Speaking 38%
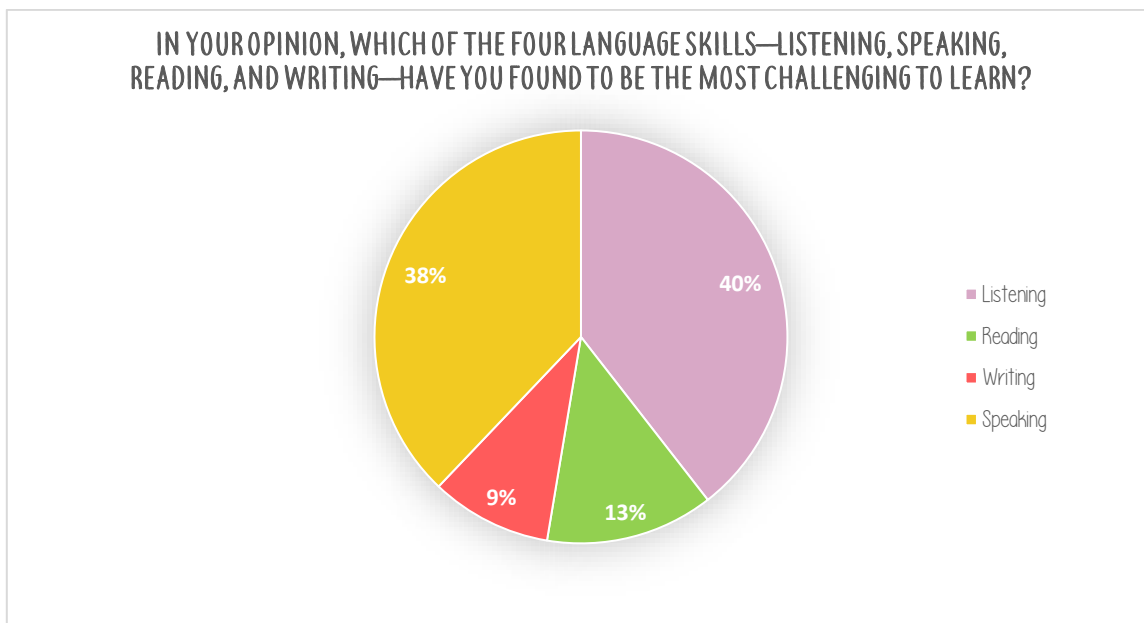
Note: Researcher elaboration.

The second question asks about the skill that students have found most difficult to learn. A good number of students commented that listening was the most difficult skill to learn, followed by speaking with only 2% less, followed by reading, and the last one that students found not so difficult was writing.

Figure 4. *Question 3*

FROM YOUR EXPERIENCE, DO YOU FIND IT DIFFICULT TO LEARN NEW VOCABULARY IN ENGLISH?

- Yes 79%
- No 21%
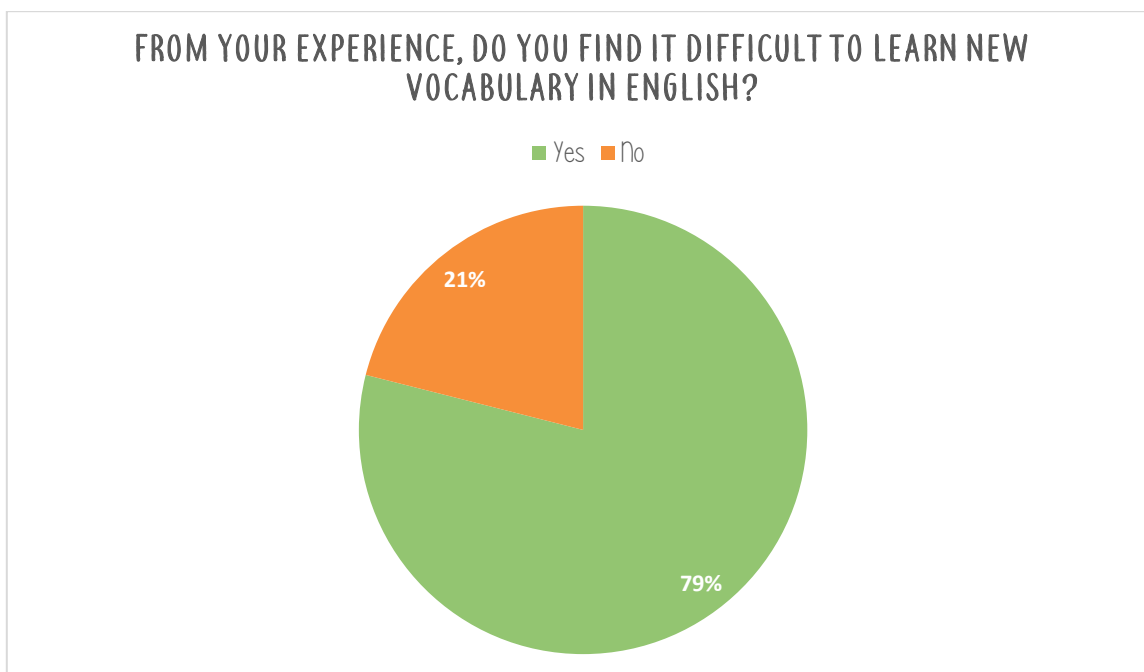
Note: Researcher elaboration.

The question was related to the students' experience in learning English. As Figure 3 reveals, 79% indicated that they have found it difficult to learn English, while 21% mentioned that they have had no difficulties in learning the language.

Figure 5. *Question 4*

REGARDING QUESTION 4, WHY DO YOU CONSIDER THAT YOU HAVE TROUBLE DEVELOPING VOCABULARY?

40	19	26	96	9
LACK OF MOTIVATION	THE LIMITATIONS OF SOURCES OF INFORMATION ABOUT WORDS.	LACK OF TIME	THE COMPLEXITY OF WORD KNOWLEDGE.	NONE
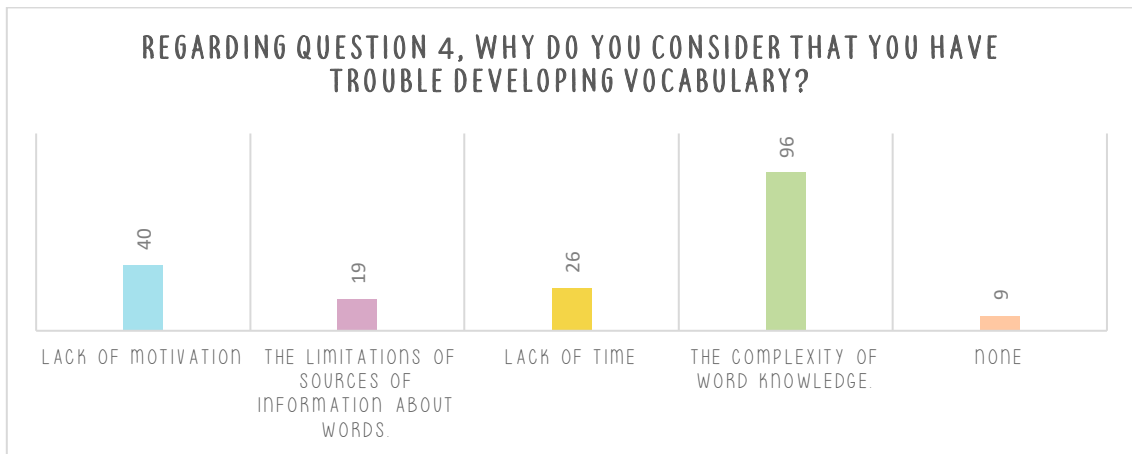
Note: Researcher elaboration.

As for question four, which refers to the factors that the students have when learning English vocabulary, as can be seen in Figure 4, 50.5% of the students indicate that the complexity of the words is the factor that hinders their learning, on the other hand, 21.6% indicate lack of interest as a factor, followed by lack of motivation with 21.1%, and with less than 15% are lack of time and limitations of the sources of information about new words.

Figure 6. *Question 5*

Which of the following strategies does your teacher use in the classroom to develop your English vocabulary?

- 62%
- 19%
- 14%
- 5%

- Cognitive strategies: repetition, translation.
- Memory strategies: word association
- Game-based learning strategies.
- Visual strategies: flashcards
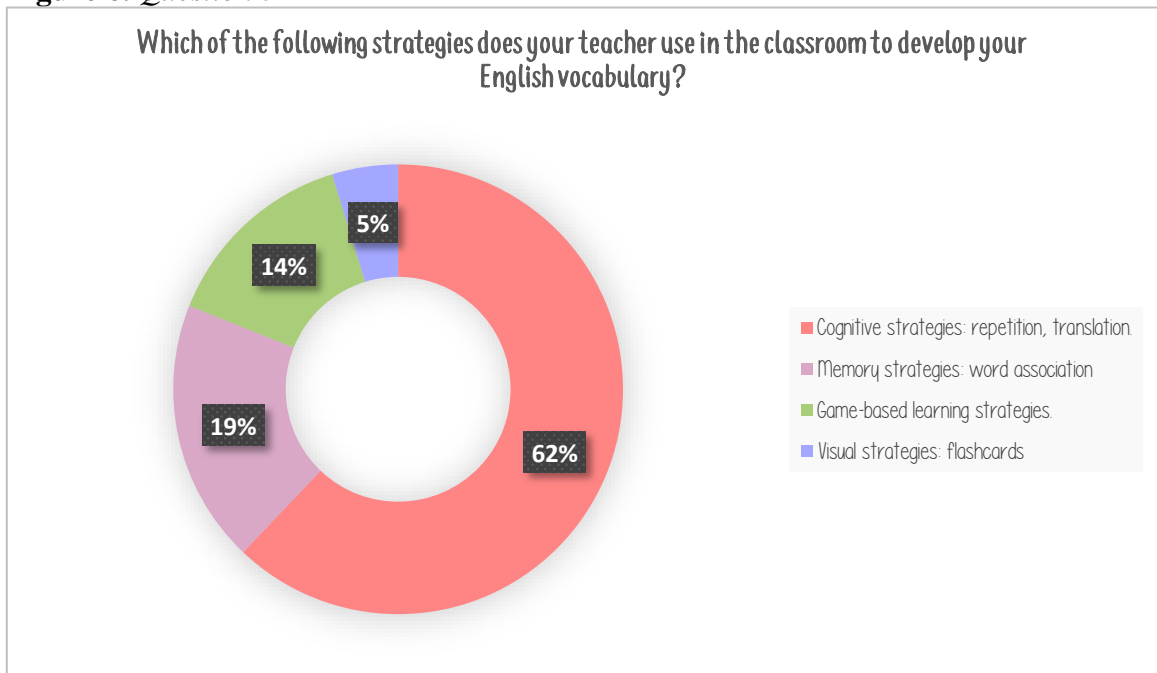
Note: Researcher elaboration.

As Figure 5 reveals, 62.1% indicated that the strategies used by the teacher in the classroom are cognitive, i.e., repetition and memorization activities; 18.9% indicated that memory strategies are used by teachers, 14.2% indicated that they use Game-based learning strategies, and the last 4.7% indicated that they use visual strategies.

Figure 7. *Question 6*
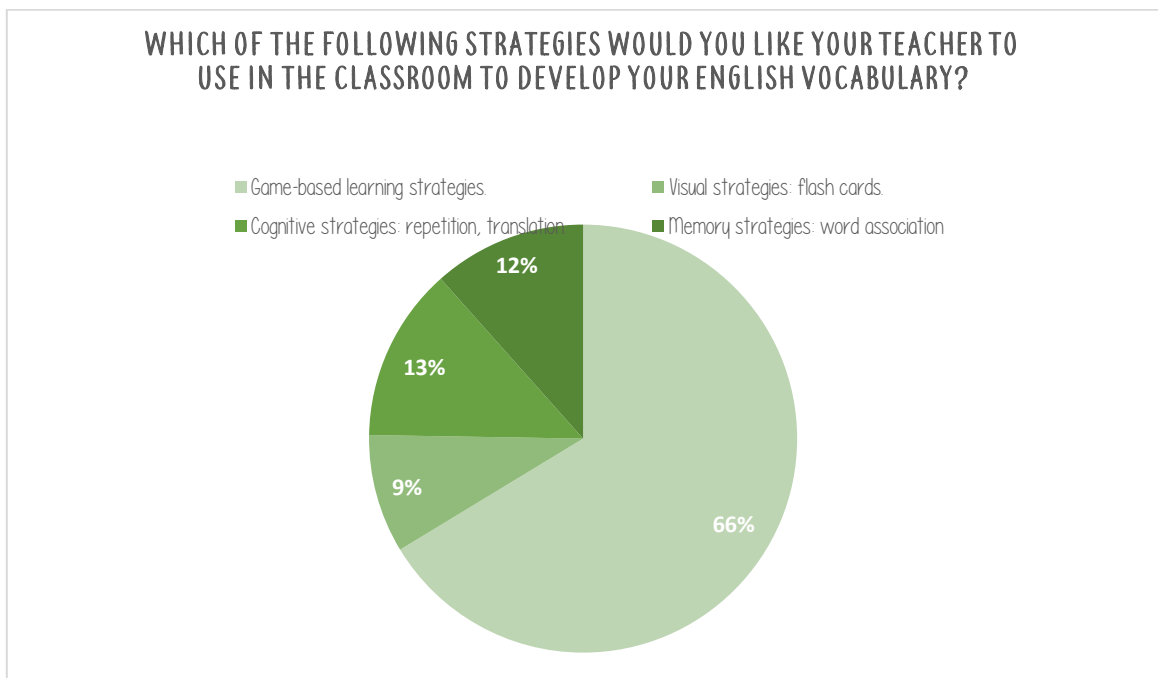
Note: Researcher elaboration.

In relation to question 6, which asked about what strategies they would like teachers to use in class, 66.3% of the students would like teachers to use Game-based learning strategies, while 13.2% of the students mentioned that they would like cognitive strategies, 11.6% of the students would like teachers to use memory strategies, and finally 8.9% of the students mentioned that they would like teachers to implement visual strategies, such as flashcards.

Figure 8. *Question 7*

Do you believe including games in English classrooms would make learning new vocabulary a more enjoyable experience?

- Yes
- No

97%
3%
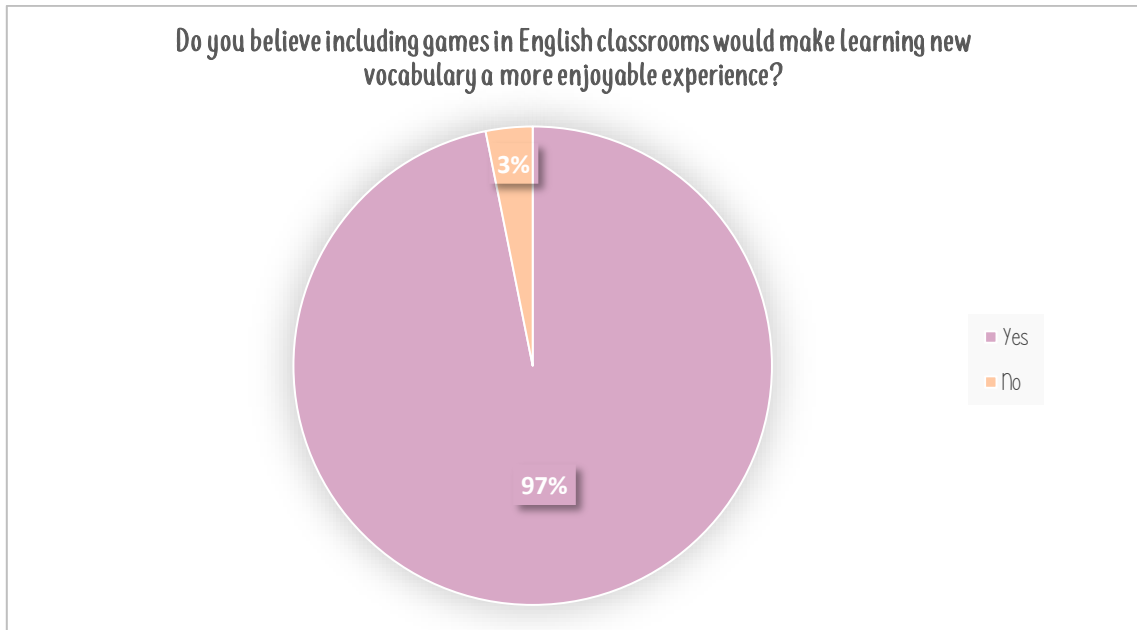
Note: Researcher elaboration.

In this question, students responded about the use of games as a strategy to help English vocabulary improvement. As indicated in Figure 7, only 3.2 % of the students said that they would not like to implement games as a strategy in classes, while a high percentage of the students, 96.8 %, indicated that they do believe that implementing games in classes can make the teaching process more enjoyable.

Figure 9. *Question 8*

Would you like your English teacher implements games in the classes?

3%

97%

- Yes
- No
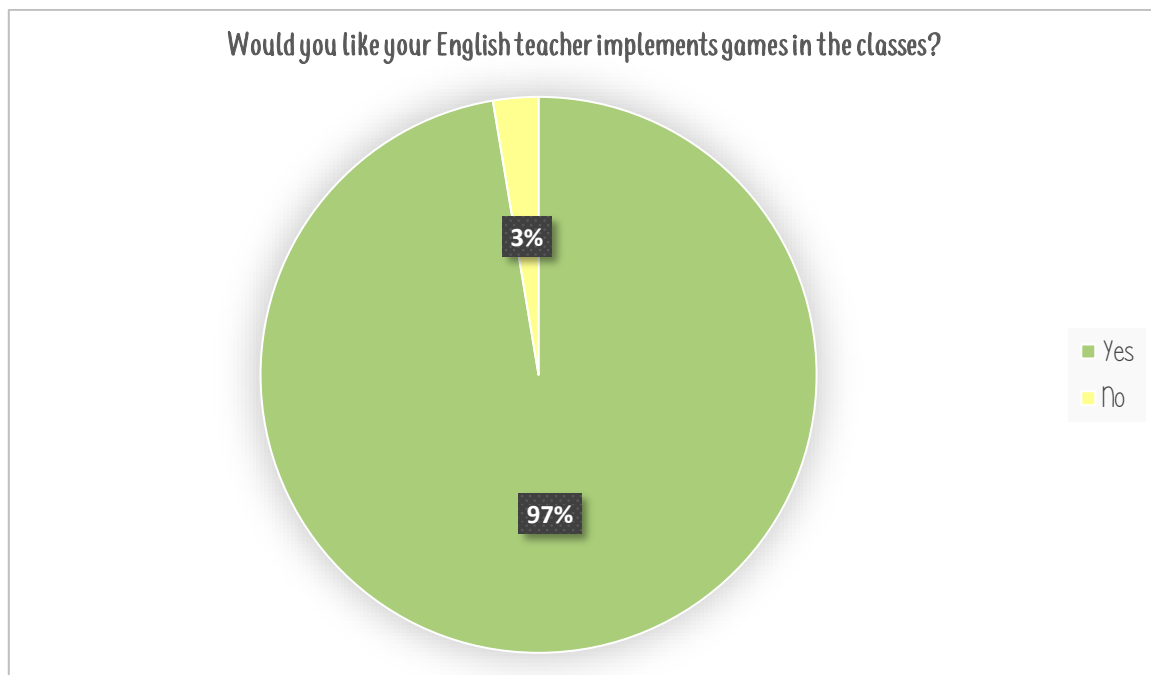
Note: Researcher elaboration.

Figure 8 represents the scenario of the responses of the students' impressions of their willingness to use games as a strategy to improve vocabulary acquisition in their English classes. Considering that 98% of the students marked that they are willing to use games in their English classes to strengthen their vocabulary acquisition, it is essential to have a guide that provides them with activities that motivate them and help them learn better.

Figure 10. *Question 9*

Rank the following list of games according to your preference, with **1** being the one you like the most and **12** being the one you like the least.
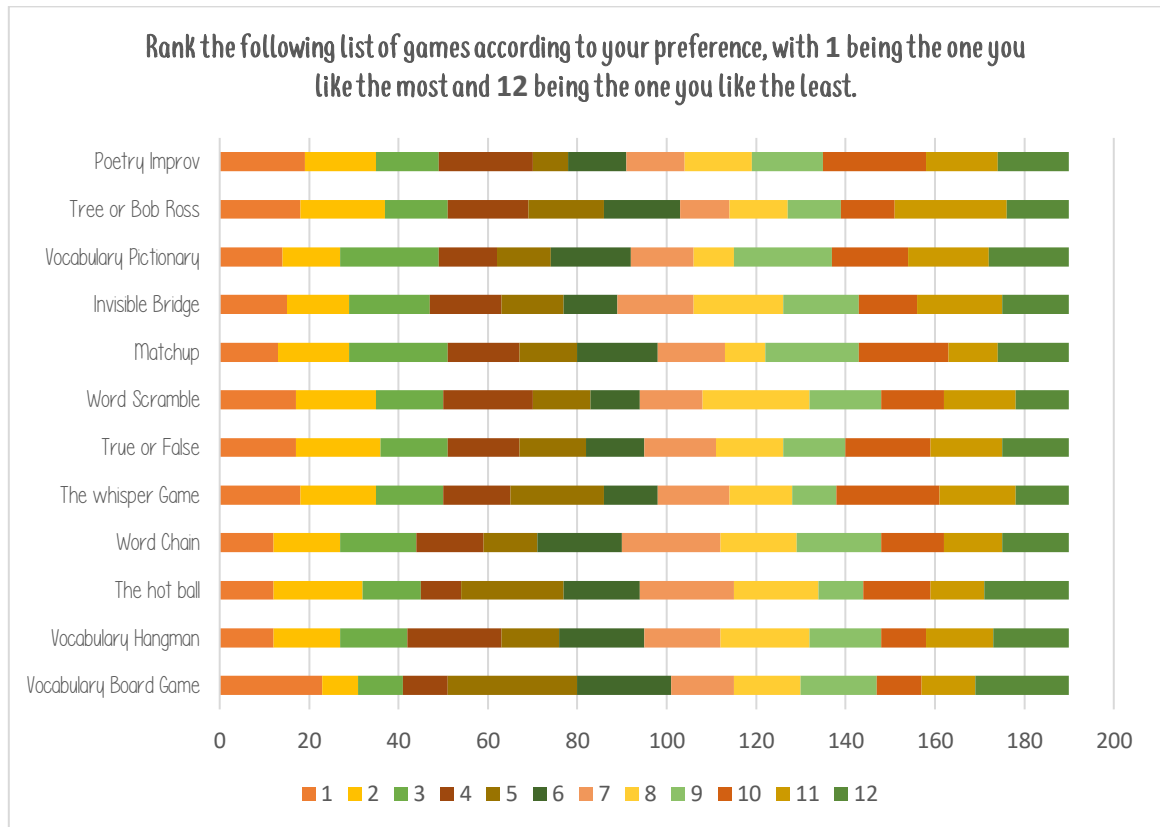
Note: Researcher elaboration.

Figure 10 illustrates the responses to Question 9, which requested students to rank 12 games from 1 (their favorite) to 12 (least favorite) in order of preference. According to the findings, "Vocabulary Board Game" was the game that students enjoyed the most, with 12.6% of them ranking it as their top pick. "Vocabulary Hangman" came in second place with 11.6%, followed by "Hot Ball" with 10.5%, "Word Chain" with 10%, and "Whispering Game" with 9.5%. The least popular activities, however, were "Tree or Bob Ross" and "Poetic Improvisation," with only 3.7% and 6.3% of participants choosing them as their top picks, respectively.

3.4.1. Students' survey summary

According to the survey's findings, the majority of respondents believe that acquiring English will be crucial for their futures. A small percentage of people do not believe it to be essential, though. The most challenging ability to master is listening, which is followed by speaking, reading, and writing. The majority of students reported having trouble learning English, and the complexity of terms was found to be the main obstacle to their vocabulary development. Although students would prefer game-based learning strategies to be used in the classroom, cognitive strategies like repetition and memorization exercises were found to be the most frequently used strategies by teachers. Most students agree that playing games can make learning more enjoyable, and almost all of them are open to using games as a way to improve their vocabulary learning in English classes. Vocabulary Board Game received

the most positive reviews, followed by Vocabulary Hangman, Hot Ball, Word Chain, and Whispering Game. The participants didn't particularly enjoy games that required quick thinking or physical contact, and they weren't as fond of those that required artistic expression or creative expression.

3.4.2. Students' survey discussion

The survey findings emphasize the significance of developing English language skills for the majority of participants, which is consistent with Nation and Newton (2019), who claim that vocabulary development is critical for effective language learning. However, the small minority who do not think English language proficiency is important is worrying and indicates that more research is required to comprehend their motivations for this belief.

According to Richards and Schmidt (2010), who highlight the value of training listening skills in a meaningful context to improve comprehension, listening is the most difficult skill to learn. The findings that listening is the most difficult skill to learn are consistent with their opinions. Additionally, Nation (2012), recommends that language learners should concentrate on high-frequency words that are relevant to their needs, as the majority of students struggle with learning English and the primary factor limiting their vocabulary acquisition.

In relation to teaching techniques, the results suggest that while teachers frequently employ cognitive strategies like repetition and memorization, students prefer game-based learning strategies. This reinforces Chen and Chen's (2018) argument that games can be a useful instrument for improving vocabulary learning and making it more enjoyable. The choice for games like "Vocabulary Board Game" and "Vocabulary Hangman" is also in line with the use of games that encourage word formation and recognition for vocabulary learning.

Nevertheless, the finding that games requiring physical interaction or quick thinking are the least preferred indicates that teachers need to carefully select games that suit their students' interests and abilities. Additionally, it shows that when choosing game-based learning strategies for students, it is important to take their cultural and linguistic backgrounds into account. This is because games that encourage artistic expression or creative thinking are not very popular.

General Discussion

Vocabulary development is critical for improving all language skills, including listening, speaking, reading, and writing, in both English as a second language (ESL) and English as a foreign language (EFL) learning (Nation I. , 2012). The study's findings, which showed that most students and teachers who took part emphasized the significance of extending one's English vocabulary in order to communicate successfully, reflect this.

On the one hand, the interviews with the Vice Principal and the English Coordinator showed similarities in their points of view. Both agree that the Common European Framework of Reference for Languages (CEFR) should be used to teach and evaluate languages, and they both think that more students practicing their language skills can help to meet the objectives established by the Ecuadorian Ministry of Education. They also agreed that Game-based learning techniques are an effective way to increase vocabulary while making learning more enjoyable, but it's essential to take the classroom environment into account. The English teachers, meanwhile, emphasized the value of expanding vocabulary as a means of enhancing language proficiency and expressed their willingness to incorporate games as a vocabulary improvement technique in their classes.

On the other hand, the survey data reveals that senior students believe English to be a vital language for their future. They said they preferred using instructional tools, like games, to advance their vocabulary learning. In a variety of academic disciplines, Game-based learning can successfully boost student engagement and motivation (Pesare et al, 2016). This shows the significance of these strategies for learning English because they are meant to stimulate interest and curiosity in innovative approaches to language learning. Teachers should use materials that promote creativity, engagement, and innovation in order to optimize the advantages of vocabulary development.

CHAPTER IV: PROPOSAL

   This chapter details the proposal of Game-based learning strategies to improve English vocabulary in senior high school students at Teodoro Gómez de la Torre High School, Academic year 2022-2023.

LEARNING VOCABULARY

Game-based learning
strategies for improvement
English vocabulary

BY
GABRIELA CARRERA

Index

Introduction

The present proposal was developed to improve senior students' acquisition of English vocabulary and to contribute to the teaching process of the English teachers at Teodoro Gómez de la Torre High School. The main objective of this proposal is to increase students' vocabulary acquisition through game-based learning strategies. A series of games will be supplied for students and teachers to employ during English classes to have a more creative and innovative study model that helps students learn vocabulary. This didactic material enriches the English learning process. Each exercise was chosen with care to promote improved vocabulary learning and understanding. During the data collection phase of this research, the game-based learning activities used to construct this didactic material were chosen based on the preferences of the students.

Justification

Given the significant challenge of developing students' vocabulary, it is crucial to identify specific activities that effectively improve vocabulary acquisition and increase students' motivation to learn new words. This project will serve as a guide for teachers looking to enhance their students' vocabulary while making learning fun. The guide will make it easier for teachers to teach vocabulary and, as a result, will improve students' language proficiency and willingness to use new words in their communication.

Objectives

General:

- Improve students' English vocabulary through the use of game-based learning strategies.

Specific:

- Motivate the use of games in the classroom.
- Provide opportunities for students to enhance their vocabulary through play-based educational approaches.
- Improve skills through group and individual activities using worksheets, pictures, flashcards, web links, etc.

Unit 1

Health

- GUESS WHAT IT IS...
- WORD SCRAMBLE.
- HOT BALL.
- THE WHISPER GAME

Level: B1

Age: 17-18 years

ACTIVITY 1

LEVEL
B1

VOCABULARY FOCUSED
Parts of the body

TIME
40 minutes

MATERIALS
Flashcards

Guess what it is...

General Objective: Practice body parts vocabulary using yes or no questions and adjectives.

Specific Objective: To use the correct structure for yes/no questions.

Description: "Guess What It Is" is a vocabulary game that focuses on practicing body part vocabulary. The objective of the game is for students to use yes/no questions and adjectives to identify a body part described by the teacher or another student. It can be played in teams or in turns. To play, the student with the flashcard on his or her forehead must ask yes or no questions as well as adjectives and must use the clues given to guess which body part is being described. When the guesser correctly identifies the body part, it is the next student's turn. The game can be adapted to different vocabulary levels and topics.

Instructions:

Pre-Game:
- The teacher will start by asking learners if they know what yes/no questions are and why they are important.
- Explain that yes/no questions are a type of question that can be answered with a simple "yes" or "no." (see annex 1)
- Ask learners to think of some yes/no questions. In this part. In this part, the teacher will be using vocabulary related to the topic, in this case, health vocabulary, to make examples.

During the game
- The teacher will divide the class into two teams.
- A volunteer from each group will come in front of the class.
- The teacher will put the picture (see annex 2) on the student's forehead, it is important that the student can't see the picture.

- Start the game by telling the student to ask the yes/no questions to his/her team in order to guess what it is.
- Moreover, ask the other students to give some clues by making sentences to describe the character to guess. Give some examples before starting.
- Possible questions: Am I out of the body? Etc.
- Give two minutes for the student to guess, if he/she guesses the team earns 1 point. If it is not so, the volunteer from the other team continues the game. Please continue doing that until the flashcards end.
- The team with more points will be the winner.

Post- Game
- The teacher will ask students to write at least five yes/no questions and the correct answers for each question using the vocabulary learned.
- Encourage students to use a variety of auxiliary verbs and main verbs in their questions to practice different sentence structures.
- Once students have completed their questions and answers, have them exchange their worksheets with a partner or a small group.
- The teacher will ask students to take turns asking and answering each other's questions, checking if the answers match what is written on their notebooks.
- Provide feedback and correction as needed, and encourage students to ask questions if they need additional help.

ANNEXES

Annex 1

Yes / No questions are also called closed questions because there are only two possible responses: Yes or No. When forming a Yes / No question, it must include one of these verbs: **BE, DO, HAVE**, or a modal verb. It is impossible to ask a Yes / No question without one of these verbs.

Use:
- Yes/no questions are used to ask for information and can be answered with a simple "yes" or "no."
- The auxiliary verb is used to form the question, while the main verb follows the auxiliary verb in its base form.
- When forming a yes/no question, the word order is inverted, with the auxiliary verb coming before the subject.
- The object is optional and may or may not be included in the question.
- The question mark is used at the end of the sentence to indicate that it is a question.

Examples of yes/no questions with body parts vocabulary
- Are your eyes brown?
- Do you have a sore throat?
- Is your nose running?
- Have you ever broken a bone?
- Can you touch your toes?
- Did you cut your finger?
- Have you ever had a cavity?
- Can you wiggle your ears?

ACTIVITY 2

LEVEL
B1

VOCABULARY FOCUSED
Health

TIME
40 minutes

MATERIALS
Board
Markers
Worksheet

Word Scramble

General Objective: Students will practice and review health-related vocabulary words.

Specific Objective: Students will improve their spelling and vocabulary skills.
Students will use their creativity to create a crossword puzzle to challenge their classmates.

Description: "Word Scramble" is a vocabulary spelling game that helps students practice their spelling skills while learning new vocabulary words. The objective of the game is to unscramble the letters of a given word to spell the correct word. The game can be played individually or in teams. To play, the teacher will write a list of vocabulary words on the board or on cards and scramble the letters of each word. The students will then have to unscramble the letters to spell the correct word. The first student or team to correctly spell the word gets a point. The game can be adjusted to different levels of vocabulary and spelling difficulty. It can also be used to practice specific grammar points or tenses.

Instructions:
Pre-Game

- The teacher will introduce the topic of health.
- The teacher will give students copies of the crossword puzzle worksheet (see annex 1).
- Then, the teacher will explain the rules of the game: Students will work in pairs or small groups to solve the crossword puzzle.
- It is important to encourage students to discuss the clues and work collaboratively to fill in the answers to the puzzle.
- Monitor the activity, answer any questions and provide assistance if needed.
- Review the answers with the class and provide feedback and clarification as needed.

During the Game

- The teacher will write words of the vocabulary learned and review before but in disorder (see annex 2).
- The teacher will explain the game and its rules.
- The class will be divided into groups of five (5) students.
- There will be different rounds in which one student from each group will have to participate by going to the board and putting the letters in the right order to form the words.
- Each group will have two minutes to do it.
- In the end, the group with more words formed won.

Post-Game

- The teacher will explain the rules of the game: Students will work individually or in pairs to create their own crossword puzzle using the given vocabulary words.
- The teacher will write the list of words that students may use to create the crossword (see annex 3).
- Encourage students to think of clues that will challenge their classmates and to fill in the blanks with the vocabulary words.
- Once the students have completed their puzzles, collect them and redistribute them randomly among the class.
- Have the students solve each other's puzzles, either individually or in pairs.
- Encourage students to give feedback to each other on the clarity of the clues and the difficulty of the puzzle.
- Congratulate the students on their hard work and creativity

ANNEXES
Annex 1

health - Crossword Labs

health
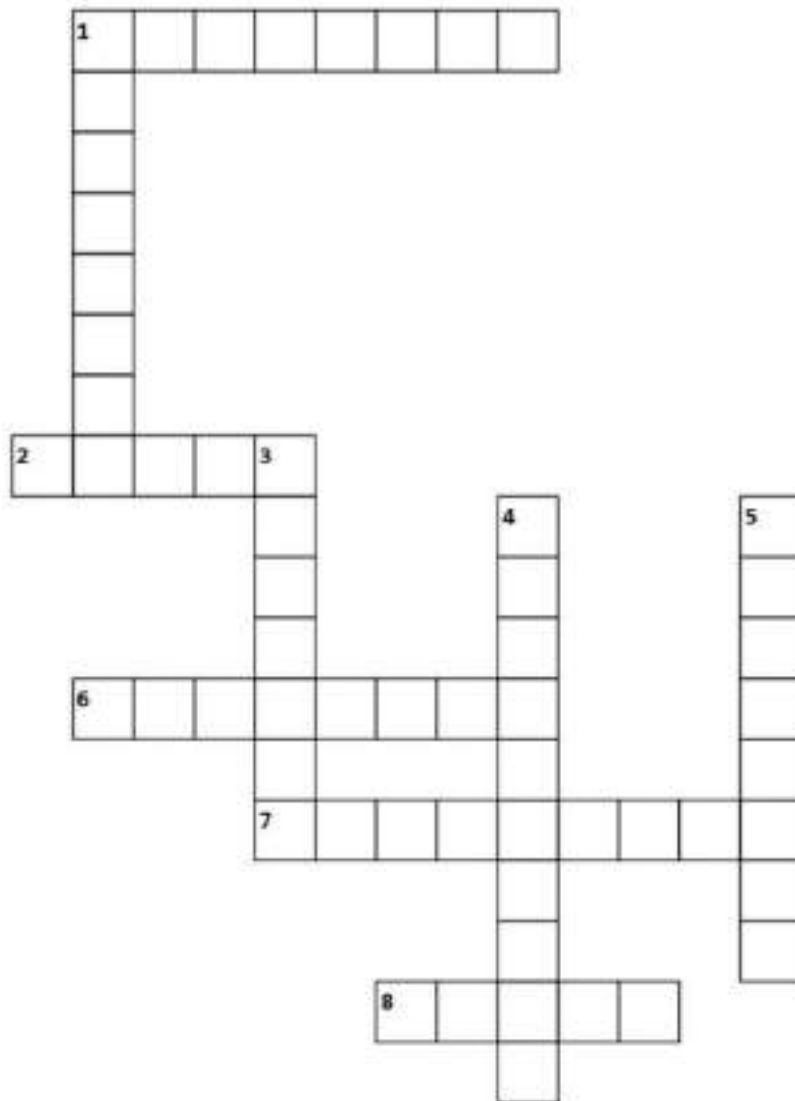
Across

1. A pain or discomfort in the head

2. The red liquid that flows through the veins and arteries in the body

6. A substance used to treat or prevent illness

7. A pain or discomfort in a tooth

8. The organ in the body responsible for thinking and processing information

Down

1. A place where people go to receive medical treatment.

3. A healthcare professional who specializes in treating problems with teeth

4. A painful or scratchy feeling in the throat

5. The process of returning to a normal state of health after an illness or injury

Annex 2

1. RECOVER	1. OEVRCRE
2. BRAIN	2. NARIB
3. MEDICINE	3. NIMDECEI
4. HEADACHE	4. HAHEDAEC
5. SORE THROAT	5. OSER OTHATR
6. DENTIST	6. SDTINET
7. BLOOD	7. OLOBD
8. TOOTHACHE	8. HOTAOHTCE
9. COUGH	9. HCUGO
10. HOSPITAL	10 OHSLPAIT
11. FIBER	11. EFRIB
12. LIVER	12 ILREV
13. HEART	13 THAER
14. LUNGS	14 GLSNU
15. ANKLE	15 ENLKA
16. HEAD	16 ADHE
17. KNEE	17 NEKE
18. RIBS	18 SRBI
19. CHEEKS	19 CEHSKE
20. NOSE	20 ENSO

1. COUGH
2. HOSPITAL
3. LIVER
4. HEART
5. LUNGS
6. ANKLE
7. HEAD
8. KNEE
9. RIBS
10. CHEEKS
11. NOSE

Annex 4

health
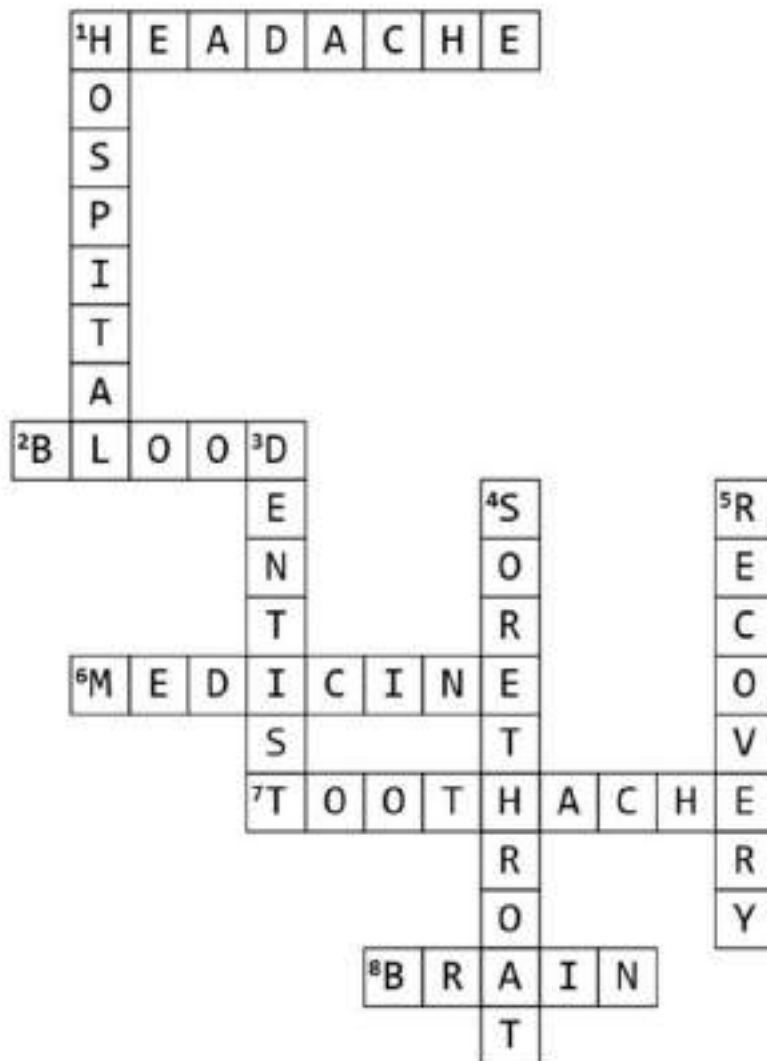
```
 1           
 H E A D A C H E
 O
 S
 P
 I
 T
 A
 2B L O O 3D
         E     4S         5R
         N     O          E
         T     R          C
 6M E D I C I N E          O
         S     T          V
       7T O O T H A C H E  E
              R          R
              O          Y
        8B R A I N
              T
```

Across

1. A pain or discomfort in the head

2. The red liquid that flows through the veins and arteries in the body

6. A substance used to treat or prevent illness

7. A pain or discomfort in a tooth

8. The organ in the body responsible for thinking and processing information

Down

1. A place where people go to receive medical treatment.

3. A healthcare professional who specializes in treating problems with teeth

4. A painful or scratchy feeling in the throat

5. The process of returning to a normal state of health after an illness or injury

ACTIVITY 3

LEVEL
B1

VOCABULARY FOCUSED
Body parts

TIME
40 minutes

MATERIALS
Ball
Speaker
Worksheets

Hot ball

General Objective: Students will be able to answer questions related to body parts vocabulary.
Specific Objective: Students will complete health vocabulary worksheets.

Description: "Hot Ball" is a game that helps students practice vocabulary related to body parts while incorporating music. The objective of the game is for students to answer questions correctly and quickly. To play, the teacher will play music and give the ball (or use any other object) to a student, the ball will be passed through the class until the music stops. the student that has the ball when the music stops has to answer a question related to the topic. The game can be adjusted to different levels of vocabulary, grammar, or tenses. The game can also be made more challenging by adding a time limit to answer the question or by increasing the speed of the game. The music can be used to give the game a fun and dynamic atmosphere and to make it more engaging.

Instructions:
Pre-Game

- The teacher will introduce the topic of health and review the vocabulary words that will be used in the worksheet.
- The teacher will distribute the worksheet (see annex 1) to the students and explain the instructions clearly.
- Give students a set amount of time to complete the worksheet, making sure to encourage them to read the questions and directions carefully.
- The teacher will monitor the activity, answer any questions, and provide assistance if needed.
- Review the answers as a class, either by having students share their answers or by going over them together as a group.

- The teacher will Provide feedback to the students, both positive and constructive, and encourage them to review any incorrect answers and ask questions for clarification.

During the game
- Ask students to form a circle with their desks.
- The teacher will explain the activity and the rules of the game, such as, not throwing the ball so hard or not cheating and keeping the ball until the song ends.
- Start the game by giving one student the ball and playing the song.
- At some point stop the music, and ask the student that has the ball a question related to the vocabulary.

Possible question: Name the bone that surrounds your brain.

- The student will have one (1) minute to answer the question.
- A variation of the game is that the student that has the ball when the music stops is the one that makes the question to the rest of the class

RECOMMENDATION: If the student answer correctly gives a point in any assessment.

Post-Game
- The teacher will distribute the worksheet (see annex 3) to the students and explain the instructions clearly.
- Give students a set amount of time to complete the worksheet, making sure to encourage them to read the directions carefully.
- The teacher will monitor the activity, answer any questions, and provide assistance if needed.
- Review the answers as a class, either by having students share their answers or by going over them together as a group.

Health Vocabulary

Name: _____

Date: _____

Class: _____

Match each word with its correct description

1. You use it to think. ●   ● A. Lungs

2. It allows you to move a part of your body. ●   ● B. Blood

3. It's made of bone and it runs down your back. ●   ● C. Kidneys

   ● D. Spine

4. They clean your blood. ●   ● E. Brain

5. They're in your chest. You use them to breathe. ●   ● F. Heart

6. When you eat, the food goes down your throat to this place. ●   ● G. Muscle

   ● H. Stomach

7. It's in your chest and it pumps blood around your body. ●   ● I. Throat

8. The part of the neck where food and air go. ●   ● J. Skull

9. It's a bone that surrounds your brain. ●

10. The red liquid in your body. ●

Possible Questions

1. You use it to think. **BRAIN**

2. It allows you to move a part of your body. **MUSCLE**

3. It's made of bone and it runs down your back. **SPINE**

4. The red liquid in your body. **BLOOD**

5. It's a bone that surrounds your brain. **SKULL**

6. The part of the neck where food and air go. **THROAT**

7. It's in your chest and it pumps blood around your body. **HEART**

8. When you eat, the food goes down your throat to this place.

    STOMACH

9. They're in your chest. You use them to breathe. **LUNGS**

10. They are bones that go around your chest and protect your

    heart and lungs. **RIBS**

11. The long tube below your stomach digests food and gets rid of

    waste. **INTESTINE**

12. They clean your blood. **KIDNEYS**

Health Vocabulary

Name: _____

Date: _____

Class: _____

Complete the blank space with the words in the box. Some words can be used more than one time.

heart	spine	skull	hospital
stomach	muscles	throat	lungs
kidneys			

1. The _____ is the organ responsible for breathing and exchanging oxygen and carbon dioxide.

2. The _____ is responsible for pumping blood throughout the body.

3. Without the _____, the body would not be able to perform any voluntary or involuntary movements.

4. After the car accident, Maria was rushed to the _____ with injuries to her _____ and spine.

5. The doctor explained to the patient that the pain in his _____ was likely caused by a herniated disc in his _____.

6. After eating a heavy meal, some people may experience discomfort or pain in their _____ as their body works to digest the food.

7. When someone is dehydrated, their _____ may not be able to filter waste products as effectively, leading to a buildup of toxins in the body.

8. The athlete strained his _____ during a workout and was advised to rest and undergo physical therapy to aid in the healing process.

9. In order to breathe properly, the _____ and _____ must work together to inhale and exhale air.

Annex 4

Health Vocabulary

Name: _____

Date: _____

Class: _____

Match each word with its correct description

1. You use it to think.

2. It allows you to move a part of your body.

3. It's made of bone and it runs down your back.

4. They clean your blood.

5. They're in your chest. You use them to breathe.

6. When you eat, the food goes down your throat to this place.

7. It's in your chest and it pumps blood around your body.

8. The part of the neck where food and air go.

9. It's a bone that surrounds your brain.

10. The red liquid in your body.

A. Lungs

B. Blood

C. Kidneys

D. Spine

E. Brain

F. Heart

G. Muscle

H. Stomach

I. Throat

J. Skull

Health Vocabulary

Name: _____

Date: _____

Class: _____

Complete the blank space with the words in the box. Some words can be used more than one time.

heart	spine	skull	hospital
stomach	muscles	throat	lungs
kidneys			

1. The ___Lungs___ is the organ responsible for breathing and exchanging oxygen and carbon dioxide.

2. The ___Heart___ is responsible for pumping blood throughout the body.

3. Without the ___muscles___, the body would not be able to perform any voluntary or involuntary movements.

4. After the car accident, María was rushed to the ___hospital___ with injuries to her ___skull___ and spine.

5. The doctor explained to the patient that the pain in his ___throat___ was likely caused by a herniated disc in his ___spine___.

6. After eating a heavy meal, some people may experience discomfort or pain in their ___stomach___ as their body works to digest the food.

7. When someone is dehydrated, their ___kidneys___ may not be able to filter waste products as effectively, leading to a buildup of toxins in the body.

8. The athlete strained his ___muscle___ during a workout and was advised to rest and undergo physical therapy to aid in the healing process.

9. In order to breathe properly, the ___lungs___ and ___throat___ must work together to inhale and exhale air.

ACTIVITY 4

LEVEL
B1

VOCABULARY FOCUSED
Body parts

TIME
40 minutes

MATERIALS
Marker
Board

The whisper game

Objective: Improve listening and speaking skills through the spelling of vocabulary.

- **Description**: "The Whisper Game" is a game that helps students improve their listening and speaking skills through the spelling of vocabulary. The objective of the game is to correctly repeat a vocabulary word or phrase that is whispered to them by their classmates. The game can be played in teams or individually. To play, the teacher will give a vocabulary word or phrase to the first student, who must then whisper it to the next student. The next student must then whisper it to the next student and so on. The last student must run to the board and erase the word that he/she heard. the first team to erase the word wins a point. The game can be adjusted to different levels of vocabulary, grammar, or tenses. The game can also be made more challenging by adding a time limit to repeat the word or phrase. This game can be a fun and interactive way to practice vocabulary, pronunciation, and listening skills.

Instructions:

Pre-game
- The teacher will introduce the topic of the activity.
- The teacher will ask students to write down some of the vocabulary learned before.
- Students will go in front of the class and write their words on the board.
- The teacher will encourage students to participate in writing the words on the board.

During the game
- The teacher is going to write vocabulary related to the topic on the board.

- The teacher is going to explain the game.
- The class will be divided into groups (it depends on the number of students) it is recommended to divide it depending on the columns.
- Each group will form a line in front of the board.
- The teacher will give a board eraser to the student in front of the line.
- The teacher will whisper a word to the last student of each line.
- Students have to whisper the word to the next participant, and so on.
- When the students in front of the line hear the word he/she has to run to erase the word on the board.
- The first group that erase the word won a point.
- Continue the game by changing the student at the front.

Post-Game
- The teacher will ask students to create sentences using the vocabulary used in class.
- Then, the teacher will encourage students to past in front of the class to read their sentences.
- At this point, the rest of the class will give opinions about the sentences and feedback.

ANNEXES

Nurse

Bandage

Antibiotics

Throat

Medicine

VOCABULARY

- Heart
- Elbow
- Heel
- Thumb
- Face
- Brain
- Antibiotics
- Dentist
- Chin
- Teeth

- Ambulance
- Hospital
- Tablets
- Injection
- Medicine

Unit 2

Hobbies

- THE HANDMAN
- HEADS UP
- PICTIONARY
- MATCHUP

Level: B1

Age: 17-18 years

ACTIVITY 1

LEVEL
B1

VOCABULARY FOCUSED
Hobbies

TIME
40 minutes

MATERIALS
Markers
Whiteboard

The Handman

General Objective: Practice spelling the vocabulary of the hobbies.

Specific Objective: Students will create sentences using hobbies vocabulary.

Description: "Hangman" is a classic game that helps students practice spelling vocabulary related to hobbies. The objective of the game is to correctly guess the hidden word before the hangman is drawn. The game can be played individually or in teams. To play, the teacher will choose a word related to hobbies and draw the blanks of the word on the board. The students will then take turns guessing letters that they think might be in the blank. If the letter is in the space, the teacher will fill in the corresponding spaces. If the letter is not in the word, the teacher will add a part of the hangman drawing. The game can be adjusted to different levels of vocabulary, grammar, or tenses and can be used to practice specific grammar points or tenses. It is also can be used to practice different topics not only hobbies.

Instructions:

Pre-Game

- The teacher will start the activity by asking some questions related to hobbies. (see annex 1)

During the game

- The teacher will choose the words that need to be practiced.
- The teacher will explain the game and its rules.
- The class will be divided into groups, in this case, it will be girls vs boys.
- It will be explained that each letter of the word will be represented in lines that they have to fill.

    Example: _ _ _ _ _ _ (soccer)

- Then, each group will have turns to guess the letters and therefore the word.
- If they guessed the word and it is really the group wins a point.
- The group with more points wins.

Post-Game
- The teacher will ask students to create sentences using the vocabulary reviewed in class.
- The sentences have to have sense.
- The teacher has to encourage the students to make a great job.

1. What hobbies and interests do you enjoy?
2. Which do you like doing more, indoor or outdoor activities? Why?
3. Have you ever attempted a new hobby you didn't think you'd like? What was it, and how did you like it in the end?
4. How do you feel while participating in your favorite hobby? What feelings does it inspire in you?
5. What advantages do you believe hobbies have for people?
6. Is having a hobby necessary? If not, why not?
7. Do you believe that hobbies can benefit individuals in learning new skills? If not, why not?
8. Which hobbies are common in your country? Why do you believe they are popular?
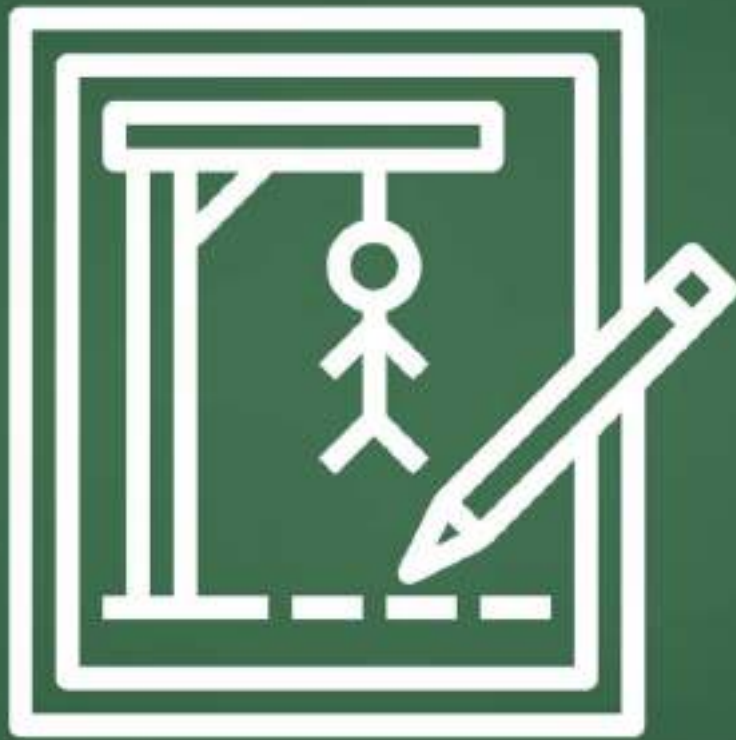
VOCABULARY

- Dancing
- Fishing
- Card games
- Chess
- Playing
- Doing
- Cooking
- Painting
- Yoga
- Surfing

- Traveling
- Camping
- Jogging
- Enjoy

ACTIVITY 2

LEVEL
B1

VOCABULARY FOCUSED
Hobbies

TIME
50 minutes

MATERIALS
Blank cards
Tape
Timer
Worksheet

Heads up

General Objective: Complete a worksheet related to the topic

Specific Objective: Review hobby vocabulary through non-verbal communication skills.

Description: "Heads Up" is a game that helps students review vocabulary related to hobbies through nonverbal communication skills. The object of the game is for students to guess the vocabulary word or phrase that their partner is acting out or describing, without speaking. It can be played in pairs. To play, the teacher will let one of the students in the pair choose a card with the pastimes, the student will not be able to see the word while putting the card on their forehead and the other student must act out or describe the word or phrase without speaking. If they guess it correctly, the pair earns a point. If not, they lose. The game can be adapted to different levels of vocabulary, grammar, or verb tenses. It can also be made more difficult by adding a time limit for guessing the word or phrase. This game can be a fun and interactive way to practice nonverbal communication, vocabulary, and teamwork.

Instructions:

Pre-Game:
- The teacher will introduce the class and tell the students about the vocabulary that will be used in class that day.
- In this activity call two truths one lie students have two write on a piece of paper two statements related to the topic.
- Two of the statement have to be true and one false.

Example: I like skating in the park. (✗)
　　　　　When I was a child I practiced basket.(✔)
　　　　　I hate playing soccer.(✔)

- Now one volunteer will pass in front of the class and read his/her sentences out loud.
- The rest of the class has to guess which is the lie.

During the game
- The teacher will ask the students to form a circle with their desks.
- The teacher will ask the students to choose a partner.
- In pairs, students will write a hobby on the blank cards given by the teacher.
- Put the cards on the board in order to avoid repetition.
- The teacher will collect the cards and mix them.
- Ask a pair to pass to the middle of the circle.
- One of the students of the pair is going to choose a card and without seeing the word will put it on his/her forehead. The other student has to mimic the word but without doing a sound.
- The student with the card on his/her forehead has one (1) minute to guess the word. if the time is over they will lose.
- Continue the game with the rest of the pairs.
- The pair with more points wins.

Post-Game
- The teacher will hand out the worksheet to each student. (see annex 1)
- The teacher will review the instructions on the worksheet with the students, making sure they understand what they are being asked to do.
- Give students a set amount of time to work on the worksheet independently. You can set a timer to help them keep track of the time.
- Encourage students to ask questions if they need clarification on any of the instructions or tasks.
- Circulate around the room to answer any questions, provide support and monitor progress.

Hobbies

Name: _____

Date: _____

Class: _____

Write the name of the hobbies in the pictures.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____

ACTIVITY 3

LEVEL
B1

VOCABULARY FOCUSED
Hobbies

TIME
50 minutes

MATERIALS
Whiteboard

Markers

Pieces of paper with the vocabulary related to the topic.

Pictionary

General Objective: Students will write a paragraph about their favorite hobby.

Specific Objective: Review vocabulary learned before.

Description: "Pictionary" is a drawing game that helps students review vocabulary learned before. The objective of the game is for students to guess the word or phrase that their teammate is drawing. The game can be played in teams. To play, the teacher will give a word or phrase related to previously learned vocabulary to one student, who must then draw the word or phrase without speaking. The other team members must then guess what the word or phrase is. If the word or phrase is guessed correctly, the team earns a point. If not, the teacher gives another word or phrase. The game can be adjusted to different levels of vocabulary, grammar, or tenses. The game can also be made more challenging by adding a time limit to guess the word or phrase or by giving clues or hints. This game can be a fun and interactive way to practice vocabulary, teamwork, and creativity.

Instructions:

Pre-Game
- The teacher will explain to the students that they will be playing a game of "Simon Says" to practice their knowledge of hobby-related vocabulary.
- The teacher will give the class a command, such as "Simon says, touch your toes."
- The rest of the class should follow the command only if the teacher says "Simon says" before the command. If the teacher gives a command without saying "Simon says," the students should not follow the command.

- Use commands related to the topic such as "Simon says, play air guitar," "Simon says, swim like a fish," or "Simon says, read a book."
- The game continues with "Simon" giving commands, alternating between commands with and without "Simon says." Any students who follow a command without "Simon says" are out of the game.

Recommendation: Students who lose can become helpers for the rest of the class.

During the Game
- The teacher will write different words related to the topic on pieces of paper.(see annex 1)
- The teacher will explain the instructions of the game and its rules.
- The class will be divided into two groups (girls vs boys).
- Per turns one volunteer of each group will pass in front and will take a piece of paper.
- Then, this student will have around thirty (30) seconds (it depends on the difficulty of the word) to draw on the board for the rest of the group to guess the word.
- The teacher will state clearly that the student can only draw and not talk.
- The other students in the group have to guess the word in the time given.
- If the group guessed it they win a point otherwise they lose.
- The group with more points wins.

Post-Game
- The teacher will ask the students to think about their favorite hobby or activity that they enjoy doing in their free time.
- Once they have chosen their favorite hobby, ask them to write a paragraph describing it. They should include details about why they enjoy this activity, what they like about it, and how it makes them feel.
- The teacher will encourage them to be creative and descriptive in their writing.

- The teacher will remind them to use correct grammar, spelling, and punctuation in their writing.
- Once students have finished their writing, the teacher will encourage them to participate in class and read their paragraphs.

Cheerleading

Hunting

Knitting

meditation

Traveling

Pottery

Skydiving

Traveling

Mountain
biking

scuba diving

ACTIVITY 4

LEVEL

B1

VOCABULARY FOCUSED

Phrasal verbs related with hobbies

TIME

60 minutes

MATERIALS

Flashcards

Match up

General Objective: Students will create a dialogue using phrasal verbs.

Specific Objective: Practice phrasal verbs and their meaning using memorization techniques.

Description: "Match Up" is a game that helps students practice phrasal verbs and their meanings through memorization techniques. The objective of the game is to match the phrasal verb with its correct meaning. It can be played individually or in teams. To play, the teacher will place the cardboard with the phrasal verb and its meaning jumbled up on the board. The students will have to turn the flashcards around trying to match the phrasal verbs. The first student or team to correctly match all the phrasal verbs and their meanings wins a point. The game can be adapted to different levels of grammar, vocabulary, and verb tenses. It can also be used to practice specific grammar points or verb tenses. This game can be a fun and interactive way to practice phrasal verbs and improve memorization skills.

Instructions:

Pre-Game

- The teacher will introduce the topic by giving a brief review of what phrasal verbs is.
- The teacher will give some examples of how to use phrasal verbs.
- Ask students to give some examples with phrasal verbs.

During the Game

- The teacher is going to make flashcards with phrasal verbs related to the topic and its meaning. (see annex 1)
- The teacher is going to explain the activity.
- Divide the class into groups of seven. (it depends on the number of students)

- A volunteer of group number one will come to the front, he/she should turn over two flashcards, one at a time. If the cards match (the phrasal verb and its meaning), the player takes the cards and turns over two more cards.
- If the cards do not match, the player turns the flashcards face-down. And is the turn of the next group.
- The game continues until all the cards have been picked up.
- Recommend to the students that they should watch carefully and remember where cards are located. Then, when they turn over their first card, they may remember where to find a matching card.
- The winning group is the one with the most cards.
- The time allowed for each participant is one (1) minute.

Post-Game
- The teacher divides the class into pairs or small groups.
- The teacher will explain that students will be creating a dialogue between two people talking about their hobbies using phrasal verbs.
- Provide students with a list of phrasal verbs related to hobbies, such as "take up," "give up," "hang out," "work out," "meet up," "look forward to," etc. (see annex 2)
- Students should then write a short dialogue between themselves and their partner, using as many phrasal verbs related to hobbies as they can.
- Finally, request that a few couples or groups present their dialogues to the class. Encourage the other students to listen for phrasal verbs and provide feedback on their work.

ANNEXES
Annex 1

PHRASAL VERB	MEANING
To Be Into Something	Enjoy what you are doing.
To Take Up	To start a hobby
To Join In	to take part in an activity
To Sign Up	to enrol for something

PHRASAL VERB	MEANING
To Get Into Something	to become interested in something
To Turn Up	to arrive for an activity or event
To Keep Up	continue the action that we've started
To Back Out	to lose your interest

To Give

Up

To stop, to

quit

Annex 2

1. **Take up** - to start a new hobby or activity
2. **Give up** - to stop doing a hobby or activity
3. **Hang out** - to spend time with friends or like-minded people
4. **Work out** - to exercise or engage in physical activity
5. **Meet up** - to arrange to meet someone, especially for a social activity
6. **Look forward to** - to be excited or enthusiastic about something that will happen in the future
7. **Get into** - to become interested or involved in a new hobby or activity
8. **Drop by** - to visit someone, especially unexpectedly or briefly
9. **Check out** - to explore or investigate something new, such as a new hobby or activity
10. **Back out** - to decide not to participate in a hobby or activity at the last minute

Unit 3

Shopping

- BUYING FOOD.
- ALIBI.
- I WENT TO THE STORE TO BUY...
- WORD SEARCH.

ACTIVITY 1

LEVEL
B1

VOCABULARY FOCUSED
Groceries.
How much & How many

TIME
60 minutes

MATERIALS
List of groceries
Toy food
Fake money
Worksheet

Buying food

General Objective: Students will complete a worksheet using how much and how many

Specific Objective: Practice the use of how much and how many.

Description: This is a role-playing game in which students use real money to buy food. The game's objective is for students to use how much and how many appropriately. The students are divided into two groups -sellers and buyers- each with a certain amount of money to spend. They have a time limit, for example, ten (10) minutes, to make their purchases. After the time has elapsed, the groups will recount their experience in front of the class. The game is designed for practicing countable and non-countable objects. The game can be repeated with other money and food to see how much the students improve. The teacher will monitor the students during the game and give them feedback on their performance.

Instructions:

Pre-Game
- The teacher will begin by explaining the difference between "how much" and "how many". "How much" is used with uncountable nouns, while "how many" is used with countable nouns.
- Provide examples of uncountable nouns (e.g. water, rice, sugar) and countable nouns (e.g. apples, carrot) to illustrate the difference.
- Explain that "how much" is followed by a singular noun and "how many" is followed by a plural noun.
- Provide examples of questions using "how much" and "how many" and have students practice forming questions using the two phrases.

- The teacher will provide feedback on the questions and make sure students understand the difference between the two phrases.

During the Game

- Prepare a list of foods and their associated prices before the role-play. For the sake of the game, you can use real prices or make them up. (see annex 1)
- The teacher will divide the class into two groups—the sellers and the buyers—and give each group specific money to work within. (see annex 2)
- Give each group a certain amount of time, like 10 minutes, to finish their purchases.
- As the customers make their purchases, they will tour the class. To make their purchases, they need follow to the structure of how many and how much.
- After the given time has passed, have a class discussion about the students' shopping experience, what they learned, and how to use how much and how many more effectively.
- Repeat the game with different money and food items and see how much better the students get.
- Monitor the students during the roleplay and provide feedback on their performance.

Post-Game

- The teacher will prepare a worksheet related to the topic. (see annex 3)
- The teacher will explain the instructions for the worksheet to the students.
- The teacher will distribute the worksheet to the students.
- Encourage students to work independently to complete the worksheet.
- After the activity's time limit has passed, collect the worksheets that have been completed and review them to check their accuracy and comprehension.
- The teacher will provide feedback to the students on their work, including corrections or suggestions for improvement, and answer any questions they may have.
-

List of groceries

Fresh Produce
- Apples
- Bananas
- Strawberries
- Avocados
- Bell Peppers
- Carrots
- Broccoli
- Garlic
- Lemons/Limes
- Onion
- Parsley
- Cilantro
- Basil
- Potatoes
- Spinach
- Tomatoes

GRAINS
- Breadcrumbs
- Pasta
- Quinoa
- Rice
- Sandwich Bread
- Tortillas

MEAT/PROTEIN
- Chicken
- Eggs
- Ground Beef
- Sliced Turkey
- Lunch Meat

CONDIMENTS/SPICES
- Black Pepper
- Chili Powder
- Cinnamon
- Crushed Red Pepper
- Cumin
- Garlic Powder
- Ketchup
- Mustard
- Mayo
- Nutmeg
- Paprika
- SaltSoy Sauce
- Steak Sauce
- Hot Sauce/Buffalo Sauce
- Salad Dressings

DAIRY
- Butter
- Sliced Cheese
- Shredded Cheese
- Milk
- Sour Cream
- Greek Yogurt

BAKING GOODS
- Baking powder
- Baking Soda
- Granulated Sugar
- Brown Sugar
- Flour
- Honey
- Vanilla Extract
- Dry Yeast
- Chocolate Chips
- Cocoa Powder
- Powdered Sugar

How much and How many

Name: _____

Date: _____

Class: _____

What is in the fridge
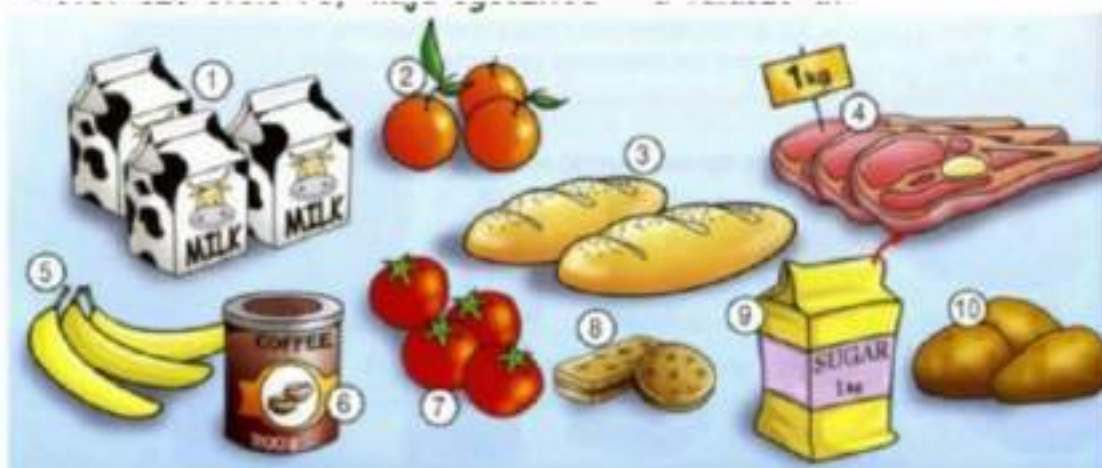
1	How much / How many milk is there?	There are three [_____] of milk.
2	How much / How many oranges are there?	There are [_____] oranges.
3	How much / How many bread is there?	There are two [_____] of bread.
4	How much / How many meat is there?	There is one [_____] of meat.
5	How much / How many bananas are there?	There are [_____] bananas.
6	How much / How many coffee is there?	There are 200 [_____] of coffee.
7	How much / How many tomatoes are there?	There are [_____] tomatoes
8	How much / How many biscuits are there?	There are [_____] biscuits.
9	How much / How many sugar is there?	There is one [_____] of sugar.
10	How much / How many potatoes are there?	There are [_____] potatoes.

ACTIVITY 2

LEVEL
B1

VOCABULARY FOCUSED
Modal verbs

TIME
60 minutes

MATERIALS
Flashcard

Alibi

General Objective: Students will make sentences using modals verbs.

Specific Objective: Practice modal verbs, narrative tenses, and question forms through a roleplaying game.

Description: This role play is based on an ancient concept in which students act as criminals and police officers. The teacher will divide the class into three groups and assign each group one of the letters A, B, or C. Ask everyone with an "A" to stand up. Tell them that they are criminals and that they robbed an outlet yesterday. Now, the police have arrested them as suspects in the crime and in five minutes they are going to be interrogated. They must cooperate to come up with the perfect alibi that will prove they were unable to rob the store.

Instructions:

Pre-Game

- The teacher will do review the concept of modal verbs with the students, explaining what they are and how they are used in English.
- Create a list of situations where modal verbs are commonly used, such as giving advice, making a request, expressing ability, expressing possibility, etc.
- The teacher will give each student a copy of the Modal Verb Survey worksheet (see annex 1), which should include a list of the situations and a column for students to indicate which modal verb they would use in each situation.
- Then the teacher will ask about random situations and what modal verbs can be used.

During the Game

- The teacher will divide the class into three groups, and give each group a letter- A, B, and C.

- Students with the letter a will be the criminals in the game.
- The teacher will explain that students with the letter "A" has to elaborate on an alibi that will prove that they are innocent.
- The teacher will hand each 'A' a copy of the 'A - Alibi' card and pair them up (and one group of three if necessary). With the help of the instructions on the card, they will work together to create an alibi. Explain that after five minutes, you will take the cards back and the officers will question them.
- The teacher will ask the 'B' and 'C' students to form pairs and give them an "A - investigation" card, giving them four minutes to brainstorm possible questions. On their cards, they can make notes that they can later use in the interrogation.
- Then, explain that there will be four (4) detectives for each pair of 'A's.
- This game is simple to organize if your class is divided into three. If not, you will need to make a few minor adjustments to the groupings, or else certain students may be questioned twice. It's crucial to keep in mind that for the game to work, each suspect must be interviewed separately.
- The teacher will monitor all groups, especially if the activity is performed outside, and will assist and encourage as needed.
- The teacher has to remind students to use modal verbs.

    Example: You must tell me the truth.
    I may want a lawyer.

- Call the "A"s back after five minutes and pair them with detectives (with one or two individual detectives if necessary). Try to position the chairs such that each pair of detectives is facing their respective suspects, making it difficult for the criminals to communicate.
- The teacher will collect the A-alibi cards and explain to the suspects that they cannot communicate between them during the interrogation.
- Detectives have five minutes to ask questions and take notes. After five minutes, they will compare their answers in groups, and if they can find two inconsistencies in the alibis, the suspects will be declared guilty.

- At the end of the game, they should discuss what went well and what they should try to improve in open feedback. If necessary, include a brief language input stage.
- For the next round, the 'B's are the suspects, while the 'A's and 'C's are the detectives. The suspects in round three are the "Cs," while the detectives are the "As" and "Bs."

Post-Game
- The teacher will ask students to make sentences using modal verbs.
- The teacher can divide the class depending on the situations in which the modal verbs can be used, and ask them to create different sentences.
- Encourage students to participate in class and read their sentences.

ANNEXES
Annex 1

Situation	Modal Verb
Asking for permission	can, may, could, might
Giving advice	should, ought to, had better, must
Expressing possibility	may, might, could, can
Making a suggestion	could, might, should, would
Giving a warning	should, ought to, must, have to
Making a request	can, could, would, will
Expressing obligation	must, have to, should, need to
Expressing ability	can, could, be able to, may
Making a promise	will, shall, should, would
Offering help	can, could, may, would

Annex 2

A:ALIBI-CONCERT

You robber a outlet yesterday but you told the police that you went to a concert.

Work with your partner to create an alibi.

Here are some questions the police may ask:

- Where did you meet?
- When did you meet?
- What were you wearing?
- What band/musician did you see?
- What did you do after the concert?

B:ALIBI-CINEMA

You robbed a jewerly yesterday but you told the police that you went to the cinema.

Work with your partner to create an alibi.

Here are some questions the police may ask:

- Where did you meet?
- When did you meet?
- What were you wearing?
- What film did you see?
- What was it about?
- can you describe the main character?

C:ALIBI- RESTAURANT

You robbed a bank yesterday but you told the police that you went to a restaurant.

Work with your partner to create an alibi.

Here are some questions the police may ask:

- Where did you meet?
- When did you meet?
- What were you wearing?
- What was the restaurant like?
- What did you eat/drink?

A:INVESTIGATION-CONCERT

You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a concert.

Ask them questions about their day together.

If there are any differences in their stories, then you know they are lying.

Example question:

- Where/when did you meet?
- What was your friend wearing?
- What can you tell me about the concert?

Write notes about other questions you would ask

B:INVESTIGATION-CINEMA

You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the cinema.

Ask them questions about their day together.

If there are any differences in their stories, then you know they are lying.

Example question:

- Where/when did you meet?
- What was your friend wearing?
- What can you tell me about the film?

Write notes about other questions you would ask.

C:INVESTIGATION-RESTAURANT

You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a restaurant.

Ask them questions about their day together.

If there are any differences in their stories, then you know they are lying.

Example question:

- Where/when did you meet?
- What was your friend wearing?
- What can you tell me about the restaurant?

Write notes about other questions you would ask.

ACTIVITY 3

I went to the store to buy...

LEVEL
B1

VOCABULARY FOCUSED
Food

TIME
60 minutes

MATERIALS
Bingo cards
Words list

General Objective: Students will practice their listening comprehension.
Specific Objective: Practice listening, speaking, and memory skills, and improve fluency by practicing food vocabulary.

Description: The game is called a "chain story" or "telephone story" game. It is a speaking and listening game where students take turns adding to a story using a specific topic, such as "candy" or "grocery items." The objective of the game is to practice listening, speaking, and memory skills, and to improve fluency by adding a new element to the story each round. One student starts the story with the sentence "I went to the store to buy..." and a specific product and each subsequent student must repeat the previous products and add their own, creating a chain of products. The game can be adjusted by giving a time limit, points, or deductions for correct or incorrect repetition, or different topics, it can also be made competitive by comparing the final story with the original one.

Instructions:

Pre-Game
- The teacher will start this game by doing a quick activity to review vocabulary related to food.
- The teacher will give a word for example "sandwich" and then randomly will ask students to find related words, for example, cheese, bread, etc.
- The students that do not answer quickly have to do a dare or can be the assistant for the rest of the class.

During the Game

- The teacher will choose a theme for the game, e.g., "candy" or "vegetables."
- Choose a student to begin the story by saying "I went to the store to buy..." followed by a specific product from the chosen topic, e.g., "chocolate."
- The next student should repeat the first statement and the product mentioned, then add their own product, e.g., "I went to the store to buy chocolate and gummy bears."
- The next student must repeat the entire statement so far and add his or her own product.
- Continue the game until all students have had a chance to add something to the first statement.
- The last student to add something to the story must repeat the entire story, including all the products mentioned.
- The teacher can check if the affirmation is the same as the first one, and the student or students who have made the most mistakes lose.
- Repeat the game with different objects related to the topic.

Post-Game

- The teacher will distribute the bingo cards and markers to each student. (see annex 1)
- Explain the rules of the game, including the winning patterns that will be used (e.g. straight line, full house, etc.).
- The teacher will begin calling out vocabulary words from the list, one at a time. As you call out each word, students should mark the corresponding word on their bingo cards.
- Encourage students to call out "Bingo!" when they have a winning pattern. Verify their card and declare the winner(s).
- Continue playing the game to allow other students to win as well.
- Debrief the game by reviewing the vocabulary words used and asking students to share any new words they learned or found challenging.

STORE

Bingo Food

Name: _____

Date: _____

Class: _____

> Mark the word on your card when it is called out. If you have five squares in a row, say BINGO!

B	I	N	G	O
Cinnamon	Soup	Soy sauce	Herbs	Chocolate
Cardamom	Vinegar	Sweet	Whipped cream	Salty
Parmesan cheese	Ginger	★	Bitter	Spicy
Vanilla	Condiments	Mozzarella cheese	Oregano	Sour cream
Boiled	Olive oil	Cloves	Sauces	Greek yogurt

Bingo Food

Mark the word on your card when it is called out. If you have five squares in a row, say BINGO!

B	I	N	G	o
Ricotta cheese	Soup	Spices	Herbs	Nutmeg
Oregano	Sour cream	Feta cheese	Dressings	Cardamom
Sweet	Mint	★	Boiled	Turmeric
Basil	Sauces	Salty	Condiments	Cheddar cheese
Vinegar	Mozzarella cheese	Paprika	Parmesan cheese	Ginger

Bingo Food

Name: _____

Date: _____

Class: _____

Mark the word on your card when it is called out. If you have five squares in a row, say BINGO!

B	I	N	G	O
Salty	Condiments	Brie cheese	Basil	Spicy
Sauces	Olive oil	Goat cheese	Mozzarella cheese	Feta cheese
Sour	Oregano	★	Bitter	Mint
Parmesan cheese	Spices	Sweet	Nutmeg	Cardamom
Whipped cream	Pesto	Rosemary	Ricotta cheese	Cloves

Bingo Food

Name: _____

Date: _____

Class: _____

Mark the word on your card when it is called out. If you have five squares in a row, say BINGO!

B	I	N	G	o
Sour cream	Chocolate	Boiled	Spicy	Goat cheese
Guacamole	Cheddar cheese	Whipped cream	Cardamom	Nutmeg
Herbs	Oregano	★	Feta cheese	Soy sauce
Rosemary	Salty	Ginger	Basil	Vinegar
Brie cheese	Pesto	Sauces	Vanilla	Soup

Bingo Food

Name: _____

Date: _____

Class: _____

Mark the word on your card when it is called out. If you have five squares in a row, say BINGO!

B	I	N	G	o
Sour cream	Salty	Hummus	Spicy	Mint
Oregano	Nutmeg	Soy sauce	Sour	Chocolate
Soup	Ginger	★	Guacamole	Cinnamon
Bitter	Pesto	Ricotta cheese	Vanilla	Parmesan cheese
Paprika	Basil	Cardamom	Greek yogurt	Rosemary

Call List

1. Sour cream
2. Salty
3. Hummus
4. Spicy
5. Mint
6. Oregano
7. Nutmeg
8. Soy sauce
9. Sour
10. Chocolate
11. Soup
12. Ginger
13. Turmeric
14. Guacamole
15. Cinnamon
16. Bitter
17. Pesto
18. Ricotta cheese
19. Vanilla
20. Parmesan cheese
21. Paprika
22. Basil
23. Cardamom
24. Greek yogurt
25. Rosemary
26. Herbs
27. Brie cheese
28. Whipped cream
29. Condiments
30. Feta cheese
31. Cheddar cheese
32. Olive oil
33. Cloves
34. Goat cheese
35. Spices
36. Sauces
37. Mozzarella cheese
38. Dressings
39. Vinegar
40. Boiled
41. Sweet

ACTIVITY 4

LEVEL
B1

VOCABULARY FOCUSED
Food

TIME
40 minutes

MATERIAL
Worksheet

Word search

General Objective: Practice vocabulary and spelling skills by scanning and finding hidden words.

Specific Objective:

Description: "Word Search" is a game that helps students practice their vocabulary and spelling skills by scanning and finding hidden words. The objective of the game is to find and circle the hidden words in a grid of letters. The game can be played individually or in teams. To play, the teacher will prepare a grid of letters and a list of words that are hidden in the grid. The words can be arranged horizontally, vertically, diagonally, or backward. The students will then have to scan the grid and find the hidden words, then circle them. The first student or team to find all the words earns a point. The game can be adjusted to different levels of vocabulary, difficulty, and theme, and can be used to practice specific grammar points or tenses. This game can be a fun and interactive way to practice vocabulary, spelling, and problem-solving skills.

Instructions:

Pre-Game

- The teacher will give instructions for the activity.
- The teacher will divide the class into groups, the number of groups depends on the number of students.
- In this activity, the teacher will write 4 different food categories on the board. (i.e. Dairy, Fruits, Cereal, etc)
- Then each group will have to think of different foods for each category and write as many foods as they know.
- When time is over, the group with the most correctly spelled words wins this game.

During the Game

- The teacher will prepare a grid of letters and a list of vocabulary words related to the class topic or theme. (see annex 1)
- Hide the words in the grid by arranging them horizontally, vertically, diagonally, or backward.
- Give the grid and the list of words to the students and explain the objective of the game, which is to find and circle the hidden words in the grid.
- Students scan the grid and circle the words they find.
- Once a student or a team finds all the words, they can raise their hand or call the teacher to check their work.
- The first student or team to find all the words correctly earns a point or a prize.
- To make the game more challenging, give the students the grid to look for the words without any clues.
- The game can be adjusted to different levels of vocabulary, difficulty, and theme, and can be used to practice specific grammar points or tenses.

Post-Game

- The teacher will give students copies of the crossword puzzle worksheet (see annex 2).
- Then, the teacher will explain the rules of the game: Students will work individually.
- It is important to encourage students to discuss the clues and work collaboratively to fill in the answers to the puzzle.
- Monitor the activity, answer any questions and provide assistance if needed.
- Review the answers with the class and provide feedback and clarification as needed.

GROCERIES

Find and circle the words hidden in the puzzle. words are hidden vertically, horizontally and diagonally, in both directions

U	R	Y	R	R	E	B	P	S	A	R	G	O	P
W	S	M	B	T	R	P	N	I	K	P	M	U	P
C	T	A	P	A	E	E	I	R	P	U	E	O	L
A	R	N	E	N	C	M	A	U	I	I	R	N	Y
U	A	G	U	G	E	A	P	R	I	C	O	T	P
L	W	O	M	E	L	G	I	A	P	A	O	R	E
I	B	E	U	R	E	R	P	P	I	S	L	N	G
F	E	P	L	I	R	S	A	F	N	P	P	B	A
L	R	A	P	N	Y	R	M	N	E	A	R	L	B
O	R	P	F	E	P	W	E	R	A	R	S	O	B
W	Y	R	E	I	M	A	M	M	P	A	U	E	A
E	P	E	A	R	G	R	I	E	P	G	R	C	C
R	E	E	R	P	U	A	L	G	L	U	G	U	E
I	T	S	T	T	R	R	E	A	E	S	C	E	S

APRICOT
CELERY
MANGO
PINEAPPLE
PLUM
CAULIFLOWER
PEAR
RASPBERRY
TANGERINE
STRAWBERRY
LIME
ASPARAGUS
FIG
PUMPKIN
CABBAGE

Play this puzzle online at : https://thewordsearch.com/puzzle/5344196/

Annex 2

FOOD

Across

4. a sweet food made from cacao beans

5. a type of salt-cured meat from a pig

6. a sweet dish served after a meal

8. a baked food made from flour, water, and yeast

9. a nutrient found in meat, beans, and dairy products

12. the room in a house or restaurant where food is prepared and cooked

Down

1. a round, flat bread topped with tomato sauce, cheese, and other ingredients

2. a sweet, tart drink made from lemons

3. a dairy product made from milk

7. a food made by placing meat, cheese, or other fillings between two slices of bread

10. a cereal grain used as a staple food in many parts of the world

11. cooked over a flame or hot coals

ANSWER

GROCERIES

Find and circle the words hidden in the puzzle. words are hidden vertically, horizontally and diagonally, in both directions

U	R	Y	R	R	E	B	P	S	A	R	G	O	P
W	S	M	B	T	R	P	N	I	K	P	M	U	P
C	T	A	P	A	E	E	I	R	P	U	E	O	L
A	R	N	E	N	C	M	A	U	I	I	R	N	Y
U	A	G	U	G	E	A	P	R	I	C	O	T	P
L	W	O	M	E	L	G	I	A	P	A	O	R	E
I	B	E	U	R	E	R	P	P	I	S	L	N	G
F	E	P	L	I	R	S	A	F	N	P	P	B	A
L	R	A	P	N	Y	R	M	N	E	A	R	L	B
O	R	P	F	E	P	W	E	R	A	R	S	O	B
W	Y	R	E	I	M	A	M	M	P	A	U	E	A
E	P	E	A	R	G	R	I	E	P	G	R	C	C
R	E	E	R	P	U	A	L	G	L	U	G	U	E
I	T	S	T	T	R	R	E	A	E	S	C	E	S

APRICOT
CELERY
MANGO
PINEAPPLE
PLUM
CAULIFLOWER
PEAR
RASPBERRY
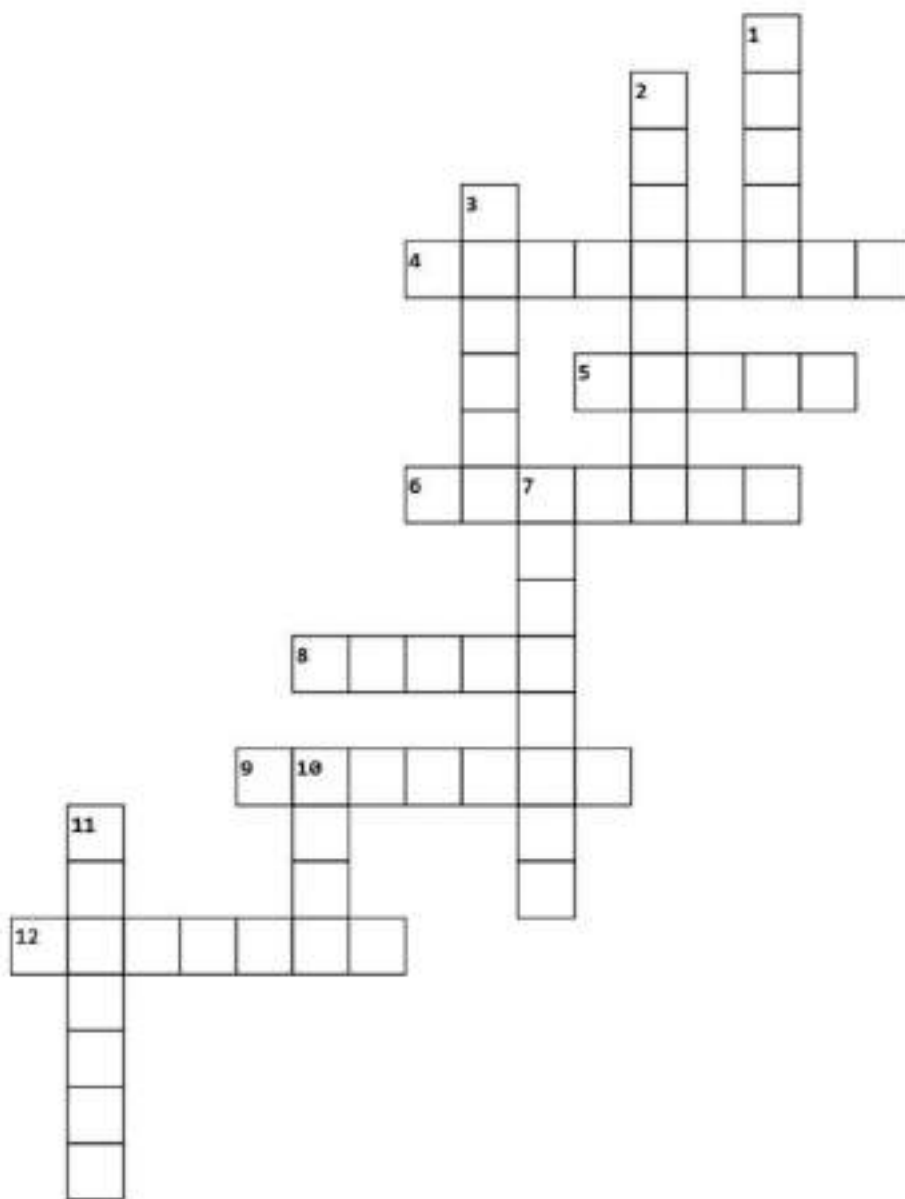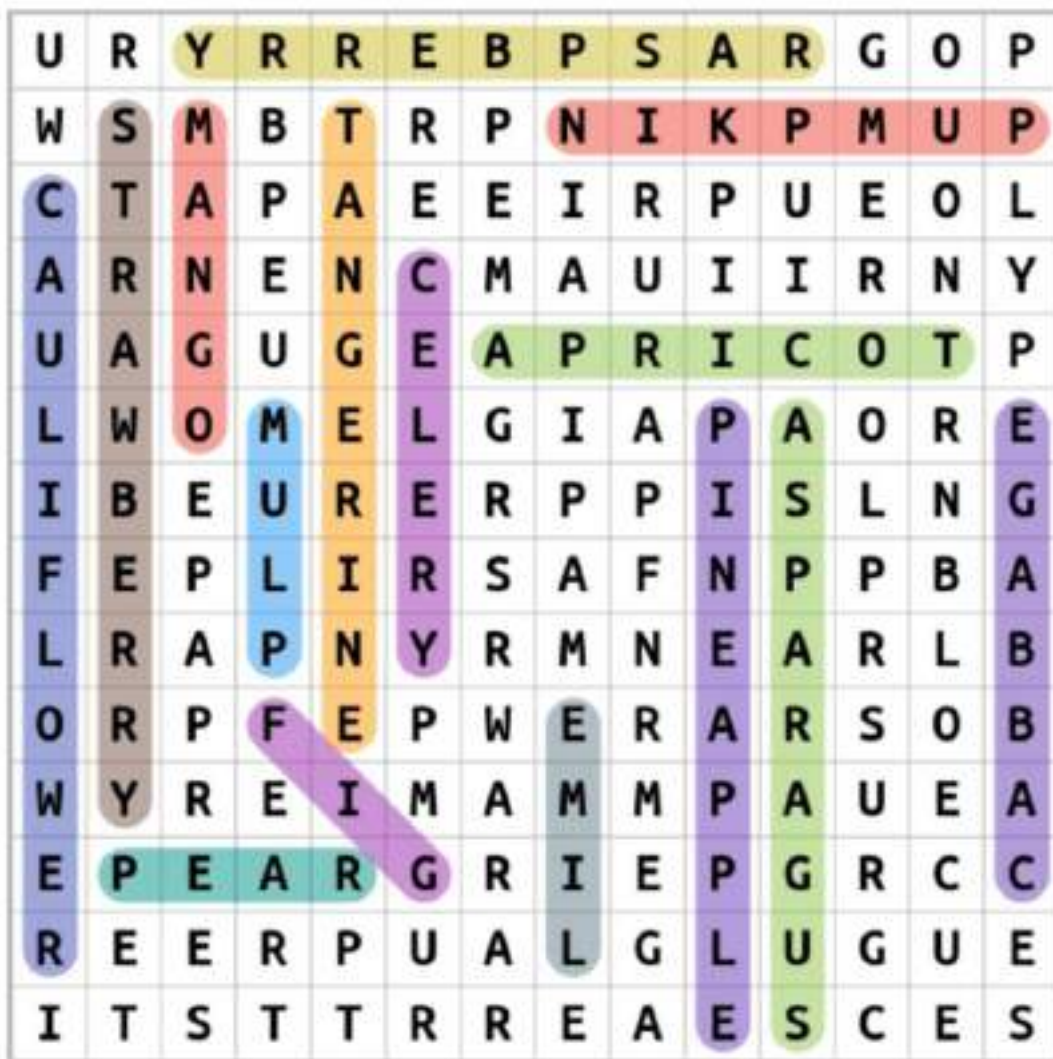TANGERINE
STRAWBERRY
LIME
ASPARAGUS
FIG
PUMPKIN
CABBAGE

Annex 4

FOOD

```
                              ¹P
                      ²L      i
                       e      z
              ³C       m      z
          ⁴C  h  o  c  o  l  a  t  e
              e       n
              e    ⁵B  a  c  o  n
              s       d
          ⁶D  e ⁷S  s  e  r  t
                 a
                 n
          ⁸B  r  e  a  d
                 w
       ⁹P ¹⁰R  o  t  e  i  n
    ¹²G     i           c
       r     c           h
    ¹¹K  i  t  c  h  e  n
       l
       l
       e
       d
```
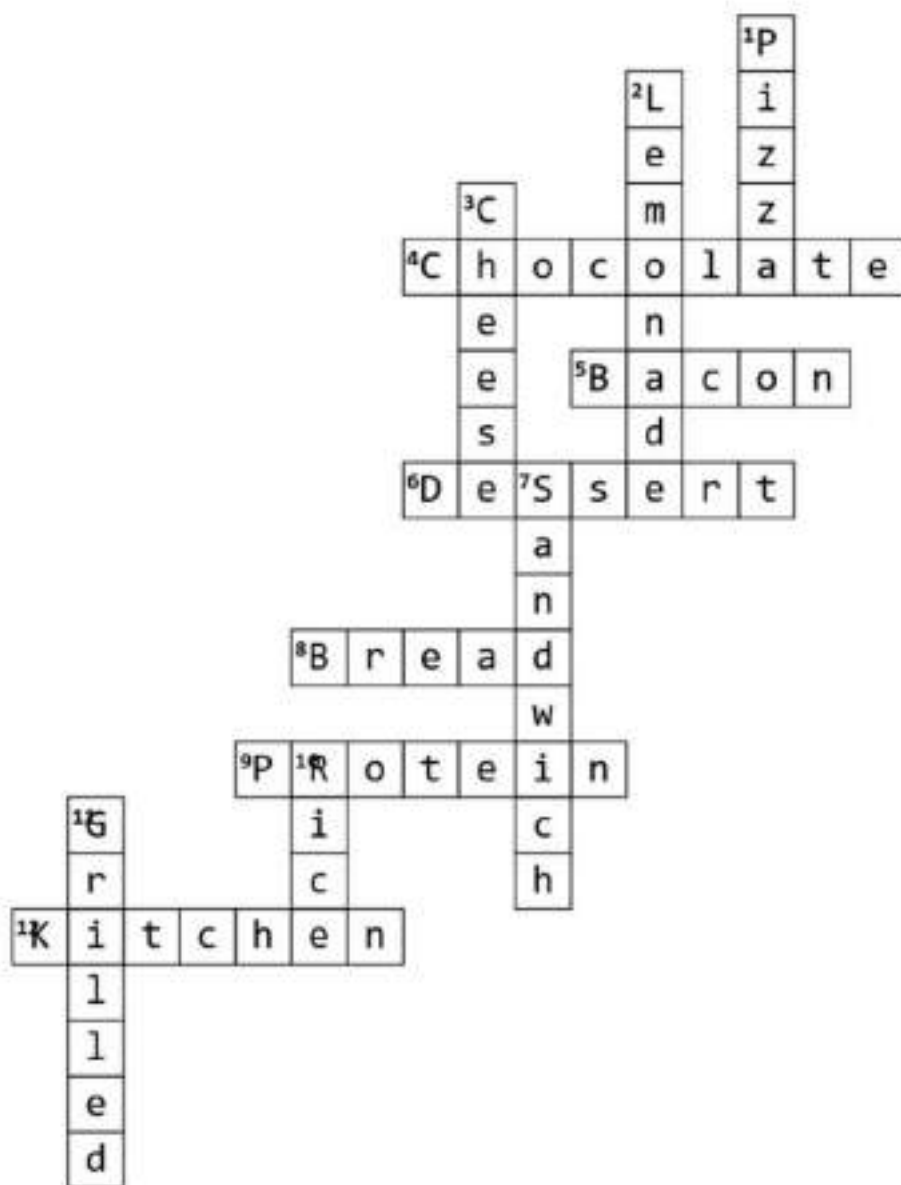
Across

4. a sweet food made from cacao beans

5. a type of salt-cured meat from a pig

6. a sweet dish served after a meal

8. a baked food made from flour, water, and yeast

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1. a round, flat bread topped with tomato sauce, cheese, and other ingredients

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7. a food made by placing meat, cheese, or other fillings between two slices of bread

10. a cereal grain used as a staple food in many parts of the world

11. cooked over a flame or hot coals

CONCLUSION

As a first conclusion, vocabulary is a crucial subskill in learning new languages because it enables effective communication by enabling communication to be understood. For effective vocabulary learning, students have many choices. However, as some authors affirm, engaging in playful activities is one of the best ways to promote learning because it prevents the environment from becoming monotonous and allows comfort and enjoyment without losing sight of the educational goal.

Regarding the methodology used, it can be said that the use of the mixed approach, that is, both quantitative and qualitative, is highly successful for the gathering of data, first and primarily numerical information as in the case of the survey, where information in quantities was necessary due to the enormous amount of population and sample, mainly represented in numbers and percentages, in this case. Although the study's use of an interview as a broad information source headed to an ideological interpretation of the data, it is also acceptable to collect information from other sources such as opinions, personal experiences, or notable speeches. stating that both methods made it possible to gather more information in order to provide a wider and, consequently, more comprehensive interpretation.

According to the research results for this project, the majority of students are aware of the value of increasing their capacity for developing English vocabulary. Students are exposed to a variety of activities in order to acquire it, but they frequently only take part in the most common and repetitive activities. In other words, they are not interpreting the language in a fresh way that would motivate them to use the new vocabulary. Additionally, studies have shown that students prefer language practice activities that combine play and didactic material. Because of this, it is acknowledged that using games in this process is a very beneficial and valuable resource.

Furthermore, the proposal presented could be considered as a useful teaching tool for improving students' vocabulary skills. A strategy for achieving specific learning objectives as well as a way to relax and have fun is to use Game-based activities. By using this strategy, teachers have access to a wide variety of well-planned, dynamic activities that help with teaching while students learn more efficiently and with less boredom.

RECOMMENDATIONS

For the students' vocabulary development, it is advised to use more enjoyable activities. It is strongly recommended that English teachers use games more often in their lessons because they can effectively stimulate students' interests and help in their vocabulary improvement. It is also suggested do more research on this subject to back up the claim that vocabulary-building games are beneficial.

It is recommended to keep using a mix of both quantitative and qualitative methods and tools in order to learn more about how Game-based activities affect students' vocabulary development. In addition to assessments to compare participants' language abilities before and after these interventions, surveys and interviews are useful data collection tools.

According to the data gathered, it is recommended that the vocabulary learning process take students' preferences into account. This can enhance both the effectiveness of teaching and the learning outcomes of the students. In order to keep students interested and motivated throughout vocabulary lessons, which will eventually improve their oral vocabulary production, a variety of creative and innovative activities should be used.

Finally, it is recommended to use the proposal's suggested Game-based strategy guide as an alternative tool to support vocabulary development in class. The guide includes an extensive range of activities that are most popular with students. Games can be an effective instrument for teachers to help their students express themselves because they are dynamic, active, and enjoyable.

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ANEXXES

Annex 1. Instrumnets.

Vice principal's interview

<table>
<tr><td colspan="3" align="center">

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

</td></tr>
<tr><td colspan="3">

Tema: Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.

</td></tr>
<tr><td colspan="3">

Fecha:

</td></tr>
<tr><td colspan="3">

Posición: Vicerrector

</td></tr>
<tr><td colspan="3">

Objetivo: El objetivo de esta entrevista es conocer la percepción del Vicerrector sobre el proceso de enseñanza y aprendizaje del vocabulario inglés en la institución.

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<tr><td colspan="3">

Pregunta 1

Desde el segundo año de educación primaria hasta el tercero de secundaria, el inglés es una materia obligatoria en todas las instituciones del país, lo que significa que según datos del Ministerio de Educación (2017) al finalizar el tercer año Bachillerato, los estudiantes deben cumplir con los requisitos del marco común de referencia en el nivel de lengua extranjera B1. Esto significa que los estudiantes deben comunicarse en inglés utilizando un vocabulario adecuado y un cierto nivel de fluidez. ¿Cree usted que los estudiantes de la institución logran los estándares establecidos por el Ministerio de Educación cumpliendo con esta normativa?

</td></tr>
<tr><td colspan="3">

Pregunta 2

En su opinión, ¿la institución cuenta con los recursos y materiales innovadores necesarios para implementar y desarrollar el plan de estudios del idioma inglés establecido por el Ministerio de Educación?

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Pregunta 3

Desde su punto de vista, ¿cuáles cree que son las mayores dificultades que existen al implementar el currículo de inglés en el tercer año de bachillerato? ¿Por qué?

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Pregunta 4

¿Conoce usted si se han implementado anteriormente en la Unidad Educativa Teodoro Gómez de la Torre procesos de investigación relacionados con el aprendizaje basado en juegos para mejorar el vocabulario en Inglés?

</td></tr>
</table>

Pregunta 5

¿Estaría dispuesto a permitir y alentar a los profesores de inglés de su institución a implementar una guía que incluya actividades didácticas para mejorar el aprendizaje del vocabulario en los estudiantes?

English area coordinator's interview

NIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
Topic: Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.
Date:
Position: English coordinator
Objective: The purpose of this interview is to learn about the English coordinator's perception of the process of teaching and learning English vocabulary at the institution.
Question 1 The Ecuadorian Ministry of Education (2017) states that students must have a B1 from CEFR by the end of their senior year. In your experience, do you consider that this objective can be achieved? Explain.
Question 2 In your experience, does the institution have the necessary resources for the adequate development of English classes?
Question 3 In your opinion, which of the four language skills—listening, speaking, reading, and writing—have you found to be the most challenging to teach and learn in EFL (English as a Foreign Language) lessons? Explain.
Question 4 From your perspective, how important is it that students learn vocabulary to achieve the established standards in the curriculum? Explain it.
Question 5 From your point of view, what factors do you consider could make it difficult for senior students to acquire English vocabulary?
Question 6 According to your experience, do you consider that the use of games contributes positively to the learning of English?

Question 7

Would you be willing to use a guide that includes Game-based learning strategies to improve your students' English vocabulary acquisition?

English teachers' interviews

UNIVERSIDAD TÉCNICA DEL NORTE   **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**   **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
Topic: Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.
Date:
Position: English teachers
Objective: The purpose of this interview is to learn about the teachers' perception of the process of teaching and learning English vocabulary at the institution.
Question 1   In your opinion, which of the four language skills—listening, speaking, reading, and writing—have you found to be the most challenging to teach and learn in EFL (English as a Foreign Language) lessons? Explain.
Question 2   In your experience, does the institution have the necessary resources for the adequate development of English classes?
Question 3   In your experience, what are the problems senior students have in learning English vocabulary?
Question 4   Do you think that for the adequate development of the main skills (speaking, reading, writing, and listening) it is necessary to focus on the development of subskills such as vocabulary?
Question 5   What strategies do you usually apply to develop senior students' vocabulary sub-skills in your classes? (Cognitive strategies, memory strategies, Game-based learning strategies, Visual strategies)
Question 6   What do you think about employing games in the teaching-learning process in the classroom? do you believe that it will help students in the learning English vocabulary process?

Question 7

Would you be willing to apply Game-based learning strategies in English classes to improve your students' vocabulary?

Senior students' survey

UNIVERSIDAD TÉCNICA DEL NORTE   **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** Englishmajor   **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
Topic: Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.
Date:
Position: Senior students
Objective: Collect information from students' perception towards learning vocabulary through Games-based learning (GBL).
Instructions: • Read the questions carefully and choose the most suitable option for you.   • Be honest in your answers.   • This survey is private and was created purely for academic purposes.
Question 1   Do you think that learning English is necessary for your further education?   • Yes   • No
Question 2   In your opinion, which of the four language skills—listening, speaking, reading, and writing—have you found to be the most challenging to learn?   **Listening**   **Speaking**   **Reading**
Question 3   From your experience, do you find it difficult to learn new vocabulary in English?   • Yes   • No
Question 4   Regarding question 3, why do you consider that you have trouble developing vocabulary?   • Lack of motivation   • The limitations of sources of information about words.

- Lack of time
- The complexity of word knowledge.
- Lack of interest

Question 5

Which of the following strategies does your teacher use in the classroom to develop your English vocabulary?

- Cognitive strategies: repetition, translation.
- Memory strategies: word association
- Game-based learning strategies.
- Visual strategies: flashcards

Question 6

Which of the following strategies would you like your teacher to use in the classroom to develop your English vocabulary?

- Game-based learning strategies.
- Visual strategies: flash cards.
- Cognitive strategies: repetition, translation.
- Memory strategies: word association

Question 7

Do you believe including games in English classrooms would make learning new vocabulary a more enjoyable experience?

- Yes
- No

Question 8

Would you like your English teacher implements games in the classes?

- Yes
- No

Question 9

Rank the following list of games according to your preference, with 1 being the one you like the most and 12 being the one you like the least.

() Vocabulary Board Game

() True or False

() Erase a word

() Matchup

() The whisper Game

() Word Chain

() Vocabulary Pictionary

() Vocabulary Hangman

() Word Scramble

() Tree or Bob Ross

() Invisible Bridge

() Poetry Improv

Annex 2. Instruments validation.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Englishmajor

Ibarra, 7 de diciembre de 2022

Doctora

Guevara Betancourt Sandra Mariana

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto Game-based learning strategies to improve English vocabulary in senior students at Teodoro Gomez de la Torre High School, Academic year 2022-2023.Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Carrera Briones Gabriela Soledad

C.C.: 100473440-4

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada item. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

....
....
....
....

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

....
....
....
....

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada item. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

....

....

....

....

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				
Ítem	Dejar	Modificar	Eliminar	OBSERVACIONES
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			

....
Firma del Evaluador
C.C.: 100250352-0

Apellidos y nombres completos	Sandra Betancourt Sandra Mariana
Título académico	Doctora - PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto: 1 de diciembre del 2021
Fecha de revisión del experto: 1 de diciembre del 2021

Annex 3. Authorization

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1634-O
Ibarra, 08 de diciembre de 2022

Magister
Sandra Hidalgo
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice a quien corresponda, se brinde las facilidades necesarias a la señorita CARRERA BRIONES GABRIELA SOLEDAD, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de grado: "GAME-BASED LEARNING STRATEGIES TO IMPROVE ENGLISH VOCABULARY IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC YEAR 2022-2023".

Por la favorable atención, le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"
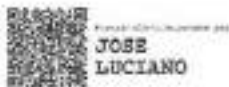
JOSE
LUCIANO

MSc. José Revelo
DECANO DE LA FECYT

Autorizado
Msc. Betty Batalla
COORDINADORA AREA=INGLES

Favor analizar la aplicación de la encuesta con el apoyo de docentes y estudiantes de 3ro BGU.

fh. 9/22

Annex 4. Consent letter.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Gabriela Soledad Carrera Briones estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Establecer las estrategias de aprendizaje basadas en el juego más adecuadas para mejorar el vocabulario de inglés en los alumnos de último año de bachillerato del colegio Teodoro Gómez de la Torre, año académico 2022-2023".

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 a 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo: Vicerrector

Nombre del participante: Juan Pablo Roja F.   Firma del participante:

Nombre del investigador : Gabriela Soledad Carrera Briones   Firma del investigador:

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Gabriela Soledad Carrera Briones estudiante de la carrera Pedagogia de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Establecer las estrategias de aprendizaje basadas en el juego más adecuadas para mejorar el vocabulario de inglés en los alumnos de último año de bachillerato del colegio Teodoro Gómez de la Torre, año académico 2022-2023".

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 a 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo: Coordinadora de área

Nombre del participante: Firma del participante:

Nombre del investigador : Gabriela Soledad Carrera Briones   Firma del investigador:

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Gabriela Soledad Carrera Briones estudiante de la carrera Pedagogia de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Establecer las estrategias de aprendizaje basadas en el juego más adecuadas para mejorar el vocabulario de inglés en los alumnos de último año de bachillerato del colegio Teodoro Gómez de la Torre, año académico 2022-2023".

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 a 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo: Profesor de Ingles

Nombre del participante: Yanaira Tubaquingo

Firma del participante:

Nombre del investigador : Gabriela Soledad Carrera Briones   Firma del investigador:

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Gabriela Soledad Carrera Briones estudiante de la carrera Pedagogia de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Establecer las estrategias de aprendizaje basadas en el juego más adecuadas para mejorar el vocabulario de inglés en los alumnos de último año de bachillerato del colegio Teodoro Gómez de la Torre, año académico 2022-2023".

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 a 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo: Profesor de Ingles

Nombre del participante: Fernando Narváez   Firma del participante:

Nombre del investigador : Gabriela Soledad Carrera Briones   Firma del investigador:

Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por Gabriela Soledad Carrera Briones estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Establecer las estrategias de aprendizaje basadas en el juego más adecuadas para mejorar el vocabulario de inglés en los alumnos de último año de bachillerato del colegio Teodoro Gómez de la Torre, año académico 2022-2023".

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo: Estudiante de ultimo año

Nombre del participante: Escobar Dyllan   Firma del participante:

Nombre del investigador : Gabriela Soledad Carrera Briones   Firma del investigador: