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**GAMES TO PRACTICE VOCABULARY IN PRIMER AÑO OF
EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA BILINGÜE**

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DEDICATION

This thesis is dedicated, with all my love and gratitude, to my parents, who have been my biggest inspiration and my strength during this journey. Thank you for always supporting me, for believing in me even when I did not, and for teaching me that with love and effort, everything is possible.

I also dedicate this work to my siblings. To my sister, who, even from far away, was always present with her words and her love, making me feel close to her despite the distance. And to my brother, who was here with me, giving me support, listening to me, and helping me move forward every time I felt like giving up.

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RESUMEN

El presente trabajo se fundamenta en la importancia de que los estudiantes de primer año de Educación General Básica practiquen el vocabulario aprendido mediante actividades dinámicas que despierten su interés y participación, siendo los juegos una estrategia ideal para su carácter lúdico y motivador; el objetivo general fue analizar el impacto del uso de juegos para la retención de vocabulario en inglés en estudiantes del primer año EGB de la Unidad Educativa Bilingüe Maurice Ravel, para lo cual se aplicó una encuesta diagnóstica a estudiantes y se entrevistó a las autoridades y profesores del plantel educativo, y se diseñó una guía didáctica con juegos contextualizados y adecuados a su edad. Aunque no fue posible aplicar la totalidad de la propuesta, se implementaron algunos juegos en el aula, observando una mayor motivación, participación activa, mejor retención del vocabulario y una actitud más positiva hacia el aprendizaje del inglés. Los estudiantes demostraron avances en pronunciación, reconocimiento de palabras y producción oral, además de una mejor interacción en clase; se concluye que el aprendizaje basado en juegos es una estrategia eficaz, para reforzar el vocabulario en niños, ya que responde a sus necesidades cognitivas, emocionales y sociales, mejora el ambiente del aula y promueve un aprendizaje significativo, participativo y feliz.

Palabras clave: juegos, vocabulario, motivación, enseñanza del inglés, educación básica, aprendizaje lúdico, practica divertida

ABSTRACT

This study was based on the importance of allowing first-grade Educación General Básica students to practice learned vocabulary through dynamic activities that encourage their interest and participation, with games being an ideal strategy due to their fun and motivating nature; the general objective was to analyze the impact of using games for vocabulary retention in first-grade EGB students at Unidad Educativa Bilingue Maurice Ravel. For this purpose, a diagnostic survey was applied, and interviews were conducted with school administrators and teachers, and a didactic guide was designed with contextualized, age-appropriate games. Even though it was not possible to apply the whole proposal, several of the games were carried out in the classroom. Their implementation encouraged higher motivation, active participation, stronger vocabulary retention, and a more favorable attitude toward learning English. Students also showed noticeable progress in pronunciation, word recognition, and oral expression, together with better interaction during class. These results indicate that learning through games is a valuable approach for strengthening vocabulary in young children, since it addresses their cognitive, emotional, and social development, contributes to a positive classroom atmosphere, and fosters meaningful, enjoyable, and engaging learning experiences.

Keywords: game-based learning, vocabulary, motivation, English teaching, basic education, fun practice.

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CHAPTER I

THEORETICAL FRAMEWORK

1.1.TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

1.1.1. Characteristics of Young Language Learners

Young learners possess unique characteristics that influence their vocabulary acquisition process. Their natural curiosity and enthusiasm make them receptive to new learning experiences, particularly when presented in an engaging manner. Children are natural language learners because of their ability to acquire language almost automatically and without apparent effort. (Pearson, 2023). Young learners' enthusiasm and natural curiosity can significantly aid in vocabulary acquisition, particularly when activities are well-designed and adapted to their context. Their cognitive flexibility and the critical period allow them to absorb language almost automatically and without apparent effort. The idea is that learning vocabulary involves exploring and engaging with imagination, tapping into innate curiosity, and a willingness to participate in new activities. Engaging in fun, contextualized activities can improve their vocabulary and retention. Pérez (2023) investigated the fact that interactive methods have been shown to significantly improve vocabulary retention in 5-6-year-olds compared to traditional memorization techniques.

1.1.2. Vocabulary Acquisition Processes in Early Education.

The vocabulary acquisition process among learners adheres to particular patterns that educators must comprehend to implement effective teaching strategies. Al-Harbi (2019) commented that teaching methods that include contextualized and meaningful experiences are more effective for vocabulary acquisition in young children. Effective teaching strategies require

educators to understand the patterns that emerge in vocabulary acquisition. Children are more likely to learn words relevant to their immediate environment and everyday experiences, so teachers should prioritize context and vocabulary pertinent to students, using methods that reinforce these connections, such as games, stories, or hands-on activities, to maximize learning.

Recognizing this enables educators to adapt teaching strategies to the individual needs and developmental stages of learners, fostering more effective and enduring learning.

Young learners depend more on visual and kinesthetic learning experiences and absorb language differently than older learners. Using the Total Physical Response (TPR) method in vocabulary learning is effective, as students retain words better when they are associated with physical movements. (Gomez, 2016).

In addition to helping students learn new words, the TPR method also helps them learn through more than one sense, which improves understanding and makes the learning process more fun and meaningful. This method is especially important for kids who are just starting school because their brains and bodies are growing in important ways. Activities that link language with movement help both short- and long-term memory work better. So, using TPR methods in vocabulary lessons not only helps kids learn a new language, but it also fits with how kids naturally learn.

1.1.3. Challenges in early vocabulary teaching.

Teaching English vocabulary to children is a challenging task, even though children are capable of learning the language naturally, as the main challenges include a short attention span, Susanto (2017) believed that kind of children require activities to be brief and active to maintain their interest, the need for continuous practice to strengthen vocabulary, and the difficulty of

understanding abstract concepts, which usually lack a physical basis. The challenges highlighted indicate that traditional teaching methods are inadequate for young learners. Therefore, it is imperative to incorporate new and valuable approaches, such as interactive games and visual aids, and continuous practice is essential to strengthen vocabulary, as students need repetition and constant use of words. (Elhamdi & Hezam,2020). This helps them overcome these limitations and promotes effective learning.

1.2.GAME-BASED LEARNING IN LANGUAGE EDUCATION

1.2.1. Theoretical Foundations of Game-Based Learning

Game-based learning has become a powerful tool in education. It is not only more engaging and motivating but also allows for great efficiency in the learning process.

One of the most notable GBL lies in its capacity to involve students in ways that traditional approaches often fail to achieve. Elements such as competition, collaboration, and storytelling increase learners' motivation and participation (Alonso, 2021). Games provide students with a relevant and meaningful context, which makes it easier to comprehend and retain new knowledge. Similarly, Llamas (2009) pointed out that GBL promotes the development of essential skills like critical thinking, creativity, and problem-solving. Through these activities, students are encouraged to reflect, make decisions, and apply reasoning, which contributes to the strengthening of such abilities.

Learning theories, such as Piaget's and Vygotsky's constructivism, form the basis of game-based learning. Piaget (1952) proposed that children actively construct their knowledge through interaction with the environment, which aligns with the interactive nature of educational

games. Vygotsky (1978) emphasized the importance of social interaction in learning, suggesting that knowledge is constructed through collaboration and dialogue.

These ideas stress the importance of social interaction and active participation in these kinds of activities. When students work together, they not only learn but also share experiences with each other, which leads to better learning outcomes.

1.2.2. Benefits of Educational Games in Vocabulary Acquisition

Educational Games can positively influence vocabulary acquisition by increasing student motivation and engagement, learning to higher levels of participation and practice. (Kurniawan et al., 2017). They are an effective tool for learning vocabulary in a fun and engaging way. They provide a relaxed environment where students can experiment with new words without fear of making mistakes, which builds confidence and a willingness to learn. In addition, these games usually include repetition and constant practice, which are essential for memorizing new words. Their immediate feedback allows students to correct mistakes instantly and learn from them quickly. Deterding et al. (2015) concluded that games benefit vocabulary learning by improving students' ability to memorize words, encouraging interaction between students, and improving their communication skills.

Educational games can help in word retention by promoting repetition and fostering a play-game environment. In addition, games encourage collaboration among students, resulting in improved vocabulary acquisition and better communication skills. Using an interactive and social approach is essential for improving language proficiency as it allows students to apply new vocabulary in practical and vital situations. It should also be noted that the competitive and challenging nature of many educational games also motivates students to participate actively.

The inclusion of narratives or story elements in certain games makes the learning process more engaging and meaningful, which in turn enhances students' motivation.

1.2.3. Types of Educational Games for Vocabulary Development.

Many educational games have been shown to be very helpful for kids ages 5 to 6 who want to learn new words. These kinds of activities make learning more fun and help students remember new words and use them more easily.

- **Guessing Games:**

Children's Guide (2025) investigated the fact that guessing games effectively enrich vocabulary and improve descriptive skills in children. They represent an extraordinarily effective didactic strategy for teaching English to children from 5 to 6 years old, enhancing linguistic development in a fun and natural way.

In this game, a child mentally selects an object, animal, or character and describes it using English sentences without revealing its identity. The other participants listened attentively to the descriptions and competed to be the first to guess correctly. The dynamic stimulates vocabulary and develops communication and strategic thinking skills. The game mechanics encourage linguistic creativity. The child describing must construct short sentences using adjectives, verbs, and basic English grammatical structures learned in the classroom. For example, if they think of a cat, they might say, "It is small", Its sound is mew, etc. The other student must interpret these clues to identify the object or animal. This helps students expand their vocabulary, practice oral expression, develop listening comprehension, and strengthen communicative confidence. As a game, it reduces the pressure and anxiety traditionally associated with learning a second language. Children learn without perceiving the process as an

academic task, improve their descriptive skills, develop analytical thinking, and acquire confidence in expressing themselves in English.

- **Simon says:**

“Simon Says” is a classic game that goes beyond fun and becomes a valuable educational tool for teaching English to children aged 5 to 6.

The game has a simple but very effective dynamic. One student or teacher takes the role of Simon and gives instructions that others must follow only if they begin with “Simon Says”. This activity promotes selective attention and active listening while fostering both cognitive and linguistic skills. The level of difficulty can be adapted according to the age of the participants. For kids between the ages of 5 and 6, instructions are usually short and easy to understand, like "Simon says touch your head". "The different commands make it fun and easy to learn new words over time". The game helps students improve their listening comprehension, vocabulary related to actions, and ability to quickly process information in English. Also, "Simon says" helps kids learn important skills like paying attention, following directions, and controlling their impulses, which are all very important when they are young.

- **Word Bingo:**

Word Bingo is a creative educational strategy for teaching English to children aged 5 to 6. It combines learning with a fun and engaging activity.

The game consists of preparing cards with English vocabulary. The teacher acts as a narrator, giving definitions or clues about the words, while the children listen carefully to identify and mark the correct words on their cards.

This activity enables children to develop multiple language skills at the same time. Besides recognizing words, they reinforce their listening comprehension, broaden their vocabulary, and enhance their ability to connect concepts. Furthermore, the motivation generated by the desire to win keeps them engaged and concentrated, fostering abilities such as selective attention, working memory, and quick information processing.

The game is also very flexible because the cards can have themes like animals, colors, jobs, or daily activities, which makes learning more relevant and meaningful.

- **Word Chain Game:**

The chained words game is a dynamic activity that encourages linguistic development in children aged 5 to 6. It combines creativity with the learning of new English vocabulary.

In this game, each person has to say a word that begins with the last letter of the word that the last player said. This simple rule makes your mind more flexible, helps you remember things, and helps you deal with new problems. It has a wide range of teaching because it helps kids learn new words and helps them connect ideas, remember words, and process information well.

The activity is also interactive and challenging, which keeps students interested and involved. It also helps them develop important metacognitive skills like sustained attention, short-term memory, and quick information retrieval.

In early education, play is fundamental since it allows children and teachers to access knowledge meaningfully. Play is also the bridge that leads them to relate to others. Children's rounds and games not only bring joy but also strengthen the skills, abilities, values, and attitudes necessary for the integral development of children. (Alboleda, 2018)

Games help students enjoy the learning process rather than just memorizing it. There are many reasons for games to be implemented in the classroom. They are fun, which is very important because they activate students who may have been inactive before. This means that by keeping them active, teachers can easily get their attention and provide the required subject matter to teach. Playing games creates a friendly atmosphere as they interact, and active participation in the classroom fosters joy and excitement when they are learning.

When kids are 5 to 6 years old, they are in their first year of basic education. This is a very important time for their language development because they start to practice and build on skills like understanding, speaking, and early reading. They can learn new words in class and use them in simple conversations. This process gives them a strong base for language growth, which helps them communicate better with both teachers and other students. As learning progresses, these skills enhance and reinforce each other, facilitating the fundamental language development crucial for future academic success.

Young learners at the A1 level can understand and use basic everyday expressions, enabling them to engage in simple interactions. (Council of Europe, 2020)

1.3. IMPLEMENTATION STRATEGIES FOR VOCABULARY GAMES

1.3.1. Game Selection Criteria.

Books ABC (2024) explain that games should be selected considering the students' age and educational context to maximize their effectiveness.

The contents must be close and relevant to the children. At this age, they are developing their vocabulary, so working with concepts that are part of their daily lives is key. Words related

to animals, household objects, everyday actions, and simple emotions are essential as they are at the core of meaningful learning.

This view emphasizes a basic idea about education: learning should feel like a natural and fun process. Games should not be viewed as ancillary activities; instead, they should be regarded as primary instruments that facilitate language acquisition. When kids are emotionally involved, they learn new words better because learning becomes a fun and interesting activity.

It is just as important to think about how kids this age is growing mentally. They learn best when they have real-life examples and activities that connect new words to things they can see, hear, and touch. This is true for kids ages 5 to 6. Because of this, the best games for kids are ones with simple rules, structures, and goals that they can understand.

Selecting vocabulary that children are familiar with in their daily routines, or connecting new words to their immediate environment, is an effective strategy for supporting vocabulary learning. Words are acquired more easily and meaningfully when they have a clear relevance in everyday life, allowing children to use them to express needs, emotions, and observations. According to Reading (2023), prioritizing words that students are likely to encounter in different contexts is essential, since this facilitates both learning and practical use.

This method makes learning English natural and practical because each new word expands their knowledge and gives them more confidence in communicating. Children are motivated and enjoy the process by using what they learn right away, making it more enjoyable and exciting.

Providing children with diverse opportunities to interact with words through physical, visual, and auditory is essential for effective learning (Curriculum Online, 2023).

Play for 5—to 6-year-olds should be a multisensory experience that stimulates different learning channels. The variety of activities not only maintains their interest but also taps into their natural disposition for active play as a method of exploring and understanding the world, allowing English language learning to be a dynamic, fun, and effective process involving movement, sound, and image.

Akdogan (2017) explains that the best educational games are those that can be easily implemented in the classroom, allowing educators to focus on teaching.

It is important to remember that games in the classroom should be simple and practical. Teachers benefit from activities that require minimal time and effort to prepare, as this allows them to focus more on teaching than on organizational tasks. Games such as “Simon says” or “Word Bingo” illustrate this idea well, since they depend primarily on the teacher’s creativity and the active involvement of students. These types of activities become valuable tools for enjoyable teaching English vocabulary, without adding unnecessary complexity to lesson planning.

1.3.2. Classroom Management During Game Activities.

To have fun in the classroom, it's important to give clear directions. Before the kids start, teachers should make sure that everyone understands the rules and goals. This keeps them from getting confused and helps them know what they need to do during the activity. Children can focus on participating and having fun when the instructions are simple and easy to follow. This turns any confusion into a positive and enriching learning experience. To reduce confusion and get most people involved, it is important to give clear instructions. (Rivera & Johnson, 2023).

Good classroom management during playtime is important for learning new words. When instructions are clear, students know what is expected of them and the mood is set from the start.

To learn well through play, you need to know how to manage your time well. Setting clear time limits for each activity or round helps keep students' attention, keeps them from getting distracted, and makes sure that everyone is involved. Teachers who know how to manage time can keep the game going at a good pace to keep kids interested, keep them from getting tired, and make sure the activity is both fun and educational. Setting limits is important to keep your attention and interest. Putting students into strategic groups also encourages them to work together and makes learning more fun.

Also, keeping good behaviour while playing is very important for getting good learning results.

Explaining the rules from the beginning, using precise gestures or signals, and reinforcing and rewarding positive behaviors help maintain a calm and respectful environment. A teacher who controls the group well can take advantage of these situations to teach social skills, encourage discipline, and get children to commit to the activity, using order in the classroom to support them to learn English effectively. Behavior modification techniques are fundamental to improving classroom behavior as they allow for establishing positive reinforcement and correcting inappropriate behaviors. (Jurado, 20215).

Lastly, it's important to use the right behaviour management techniques to keep the environment organized and good for learning. When students feel safe and supported, they are more likely to take part in activities.

In short, using classroom management techniques in play-based activities not only helps students remember new words, but it also makes the learning environment livelier and more effective, allowing all students to do well.

1.3.3. Assessment and Monitoring Progress

Assessment is essential to the educational process, especially in contexts where games teach vocabulary. Remo and Velasco (2022) affirm that a systematic approach to assessing vocabulary acquisition through games can significantly improve learning outcomes.

Evaluating vocabulary learning through games may present challenges, yet it remains essential to approach it in a structured and effective manner. In addition to observing children's participation, it is necessary to apply strategies that reveal how much vocabulary they have acquired and how they can use it. This requires creating assessment tools that are suited to the playful nature of activities, while also considering the quantity of words learned and their application in authentic contexts. The evaluation should maintain a balanced perspective, reflecting both learners' progress and their capacity to use vocabulary in a practical and meaningful way.

1.3.3.1. Proposed evaluation strategies.

- **Observation Rubrics:**

Zambrano et al. (2023) wrote that observation rubrics allow educators to systematically and objectively evaluate the use of vocabulary in play activities, facilitating the identification of areas for improvement.

Rubrics are tools that teachers use to evaluate how well students are doing during play-based activities. Some of the requirements could be things like being actively involved, using the right words, and working with other students. These tools give teachers a fair and organized way to grade students, which helps them find specific areas where students may need more help.

- **Progress Tracking Tools**

Using digital tools for progress tracking allows educators to monitor learning in real time and adjust pedagogical strategies according to individual needs. (López et al., 2018).

Charts, learning journals, or digital apps that keep track of and show how well students are doing in learning new words can all be used as process-tracking tools. These tools not only help teachers keep track of their students' progress, but they also encourage students to think about their own progress and set goals for themselves.

For these methods to be effective, teachers must be well prepared to implement them successfully. It is equally important to create a positive classroom environment where children feel confident to participate and learn from mistakes. Incorporating playful elements into assessment increases motivation and makes the evaluation process more dynamic and enjoyable.

When tools like observation rubrics and progress tracking tools are used regularly, the results can help you learn new words. These strategies help teachers change how they teach, which makes the lessons better and the students' experience better.

1.4. TECHNOLOGY INTEGRATION IN VOCABULARY GAMES

1.4.1. Digital Games and Vocabulary Learning

González and Álvarez (2021) point out that digital games provide a promising platform for engaging students in second language practice, as they support vocabulary acquisition through interactive and motivating experiences.

Integrating digital games in vocabulary practices has proven to keep students engaged and motivated. Digital games make learning more interactive and allow students to practice vocabulary in a fun, no-pressure environment.

Digital games are now seen as new ways to teach English vocabulary because they let students learn new words in a fun and interactive way. These tools, which include educational apps and online platforms, encourage more active and engaging practice.

Textbooks are increasingly offering digital features that complement the traditional material. Incorporating games into learning not only makes the process more engaging but also allows students to practice at their own pace and level. Many educational applications adapt their difficulty based on each student's progress, creating a personalized learning experience that responds to individual needs.

What makes digital games special is that they let you interact with them. Digital games put students in real-life situations where they can learn vocabulary and get feedback right away, which is different from traditional methods. This method lets them make mistakes, try again, and get better without the stress of a real test.

Also, gamification features like points, levels, and rewards help keep kids interested and motivated. These games make learning new words more fun and useful by combining fun activities with clear learning goals.

1.4.2. Blended Learning Approaches.

Blended learning is a way of teaching that combines traditional classroom teaching with digital learning tools. This model lets students talk directly to their teachers while also taking advantage of the flexibility and variety of resources that online learning offers.

There are different benefits of Blended learning, such as:

- **Learning flexibility:** Students can balance their studies with other responsibilities, allowing them to learn independently.
- **Personalized experience:** Combines activities that take place online and in person, changing the way the child learns based on their skills and progress.
- **Active engagement:** The inclusion of interactive elements, such as games and digital tasks, fosters students' active participation, making learning more dynamic and appealing.
- **Better results:** Using a variety of teaching methods helps students understand and remember vocabulary better.
- **Self-directed skill:** This helps kids learn to be responsible and disciplined by letting them control their own learning and keep track of their progress.

Blended learning enhances flexibility and personalization, fosters active engagement, and improves knowledge retention among students. (Gonzalez et al., 2016)

Combining traditional and digital games within the blended learning framework creates effective educational environments, encouraging active participation and improving vocabulary retention. Educators can offer more dynamic and personalized experiences that benefit all learners by integrating technology with traditional methods.

CHAPTER II

METHODOLOGY

2.1. Type of research:

This study follows a mixed-methods approach (qualitative and quantitative). The qualitative part includes interviews with school staff to explore their perspectives in depth, while the quantitative part involves surveys to identify trends in students' responses. This combination provides a more comprehensive understanding of the topic.

The research is also descriptive, since it focuses on analyzing and describing the current perceptions of students and teachers regarding the use of games for vocabulary learning. There will be no direct intervention, rather, the goal is to understand the current context. (Omar, A, 2015)

2.2. Methods, Techniques, and Instruments

2.2.1 Methods

- **Inductive method**

This method will be applied to analyze data collected directly from the field.

Based on the results of interviews and surveys, general conclusions will be drawn about the role of games in vocabulary learning.

- **Deductive method**

This method will be used to apply general theories about vocabulary learning through games to the specific context of primer año Educación General Básica students at Unidad Educativa Maurice Ravel. The aim is to assess whether these theories are consistent with the realities of the classroom.

2.2.2 Techniques:

Two main instruments will be used for data collection:

- **Interview**

This qualitative technique will allow the collection of detailed, direct, and contextualized information from key institutional actors. It will be used to understand the perceptions, experiences, and suggestions of the vice principal, the first-grade English teacher, and the English area coordinator regarding vocabulary instruction and the use of educational games.

- **Survey**

This quantitative technique will be implemented with primer año de Educación General Básica students in order to gather information about their interests, experiences, and attitudes toward learning English through games. The collected data will then be organized and examined using statistical analysis.

2.2.3 Instruments

Based on the techniques mentioned, the following instruments will be used:

- **Questionnaire for students:**

A structured questionnaire was designed for primer año de Educación General Básica students at Unidad Educativa Maurice Ravel. The designs considered the students' cognitive and language development levels; therefore, the questions were written in simple and clear language and, when necessary, accompanied by visual elements and support comprehension.

The questionnaire consists of closed-ended multiple-choice questions and a pictorial Likert scale (using smiley, neutral, and sad faces), aimed at evaluating how much students enjoy English class, their experience with games in the classroom, and their perceptions of learning new words.

- **Interview for the authorities and the teacher**

The interview was developed for three key members of the institution: the Vice Principal, the first-grade English teacher, and the English area coordinator. This instrument aims to collect qualitative information related to the process of vocabulary teaching in English and the potential implementation of a didactic guide based on games.

The questions are about the strategies that are currently being used, the needs of the students, and how willing the school is to try new methods. They were created to fit with the research goals and the theoretical framework, which let participants give honest and detailed answers based on their own experiences.

The instruments were validated, and reviewed by the Magister's Degree Program Coordinator, who verified the clarity, relevance, and appropriateness of each item, ensuring its applicability to the educational context of the authorities, teachers, and students.

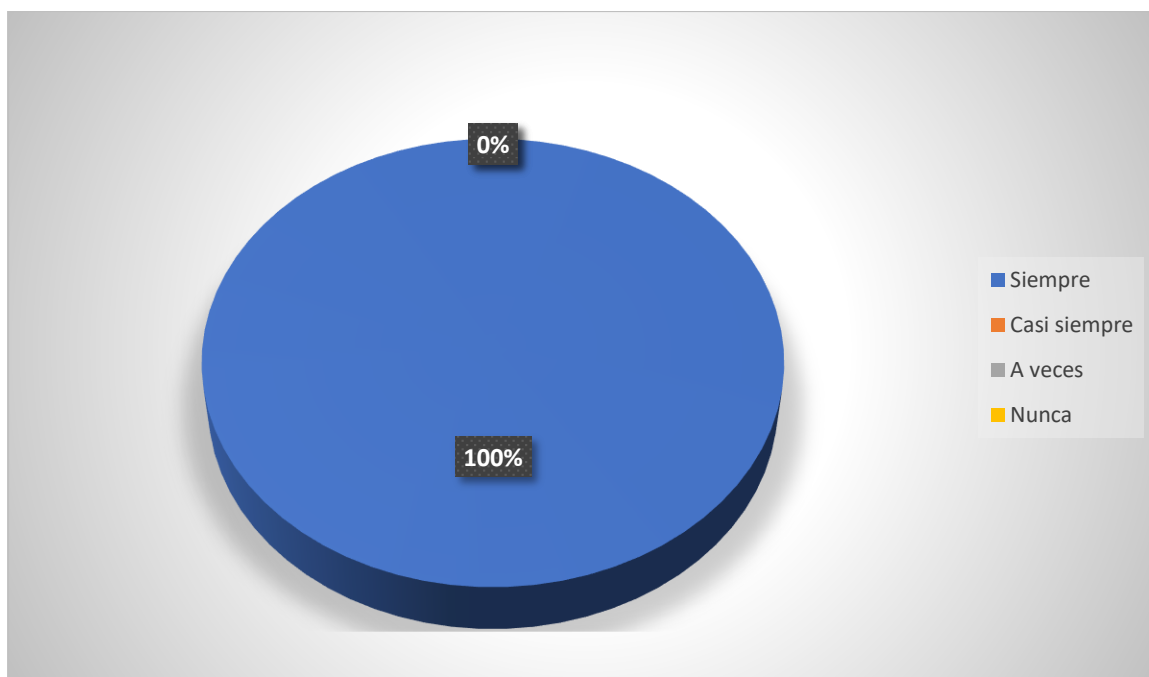
CHAPTER III

ANALYSIS OF RESULTS

3.1 Survey results

3.1.1 Do you learn English vocabulary better through educational games?

Figure 1



Source: Own elaboration

Analysis

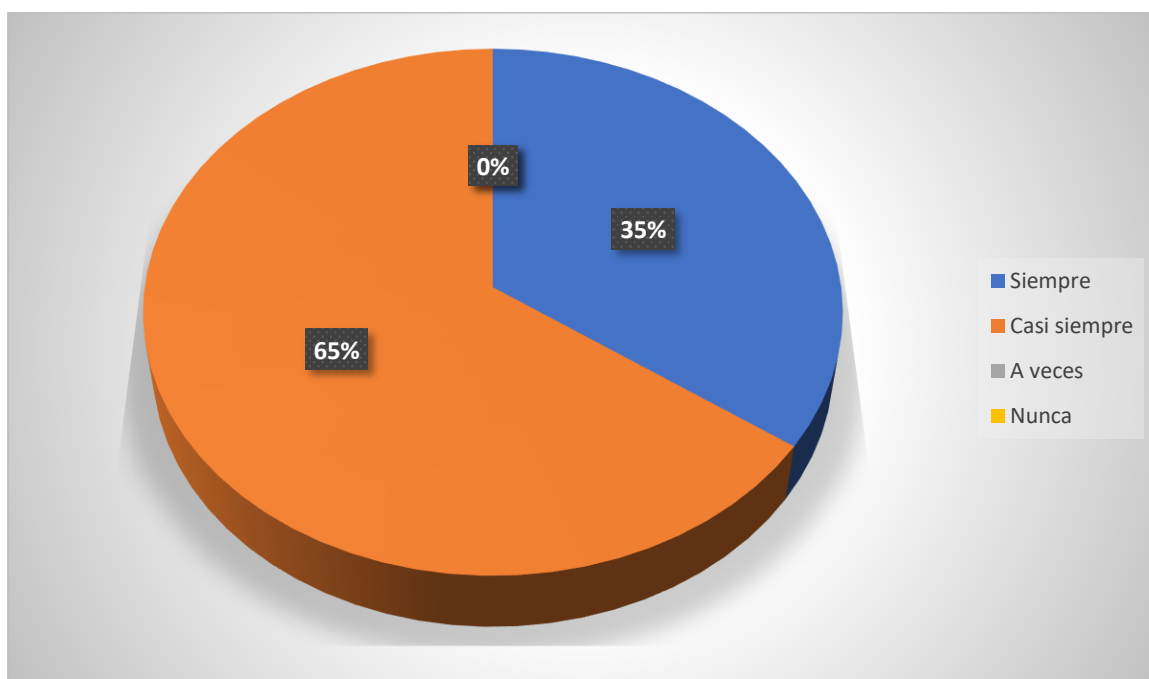
The answers to this question show that 100% of the students (23 out of 23) answered “Siempre” when asked if they learn English vocabulary better through educational games. None of the students selected “Casi siempre”, “A veces”, or “Nunca”

This result clearly indicates that all the students surveyed recognize educational games as a helpful and effective tool for learning English vocabulary. Young learners are highly

responsive to visual and interactive stimuli, and this result supports the idea that play-based learning is well aligned with their cognitive and emotional development. It also highlights the importance of incorporating games as a regular strategy in early English language instruction, as they appear to enhance motivation, attention, and retention of new vocabulary. As Vázquez (2022a) points out, play during childhood growth and learning allows children to develop both mental and physical skills, supporting the acquisition of knowledge in a natural and enjoyable way, which enhances motivation and vocabulary learning at early ages.

3.1.2 Does your teacher use educational games to teach new English vocabulary?

Figure 2



Source: Own elaboration

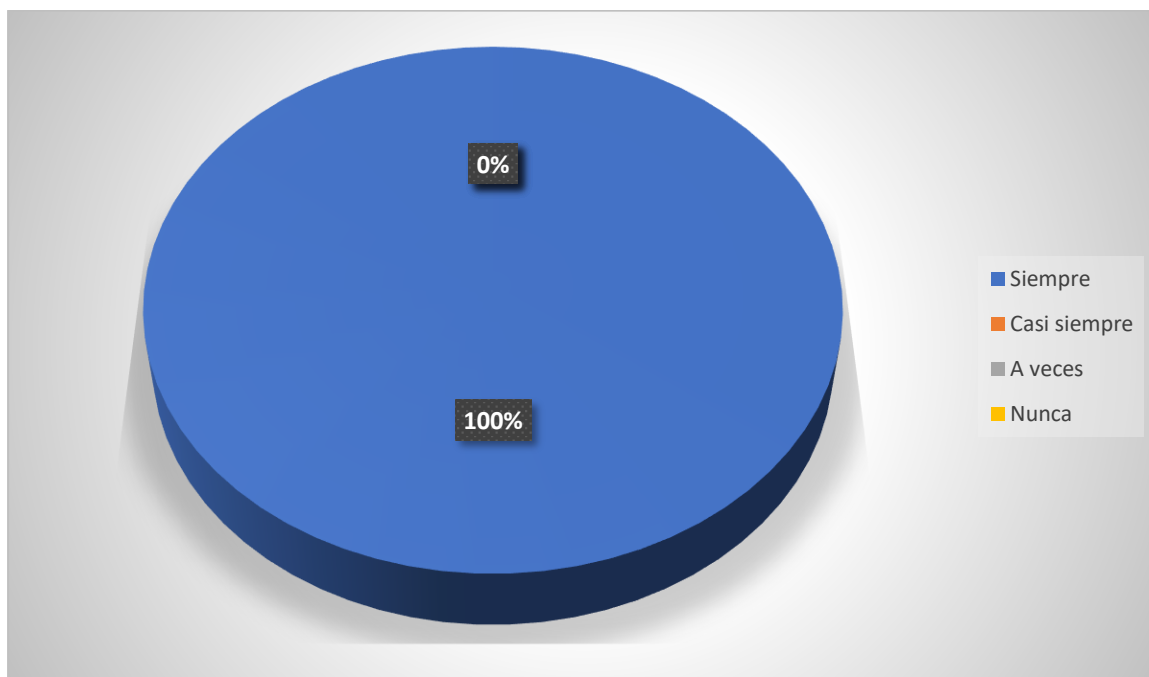
Analysis

According to the results, 35% of the students (8 out of 23) answered “Siempre”, while 65% (15 students) responded “Casi siempre”. None of the students selected “A veces” or “Nunca”

This indicates that the majority of students perceive the consistent use of educational games by their teacher when introducing new vocabulary. Although not all responded “Always,” the fact that 100% of the students chose positive frequency options (“Always” and “Almost always”) reflects a strong presence of game-based strategies in their English learning experience.

This result suggests that the teacher is effectively incorporating playful elements into her methodology, which is essential at this stage of development. Regular exposure to educational games appears to be part of their classroom routine, which likely contributes to students’ engagement and vocabulary acquisition. Moreira & García (2022a) state that the teacher frequently uses games as part of their teaching resources, which allows all students to participate successfully.

3.1.3 Does your teacher use educational games related to the new vocabulary to *make learning easier*?

Figure 3

Source: Own elaboration

Analysis

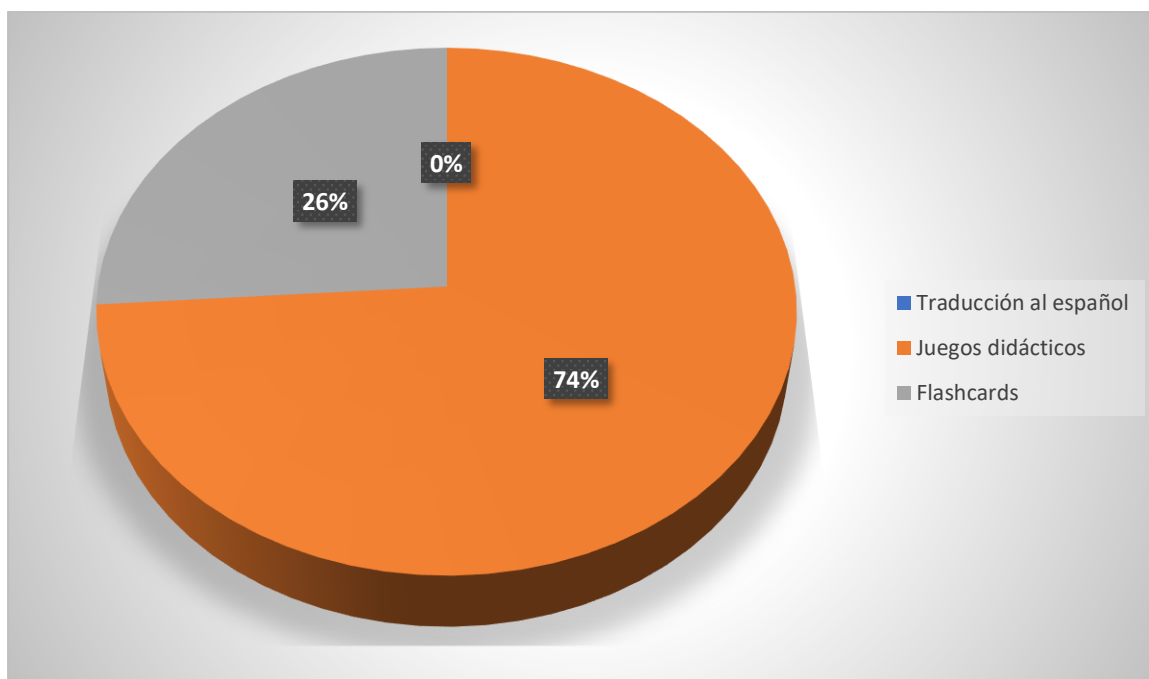
For this question, 100% of the students (23 out of 23) selected “Siempre”, while the options “Casi siempre”, “A veces”, and “Nunca” received no responses.

This result reinforces the perception that educational games are not only used in general but are also strategically related to the vocabulary being taught, enhancing comprehension and memorization. It reflects a deliberate methodological approach by the teacher to align playful activities with specific learning objectives. For young learners, such integration is highly effective, as it allows them to internalize new words through context and interaction, rather than rote memorization. This result supports the idea that game-based learning, when properly applied, becomes a powerful tool in early vocabulary instruction. Peralta (2010) highlights that verbal games aimed at specific objectives, such as verbal fluency and vocabulary development,

stimulate creativity, memory, and phonological awareness, making them effective tools for vocabulary teaching in children.

3.1.4 How is it easier for you to understand new vocabulary?

Figure 4



Source: Own elaboration

Analysis

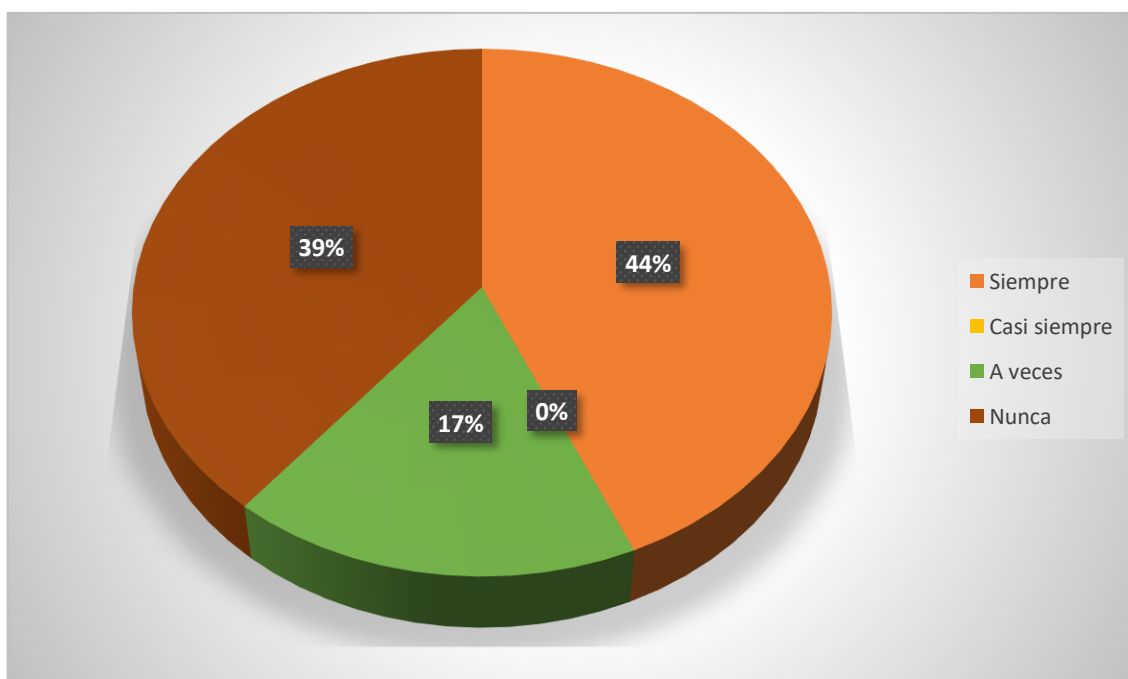
In this question, 74% of the students (17 out of 23) indicated that educational games help them understand new vocabulary more easily, while 26% (6 students) selected flashcards as the most helpful strategy. Notably, none of the students chose translation into Spanish as a preferred method.

These findings highlight a clear preference for interactive and visual resources instead of traditional translation techniques. The fact that most children chose games indicates that playful,

context-rich learning environments are more effective for vocabulary development at this stage. Even flashcards, which also use visual and sometimes interactive elements, were preferred over direct translation. This suggests that young learners learn more when they interact with the language in a meaningful way. Carrera (2023a) says that using game-based strategies helps students build their knowledge, including their English vocabulary, in a new and interesting way, instead of just translating words one at a time. This evidence underscores the significance of integrating dynamic and engaging strategies in early English education.

3.1.5 Do you use flashcards to remember new English vocabulary?

Figure 5



Source: Own elaboration

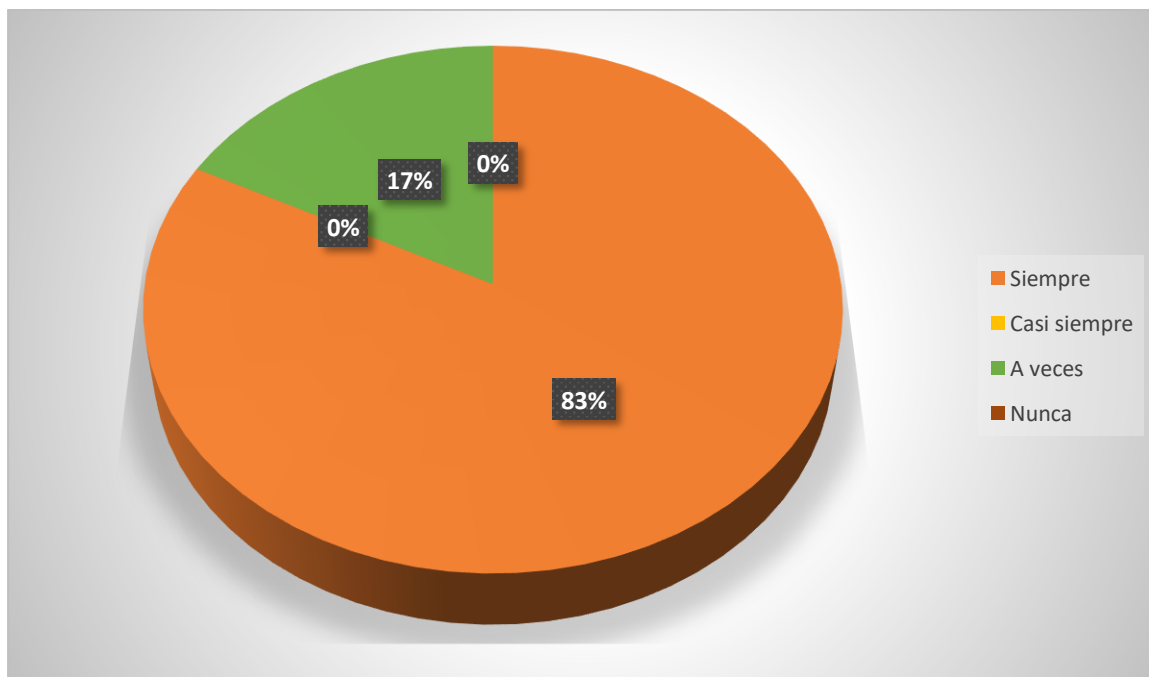
Analysis

The responses to this question show that 44% of the students (10 out of 23) selected “Siempre”, while 17% (4 students) responded “A veces” and 39% (9 students) chose “Nunca”. Interestingly, no students selected “Casi siempre”.

These results suggest that the use of flashcards in the classroom is not consistent for all students, with a notable portion indicating they never use them. While some learners benefit from this tool, as seen in the 44% who always use them, a significant group does not engage with flashcards at all. This could indicate either a variation in classroom practices or differing levels of attention or participation among students. Additionally, it may reflect that flashcards, while useful for visual reinforcement, are not the central method used by the teacher for vocabulary practice, especially when compared to more dynamic strategies like games. This aligns with the preference for educational games observed in earlier questions. Although flashcards are useful for visual reinforcement, studies indicate that their use should be complemented with dynamic and communicative activities in order to achieve deeper vocabulary acquisition in basic education (Vázquez, 2022b).

3.1.6 Do you do interactive activities in English class based on the vocabulary you have learned?

Figure 6



Sources: Own elaboration

Analysis

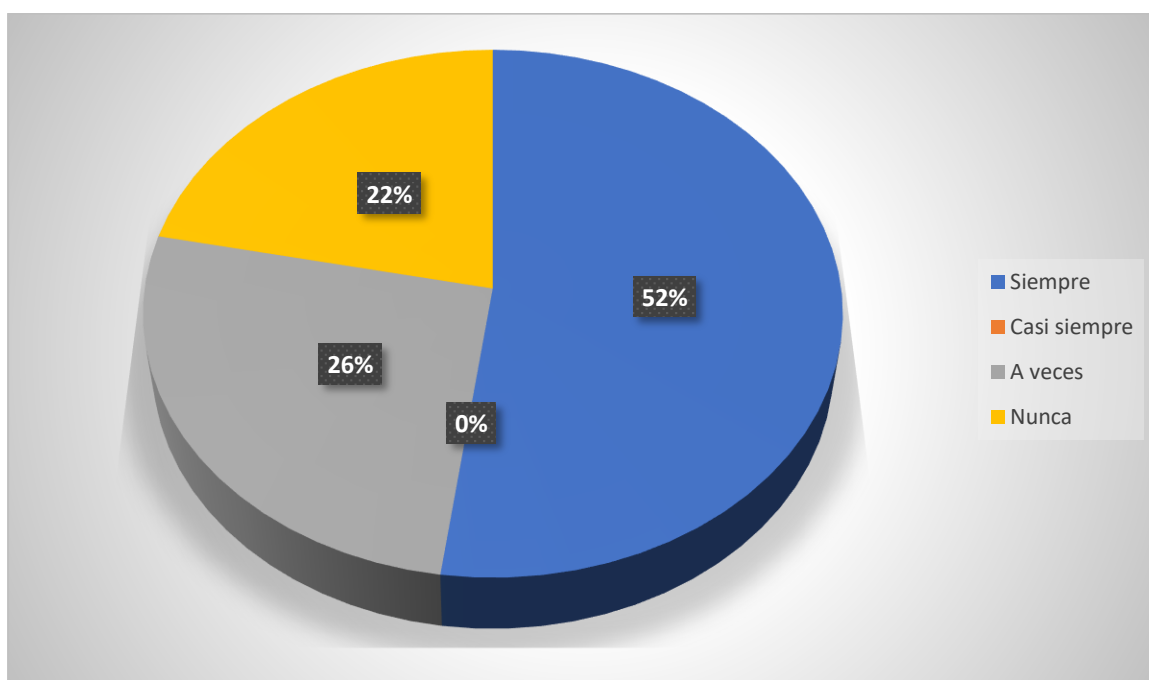
In this question, 83% of the students (19 out of 23) answered “Siempre”, while the remaining 17% (4 students) responded “A veces”. None of the students selected “Casi siempre” or “Nunca”

This result demonstrates that the vast majority of the students are regularly engaged in interactive activities related to vocabulary learning during their English classes. The presence of such activities appears to be a consistent part of the instructional routine, reinforcing vocabulary through practical and dynamic use. The remaining 17% who selected “A veces” may reflect occasional inconsistencies or individual differences in classroom participation or perception.

Overall, the findings suggest a strong emphasis on active learning, which is especially beneficial at this early educational stage, as it promotes greater retention, engagement, and enjoyment in the learning process. Pujota (2024a) explains that gamification leverages game design principles such as competition, rewards, and challenges to make learning more enjoyable and effective, promoting greater retention, engagement, and enjoyment.

3.1.7 Do you practice new vocabulary in class using interactive games?

Figure 7



Sources: Own elaboration

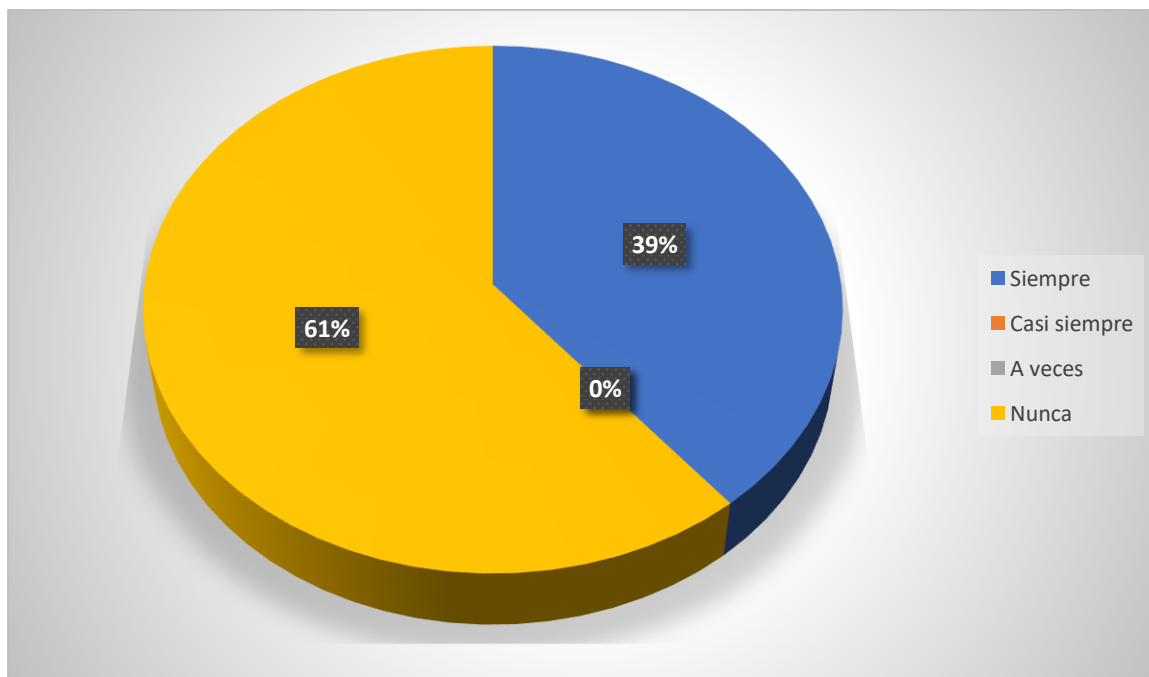
Analysis

According to the results, 52% of the students (12 out of 23) responded “Siempre”, while 26% (6 students) answered “A veces”, 22% (5 students) selected “Nunca”. The option “Casi siempre” received no responses.

These results reveal that just over half of the students consistently practice vocabulary using interactive games in class, which suggests this strategy is implemented regularly but not universally. The combined 48% who responded “A veces” or “Nunca” reflects that, for nearly half of the students, this practice may be limited or inconsistent. This could be due to factors such as time constraints, variability in classroom routines, or differences in how games are integrated into lessons. The data suggest that while interactive games are a commonly used tool, there is room to strengthen their implementation to ensure all students benefit from this approach equally. Moreira & Bailón (2022b) argue that playful games have become an innovative method and a reference for new pedagogical models in educational settings, allowing all students to participate successfully.

3.1.8 When you see words in English, can you understand what the story is about?

Figure 8



Sources: Own elaboration

Analysis

In this question, 39% of the students (9 out of 23) responded “Siempre”, while 61% (14 students) selected “Nunca”. The options “Casi siempre” and “A veces” were not chosen by any student.

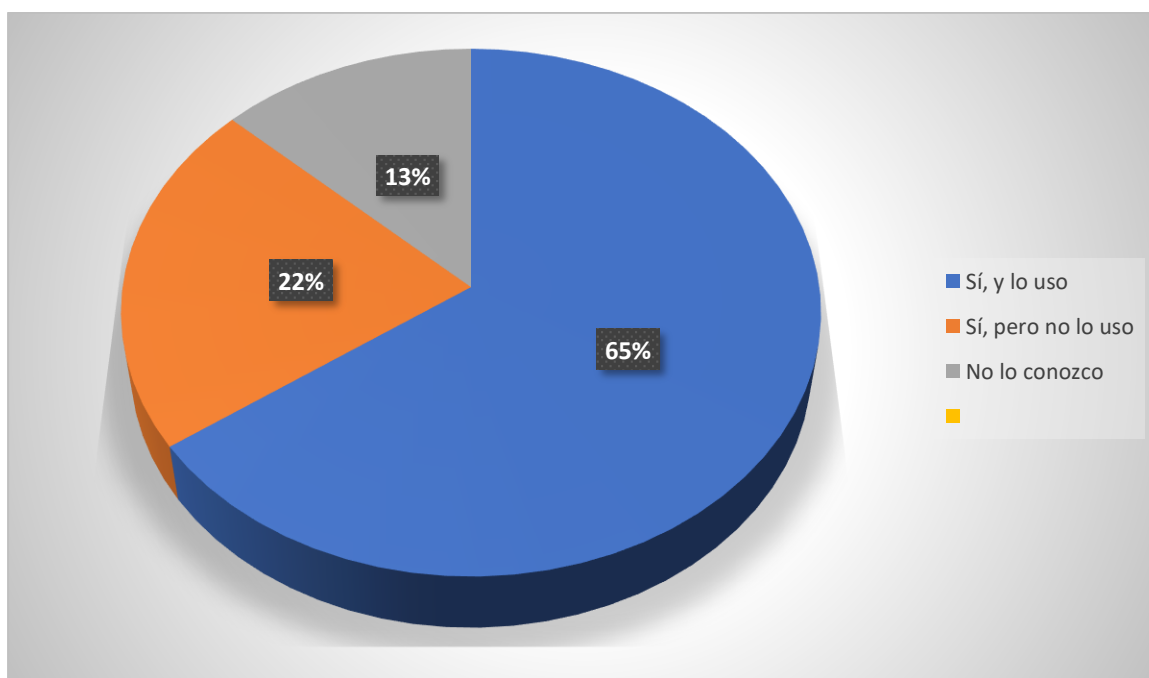
This result indicates that a majority of students have difficulty understanding the general meaning of a story in English just by reading the words. Although a portion of the group (39%) feels confident in doing so, the fact that more than half of the students answered “Nunca” highlights a possible gap in reading comprehension or vocabulary acquisition.

Given the students' young age (5 to 6 years), it is understandable that full comprehension of written English remains a developing skill. However, this also reinforces the importance of using visual aids, context clues, and interactive strategies like games to support meaning-making.

This may also indicate that existing methodologies could be improved to reinforce vocabulary retention and comprehension, allowing a greater number of students to follow and understand the stories presented in English class. According to Carrera (2023b), the use of game-based learning strategies enhances English vocabulary, which in turn supports comprehension and the overall development of language skills.

3.1.9 Do you know any special games to practice English vocabulary?

Figure 9



Sources: Own elaboration

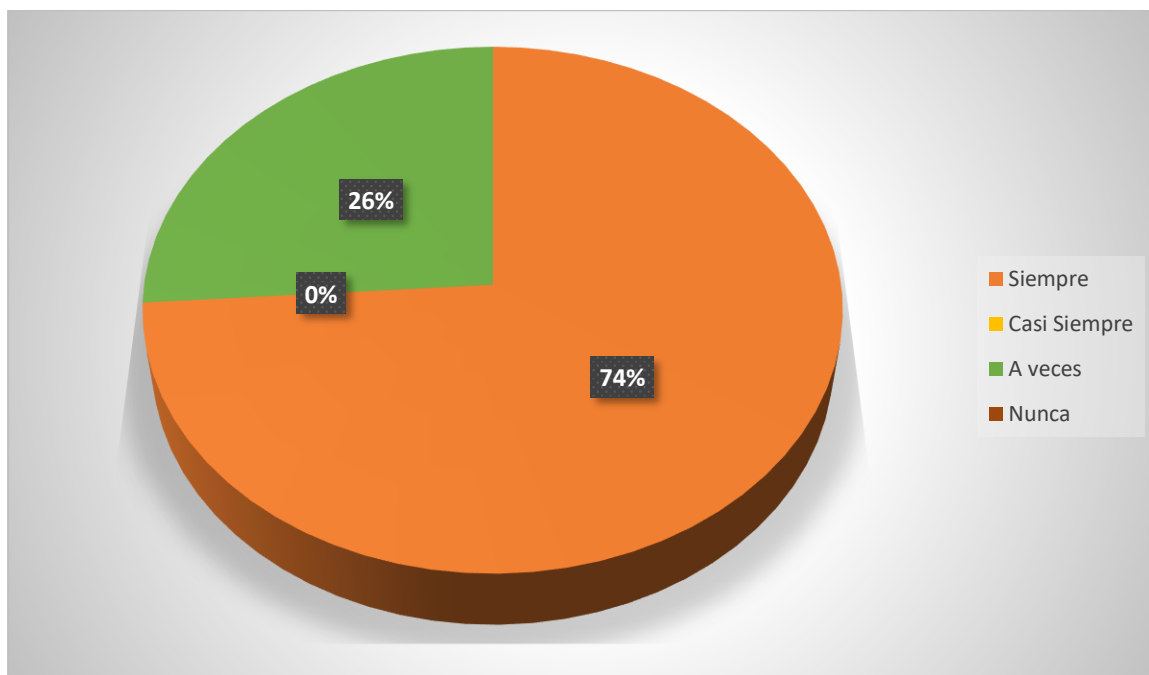
Analysis

The responses show that 65% of the students (15 out of 23) answered “Sí, y lo uso”, while 22% (5 students) selected “Sí, pero no lo uso”, and 13% (3 students) indicated “No lo conozco”

These results suggest that most students are familiar with games specifically aimed at practicing vocabulary, and actively engage with them. This reflects a positive level of exposure and participation in fun learning strategies. However, the 22% who know such games but do not use them may indicate a lack of opportunities in class to apply those games or a disconnect between knowledge and practice. Additionally, the 13% who do not recognize any vocabulary-related games point to the need for more consistent and inclusive implementation of fun strategies to ensure that all students have equal access to these learning tools. Overall, the data support the idea that games are present and effective, but could be reinforced more

3.1.10 Do pictures help you understand better what a story in English says?

Figure 10



Source: own elaboration

Analysis

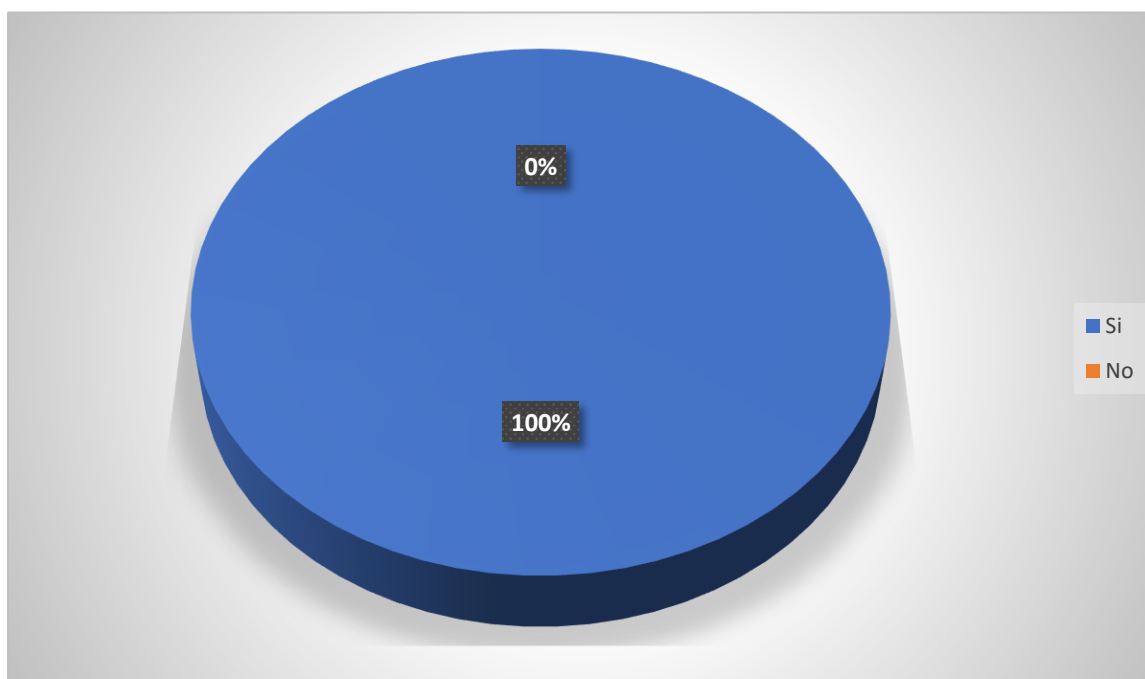
According to the results, 74% of the students (17 out of 23) selected “Siempre”, while 26% (6 students) responded “A veces”. The options “Casi siempre” and “Nunca” were not chosen.

This finding indicates that a most of students rely heavily on visual aids, such as images, to enhance their comprehension of English narratives. The absence of adverse reactions indicates that all learners, to a certain degree, gain advantages from the incorporation of visual components during language engagement.

This is consistent with the cognitive characteristics of children between 5 and 6 years old, who process information more effectively when it is supported by concrete and visual cues. The use of illustrations, flashcards, and visual storytelling is therefore an essential resource in early language instruction, as it facilitates comprehension, reinforces vocabulary, and increases motivation. These results highlight the importance of maintaining and enhancing the use of visual aids in English classes. Vázquez (2022c) emphasizes that visual learning through illustrations and graphic resources is essential in early language teaching, as it facilitates both comprehension and vocabulary retention.

3.1.11 Would you like to have games and fun activities to learn English words?

Figure 11



Source: Own elaboration

Analysis

In this question, 100% of the students (23 out of 23) responded “Si”, indicating interest in learning English through games and fun activities.

This finding shows that all students are very motivated by fun learning experiences, which is in line with their stage of development. At ages 5 and 6, children attain superior learning outcomes when they are engaged and emotionally invested in the process. The fact that everyone agreed shows that adding games to English lessons is not only effective, but also something that the students enjoy.

This high level of motivation provides a solid basis for creating and applying teaching strategies that are both meaningful and engaging, promoting improved retention and participation in vocabulary learning. These findings further underscore the significance of creating a didactic guide focused on educational games. Pujota (2024b) says that adding gamification to education changes traditional classrooms into dynamic, interactive, and motivating spaces. This makes it easier for students to remember things and get involved in vocabulary development.

CHAPTER IV

PROPOSAL

4.1 Proposal title

**Game Guide for Practicing English Vocabulary in primer año de Educación
General Básica.**

4.2 Objectives

4.2.1 General Objective

To strengthen English vocabulary learning in primer año de Educación General Básica students through the design and implementation of a game-based activity guide inspired by the Phonics World 1 textbook.

4.2.2 Specific objectives

To design a didactic guide with fun activities aimed at reinforcing the vocabulary presented in the Phonics World 1 textbook.

To implement the WorldPlay ABC! Game guide with primer año de Educación General Básica students in order to observe its impact on vocabulary practice and retention.

4.3 Introduction.

Learning vocabulary is essential to learning English, especially in the early years of schooling. The teaching process must be engaging, age-appropriate, and dynamic for students in the first year of Educación General Básica. Children can learn organically when games are used as pedagogical resources, which promotes language development and vocabulary retention through practical experiences.

This proposal aims to design a guide titled WordPlay ABC! That integrates fun activities and educational games to facilitate vocabulary practice based on the Phonics World 1 textbook. There are four units in the guide, and each one has three interactive activities that are meant to help learners practice, repeat, connect, and remember new words in a fun and meaningful way. The goal of this proposal is to create a motivating learning environment that keeps students interested and helps them build a strong language base from the very beginning of their education.

4.4 Justification

Teaching English vocabulary to primer año de Educación General Básica students presents several challenges, including the need to maintain their attention and motivation. In this context, games provide an effective alternative by turning learning into an enjoyable and meaningful experience. This proposal arises from the need to complement the content of the Phonics World textbook with a methodology that fosters active and participatory learning.

The WordPlay ABC! guide will be created with the purpose of supporting vocabulary practice through fun activities that respond to the cognitive and emotional characteristics of young learners. Its implementation will make it possible to assess the usefulness of games as a methodological strategy, contributing to language development in a real communication context. This proposal could also be used in other schools, making English language teaching more interactive and welcoming.

WORDPLAY



GUIDE



Game Guide for Practicing English Vocabulary in 1er año de Educación General

Básica.



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Unit

03

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- Memory Match
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Unit

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- What's Missing?
- Phonics Puppet Show

General Guidelines for Using

This Guide

This teaching guide, WordPlay ABC!, is designed to help early learners practice and reinforce English vocabulary through fun way, engaging activities based on the alphabet. Each unit focuses on a set of six letters and their corresponding vocabulary, introduced through anchor phrases and explored through active games.

Warm-up and Wrap-up Activities

Each session begins with a warm-up and ends with a wrap-up, both of which are reusable routines meant to reinforce letter recognition, pronunciation, and engagement.

- The warm-up is a short, fun activity that introduces or reviews the letters and sounds of the day. It helps activate students' prior knowledge and prepares them to focus on the target vocabulary.
- The wrap-up serves as a moment to reflect on what has been practiced. It includes movement and repetition to reinforce learning in a relaxed and joyful way.

These general routines are flexible and can be used at the beginning and end of each game session, not just once per unit. This allows children to internalize the vocabulary and letter sounds gradually and consistently.

Unit Structure and Vocabulary

Each unit introduces six letters of the alphabet, along with a set of anchor phrases (e.g., Angry Apple) and key vocabulary words. These are selected for their phonetic clarity and familiarity to children.

The vocabulary should be introduced with visuals (flashcards, drawings, or real objects) and revisited frequently during the games to help learners connect sounds, letters, and meanings. Teachers are encouraged to model pronunciation and gestures where appropriate.

Purpose of the Games

Each unit includes three different games, all of which are meant to review and practice the vocabulary previously introduced. They are designed to be simple, fun, and interactive, using movement, visuals, and creativity.

Games vary in type: some focus on listening and sound recognition, others on sequencing, memory, and dramatization. All games have been carefully selected to provide repetition with variation, which is key to helping young learners retain new language in a natural and joyful way.

The activities promote collaboration, confidence, and curiosity—encouraging students not only to say the words, but to act them out, draw them, find them in the classroom, or guess them from clues.

01

Let's start!

Objective: To help students recognize, pronounce, and use basic vocabulary related to the letters A, B, C, D, E, and F through playful and interactive activities that promote listening, speaking, and movement.

Content:

- **Warm up: Flashcard Flip** 🌟
- **Game 1: ABC Hunt!**
- **Game 2: Sound Bingo!**
- **Game 3: Phonics Hop!**
- **Wrap-up / Reflection** ← END



🌟 Warm-Up (10 min):

At the beginning of each session, the teacher will use this short warm-up to activate vocabulary and get students focused. The teacher places 6-10 flashcards from the Unit 1 vocabulary (letters A to F) face down on a table or the floor. One by one, students flip a card, say the word aloud, and the class repeats it. The teacher may also ask students to mimic the object or sound (e.g., flap like a bird, pretend to eat a banana) to encourage full engagement. This warm-up routine builds confidence, reinforces pronunciation, and prepares students for the activity of the day.

Game 1: ABC Hunt! (15 min):

Objective: To reinforce students' ability to identify and match beginning letter sounds with corresponding words and objects.

Materials:

- one small basket per pair
- 20-25 classroom objects or flashcards that begin with letters A-F, hidden at children's eye level.

Teacher instructions:

1. Before the lesson, hide the objects or cards around the room and place six large posters (A-F) on the floor or board.
2. Pair up the students and give each pair a small basket.
3. Clearly state the sound to look for, e.g., "We are hunting for /b/ like bear."
4. Let students search for about 90 seconds. Call "Freeze!" when time is up.
5. Ask pairs to return to the floor and empty their baskets, placing objects or cards near the matching letter.
6. Guide students to name each item aloud and help with pronunciation when needed.
7. Repeat the game two more times with different target letters.

Student instructions:

1. Listen to the sound the teacher says.
2. Walk with your partner to look for things that start with that sound.
3. When you find one, say the word in a whisper and put it in the basket.
4. When the teacher says "Freeze!", go back to the group.
5. Show what you found and say the words with your teacher.

Game 2: Sound Bingo (15 min)

Objective: To develop students' listening skills by identifying initial letter sounds in words and associating them with images.

Materials:

- Laminated 4x4 bingo boards with pictures of A-F words (one per child).
- A small stack of tokens.
- A list of sounds and words to call.

Teacher instructions:

1. Give one bingo board and several tokens to each student.
2. Start with round one: call individual phonics sounds like /d/, /æ/, /f/.
3. Pause every few turns and ask children to say the pictures they've covered.
4. Move to round two: call full words like "funny fish", "cup", "banana."
5. When a child calls "Bingo!", check that their row or column is correct by asking them to say the words.
6. Let them swap boards and start a new round.

Student instructions:

1. Listen to the sound or word the teacher says.
2. Look at your board and find a picture that matches the sound.
3. Place a token on that picture.
4. If you get four pictures in a line, say "Bingo!"
5. Say your four words out loud.

Game 3: Sound Relay (15-20 min)

Objective: To help students associate letter sounds with vocabulary through movement, strengthening memory and focus.

MATERIALS

- six floor mats or taped squares labelled A to F.
- An optional upbeat song.

Teacher instructions:

1. Place the mats in a circle or line with enough space.
2. Call out a vocabulary word or sound and model how to hop to the correct mat.
3. Invite students one at a time to hop to the correct letter.
4. Keep a rhythm going with music or class clapping.
5. Add challenge by using less common words.
6. Turn it into a team relay: divide students into teams and let them take turns hopping to the right letter.

Student instructions:

1. Listen to the sound or word the teacher says.
2. Think of what letter it starts with.
3. Hop to the correct letter mat.
4. Say the sound and word out loud.
5. In the relay, wait your turn, hop quickly and come back to tag your teammate.



Wrap-up / Reflection (10 min)

At the end of each session, the teacher gathers students in a circle and reviews some of the vocabulary practiced that day. The teacher asks open questions such as: "Who remembers a word that starts with B?", "What word did we act today?", or "What letter did we jump to?" Students are encouraged to recall words, act them out, or say them aloud. The teacher ends the session with a fun goodbye chant or rhyme using words from the unit: "Goodbye duck, goodbye cat, see you fish—imagine that!" This routine allows for reflection, consolidation, and joyful closure to each lesson.



VOCABULARY

- **Letter A:** angry apple, apple, ax, ant, alligator
- **Letter B:** big bear, bear, bird, bed, banana
- **Letter C:** cool cat, cat, cup, car, computer
- **Letter D:** dizzy dog, dog, desk, doll, duck
- **Letter E:** energetic egg, egg, elbow, envelope, elephant
- **Letter F:** funny fish, fish, fan, farm, fork

Retrieved from: Oxford University Press, 2025.

02

Say it, Play it!

Objective: Learners will produce and recognise the initial sounds of letters G, H, I, J, K and L, articulating the target words clearly and confidently through interactive speaking and drawing games.

Content:

- Warm up 🌟
- Game 1: Flashcard Flip!
- Game 2: Mimic the Sound!
- Game 3: Draw & Say!
- Wrap-up / Reflection ➡



Warm-Up (5 min):

The teacher shows the anchor cards (Gg to Ll) one by one, exaggerating the sound and phrase: "/g/ Good Gorilla!", "/h/ Happy Horse!" etc. Learners echo the sound, then mime the anchor animal's action. After three rounds of echo-miming, the teacher flashes the cards quickly in random order while students respond with only the sound and gesture. Finish with a chant: "/g/ /h/ /l/ /j/ /k/ /l/ - gorilla, horse, insect, jet, kangaroo, lion!" to lock in the sequence.



Game 1: Flashcard Flip! (15 min):

Objective: Practice quick word recall and articulation by matching pictures to spoken words.

Materials:

- Two identical sets of small flashcards for the 24 vocabulary words
- A pocket chart or table.

Teacher instructions:

1. Shuffle both sets and place them face-down in a 4x6 grid.
2. Model flipping one card, saying the word slowly, flipping a second; if they match, keep them face-up and pronounce again.
3. Divide the class into small teams. Teams take turns sending one player to flip two cards.
4. When a team finds a match, prompt them to repeat the word three times together before scoring the pair.
5. Keep a light, competitive pace until all pairs are found or the timer beeps.

Student instructions:

1. On your turn, flip one card, say the word clearly.
2. Flip a second card; if it matches, leave both face-up and everyone on the team says the word three times.
3. If they don't match, flip them back and let the next team play.

Game 2: Mimic the Sound! (15 min)

Objective: Sharpen listening and pronunciation by imitating letter sounds and words accurately.

Materials:

- A sound list (teacher voice or audio clips) including isolated phonemes /g/, /h/, /l/, /dʒ/, /k/, /j/
- Full words from the unit
- Small mirrors (optional) for mouth shape feedback.

Teacher instructions:

1. Explain that students will hear a sound or word and must copy it exactly.
2. Start with isolated sounds: say /l/ and show how to place the tongue; move through /g/, /h/, /j/, etc.
3. Call out words randomly: "juice", "kite", "lamp", "jacket", mixing pace and volume.
4. Award a point each time the group mimics in unison with correct pronunciation.
5. For individual practice, point to a student after a sound; they repeat solo while peers give silent thumbs-up.

Student instructions:

1. Listen carefully to the sound or word.
2. Copy it right away, trying to match voice, speed and mouth shape.
3. When the teacher chooses you, repeat solo and watch for thumbs-up from friends.

Game 3: Draw & Say (15min)

Objective: Reinforce word meaning and pronunciation through creative drawing and oral presentation.

MATERIALS

- Flashcards or half-sheets.
- Crayons/markers.
- A timer
- Mini easel or board for display.

Teacher instructions:

1. Give each child a blank card and secretly whisper or show one vocabulary word.
2. Set a 3-minute timer for drawing the picture without writing the word.
3. When time's up, collect cards, shuffle and display one at a time.
4. The class guesses the word; the artist confirms by saying "It's a goat!" and spelling or sounding out the initial letter.
 1. Continue until all drawings are shown.

Student instructions:

1. Draw the word you are given - no letters, just a picture.
2. When your picture is shown, wait for classmates to guess.
3. Say the full sentence: "It's a ___!" and clap the first sound.



Wrap-up / Reflection (5 min)

Children stand in a circle holding an invisible microphone. Each chooses any unit word and says: "I say /k/ kite!" while pretending to pass the mic to the next child. After three quick rounds, the teacher asks: "Which word was trickiest today?" Students reply, and that word becomes the focus for tomorrow's warm-up. End with a stamp on the personal alphabet chart under G to L.





Retrieved from: Canva illustration (n.d)

VOCABULARY

- **Letter G** : Goog gorilla, gorilla, girl, goat, gift
- **Letter H**: Happy horse, horse, hat, house, hot dog
- **Letter I**: Interesting instect, insect, iguana, igloo, ink.
- **Letter J**: Jumbo jet, jet, jam, jacket, juice.
- **Letter K**: Kicking kangaroo, kangaroo, king, key, kite.
- **Letter L**: Lazy lion, lion, lamp, leaf, lemon.

Retrieved from: Oxford University Press, (2025).

Retrieved from: Oxford University Press, (2025).

Word Fun time!

Objective: Students will identify, pronounce and act out vocabulary that begins with letters M to R, enhancing their oral skills and word recognition through memory-based and physical games.

Content:

- Warm up 🌟
- Game 1: Sound Relay!
- Game 2: Memory match!
- Game 3: Act out!
- Wrap-up / Reflection ↩️

🌟 Warm-Up (5 min):

Begin the session with a chant of the anchor phrases from M to R, encouraging students to clap or move as they say them: "Mighty Monkey! Nice Nurse! Odd Octopus! ..." The teacher then shows a flashcard and says the sound; children echo it and show a matching motion. This can become a fun rhythm game—clap, echo, move. After two rounds, flash random letters quickly and let students respond with the sound and a motion they create.

Game 1: Sound Relay! (15 min):

Objective: Boost sound-to-word recognition while promoting teamwork and speed.

Materials:

- Flashcards with letters M-R
- Flashcards or printed images for all vocabulary words
- Two baskets or boxes
- A small bell or buzzer.

Teacher instructions:

1. Divide the class into two or more teams and line them up.
2. Place the baskets at the opposite end of the room, filled with word or picture cards.
3. At "Go!", the first child from each team runs to the basket.
4. The teacher calls a letter sound (e.g., /n/).
5. The child must find a picture or word starting with that sound and bring it back.
6. They ring the bell and show it; if correct, their team earns a point.
7. Continue until all children have participated or cards are gone.

Student instructions:

1. Listen for the sound the teacher says.
2. Run to the basket and look for a word or picture that matches.
3. Bring it back fast and ring the bell.
4. Show and say the word out loud.

Game 2: Memory match! (15 min)

Objective: Improve vocabulary recall by linking images and words through concentration.

Materials:

- One set of flashcards with images
- One set of flashcards with written words
- A flat surface to arrange the cards face down

Teacher instructions:

1. Mix all the cards and lay them face down in a grid.
2. Model how to flip one image and one word card.
3. If they match, the student keeps them and says the word aloud.
4. If not, flip them back and let the next player go.
5. Keep going until all pairs are matched.
6. Encourage the whole group to repeat each word as it's matched.

Student instructions:

1. Flip two cards – one picture, one word.
2. If they match, say the word and keep the pair.
3. If not, flip them back and try to remember for later.

Game 3: Act it out! (15min)

Objective: Reinforce vocabulary meaning and pronunciation through movement and guessing.

MATERIALS

- Word cards (with or without pictures)
- A small container or box to draw from
- Optional: simple props like a toy stethoscope or a small ball

Teacher instructions:

1. Put all word cards into the box.
2. One student comes up, draws a card, and silently reads or looks at it.
3. The student acts it out without speaking.
4. Classmates guess the word and say the initial sound.
5. When correct, everyone repeats the word and acts it out together.
6. Continue until all students have had a turn.

Student instructions:

1. Pick a word from the box.
2. Act it out with your body – no words!
3. Wait for your classmates to guess.
4. When they get it right, say the word together and show the sound.

100



Wrap-up / Reflection (5 min)

Students sit in a circle. The teacher starts a rhythm by clapping: "/m/ moon, /n/ nurse..." Students continue around the circle, saying one word with the sound. As a closing reflection, the teacher asks: "Which word made you laugh? Which one was hard?" The group chooses a favorite word to draw in their notebooks or on the board.



VOCABULARY

- **Letter M:** Marry monkey, monkey, milk, money, mouse
- **Letter N:** Noisy nut, nut, nose, net, nest
- **Letter O:** Orange octopus, octopus, olive, ox, ostrich
- **Letter P:** Pink peach, peach, panda, pen, pineapple
- **Letter Q:** Quiet queen, queen, quilt, question, quiz
- **Letter R:** Racing rabbit, rabbit, rouse, rice, robot.



04

We know the alphabeth

Objective: Students will consolidate their understanding of letters S to Z by using sounds, context clues, and pronunciation practice through playful guessing, sequencing, and storytelling activities.

Content:

- Warm up 🌟
- Game 1: Guess the letter!
- Game 2: What's missing?!
- Game 3: Phonics puppet show!
- Wrap-up / Reflection 🏠



☀️ Warm-Up (5 min):

Start the session with a rhythm chant: "/s/ seal, /t/ turtle, /u/ umbrella..." as students clap and stomp. Use anchor phrase flashcards (S-Z) and let children echo each one with a silly voice or gesture. Review sequence quickly using scrambled letter cards. Then ask: "What letter comes after V?" to reinforce order and recall.

Game 1: Guess the letter! (15 min):

Objective: Develop critical thinking and sound-letter connection using visual and verbal clues.

Materials:

- Picture clues for vocabulary items (printed or projected)
- Letter flashcards (S-Z)
- A mystery box or envelope

Teacher instructions:

1. Select a vocabulary image and place it inside the mystery box or envelope.
2. Call students' attention and give them two to three descriptive clues, such as: "It starts with /z/. It lives in the zoo and has black and white stripes."
3. Encourage them to think out loud and guess the word and its starting letter.
4. Reveal the picture and confirm the answer: "Yes! Zebra starts with /z/!"
5. Show the letter flashcard and guide the whole class to repeat: "Zebra - /z/ - Z!"
6. Repeat the process with various images until all the letters from S to Z are practiced.

Student instructions:

1. Listen carefully to the clues.
2. Think of a word that fits and raise your hand to guess.
3. If you guess correctly, say the letter and the word with the class.
4. Celebrate each correct word with clapping or a fun gesture.

Game 2: What's missing?! (15 min)

Objective: Strengthen sequencing and visual memory by identifying missing elements in a set.

Materials:

- Alphabet strip (S-Z) or flashcards
- Word cards or letter tiles
- A small whiteboard or chart paper

Teacher instructions:

1. Place the flashcards of letters S to Z in a visible horizontal line.
2. Tell students to close their eyes.
3. Remove one or more letters or words from the sequence.
4. Ask them to open their eyes and look for what's missing.
5. Invite them to say the missing item and make its sound.
6. Extend the game using vocabulary word cards in place of letters.
7. Let volunteers take over the teacher's role and lead the round.

Student instructions:

1. Look carefully at the sequence of letters or words.
2. Close your eyes when the teacher says.
3. When you open your eyes, find what is missing.
4. Say it aloud with its beginning sound.
5. If chosen, come up and lead the game for your friends.

Game 3: Phonic puppet show! (15min)

Objective: Practice vocabulary pronunciation and expression through dramatization.

MATERIALS

- Simple stick or sock puppets (can be student-made)
- Flashcards (S-Z vocabulary)
- A small puppet theater space or classroom area

Teacher instructions:

1. Divide the class into small groups (3-5 students).
2. Give each group two or three vocabulary word cards.
3. Explain that each group will create a mini story using their words.
4. Students use puppets to act out the words in the context of a fun, short skit.
5. Give 5-7 minutes to prepare, rehearse, and plan.
6. Invite each group to perform for the class.
7. After the performance, ask the audience to identify and repeat each vocabulary word used.

Student instructions:

1. With your group, look at your vocabulary word cards.
2. Use your imagination to create a short story using all the words.
3. Practice saying the words clearly using your puppet.
4. Perform the puppet show for the class.
5. Watch other groups and try to recognize their words too.



← END Wrap-up / Reflection (5 min)

Children sit in a semi-circle. The teacher tosses a soft letter cube or foam letter. Whoever catches it must say a word from the unit with that letter. Others repeat it and mime the word. End with a group cheer: "We know the alphabet!" and a final silly ABC dance to celebrate finishing the letter set.





Retrieved from: Canva illustration (n.d)

VOCABULARY

- **Letter S:** Super Seal, seal, sun, soap, socks
- **Letter T:** Tall Turtle, turtle, teacher, tiger, tent
- **Letter U:** Unhappy Umbrella, umbrella, umpire, uncle, up
- **Letter V:** Violet Van, van, violin, vest, vet
- **Letter W:** Wise Wolf, wolf, water, web, watch
- **Letter X:** Fox in the Box, fox, wax, box, six
- **Letter Y:** Yellow Yo-Yo, yak, yacht, yogurt, yo-yo
- **Letter Z:** Zig Zag Zipper, zebra, zero, zipper, zoo



Retrieved from: Oxford University Press, (2025)

4.5 Impacts

This research needs the analysis of three impacts.

- Linguistic impact
- Academic impact
- Affective impact

Also, it is necessary to know the numerical impact levels.

Table 1

Numerical impact levels

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Taken from: Posso (2013)

Finally, it is important to show the formula to gather the final result.

$$\Sigma (15)$$

IL (Impact level): _____ = 3

Σ = The results of each indicator are added.

5= Number of indicators included in the table.

4.5.1 Linguistic impact

Table 2

Linguistic impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Identifying vocabulary through flashcards and drawings.	3
b) Practicing the pronunciation of vocabulary by using puppets and imitation games.	3
c) Connecting each sound with its corresponding letter through phonics activities (Phonics games).	2
d) Using vocabulary in oral activities like “Act it Out” or “Phonics Puppet Show”.	2
e) Recognizing and recalling vocabulary in memory-based games.	3
Total	13

Author: Nayeli Díaz

Linguistic impact level: _____ = 2.6 / 3

5

Linguistic impact level: High positive impact.

Analysis

It is evident that most of the indicators reached the highest level of impact, leading to a high positive linguistic outcome.

The kids did a great job of recognizing and remembering words when they used flashcards and drawings. Students were able to understand and remember the vocabulary better when they used visual aids along with verbal practice. This was especially true for activities like Draw & Say and Flashcard Flip. Playing with puppets and pretending to be someone else also helped improve pronunciation. Phonics-based activities like the Puppet Show got even shy students to join in and say words again in a fun, low-pressure way.

A positive impact was also seen in phonics-based tasks. Children were able to associate letters with sounds during Phonics Hop and Sound Relay. However, some needed extra time and support to make clear connections between letters and their sounds, which places this indicator at a medium-high level.

Students were actively involved in oral production activities like Act it Out and Guess the Letter, showing that they could use the vocabulary in creative ways. In games like Memory Match and What's Missing?, they also showed that they could remember words well, which had a big effect on their language skills.

4.5.2 Academic Impact

Table 3

Academic impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Improvement in vocabulary test results after using the guide.	2
b) Involvement in classroom activities centered on vocabulary.	3
c) Capacity to remember vocabulary independently, without teacher cues.	2
d) Application of learned vocabulary to other classroom routines or subjects.	1
e) Successful completion of vocabulary-related tasks with accuracy.	2
Total	10

Author: Nayeli Díaz

10

Academic impact level: _____ = 2.0 / 2

5

Academic impact level: Medium positive impact

Analysis

The implementation of the “WordPlay ABC!” guide had a medium positive academic impact, as shown in the average of the five academic indicators.

Students did much better on vocabulary tests. The results were different for each child, but most of them were able to correctly identify and match words after playing the game-based activities. This shows that they were making progress in school.

A lot of people took part in vocabulary-building games like Sound Bingo and Flashcard Flip. These games got students more involved in class, which made the learning environment livelier and more interactive.

The recall of vocabulary improved, although not all students were able to do it independently. Many still required cues or group support, which is expected at this learning stage but shows room for continued growth.

The use of vocabulary in other classroom settings, like songs, daily routines, or classroom commands, only happened sometimes, which lowered the score for this indicator. Students mostly used the new words when they were playing games.

Finally, the students did the tasks very well, especially the ones that included repetition, visual aids, and movement. The fun way of teaching helped them learn new words as part of their overall academic growth.

4.5.3 Affective Impact

Table 4

Affective impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Motivation to participate in vocabulary games.	3
b) Demonstrating enjoyment and a positive attitude during learning activities.	3
c) Showing willingness to use new vocabulary orally in front of others.	2
d) Exhibiting confidence in independently recognizing and using words.	2
e) Experiencing reduced anxiety or frustration while learning vocabulary.	3
Total	13

Author: Nayeli Díaz

13

Affective impact level: _____ = 2.6 / 3

5

Affective Impact level: High positive impact

Analysis

The affective impact of the guide was highly positive. From the beginning of the implementation, students showed enthusiasm and energy while participating in the vocabulary

games. Their motivation was evident in their voluntary involvement and desire to play and repeat the activities.

Games like Phonics Hop, Act it Out!, and Mimic the Sound made the classroom a fun place to be, which helped students feel less stressed and anxious about speaking English. Kids laughed, moved around, and talked to each other freely, which helped them feel good about the language.

Some students were unsure at first, but the fun environment made them want to use the words they had learned in front of others. Over time, a lot of people became surer of themselves, especially through group games and activities with puppets.

Students also showed that they were becoming more confident in their ability to recognize and use vocabulary on their own, without help from the teacher. When they did their homework right or helped their classmates during memory or guessing games, you could see how proud they were of themselves.

The guide helped create a safe and motivating learning environment overall, which helped students enjoy learning English and feel more confident.

CONCLUSIONS

- Game-based learning is a highly effective strategy for teaching English vocabulary to young learners, as it aligns with their cognitive, emotional, and social development. The use of play not only increases motivation and engagement but also enhances retention and active use of vocabulary in the classroom.
- The initial diagnostic results showed that most students were already familiar with educational games and expressed a strong preference for them. However, the use of games in vocabulary instruction was not always consistent or strategic, indicating the need for a more structured approach like the one proposed in this thesis.
- The design and implementation of the didactic guide WordPlay ABC! responded directly to students' needs by offering meaningful, fun, and age-appropriate activities. The guide provided teachers with specific tools to reinforce vocabulary through contextualized and playful experiences.
- The analysis of the linguistic, academic, and emotional outcomes revealed that using vocabulary games generated highly positive effects on students' motivation, confidence in oral production, and word recognition.
- The use of the guide also showed that adding games to the classroom makes it more dynamic. Students were more involved, worked better with their classmates, and had more fun during English lessons. This made them feel better about learning the language overall.
- Finally, the proposal confirms that integrating games into early English instruction not only facilitates vocabulary acquisition but also fosters a positive emotional environment where children feel confident, involved, and happy to learn.

RECOMMENDATIONS

- To implement structured game-based strategies, such as those in the WordPlay ABC! guide, in first-grade English classes to support vocabulary development in a playful and age-appropriate way.
- To encourage school authorities to provide training and resources for teachers on how to apply game-based learning effectively and consistently.
- To use the WorldPlay ABC! Guide as an extra resource in the school and to make changes to it as needed for different grades or levels of English proficiency.
- To conduct further studies that apply the guide in different educational contexts to evaluate its adaptability and effectiveness.
- To use technology in game-based activities when it makes sense to do so, mixing old and new ways of learning to make the experience better.
- To always think about the educational goals of each game, making sure that the activities stay in line with those goals and meet the needs of all students.

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ANNEXES

Annex 1. Transcription of the interview to the Vice-principal



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

**INTERVIEW FORMAT FOR VICE-PRINCIPAL MSc. MARÍA CRISTINA
 CÓNDROR AT UNIDAD EDUCATIVA MAURICE RAVEL**

Objetivo: Conocer su perspectiva sobre la implementación de juegos como estrategia para la práctica del vocabulario en inglés en primer año de Educación General Básica y su viabilidad dentro del currículo institucional.

1. ¿Cuál es su opinión sobre el uso de juegos como estrategia para la enseñanza del vocabulario en los estudiantes de primer año de Educación General Básica?

Considero que el uso de juegos como estrategia para la enseñanza del vocabulario en primer año de Educación General Básica es altamente positivo y motivador para los estudiantes. Los juegos, al ser actividades lúdicas y participativas, captan la atención de los niños y generan un ambiente de aprendizaje más dinámico y significativo. Además, favorecen el desarrollo de habilidades lingüísticas de manera natural y espontánea.

2. ¿Cómo evalúa la metodología actual utilizada en la institución para la enseñanza del vocabulario en inglés? ¿Qué aspectos considera más efectivos y cuáles podrían mejorarse?

La metodología actual se basa en un enfoque comunicativo que combina actividades orales, canciones y ejercicios prácticos, lo cual considero efectivo para fomentar la participación activa de los estudiantes. Sin embargo, creo que podemos fortalecer el uso de actividades lúdicas planificadas de manera más sistemática y adaptadas a las necesidades específicas de los niños. Esto permitiría una mayor consolidación del vocabulario y un aprendizaje más integral.

3. ¿La institución ha implementado previamente actividades lúdicas en la enseñanza del inglés? Si es así, ¿qué resultados se han observado?

Sí, en la Unidad Educativa Maurice Ravel hemos implementado actividades lúdicas de manera puntual, especialmente en celebraciones temáticas y proyectos interdisciplinarios. Los resultados han sido bastante positivos: hemos observado un aumento en la participación y el interés de los estudiantes, así como una mejor retención del vocabulario aprendido. No obstante, creemos que es importante estructurar estas actividades dentro de la planificación anual para lograr un impacto sostenido.

4. Desde su experiencia, ¿qué beneficios cree que aportan los juegos en el proceso de aprendizaje del idioma inglés en niños de 5 a 6 años?

Los juegos contribuyen de manera significativa al aprendizaje del inglés en los niños de 5 a 6 años, ya que permiten asociar el vocabulario con experiencias significativas y divertidas. Además, fortalecen el desarrollo de habilidades socioemocionales como el trabajo en equipo, la cooperación y el respeto por las reglas. Esto facilita un aprendizaje integral, en el que los estudiantes no solo adquieren vocabulario, sino que también desarrollan otras competencias necesarias para su formación.

5. ¿Cree que sería viable incluir de manera más estructurada los juegos dentro del currículo de inglés para fortalecer el aprendizaje del vocabulario? ¿Qué aspectos deberían considerarse?

Definitivamente, considero viable y muy pertinente incluir de manera estructurada los juegos dentro del currículo de inglés. Esto implicaría planificar actividades lúdicas alineadas a los objetivos de aprendizaje de cada unidad, definir recursos adecuados y capacitar a los docentes para su correcta implementación. También sería importante considerar la evaluación de estas actividades para garantizar que contribuyan efectivamente al desarrollo de las competencias lingüísticas de los estudiantes.

Annex 2. Transcription of the interview to the English area coordinator.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR LIC. MARÍA
SÁNCHEZ AT UNIDAD EDUCATIVA MAURICE RAVEL

Objective. To obtain her opinion on the use of games for practicing English vocabulary, their impact on students' learning, and the possibility of integrating them more systematically into the area's methodology.

1. What is your opinion on using games as a strategy for teaching vocabulary to first-year General Basic Education students?

I think it is great and beneficial ~~for~~ the students. It will be relaxing and creative, but they must be well planned in order to accomplish the learning objectives of the school year

2. How do you evaluate the current methodology used in the institution for teaching English vocabulary? What aspects do you consider most effective, and which ones could be improved?

The teaching methodology in our school is very good. we use flash cards and games to introduce vocabulary. It is attractive and fun for them and more than that this lets them develop their creativity and communication, ~~also~~ helps them to cooperate among themselves. Something negative could be that the students get used to this and they think that you, as a teacher, shall always let them play in class and there are other things to take on account.

3. Has the institution previously implemented playful activities in English teaching? If so, what results have been observed?

Yes, we have. Gamification is a part of learning. Children of this age still need to feel they are at home and that school is not only for studying. They must enjoy their learning.

The results are very positive, they learn a big number of words, the pronunciation is perfect, they are able to recognize and identify the vocabulary.

4. From your experience, what benefits do you think games bring to the process of learning English in children aged 5 to 6?

Learning becomes attractive and fun.
Help them to develop personal skills.
Motivate them to have an active learning and help them to participate and be creative.

5. Do you think it would be feasible to include games more systematically in the English curriculum to strengthen vocabulary learning? What aspects should be considered?

Gamification can make the students feel free, enhance them to interact and participate more actively and to learn better.

Annex 3. Transcription of the interview to the first grade English teacher



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHER LIC. EDITH FIERRO AT
UNIDAD EDUCATIVA MAURICE RAVEL

Objective: To gather her opinion on the use of games for practicing English vocabulary with first-year General Basic Education students, identify the benefits she has observed in her teaching practice, and explore the possibilities of incorporating more games into the classroom.

1. What do you think about using games to practice English vocabulary with first-year students?

Using games to practice English vocabulary with first-year students is highly effective and developmentally appropriate. At this age, children are naturally curious, energetic, and motivated by play. Games provide a meaningful context for language use, helping students associate new words with actions, visuals, and emotions. This active engagement significantly enhances vocabulary retention and makes learning enjoyable.

2. Have you used games in your English classes to practice vocabulary? If so, which games have worked best for you?

Yes, I regularly incorporate games into my English classes. Some of the most successful ones include "Memory Cards" (matching images with words), "Simon Says" (to practice action verbs and body parts), and "Bingo" with thematic vocabulary like colors, animals, or classroom objects. These games are simple to implement, adaptable to various vocabulary themes, and very engaging for young learners.

3. In your experience, what are the main benefits of using games for teaching vocabulary to 5-6-year-olds?

Games offer multiple benefits at this stage of development. Firstly, they create a enjoyable environment where students feel more comfortable using a second language. Secondly, games foster interaction and collaboration, promoting social and communicative skills. In addition they provide immediate feedback, allowing children to learn from their mistakes in a supportive setting.

4. What challenges have you encountered when trying to use games in class, and how have you managed to overcome them?

One of the main challenges is managing classroom behavior and maintaining focus during games. Young learners can become overly excited or distracted. To address this, I establish clear rules and expectations before starting any game. I also select activities that are short, structured, and age-appropriate. Another challenge is the need for materials or preparation time, which I manage by creating reusable resources and incorporating digital tools when possible.

5. Do you think using games more regularly could work in your lesson planning? What types of activities would you add to make them even more effective?

Absolutely. Games can be a regular part of lesson planning, especially when aligned with specific vocabulary and learning goals. To enhance effectiveness, I would include more story-based games, digital interactive games (e.g., Kahoot or Wordwall), and role-play scenarios using realia too, that encourage contextual use of vocabulary. They can also deepen understanding and reinforce the vocabulary.

Annex 4. Survey for junior students at Unidad Educativa Maurice Ravel.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE
EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA MAURICE
RAVEL

Objetivo: Conocer la opinión de los estudiantes sobre el uso de juegos para aprender vocabulario en inglés en primer año de Educación General Básica en la Unidad Educativa Maurice Ravel.

Instructions: Queridos estudiantes de la Unidad Educativa Maurice Ravel, esta encuesta tiene como propósito recopilar información con fines académicos. Por ello, les pedimos de manera cordial que respondan el siguiente cuestionario, marcando con una X la opción que mejor represente su opinión.

Todas las respuestas son anónimas y confidenciales, por lo que pueden responder con total libertad.

1) ¿Usted aprende mejor el nuevo vocabulario en Inglés mediante juegos didácticos?

a) Siempre



b) casi siempre



c) a veces



d) nunca



2) ¿Para enseñar nuevo vocabulario en Inglés su maestro utiliza juegos didácticos?

a) Siempre



b) casi siempre



c) a veces



d) nunca



3) ¿Utiliza su profesor juegos didácticos acorde al nuevo vocabulario en Inglés para facilitar su aprendizaje?

a) Siempre



b) casi siempre



c) a veces



d) nunca



4) ¿De qué manera se le facilita la comprensión del nuevo vocabulario?

Utilizando:

a) traducción al español

c) juegos didácticos

d) ~~flashcards~~

5) ¿Para recordar el nuevo vocabulario en Inglés usted utiliza las ~~flashcards~~?

a) Siempre



b) casi siempre



c) a veces



d) nunca



6) ¿Usted realiza en clase de inglés actividades interactivas basadas en el vocabulario aprendido?

a) Siempre



b) casi siempre



c) a veces



d) nunca



7) ¿Usted practica el nuevo vocabulario en clase con juegos interactivos?

a) Siempre



b) casi siempre



c) a veces



d) nunca



8) ¿Cuando ves palabras en inglés, puedes entender de qué trata la historia?

a) Siempre



b) casi siempre



c) a veces



d) nunca



9) ¿Sabes algún juego especial para practicar el vocabulario en inglés?

a) Sí, y la uso



b) Sí, pero no la uso



c) No la conozco



10) ¿Te ayuda ver dibujos para entender mejor lo que dice una historia en inglés?

a) Siempre



b) casi siempre



c) a veces



d) nunca



11) ¿Te gustaría tener juegos y actividades divertidas para aprender palabras en inglés?

a) Sí



b) No



Annex 5. Images of application surveys



