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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Theme:

“GAME-BASED LEARNING AND VOCABULARY LEARNING”

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I, Mg. Edgar Guadía Encalada Trujillo holder of the I.D No. 0501824171 in my capacity as supervisor of the Research dissertation on the topic: “**GAME-BASED LEARNING AND VOCABULARY LEARNING**” investigated by Lasluisa Acosta Daniela Monserrath with I.D No 1804727525, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

God and my Family, who have always supported me throughout my student life. But, especially to my father who taught me never to give up, he has always come out ahead despite adversity. Also, my uncles who have been my guides and my role models. Also, my friends Paola, Nathalia and Carlos .who have been a great emotional support, friends are the family that one chooses, and they are the best for me, I love them very much.

Monserrath.

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TOPIC: “GAME-BASED LEARNING AND VOCABULARY LEARNING”

AUTHOR: Daniela Monserrath Lasluisa Acosta.

TUTOR: Mg. Edgar Encalada Trujillo.

ABSTRACT

The Game-Based Learning strategy is useful for teaching vocabulary at basic levels of education. The main objective of this study is to investigate the influence of Game-based Learning on vocabulary learning. The participants were 14 students of the Ninth Year E.B.G. from the “Julio Enrique Fernández” Educational Unit, Izamba Parish in the city of Ambato, Tungurahua Province. The data was collected based on three stages: Pre-test, experiment, and Post-test during 6 sessions. The technique that was applied to obtain results was through two Cambridge standardized tests to perform the Pre-test at the beginning to analyze their previous knowledge and a Post-test to evaluate if the application of the strategy was feasible. In addition, a pre-experimental design was used because an established control group was chosen, which was the ninth-grade students. To obtain the level of reliability of the applied tests, the Shapiro Wilk normality test was used to check if its range is normal and remains within the established ranges that are greater than 0.05. In addition, the T-student test - Statistics of paired samples was used to verify if there is any type of margin of error in the application of the Game-based learning methodology used for vocabulary learning with basic level students. The study showed favorable results after the application of this strategy where it was indicated that this strategy is highly influential towards students for the learning of vocabulary.

Keywords: Game-Based Learning, vocabulary, strategy, and applications.

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RESUMEN

La estrategia Game-Based Learning es útil para la enseñanza de vocabulario en niveles básicos de educación. El objetivo principal de este estudio es investigar la influencia del Game-based Learning en el aprendizaje de vocabulario. Los participantes fueron 14 estudiantes del Noveno Año E.B.G. de la Unidad Educativa “Julio Enrique Fernández”, Parroquia Izamba de la ciudad de Ambato, Provincia de Tungurahua. Los datos fueron recolectados en base a tres etapas: Pre-test, experimento y Post-test durante 6 sesiones. La técnica que se aplicó para la obtención de resultados fue a través de dos pruebas estandarizadas de Cambridge para realizar el Pre-test al inicio para analizar sus conocimientos previos y un Post-test para evaluar si era factible la aplicación de la estrategia. Además, se utilizó un diseño preexperimental debido a que se eligió un grupo de control establecido, el cual fueron los estudiantes de noveno grado. Para obtener el nivel de confiabilidad de las pruebas aplicadas se utilizó la prueba de normalidad de Shapiro Wilk para comprobar si su rango es normal y se mantiene dentro de los rangos establecidos que son mayores a 0.05. Además, se utilizó la prueba T-student de muestras pareadas para verificar si existe algún tipo de margen de error en la aplicación de la metodología Game-based learning utilizada para el aprendizaje de vocabulario con estudiantes de nivel básico. El estudio arrojó resultados favorables luego de la aplicación de esta estrategia donde se demostró que esta estrategia es altamente influyente hacia los estudiantes para el aprendizaje de vocabulario.

Palabras clave: Game-Based Learning, vocabulario, estrategia y aplicaciones.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

In this investigation, some previous studies related to the Game based learning strategy for the learning of vocabulary have been analyzed, the main problem that has been seen is that the basic level students of the institution has shortcomings in vocabulary acquisition whose main objective is to identify how the Game-based learning strategy influences vocabulary learning, using an experimental and descriptive investigation for this study, where two standardized tests were applied to check their level of knowledge before and after applying the experiment with adolescents from 12 to 13 years of age.

Vigotsky (1934) declared that games are used as an educational strategy to boost the mental development of students to strengthen attention and memory. Learning through games becomes fun, dynamic, consciously motivating and without any difficulty for the acquisition of new knowledge. The fundamental purpose of this strategy is to improve the educational level of students.

Globally, video games are effective didactic means to impart new knowledge in a different way that attracts the attention of students. The application of this strategy in education has been addressed in several Latin American countries such as Colombia and Brazil, according to some research it is determined that this strategy is applicable in all areas of knowledge including in English that facilitates learning much easier and fun, changing the routine way of learning.

In Ecuador, several studies conducted by Leite de Acevedo define that video games should promote learning which should be used as pedagogical strategies. According to the curriculum reform of 2016 in the Ministerio de Educación, it is decided that TIC's should be applied in each area of learning as a transversal axis in education with the aim of improving the quality of education through the development of skills and

competencies in the student in a meaningful way. In the province of Tungurahua students receive 5 hours of English per week consisting of different days, which prevents students from having a clear idea, even understand a topic in depth, so many students are at a disadvantage in learning the language because they do not find the motivation to learn the language. One of the most essential aspects of learning English at the basic level is the acquisition of vocabulary, since students need to interact with each other and with the teachers, to know the words associated with each of the topics covered by the subject to be taught in the foreign language. To be able to participate fully in all the activities of the teaching process throughout the course.

At the Unidad Educativa "Julio Enrique Fernandez", it affects the children's learning, because the class presented was boring and uninteresting, and even the same structure presented every day makes the English classes aimless and the teaching becomes obsolete for the learning of the foreign language. Many of the students are forced to try to understand a language superficially, to reach the level successfully. One way or another the teaching methodology is turning the English language into something unproductive and interactive.

According Fithriani (2018) the students had different perspectives on EFL, some were good, and some were bad with the application of Game-based learning to acquire a new language. The author applied this strategy at the University of Medan, Indonesia with 30 students from the 2nd semester, to whom a questionnaire was applied with a pre-study and a post-study to collect data on the sales that Game-based learning has during the teaching-learning process. However, every single student's experience was different, the positive perspectives were that they helped many students in the development of their skills, so they felt a motivation and comfort before a new language, but on the other hand there were negative perspectives where some students they felt bored and not paying attention. Nevertheless, based on the study on Game-based learning, it promotes understanding and it is a very useful tool for teachers that make classes more dynamic and interactive so, that students can participate and learn a new language such as English in a new and entertaining way.

The study was developed in China with college students, it was important to integrate Game-based learning for vocabulary learning since they must take an exam at the end of the course, in addition they feel comfortable with learning the English language using this strategy in their classes incorporating it digitally with different interactive activities that students can participate in. Also, the students have had a good perspective on Game-based learning to acquire new vocabulary effectively more than use traditional strategy to learn more vocabulary. During the last 5 years this new strategy has been implemented which has had excellent results and one of the advantages is that the pedagogical benefits have increased in the performance of the students in their teaching - learning process. In the process of learning vocabulary, different activities have been created where students interact virtually with avatars among themselves or with their friends. The application of Game-based learning made the students feel more self-confident, motivated, and they have improved their level of knowledge in EFL.

Alternatively, the study by Chidimma (2019), the author said that it is a great challenge to acquire new vocabulary for students, new technologies have now been implemented in the educational field and some studies have shown that the use of digital games with vocabulary teaching has been very beneficial for students. In the study, several teaching strategies have been found that have not had favorable results in the acquisition of vocabulary. However, the participants in this study have different language levels, so the results will be different, for the study a pre-test and a post-test were applied to collect data on how Game-based learning affects acquisition vocabulary. Good results were obtained because teachers believe that the application of Game-based learning to learn vocabulary was very effective in EFL.

Segovia (2020) mentioned that Game-based learning have been a learning trend for several centuries, as in the case of chess, which has been used to teach strategic thinking since the Middle Ages, which internalizes people's knowledge and increases motivation and student commitment to implement a new teaching strategy based on games in education. Learning through games increases the level of interest and

development of students' skills in different areas of knowledge and creates a learning stimulus in different activities. Game-based learning are gamified learning tools with practical learning efficacy aimed at improving students' abilities to engage them and optimize their learning during their teaching-learning process.

The advantage of implementing this strategy is to motivate the student, allow learning to be actively, that the student has their own control in learning, and in addition to potentiating their creativity and imagination, which promote the development of their abilities. However, teachers are responsible for providing all teaching materials which allow them to develop their multiple intelligences. In recent years, the appearance of these platforms Game-based learning have evolved and innovated in the educational sector, which have served as tools and support in learning.

Akour (2020) showed that some research has indicated that the types of learning depend according to the characteristics of the students, many of the students have problems in their learning process. Games are interactive activities where participants collaborate and participate among themselves or with other players, mobile platforms are a very good option, but it is a challenge in which different resources are used to teach students and that they can obtain favorable information in their educational process. Smart education is based on creativity, innovation and new teaching methods that are used with the technologies in trend and depends on the materials and the level that are used in the educational centers.

Game-based learning are based on using games with an educational purpose where new strategies are applied so that the student improves his educational level. In addition, these types of games entertain the students with a purpose in which the students concentrate more and trying to solve the challenges of each proposed activity. On the other hand, this type of strategy is important since it helps teachers deal with students' knowledge by putting games into practice. The games create a virtual environment where the student can navigate and explore different learning contexts and each student has a different experience when playing. The results of the application of this strategy in research have had good results in the education process.

Moreover, Sousa (2018) established this study has been analyzed that games based on learning have been used video games as a pedagogical tool in students, which has shown that the implementation obtained good results and there is significant satisfaction since this strategy is more effective than the traditional ones. The video games used during the learning process have provided support and the adaptation of this strategy as a fundamental tool in teaching has been chosen as an adoption. The implementation of the Game-based learning aimed at developing the different areas for the development of the students' abilities in different subjects, which 71% had an effectiveness in its application. In addition, the use of games develops cognitive areas during the learning process and education training which capture the attention of students for the acquisition of new knowledge and as an educational resource where the student feels motivated.

Thomas (2020) developed a study about this strategy is characterized by being innovative with an objective which is to promote communication between students and teachers in an active way where students are the participants and can develop their skills to solve their problems with a critical mind. Game-based learning promotes opportunities to enhance your learning and build your knowledge using technology. In addition to the author, he mentions that traditional strategies need a new design to be effective in teaching. The use of digital video games has broken the barriers to effective learning encouragement.

Learning encouragement empowerment, it is based on the experiences they have had as players who have made the decisions about how to play the game and establish the opportunities that they provide as a player based on their experiences. On the other hand, we must solve the problems that fundamentally interest the how each player learns to solve their problems autonomously. Finally, we have the understanding that is based on the critical thinking of the students, which is related to the development of their abilities and the ideas of the game in front of their experiences. However, teachers use different techniques so that students interact with this type of material and can obtain

different opportunities to learn the new knowledge in literature and the relationship between teacher and student is comfortable in the classroom environment.

Finally, the study by Chan (2021) Game-Based Learning are competitive and non-competitive in their results based on experiences and their interaction. These are applied in digital platforms with competitive characteristics where the learners form their groups and form their territory in the game, they are also characterized by having different configurations in the games based on experiences and are correlated in the observation of learning as results based on past games and learning and which have effects on the participants which are randomly assigned and separated as a group or individually. The results are good before the interaction and the effects that are created between learning and competences Game-Based Learning in an autonomous way, which creates a dimension that includes concentration, interaction, the improvement of knowledge and the challenges that influence games.

1.2 Theoretical Framework

1.2.1 Independent variable

Teaching and learning method

For Angel (2014) teaching strategies are defined as "the procedures or resources used by teachers to achieve significant learning in students, for this purpose different didactic mechanisms can be developed in order to facilitate understanding in an active way".

According to Vargas (2010) the teaching method can be considered as "a logical and rational organization, according to the learning principles of a theory, of a series of specific events aimed at obtaining certain learning objectives, this procedure is related to the application of techniques that come to be joint actions planned by the teacher and carried out for the acquisition of knowledge."

The teaching methods are going to be a component of the pedagogical process that configures the learning, through the content and its free management to achieve the

stated objective, these teaching methods used by teachers are systematically divided into two large groups, teaching method, and learning and teaching or pedagogical methods.

For Fuentes (2016) "the success of the teaching-learning process depends both on the correct definition and determination of its objectives and contents, as well as on the methods applied to achieve said objectives."

As stated, Castan (2014) the scientific method "would be the procedure by which an objective knowledge of reality can be achieved, trying to answer questions about the order of nature."

The use of this method allows the student to develop their criticality and capacity for inquiry, the correct application of the methodology provokes curiosity, which motivates inquiry and research, thus generating two important types of learning, experimental and discovery. By applying the scientific method, the student is the main entity in the generation of knowledge as he experiments, discovers, and answers his own unknowns.

As stated, Abreu, (2014) through the inductive method, the generic or common characteristics that are reflected in a set of realities are observed, studied, and known to elaborate a proposal or scientific law of a general nature. From this procedure, associative learning can be developed, focusing the deduction that the student entails to determine characters, leading them to a general reasoning. According to (Prieto, Dias, & Santiago, 2014) "through an inductive methodology, students decide their learning objectives, work with the sources, synthesize the most important concepts and use them to analyze, judge and solve real situations, or at least plausible ones.", which may be found in the future, in the professional practice".

As Krutakova (2014) suggests, the deductive method "parts from the general concepts or principles from which conclusions are drawn, which serve to present particular cases, in which the teacher presents the conclusions." As a result of this, associative learning is generated since intuition is developed by intertwining specific

particularities of the aspects provided by the teacher to acquire critical thinking that interprets and deduces generalities.

According to Aucapiña & Domínguez (2018) state that the analytical method "is the separation of a whole into its parts or its constituent elements". It is because to know a phenomenon it is necessary to know it, treat it and discover all its parts. With the application, significant learning can be developed since the student acquires autonomous knowledge where: he deduces, associates, and interprets the information imparted, through his own process carried out with the influence of various inducers, the knowledge persists. Likewise, as determined by (Ruiz, 2007), the synthetic method "is a reasoning process that tends to reconstruct a whole, from the elements distinguished by the analysis; It is the synthesis of a mental procedure that has as its goal the complete comprehension of the essence of what we already know in all its parts and particularities". Consequently, this method allows the student to develop their structural capacity of information, organizing it in their own way, considering the fundamental parts, making the knowledge imparted easy to understand and therefore explicit.

Pedagogical teaching method

According to Echevarría, Morel, González, & García (2010) "it is the diversity of actions taken by the teacher which modifies education based on the achievement of the proposed objectives". Using didactics so that the student can conceive the link between attitudes and motivation. For Beltran (2012) the teaching method is understood as a sequence of statements related to the teaching processes that the teacher imparts. The method is a pedagogical knowledge, for which the teacher uses a few methods such as:

The expository method for Quaas & Crespo (2003) "allows the information to be projected in an ordered sequence towards the student, so that the student can acquire new knowledge, either by the teacher's presentation or by a group of students", allowing students relate their new concepts with existing concepts and thus establish a communication between teacher and student. That is why it is related to significant

learning because in this learning the individual collects information in an orderly manner and relates it to their existing concepts.

Lecture or master class according to Beraza (2011) cited in (Tejada, 2001 & Zabalza, 2003) is an “excellent methodological component to transmit information in an orderly and accessible way to students. In a unidirectional way from the teacher to the student”. The student listens to what the teacher is imparting. Thus, relating to receptive learning since in this the student receives the information that the teacher imparts, in this case the teacher would be the sender and the student the receiver.

The heuristic method Pérez (2015) cited in (Peralta, 2000) defines as a student's work in the development of learning in which the teacher orders the student's intervention in the development of research tasks, allowing the student to form concepts. In addition, the student feels joy when forming their own concepts, thus raising interest in learning and promoting the responsibility and dynamism of the student. This method is related to learning by discovery since in this learning the student relates his knowledge with what he acquires to form a concept cognitively.

The dialectical method Jiménez & Jacinto (2017) describes it as a "methodology to develop research, and consists of the art of dialogue, based on a debate, where a topic is defended, and a comparison of ideas is presented". At the same time, it is a dispute where you can differentiate and intercede for the ideas introduced in the debate, and thus this method will help generate emotional and collaborative learning.

The experimental method Argüelles et al. (2018) state that "this method helps to verify the truth of the hypotheses raised with the help of an experiment". The experimental method intervenes in the perfection of the students' knowledge, so the experimental practices collaborate with the student to improve knowledge, in the same way to obtain conclusions and experiences that reinforce learning through "learning by doing". This method influences experiential learning because it occurs through the experiences lived by the student.

The Statistical Method according to Obregón (2015) is based on a "series of processes for the use of quantitative and qualitative data in research. The use of these data is intended to verify the objectivity of the hypothetical results of the investigation. This method is made up of several stages such as: Collection, Counting, Presentation, Synthesis and Analysis, in this method significant learning will influence since in this learning the student collects the information and organizes it to later analyze it with their previous knowledge.

Problem-based learning for Bueno & Fitzgerald (2004) cited in (Barrows, 1986) is a learning technique initially using a problem where students will seek the solution to the problem, thus achieving the intervention of cooperative learning so that each student You will develop your skills and give a solution to that problem.

Project-based learning Aranda (2010) defines it as "a methodology in which groups of students with different abilities and types of learning are formed", and which is related to problem-based learning since in this method of equal In this way, a problem is posed to each group of students, however this method differs from it since in this each student in the group will play a role individually in order to achieve the objectives of the project. Thanks to this method it is possible to develop collaborative learning so that each student belonging to the group will perform the designated function of it.

Methodology and learning

The methodological processes for the effective generation of learning, according to Alonzo (2010) "are all the precursors of education, they are guides of new learning, for which they must apply a series of appropriate strategies and techniques in order to structure meaningful learning. the student contributing to the achievement in terms of the ability to learn of each of the students".

The methodological processes:

- ✓ Knowledge transfer
- ✓ Motivation

- ✓ Appropriate use of teaching materials
- ✓ Appropriate methods of imparting new knowledge
- ✓ Address different themes
- ✓ Promote social integration
- ✓ Use of space appropriately
- ✓ Pleasant atmosphere

The inheritance of teaching methods by the teacher for (Sanchez, 2017) "heredity and the environment are the two extremes between which most of the explanations about human behavior are located." Over time, the methodology it has been inherited from a teacher to their generations, a student who received educational instruction with a certain teacher and liked the teaching methodology will pass it on to future generations, it lasts like this for a long period of time without knowing if the method that worked with one specific sample of students will work with another.

The consequences of the incorrect application of a methodological strategy and the lack of methodology, for Rinchin (2015) "the lack of a methodology and its incorrect application can cause different negative variants in the learning of a student, limiting him to acquire desired knowledge "so as:

- ✓ The student's lack of interest in the subject.
- ✓ Gaps in the student's knowledge.
- ✓ Causes drowsiness at class time.
- ✓ Stress
- ✓ Monotony
- ✓ Discouragement
- ✓ Irresponsibility
- ✓ Low academic achievement.
- ✓ Restlessness
- ✓ Annoyance
- ✓ Hyperactivity

The use of ICT in teaching methods

According to Salinas (2004) "important to meet the demands of today's society, higher education institutions must become more flexible and develop paths formed by technologies in the implementation of the use of ICT by the teacher" In other words, it is important that the educational system of higher education institutions incorporate the use of technology into their education networks, through innovation processes where the teacher must rely on ICT, to generate learning in a different way, getting closer to a more globalized world.

TIC`s for Salinas (2004) "cause the teacher's role to change in an TIC-rich environment, the teacher ceases to be a source of all knowledge and becomes a guide for students" this refers to the fact that the usual methods They are modified in order to encourage the student to be investigative and be the authors of a new educational system, using technological resources and thus develop a society based on research.

English language learning

There are many types of learning that can be applied in the teaching of a language if you can achieve your proposed objectives during the teaching-learning process in the language in addition to learning the English language by non-native speakers of an English language. Country of speech. Learning the English language implies a process for the development of the four linguistic skills such as speaking, reading, listening, and writing, which have different forms, methods, strategies to learn and be able to acquire a new language. The theory called constructivism according to Piaget affirms that students can learn the language in an active and interactive way in the classroom since they can develop different ways in their knowledge through different activities that involve it and thus be able to learn in a more interactive. However, the main objective of this is for both teachers and students to reach their goal, which is to learn a new language and be able to communicate effectively with other people in their environment.

English language learning approach

According to Griffiths & M. Parr (2001) the history of language teaching where there were people who tried to teach a foreign language including the four skills like speaking, reading, listening and reading as educators of a new language. The main approaches to learning a language are included, such as vocabulary, strategies and teaching different skills. During this teaching-learning process, include didactic materials for learning. On the other hand, teachers every day look for new ways to teach students so that they have a more feasible acquisition of learning using different methods or strategies that are motivating and interactive with students. In addition, teachers look for new trends to combine in education and transform traditional education into an active education where students are the protagonists and teachers the perfect day for this process in which they implement different forms of teaching.

Game-Based Learning

The new generations require a more dynamic learning model, which is why the Institutions have begun to articulate their pedagogical tools to the teaching of the English Language. The adoption of a Game-Based Learning strategy based entirely on the use of digital games, serious games or video games is presented as a disruptive educational practice, which takes advantage of the intrinsic motivating effect of certain video games to capture the attention of students. The mechanics and dynamics of the games are used to immerse them in attractive tasks that facilitate learning, reducing the level of difficulty. Finally, another aspect in which teachers must take special care is in the connections that our students establish between the experience lived in the game and academic knowledge, an issue that is not always automatic or easy to relate. (Israel, Wang, & Marino, 2015)

Some researchers like Schrader (2016); affirm that this innovative strategy can energize the training processes, favoring students to acquire learning in a motivating way. In the international context, there are experiences in school environments that have opted for this methodology, using serious games or digital games to promote the

development and acquisition of basic skills and competencies. One of the main challenges of the teacher is to capture the interest and motivation of our students. Thanks to the games, this can be an easier task because the design of the game itself when it is of quality and generates the engagement that we seek for a deep and intense Game-Based Learning activity.

A recent study, Mariscal (2016) has identified a new type of resource related to games, called TIP (Task Involving Play), which seems to produce good learning outcomes in the field of science, while allowing more evaluation. requires non-digital learning. educational games from the point of view of their nature. In this sense, a game could be classified as a game or a game, but also as a middle ground, TIP. According to these authors, the TIPs resources provide students with intermediate scenarios between playing and playing, which should encourage the student's artistic or technological creativity with an active role, be directly related to their daily life and encourage teamwork. Other features of TIPs that contribute to learning are simple and engaging games that students find useful for learning.

They are some new ideas that are incorporated in the institutions to satisfy their needs by implementing new methods and strategies for the new generations. Every year teachers integrate new ideas to solve all the problems that exist in education. However, education is not the problem but providing a solution for students to improve their levels of knowledge during their teaching-learning process. The implementation of this new didactic strategy has shown that games are very effective since they facilitate and encourage student learning motivation, as well as their interaction between teacher and student. Game-based learning relies on game design to balance the player's ability to retain information and apply it in the real world. Play is the first way people get directly involved in hands-on learning about what children and babies are like. This strategy is used as a great idea based on games to reach the knowledge, skills or attitudes. (Sartre, 2020)

Types of Educational video games and their application.

- ✓ **Educandy**

It can be applied to all areas of cooking.

- ✓ **Rpgplayground**

Its environment helps us apply to all areas of knowledge, with the resolution of puzzles.

- ✓ **Minecraft Education**

Its platform is very easy to use and can be adapted to all areas of knowledge.

- ✓ **Genially**

It is a tool to create gamification that is very easy to use and can be complemented with all areas of knowledge.

- ✓ **Mobbyt**

It is an application to create goose games, memograms can be adapted to any content.

- ✓ **Wordwall**

It is a software that can be used in mathematics.

- ✓ **Quizziz**

It is a tool that is used to evaluate, but the teacher can adapt it to carry out competitions among their students, it can be used with all areas of knowledge.

- ✓ **Timez Attck**

It is applicable to mathematics, to pass the levels you have to answer or solve the operations raised.

- ✓ **Animal Jam**

This tool is applicable to the natural sciences where the student must take care of an animal and learn about its habitat.

- ✓ **Academons**

There is an Academons for each subject where the student can reinforce their knowledge.

✓ **Kahoot**

It is an application to evaluate and to reinforce knowledge in each area.

1.2.2 Dependent variable

Language Learning

Language learning needs various resources to be understood and it is necessary to understand language learning as a communicative and interactive tool between people which combines essential elements such as learning and skills to develop language learning. Language learning is involved during the learning-teaching process where teachers share all their knowledge to their students. In addition, it is necessary to analyze the different language skills so that each student acquires a language and can produce it to achieve learning and can capture it in a real context, which can be developed through interaction with other people in their environment. Furthermore, language learning requires the acquisition and grammatical understanding of different grammatical points, vocabulary, and the correct pronunciation; to that the students can share their ideas and opinions in a clear and correct way.

Some authors like Romero-Contreras, Silvia-Macedo, and Snow explore the contribution of two linguistic factors—vocabulary and academic language skills—to learning to read and write in disciplinary areas. Their study extends the research on academic language and reading comprehension in Spanish with Mexican students at the end of elementary school and early high school to contribute to the complexity of the Simple View of Reading model. The study verifies the predictive power of this constellation of language skills through which meanings are constructed in disciplinary and school contexts. that operate beyond the word. The results show similar patterns, but different contributions for the groups of students investigated.

The authors emphasize the ductile nature of academic language and, therefore, teachable in school contexts, which opens a new entry point for the teaching of school literacy. Likewise, they highlight that the socioeconomic level of the students is not a significant predictor of reading comprehension once vocabulary and academic language

skills are introduced, which contributes to the conceptualization of these linguistic variables as catalysts of equity and educational justice. This study contributes to the field of intermediate literacy with data from Spanish-speaking students, since in Latin American contexts research has focused mostly on initial literacy.

Learning styles

Learning styles refers to the way that students learn and feel more comfortable in learning a language. Learning styles are not about the level of knowledge, IQ, economic or social status. On the contrary, it represents how learners discern things. Thus, to teach by considering each learning style, students will feel emotionally better, and they will learn faster. There are different learning styles. For example, kinesthetic: students with this type of learning style like working with physical movements such as jumping, biking and so on. They also like telling jokes and acting. Tactual learners: students who are empathic, they like working in teams, arts, and music. Aural learners: students whose verbal skills are advanced, in activities that deal with speaking correctly and they quickly reply to questions. Additionally, their abilities in singing and acting dramatic texts are good. Visual learners: students who notice any detail quickly, they are good at watching and looking (Murat Tomruk, 2018).

Visual.

When students think in images (for example, when they see the textbook page with the information they need) they can suggest a lot of information at once. Hence, people who use the visual representation system have an easier time absorbing more details quickly.

Visualizing also helps them establish relationships between different ideas and concepts. When a student has problems relating concepts, it is often because a student is processing the information in an auditory or kinesthetic way. The ability to abstract is directly related to the ability to visualize. Also, the ability to plan. These two characteristics explain why most university students (and therefore of teachers) are visual.

Visual learners learn best when they read or see the information in some way. In a conference, for example, they will prefer to read the photocopies or transparencies to follow the oral explanation and, failing that, they will take notes to have something to read.

Auditory

When students remember using the auditory representation system, they do so in a sequential and orderly manner. In an exam, for example, the student who mentally sees the page of the book will be able to go from one point to another without wasting time, because student is seeing all the information at the same time. However, the auditory learner needs his mental recording step by step. Students who memorize auditorily cannot forget a word, because if they forget that word they don't know how to continue. Is

How to cut a cassette tape. On the contrary, a visual student who forgets a word does not have major problems because she continues to see the rest of the text or information. The auditory system does not allow relating concepts or elaborating abstract concepts with the same ease as the visual system and it is not as fast. It is, however, fundamental in learning languages and, naturally, music.

Kinesthetic

When students process information by associating it with their sensations and movements, in their bodies, they are using the kinesthetic representation system. Learners use this system naturally when they learn a sport, but also for many other activities. For example, many teachers. They comment that when they correct their students' exercises they physically notice if something is wrong or right. Or that spelling mistakes bother them physically. Typewriting is another example of kinesthetic learning.

Kinesthetic learning is also profound. Learners can learn a list of words and forget them the next day, but when they learn to ride a bicycle, they never forget. Once they have learned something with muscle memory it is very difficult for it to be

forgotten. Students who preferentially use the kinesthetic system need, therefore, more time than others. They say of them that they are slow. That slowness has nothing to do with a lack of intelligence, but with their different ways of learning.

Kinesthetic learners learn by “doing” things, such as experimenting in the laboratory. This student needs to move. When they study, many times, they walk or sway to satisfy that need for movement. In the classroom, they will look for any excuse to get up and move (Psychology, 2017).

Vocabulary

The learning and teaching of foreign languages have undergone a major paradigm shift because of research and experiences that have expanded scientific and theoretical knowledge based on how students learn and acquire a foreign language. Traditionally, it was thought that learning a foreign language was a 'mimetic' activity, a process that involved students repeating or imitating new information. Based on behavioral theories of learning and structural linguistics, the quality and quantity of language and feedback were considered as the main determinants of language learning success. So, the purpose of each teacher when implementing some type of strategy is to enrich the lexicon of each student due to their teaching-learning process (Moeller & Catalano, 2015).

Vocabulary learning or the development of lexical skills is an essential task in learning the foreign language. Vocabulary is the basic linguistic element at several levels. Words are the first linguistic elements acquired. They are therefore the first steps in language learning. The teaching of vocabulary has for years been one of the greatest neglects in all foreign languages. Wrongly, an approach was limited to Grammar was an absolute necessity, whereas today we understand that a deeper knowledge of foreign language vocabulary facilitates learning in all other dimensions, by helping students to identify structures more easily because they gain confidence to write or read when they have more vocabulary than when there is more vocabulary. The rich vocabulary

facilitates the understanding of the different discourses in which students are immersed during their learning process (Inspector, 2020).

Thornbury (2016) explains that to learn vocabulary, it is not enough to label but also to categorize the skills so that the child needs to realize that. Common words such as apple (apple) and dog (dog) can be replaced by superordinate terms such as fruits and animals. And that animals can accommodate other low words like cat, horse, and elephant. This involves a network building process. Because of the increase in the importance of vocabulary in foreign languages, certain academics began to focus specifically on analyzing how vocabulary was acquired, thus emerging the term vocabulary learning strategies and, consequently, numerous taxonomies to identify and classify the resulting strategies.

As it was the case with language learning strategies, this term lacks a clear and precise definition, but most studies on the subject seem to coincide that they are used at least to understand what unknown words mean and consolidate their knowledge of word. Some research on the memory of Thornbury in his work, suggests that to ensure that the vocabulary is permanently in the long-term memory, basic principles are needed which will be considered in the development of the methodological proposal in the classroom.

- ✓ **Repetition:** The way to remember the new vocabulary is through repeated essays of the material while it is still in the working memory. A type of repetition that is important is the one where you should meet her; be it in readings, songs, flash cards, among others.
- ✓ **Imagination:** Other research has shown that easily visible words are better remembered than those that do not allow you to associate with an image. Therefore, it is not only a matter of hearing that word to remember it, but also that it allows the student to “connect” it to an image that is attractive to him.
- ✓ **Motivation:** For the simple fact that the student is sitting there waiting to learn new words does not guarantee that the new words will be remembered. As an excellent motivation, it makes the students feel comfortable to last longer

practicing again and again, in order to keep the new words in the long-term memory.

How to teach vocabulary

Many teachers employ traditional ways of teaching vocabulary. For example: repeating, making choral drills, and making lists to memorize. However, there are other practices to teach vocabulary. First, it is necessary to pre-teach vocabulary, for this, flashcards and toys can be used. This helps students see the picture and relate it with the word. It is crucial to teach individual words to make students learn in an effective way. Vocabulary should be taught with authentic material, in that way students will understand the concepts and the definitions better. Students must build the link between meaning and signifier as autonomously as possible, to integrate it better and more quickly into their active vocabulary. Introduce them to the new words through pictures or pictures: it works every time, especially for absolute beginners (Ankucic, 2019).

So, synonyms-antonyms when working with adjectives, it is essential to stimulate the associations between a word and its meaning by putting it in relation to the word with the opposite meaning. If we are dealing with physical description in class, we can use this strategy very easily and reinforce it. This association helps students' memory to access more easily one or both terms of the word pair. In general, it is very effective to encourage students to form categories of words under any criteria, not just antonym. The use of synonyms in a foreign language is one of the aspects that determine the level we have on it. They are important because they show the ability, we must use different words in different situations and contexts (Shibata, 2018).

1.3. OBJECTIVES

1.3.1 General Objective

- ✓ To determine the benefits of the Game-Based Learning strategy in relation with vocabulary learning on ninth grade students' at Unidad Educativa "Julio Enrique Fernández".

✓ 1.3.2 Specific Objectives

- ✓ To determine the aspects that intervene on vocabulary learning when setting game-based learning apps.
- ✓ To describe the main game-based learning apps within ninth-grade students.
- ✓ To define the effectiveness of game-based learning strategies in vocabulary learning.

1.3.3 Description of the fulfillment of objectives

The main objective of this study was to analyze the influence of the game-based learning strategy on vocabulary learning in the students of the "Julio Enrique Fernández" Educational Unit. The first specific objective was achieved through the description of game-based learning elements which favor social and communicative competence, promote student participation, offer material that is fun and interesting, facilitate the use of language both inside and outside the classroom and encourage healthy competition and learn to win and lose.

The second objective was related to the types of applications that are suitable for teaching vocabulary in a dynamic and entertaining way at this educational level. Digital games have the potential to enhance language learning in the acquisition of vocabulary, since they offer the possibility of representing virtual worlds and presenting objects and scenes in a multimedia context so that students obtain information in a simple and didactic way at the same time.

Furthermore, the third specific objective was to define the effectiveness of game-based learning strategies in vocabulary learning where students have had a good perspective on Game-based learning to acquire new vocabulary effectively rather than using the traditional strategy to learn more vocabulary. During the last 5 years, this new strategy has been implemented, which has had excellent results and one of the advantages is that the pedagogical benefits have increased the performance of students in their teaching-learning process. In the vocabulary learning process, different activities have been created where students interact virtually with avatars among themselves or with their friends. The application of game-based learning made students feel more self-confident, motivated, and improved their level of EFL knowledge.

Finally, its effects on the learning of vocabulary acquisition in the foreign language were defined. The students improved the interpretation of the language with the acquisition of vocabulary. In addition, they were able to remember and use words appropriately. The acquisition of a second language by the students was done naturally thanks to a rich and immersive environment provided by the video games. In addition, the students acquired procedural communication competence based on performance. That is, they learned how to communicate, instead of only acquiring the forms and mechanics of language.

CHAPTER II

METHODOLOGY

This chapter mentions what type of research was developed in this study. The type of research selected was quantitative approach with the ninth-year students for vocabulary learning. In addition, the application of the Game-based learning strategy with the main objective that students improve their levels of knowledge was necessary. The technique that was applied to obtain results was through questionnaires with questions taken from a standardized test. In addition, a pre-experimental design was used because an established control group was chosen, which was the ninth-grade students.

2.1 Resources

To develop this research, human resources were needed, 14 students, 9 girls and 5 boys and technological resources for its application of the study and the collection of information. First, the participation of ninth-year students, parallel "A" at Unidad Educativa "JULIO ENRIQUE FERNÁNDEZ", who took a pre-test and post-test during the study process. Finally, technological resources such as the use of a laptop for virtual classes, Zoom virtual platform, applications such as Kahoot, Wordwall, Forms, etc. which were used for the application of Game-based learning for vocabulary learning with children of basic level.

<i>RESOURCES</i>	
Human Resources	Material Resource
<ul style="list-style-type: none">• Teacher	<ul style="list-style-type: none">• Test
<ul style="list-style-type: none">• 14 Students	<ul style="list-style-type: none">• Laptop
	<ul style="list-style-type: none">• Zoom virtual platform

Note: Students from Unidad Educativa Julio Enrique Fernández

2.2 Methods

2.2.1 Approach

First, it is a very complete way of obtaining information. It is characterized by using quantitative methods and techniques and therefore has to do with measurement, the use of magnitudes, observation and measurement of analysis units, sampling, statistical treatment. The quantitative approach uses data collection and data analysis to answer research questions and test previously formulated hypotheses, it also relies on the measurement of variables and research instruments, with the use of descriptive and inferential statistics, in statistical treatment and hypothesis testing; the formulation of statistical hypotheses to improve the validity of the data. In addition, it works with a population that is valid and highly reliable, so the project is carried out. (Shibata, 2018).

This research used a quantitative approach since the data obtained from the pretests and post-tests were processed through the SPSS software and then analyzed and interpreted.

2.3 Research Modality

2.3.1 Documentary Research

Collecting, compiling, and selecting information from the readings of documents, magazines, books, recordings, filming, newspapers, articles, results of investigations, memories of events, among others; was needed for supporting this research theoretically.

Its main objective is to conduct research from two aspects, firstly, by linking existing data from different sources and later by providing a panoramic and systematic view of a given issue elaborated in multiple scattered sources (Barraza, 2018).

2.3.2 Field Research

Field research is the collection of new data from primary sources for a specific purpose. It is a qualitative data collection method aimed at understanding, observing and interacting with people in their natural environment. When researchers talk about being “in the field” they are talking about being on the ground and participating in the daily lives of the people they are studying. Field research is collected directly from original sources, providing greater control over the nature and amount of data collected.

The field research was applied to the students of the Ninth Year E.B parallel "A" in the Unidad Educativa “Julio Enrique Fernández” to identify the problem and to determine its causes and effects. In the same way, for a better perspective of reality, the survey was used as a research technique, which allowed the analysis and interpretation of results (QuestionPro, 2018).

2.3.3 Bibliographic

Bibliographic research is understood as the stage of scientific research where the production of the academic community on a given topic is explored. It involves a set of activities aimed at locating documents related to a specific topic or author. It allows us to know the state of the art of what we are investigating and is therefore the starting point on which any scientific work should be based. Due to technological progress, there is a proliferation of information on the Internet, which leads to the need for the information located to be selected and evaluated under strict quality criteria. To do so, we must follow and fulfill certain stages that will allow us to carry out a serious and deep research that will contribute to a quality work.

2.4 Level or type of research

2.4.1 Exploratory Investigation

The main one is the one we have mentioned above, it seeks to approach new phenomena, or about which there is little information. Research enjoys great flexibility and lacks a predetermined structure. In addition, it mainly uses observation and

qualitative methods, such as expert opinions or literature reviews. Topics to study are raised but not research questions. In this way, what is sought is precisely to discover these questions to answer them in future analyses. Its main objective is to bring the researcher closer to the object of study. Thus, it will provide you with relevant information to propose the hypotheses that will be used later (Arias, 2020).

2.5 Association of Variables

It allows us to know the behavior of one variable in relation to the other, allowing us to determine the degree of dependence that exists between them. The changes produced in one of the variables directly affect the other variable.

- ✓ **Independent variable:** Game-based Learning
- ✓ **Dependent variable:** Vocabulary Learning

2.6 Population and sample

The population of the Unidad Educativa “Julio Enrique Fernández” is 3600 students distributed respectively at both the Initial, Basic and Baccalaureate levels. It should be noted that only 14 people, there are 9 girls and 5 boys, they are between 12 and 13 years old, students of the Ninth Year E.B parallel “A” were part of the population in the following research.

Table 1

Population and Sample

DESCRIPTION	GIRLS	BOYS	NUMBER	PERCENTAGE
SS 9th “A”	9	5	14	100%
TOTAL	9	5	14	100%

Note: Students’ s Unidad Educativa “JULIO ENRIQUE FÉRNANDEZ”

2.7 Information collection plan

2.7.1 Design

The design of the study was a pre-experimental static group comparison design. It was pre-experimental because the research participants took part in an experiment relating to game-based learning, but the participants were not randomly assigned to the experimental group. The classes were selected for the treatment group based on student proficiency levels and gender to ensure the participants in the population were evenly represented.

It is an investigation that has all the elements of an experiment, except that subjects are not randomly assigned to groups. In the absence of randomization, the researcher is faced with the task of identifying and separating the effects of the treatments from the rest of the factors that affect the dependent variable. (Cabr e, 2012)

2.7.2 Instruments

For this study, a test was used for the 9th grade level, this pre-test was made up of 12 questions related to vocabulary with images where students had to match them, and then a post-test was applied with 12 multiple choice questions to find their synonyms according to the statements.

Pre-test and Post-test designs are widely used in behavioral research. Mainly for the purpose of comparing groups and measuring the change resulting from the experimental treatments. A pre-test and post-test design is an experiment in which measurements are taken on individuals before and after they are involved in some treatment. All ninth-year students took a pretest. Then, the Game-based learning strategy was applied for a period of 6 sessions and finally a subsequent test of similar difficulty was administered. Subsequently, the differences between the scores before and after the exam were analyzed to see if the teaching technique had a significant effect on the scores.

2.8 Procedure

The study was applied at Julio Enrique Fernández Educational Unit for a period of 6 weeks during the academic semester October 2021 - February 2022.

The first step was to establish and choose the group of students who participated in the application of different activities. This group of students were in the ninth year of basic education parallel "A" to the U.E. "Julio Enrique Fernández". In addition, students were evaluated at the beginning with a pre-test according to their level of knowledge based on vocabulary, using the forms tool.

The application consisted of 6 sessions which 4 were activities based on the topics of the respective units according to the Ministerio de Educación and 2 with the application of tests to obtain information on the acquisition of knowledge of students during their teaching process to acquire new vocabulary of the English language with the use of the strategy based on Game-based learning strategy.

During this research application process, different activities were selected that supported the contents proposed by the academic curriculum of the institution in which activities based on Game-based learning were adapted so that students could develop them in a more dynamic and entertaining way to learn vocabulary in a simpler and more efficient way.

At the end of this research, a standardized post-test was applied to obtain data on whether the Game-based learning strategy contributed to the acquisition of vocabulary.

2.9 Hypothesis

- ✓ HO: Games-Based Learning strategies do not influence the learning of vocabulary in the students of the Ninth Year of Basic Level "A" of the Unidad Educativa" Julio Enrique Fernández".

- ✓ HI: Games-Based Learning strategies do influence the learning of vocabulary in the students of the Ninth Year of Basic Level "A" of the Unidad Educativa "Julio Enrique Fernández".

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter showed the results obtained during the pre-test and post-test which were applied to 9th grade students of the Unidad Educativa “Julio Enrique Fernández”. There are 14 students, from 9 males to 5 females. Pre-test and post-test were selected from the preliminary English chamber with a score of 12 points because it contained 12 questions on vocabulary and then this score was converted to 10 points. The results are presented in tables and figures with their respective analyses and interpretations of the results achieved during the research application process. The scores in both Tables 1 and 2 indicate scores out of 12 points and out of 10 points.

The Pre-test was performed at the beginning of the treatment to evaluate their level and the post-test at the end of the treatment to check if students improved their learning, this study lasted 5 weeks on the application of Games-Based Learning of vocabulary. Information on the percent obtained and its difference between body and dessert is presented in Table 3 and Figure 2. To obtain the confidence level of the applied tests, the Shapiro Wilk-normality test was used, where its range is normal and remains within the established ranges that are greater than 0.05. In addition, the T-student test – Paired samples statistics is used to verify if there is any type of margin of error in the application of the Game-based learning methodology used for vocabulary acquisition with basic level students. In addition, the paired tables were used to contrast the information obtained using the T-student statistics test to obtain a null hypothesis or alternative hypothesis about the investigation.

Table 2

Pre-test Results

Pre-Test Results		
Students	Score out of 12	Score out of 10
1	7	5.83
2	7	5.83
3	9	7.50
4	9	7.50
5	8	6.66
6	9	7.50
7	5	4.16
8	7	5.83
9	4	3.33
10	1	0.83
11	7	5.83
12	9	7.50
13	3	2.50
14	2	1.66

Note: Pretest results from the sample

Table 3

Post-test Results

Post-Test Results		
Students	Score out of 12	Score out of 10
1	10	8.33
2	10	8.33
3	9	7.50
4	9	7.50
5	10	8.33
6	10	8.33
7	10	8.33
8	9	7.50
9	4	3.33
10	10	8.33
11	10	8.33
12	9	7.50
13	5	4.16
14	9	7.50

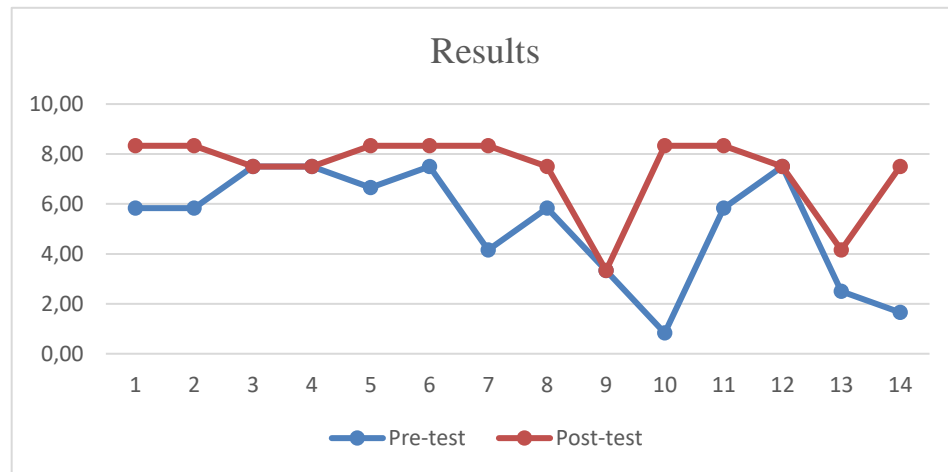
Note: Post-test results from the sample

3.2 Data interpretation

Pre-test and posttest individual grades

Figure 1

Results of pre-test and post-test



Note: Pre-test and post-test results from the sample

Analysis and interpretation

As it can be seen in figure .1, 14 students took the pre-test and post-test, and it shows a difference between them. The grades are over 10. In the pre-test, the highest score is 7.5 and the lowest score is 0.83. Meanwhile, in the post-test, the highest score is 8.33 and the lowest is 3.3. The results, it is evident that students improved their scores during this process. In the post-test, students did not know most the vocabulary, therefore, did not respond in a correct way getting low scores. However, after applying the treatment (game-based learning) students improve their grades on the post-test to the end of the treatment.

Pre-test has the purpose of determining the level of knowledge of the students who participated in the experiment, which was based on Game-based learning since it was obtained results that were obtained by the participants to be interpreted correctly. The information obtained in the pre-test was treated in the light of the statistical

guidelines which make it possible to manipulate this information in a simple manner. Post-test is the substantial point of the investigation because it is marked to contrast the hypothesis proposed for this investigation with the difference of contrasting the hypothesis that has been developed through the analysis and interpretation of results (Sanabria, n.d.).

3.2.2 Pre-test and post-test average

Table 4

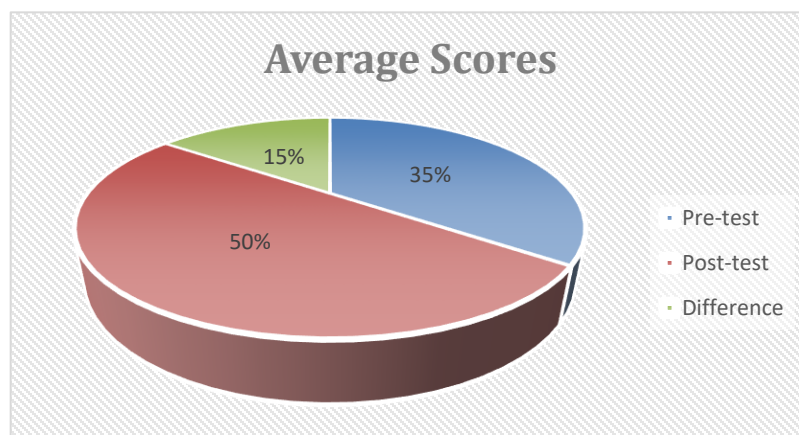
Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	5.18	7.38	2.2

Source: Field research

Figure 2

Average scores of pre-test and post-test



Note: Average scores of pre-test and post-test from the sample

Analysis and interpretation

Table 4 and Figure 2 represent the pre- and post-test mean and the difference between the two. The average in the pre-test was 5.18 out of 12, which represents 35%. Meanwhile, the average in the post-test was 7.38 of 12, which represents 50%. The difference between them was 2.2 points, which accounts for 15%. Based on the results, the use of game-based learning to learn vocabulary is useful and effective at this level. Research has shown that implicit vocabulary learning is not as effective with English Language Learning and the need for explicit effective learning strategies is evident. Because games are popular with teenagers today, teachers should consider bringing that affinity to play in the classroom to increase academic learning and success (Benoit, 2017).

3.3 Hypothesis verification

The data collected in this research were analyzed by applying T-student statistical.

3.3.1 Hypothesis statement

Null hypothesis (H0)

Game-based learning strategies do not influence the learning of vocabulary on students of the Ninth Year of Basic Level "A" of the Unidad Educativa "Julio Enrique Fernández".

Alternative hypothesis (H1)

Game-based learning strategies do influence the learning of vocabulary on students of the Ninth Year of Basic Level "A" of the Unidad Educativa "Julio Enrique Fernández".

3.3.2 Shapiro Wilk- normality test

Table 5

Shapiro Wilk- normality test

	Statical	df	Sig
Pre - test	0.874	14	0.048
Post - test	0.623	14	0.000

Source: Field research

Author: Lasluisa, D. (2022)

Analysis and Interpretation

Table 5 shows the signification, which represents the normality of the results. It is defined as a normal distribution when the values in the column sig are greater than 0,05. Meanwhile, when the values are 0,05, this means that they are not normal. The values in this study are greater than 0,005. Consequently, in that case, the results of the values are normal or regular. The Shapiro-Wilk Normality Test is for samples with less than 50 elements (small samples) that are analyzed.

Form null and alternative hypotheses and choose a degree of confidence: For the Shapiro–Wilk test, the null hypothesis is that the sample comes from a normal distribution, and the alternative hypothesis is that it does not. We can pick any confidence level, but the most common ones are 95% and 99% (Guachalla, 2019).

3.3.3. T-student test – Paired samples statistics

Table 6

T-student test – Paired samples statistics

	Media	N	Std. Deviation	Std. Error Mean
Pre - test	5.18	14	2.29	0.612
Post - test	7.38	14	1.59	0.426

Note: T-student test results

Analysis and Interpretation

Table 6 shows the result obtained from the tests. The average post-test score is 7.38; in the meantime, the average pre-test score is 5.18. This means that after-test results are higher than pre-test results. As a result, there is a significant difference between the two tests. The t-test assesses whether the mean scores for two experimental conditions are statistically different from one another.

Repeated-measures t-tests what you should use in situations when your design is within participants. In a within-participants design, participants contribute data for the dependent variable in all the experimental conditions (Open, n.d.).

3.3.4. Paired samples test

Table 7

Paired samples test

		Mean	Std. Deviation	Std. Error Mean	95% confidence interval for the difference		t	df	Sig. (bilateral)
					Lower	Upper			
Pair 1	Pre-test Post-test	2.202	2.280	0.609	3.85	6.49	3.61	13	0.005

Note: paired samples test results

Analysis and Interpretation

In the following table that is from the related samples test where the most important point is the two-sided value (P) which is defined as the probability that a calculated statistical value is possible. In this case it has a value of 0,005 in the last box. In other words, the null hypothesis is not accepted because when the value (P) is greater than 0.05, the applied methodology did not work, it is false. However, if the value (P) is less than 0.05, and in this case, it is 0.005, it means that the hypothesis is proven by rejecting the null hypothesis.

In other words, the application of Game-based learning contributes to vocabulary learning on students of the Ninth Year of Basic Level "A" of the Unidad Educativa "Julio Enrique Fernández". The paired-samples t-test, sometimes called the dependent-samples t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired samples t-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired-samples t-test include case-control studies or repeated measures designs. Suppose you are interested in evaluating the effectiveness of a company training program. One approach you might consider would be to measure the performance of a sample of employees before and after completing the program and analyze the differences using a paired-samples t-test (Statisticssolutions, n.d.).

Discussion

In recent years, game-based learning has gained significant attention as an innovative and effective approach to education. When applied to language learning, specifically vocabulary acquisition, games offer a captivating and interactive platform that engages learners while enhancing their linguistic skills. In this discussion, the potential benefits of game-based learning for vocabulary development and its impact on language acquisition are explored.

According to a study conducted by Gee (2007), games provide a challenging yet enjoyable environment that promotes active participation and intrinsic motivation. When it comes to vocabulary acquisition, this engagement plays a crucial role in maintaining learners' interest and commitment to learning new words.

Games create a context-rich environment where learners can encounter new vocabulary in meaningful and authentic contexts. Through interactive gameplay, learners are exposed to target words repeatedly, which helps reinforce their understanding and retention. A study by Miller and Hegelheimer (2006) found that contextualized vocabulary learning through games improved learners' word knowledge and their ability to use new words in appropriate contexts.

Games offer immediate feedback, allowing learners to assess their progress and adjust their strategies accordingly. This aspect is particularly beneficial for vocabulary learning, as learners can quickly identify and correct their mistakes. A study by DeHaan (2005) demonstrated that the use of educational games in vocabulary instruction improved learners' ability to recognize and recall new words, thanks to the timely feedback and reinforcement provided within the game.

In sum, as this research has proved, Game-based learning has emerged as a promising avenue for vocabulary acquisition, providing a dynamic and immersive learning experience. By promoting motivation, contextualized learning, and offering immediate feedback, games effectively engage learners and enhance their vocabulary skills. Educators and researchers can further explore the potential of game-based learning to create interactive and enjoyable language learning environments that cater to diverse learner needs.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Game-based learning and vocabulary learning had a great impact on the use of this strategy to acquire vocabulary in a positive way in the ninth-year students of the Unidad Educativa “Julio Enrique Fernández” during the school year 2021-2022. There were a number of positive aspects that have to be considered such as improvement of vocabulary acquisition, participation and motivation.

Vocabulary acquisition is an academic goal that educators plan to achieve during the whole instructional process. It means, they set objectives related to the expansion of vocabulary. Therefore, students were able to expand their English vocabulary which may support their language skills. On this way, these apps allowed learners to perform in class in a better way. Additionally, their participation changed dramatically. In other words, they were able to improve their performance in class. It is important to state this conclusion because technological tools usually attract students’ attention.

Furthermore, anxiety was lower due to the settlement of technological tools which are interactive and attractive. Motivation is a vital aspect that must be taken into account during the whole school year. In fact, they felt motivated and comfortable with a new language. Therefore, the study on Game-based learning had a great influence on the acquisition of vocabulary in students, since it promoted comprehension, and it is a very useful tool for teachers who may set more dynamic and active classes for students who are capable to participate and learn English in a new and entertaining way.

The use of Game-based learning apps was able to support instruction. It means, educators may apply these technological tools by looking for innovative ways to teach abstract vocabulary. Aspects such as encouragement, authenticity, repetition and

interactivity may supply learners great opportunities to improve their vocabulary learning.

Moreover, characteristics of the virtual learning such as gameplay and audiovisual stuff will enhance students' language production. Consequently, students realized these apps were helpful regarding foreign vocabulary learning. On this way, that they would probably recommend them to other EFL learners. It shows that students are aware of the importance of learning a new language through vocabulary.

Gaming encourages students to learn everyday vocabulary and improve their oral abilities. It also depended on their participation in different activities set by technological tools and applications during their teaching-learning process. Thus, with the learning of an increasingly enriched vocabulary, they feel more comfortable when speaking a foreign language.

In addition, it was easy to identify the main types of vocabulary activities that were the most appropriate for this level. These activities were implemented in a virtual way where students logged in several sites such as Kahoot, Wordwal etc. Therefore, they could develop the activities according to the topics established in class and were able to practice vocabulary in an entertaining way which supported students' understanding.

Game-based learning was used from the necessity of educators. In other words, teachers could plan and set tasks for different topics. So that, game-based learning was designed to engage students in the learning process.

Finally, positive results were obtained after the implementation of this proposal. It is object of verification now that the activities based on games provide scenarios for communication and interaction among most students in a foreign language. The application of this strategy was very well received by the students since they felt more interested in learning in a different way than the traditional one. For this reason, the game is an excellent methodological strategy to develop different skills in a foreign

language because it provides students the opportunity to feel more self-confident in order to participate actively.

4.2. Recommendations

Teachers should apply this strategy as good way for students to increase their vocabulary using games based on learning, because students feel more comfortable when they play games during their teaching-learning process, in addition, students develop the skills of reading, writing, and speaking correctly. Teachers must use different applications to develop the different activities so that students can practice in a simpler and non-traditional way since, due to the pandemic, classes have been changing virtually, where it is a great challenge for students to pay attention to the activities during the classes. However, teachers use different applications to motivate students and thus make their learning more dynamic and attractive for them.

There are fundamental elements such as motivation, the didactic and the interests in the classes, the strategy that the teacher uses to reach his students, that is why it is essential to apply this strategy because it benefits the learning of students of different levels of education. One of the things teachers can do is to start a new session recycling the words learned in each class. Thus, students activate their long-term memory and refresh the list of lexis. Students need to be part of the process, therefore making them participate, let them find out their own keywords and they will not depend on others' ideas.

Teachers should use different types of activities that can be developed in the applications that can be found on the Internet, at present the technological tools are of great help for both teachers and students for the acquisition of new knowledge. It is important to plan a variety of activities before applying the method, so learners demonstrate an interest in learning vocabulary. The fact that technology has benefits now of using this strategy in the educational field was demonstrated in the previous research for this fact students should keep using different kinds of applications at the

internet like Kahoot, Wordwall, etc. to acquire a second language because they bring good results to students when they are learning a second language.

The use of game-based learning strategy produces good results in the educational field; therefore, the use of this strategy is recommended for several benefits that were mentioned during the research such as it generates a favorable atmosphere for the learning process, and students learn in a more dynamic way. Acquisition of vocabulary because this strategy has a great impact on adolescents because they draw their attention to the different technological tools that the applications have, in addition to the fact that students interact and participate during classes in the different activities that are proposed by teachers.

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6. ANNEXES

Annex 1

FORMATO DE LA CARTA DE COMPROMISO

Ambato, 20 de octubre del 2021

Doctor

Marcelo Núñez

Presidente

Unidad de titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación

Msc. Fanny Hinojosa en mi calidad de Rectora de la Unidad Educativa “Julio Enrique Fernández”, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “GAME-BASED LEARNING AND VOCABULARY LEARNING” propuesto por la estudiante DANIELA MONSERRATH LASLUIA ACOSTA, portadora de la Cédula de Ciudadanía 1804727525, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto

Particular que comunico a usted para los fines pertinentes.

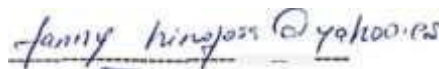
Atentamente.


Msc. Fanny Hinojosa

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Annex 2

LESSON PLANS

UNIDAD EDUCATIVA “JULIO ENRIQUE FERNÁNDEZ”

TEACHING ACTIVITIES OF DISCIPLINARY SUBJECTS

GRADE/COURSE: 9TH GRADE



ACADEMIC YEAR: 2021- 2022

PARTIAL: SECOND

DISCIPLINARY SUBJECT	ENGLISH
SUBLEVEL OBJECTIVE:	Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.
SKILLS:	EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) EFL 4.2.5. Understand most changes in the topic of

	<p>discussion if people speak slowly.</p> <p>EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)</p>
INDICATORS FOR THE PERFORMANCE CRITERIA:	<p>Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6.1.) (I.3, S.1, J.4)</p> <p>Learners can communicate personal information and basic immediate needs in simple terms using grammatical structures and vocabulary seen in class although there may and / frequent basic errors) REF. (I.EFL.4.8.1.) (I.1, I.2, I.3, S.1)</p> <p>Learners can employ a range of reference materials and sources, both online and in print, in order to select ideas, answer inquiries, find relationships and relate ideas between different subject areas. REF. (I.EFL.4.12.1.) (I.1, I.2, J.2)</p>
ESSENTIAL CONTENT:	What holidays do you celebrate?
TRANSVERSAL AXIS:	GRATITUDE AND PERSEVERANCE
DATE:	From November 22 nd to December 17 th , 2021

WEEKLY ACTIVITIES: From November 22nd to 26th, 2021

ENGLISH ACTIVITIES WEEK 1

<https://www.youtube.com/watch?v=3Sv0ac-W8Vc> holidays



1.- Answer:

- **What traditions do you have on specific holidays?**
- **What are the most popular holidays in your country or city?**

2.- Christmas

Read this article about Christmas.

Talking about Christmas worldwide is fun, but it would take a long time. However, there is a clear difference between celebrations in Latin America and Europe and the United States. In Ecuador, families make a family dinner, as well as in the USA. The traditional meal is turkey or another traditional food from the region. It's common for American people to make a reservation in a fancy restaurant, and at night they do some reading. In Ecuador, families pray "la novena." In Latin America, people usually do the shopping a few weeks before Christmas, but in the USA, parents buy gifts one or two months before. It does not matter where people are; many people celebrate the birth of Jesus, in the Catholic religion.

3.- According to the Reading ,write similarities and differences about Christmas celebrations in Ecuador and in the USA.



.....

WEEKLY ACTIVITIES: From November 29th to December 3rd

ACTIVITIES

<https://www.youtube.com/watch?v=raymnNYRgXg> christmas around the world

1.-Answer

Do you know, what are some places that do not celebrate Christmas?

Why don't they?

2.- Read this article about Christmas around the world then Complete the chart with Christmas traditions in each country.

Christmas is the time of the year to be with family, but not everybody celebrates this. There are nine countries in the world which do not celebrate this date. They are China, South Korea, Thailand, Saudi Arabia, Algeria, Iran, Tayikistán, Brunei, and Somalia. For example, in China, there are not Catholic people because they are Buddhist. However, on Christmas Eve, they decorate their houses with different ornaments because they welcome the New Year in the rest of the world. In South Korea, they set up Christmas trees in shopping centers, restaurants or tourist places, but not in houses. Thailand is a country with many tourists. For this reason, they offer visitors some Christmas activities such as decorating streets and hotels. In the other countries, this celebration is not allowed because of political or religious beliefs.

Country	Tradition
China	
South Korea	
Thailand	

3. Answer; Why don't those countries celebrate Christmas? Give two reasons:

1

2

WEEKLY ACTIVITIES From December 6th to 10th

ENGLISH ACTIVITIES WEEK 3

1.-Answer

What do you need to do to organize a Christmas party?

2.- Imagine you are organizing a Christmas dinner for your class, and you are going to write an invitation. a. Decide the place, the date and the time.

b. Decide the activities.

In your notebook, write a list of activities that will be done at the party to include in your invitation

3. Write an informal invitation using the grammar tip on the right.



Grammar Tip

Remember the format for an informal invitation:

- *Hi* (your friend's name),
- *I hope you're great.*
I'm writing to invite to (event). It is (place + date).
(Extra details)
- *I hope you can come.*
Best, (your name)

WEEKLY ACTIVITIES From December 13th to 17th

ENGLISH ACTIVITIES WEEK 4

<https://www.youtube.com/watch?v=gMB-a5o1MUk> Christmas magic kingdom

1.- Answer

What do you know about Christmas traditions and celebrations in the USA?

2.- Magic Christmas in Orlando .

Read this article about how people celebrate Christmas in Orlando.

Every year there is a unique and magic event at **Orlando, Florida** at **Magic Kingdom Park**. The famous character, Mickey Mouse, celebrates Christmas with a parade full of lights, music, and fantasy during a month, not only on December 24th or 25th. At night, there are plenty of activities for the whole family; for example, Club Tinsel makes a party for children and adults where everybody can make new friends. Restaurants at Downtown Disney make a great Christmas dinner, and **visitors can enjoy tasty desserts and fabulous dishes**. On Christmas day, people can see fireworks at the castle in Magic Kingdom. Finally, **the main event is Mickey's Very Merry Christmas Party** place at Magic Kingdom. It is a parade with all Disney characters and Santa Claus. **This event lasts two months, November and December**. Also, **visitors can buy a nice photo at Disney Photo Pass** only on these days. Although the tickets for this event are really expensive, it is a magical experience to celebrate Christmas with family or friends

2. Choose the correct answer.

- What's the main event in Disneyland?

a. fireworks

b. dinner

c. parade

- How long does the Christmas celebration take place in Orlando?

a. one day

b. two months

c. the whole year

3.- What activities can visitors enjoy during the celebration? Write in complete sentences.

Start with:

Visitors can

Visitors can

Visitors can

RECOMMENDATIONS FOR PARENTS OR TUTORS AT THE HOME

Establish a space both for virtual classes and home activities.

Set a Schedule for the students it will help them to follow a routine.

Keep a line communication with the teacher. /

Provide the materials to do the activities.

Keep a record of the students 'work.

Keep the students 'activities in their portfolios.

Check the students 'behaviour in front of the electronic device, make sure the student is working on classes activities.

UNIDAD EDUCATIVA “JULIO ENRIQUE FERNÁNDEZ”



STUDENT PEDAGOGICAL ACTIVITIES

CLASS: 9th

Students with especial needs

Tulcan Liseth

Guzmán Anthony

SCHOOL YEAR: 2021- 2022

Proyecto 3

Learning objective:	Students will learn the basic vocabulary used in travel and tourism context. Also, they will understand basic tourist guide instructions..
Skills:	EFL 3.3.1. Understand most of the details of the content of a short simple text (online or print). EFL 3.2.7. Identify the main idea of short, clear, simple messages and announcements, understand sentences, and frequently used expressions related to areas of immediate relevance. (Example: follow verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)
Indicator:	I.EFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions. (I.3, I.4)
Project's name:	Travel and touristic around the world.

SEMANA 1

First Week

Activity 1: Answer the questions about vacation. / Responda las preguntas iniciales.

1. Do you like vacations?

.....

2. Do you like to travel?

.....

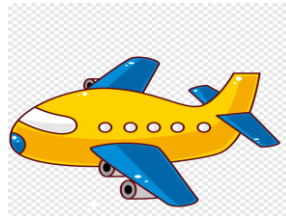
3. Where did you travel the last vacation?

.....



Activity 2: Vocabulary about travel

sunglasses



Plane



Luggage



Passpor

Activity 3: Listen the travel song: <https://www.youtube.com/watch?v= J6SysVkr9g>

Activity 4: Find the words in the wordsearch. / Encuantra las palabras en la sopa de letras.

(PASSPORT / AIRPORT / TRAVEL / ADVENTURE / CAPITAL / LAKE / MOUNTAIN)

B	O	F	C	Q	N	N	B	V	X	C	E	H	O	T	E	L	X	W	S
N	R	O	I	S	L	A	N	D	J	J	T	S	I	R	U	O	T	A	V
I	O	D	T	N	A	E	C	O	B	K	J	J	Y	W	K	O	I	Z	X
A	T	O	Y	C	T	A	O	E	S	I	U	R	C	B	R	R	D	R	R
T	B	A	C	K	P	A	C	K	E	R	S	H	Z	Y	P	T	E	U	E
N	H	O	W	I	L	E	R	T	H	G	I	L	F	O	Z	K	P	N	V
U	L	B	T	C	D	M	E	R	V	R	K	D	R	H	E	X	A	W	I
O	A	A	R	R	X	Q	T	R	A	D	I	T	I	O	N	S	R	A	R
M	L	E	P	V	J	T	E	Y	U	V	C	N	F	Z	G	L	T	Y	Z
K	J	Y	A	D	I	L	O	H	J	T	Z	H	K	B	R	M	U	S	Y
K	J	B	F	S	V	T	V	W	H	U	N	W	E	D	H	F	R	G	S
P	A	S	S	P	O	R	T	P	N	T	H	E	R	C	G	I	E	E	E
T	M	O	N	U	M	E	N	T	X	D	E	D	V	D	K	C	L	Q	I
R	E	Y	C	N	E	R	R	U	C	B	O	R	E	D	Y	I	I	L	R
A	G	N	O	I	T	A	N	I	T	S	E	D	U	K	A	Q	N	P	T
V	A	S	Q	F	V	T	O	U	R	E	S	O	R	T	A	F	E	H	N
E	G	W	H	C	A	E	B	L	C	H	R	O	B	E	L	L	D	Y	U
L	G	X	Y	C	N	E	G	A	P	Y	R	A	F	A	S	U	T	I	O
F	A	S	F	G	R	L	A	T	V	V	D	O	O	F	H	T	C	A	C
Z	B	L	Z	N	O	I	T	A	D	O	M	O	C	C	A	V	F	L	R

SEMANA 2

Activities for the Second Week

Activity 1: Listen the travel song: <https://www.youtube.com/watch?v= J6SysVkr9g>

Activity 2: Practice the activities during your vacation. / Mira y aprende las actividades de tus vacaciones de verano.



Activity2: Write 3 activities you have done in your vacations on the past. / Escribe las actividades que realizas en tus vacaciones de verano.

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

SEMANA 3

Activities for the Third Week

Activity 1: Listen the travel song: https://www.youtube.com/watch?v=_J6SysVkr9g

Activity 2: Write the activities in the following pictures. Escribe el nombre de las actividades en las siguientes imágenes.



SEMANA 4

Activities for the fourth grade

Activity 1: Listen the travel song: <https://www.youtube.com/watch?v= J6SysVkr9g>

Activity 2: Match the verbs with the corresponding activity. / Une los verbos con las actividades correspondientes.

Match.

to build	shells and pebbles
to collect	fishing
to go	in a tent
to go	a sandcastle
to play	to the beach
to sleep	photos
to take	beach volleyball

COMMITMENTS AND RECOMMENDATIONS:

Define a dedicated space both for virtual classes and for doing schoolwork.

Provide the necessary materials to do the activities.

Keep a record of the student's work.

Check the students' behaviour in front of the electronic device, make sure the student is working on classes activities.

Annex 3

PRE-TEST AND POST-TEST

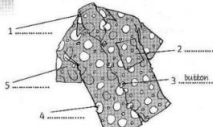
PRE-TEST

<https://drive.google.com/file/d/1xnypAFP4DhIU0g4wZaKJHS2BHCE7Eh54/view>

2.5 Look at the list of underwear. Which are for women (W), which for men (M), and which for both (B)?
bra rights stockings socks underpants pants

2.6 Label the picture of the shirt with these words.
button collar pocket spots sleeves

2.7 Now complete the text below with these verbs in the correct form.
wear out put on fold match try on
fit go with take off



When I saw the shirt in the shop, I immediately decided to **(1)** it on I loved the spotty pattern and the unusual buttons. As soon as I **(2)** it I could see that it **(3)** me perfectly – it was just the right size. Then the shop assistant said that the colour **(4)** my eyes and so, of course, I decided to buy it, even though it was expensive. I **(5)** it and changed back into my own clothes. The assistant **(6)** it carefully and put it into a bag for me. I'll wear it with my orange trousers. I know it will **(7)** really well them. I'm going to wear it so much, I will probably **(8)** it in a few months!

2.8 Match the definition on the left with the word on the right.

1 a kind of make-up	RING
2 this makes you smell nice	PERFUME
3 you use this to keep your nose clean	LIPSTICK
4 police officers have to wear this	UNIFORM
5 a piece of jewellery you wear on your finger	HANDKERCHIEF

POST-TEST

Link: https://www.examenglish.com/PET/pet_vocab.htm

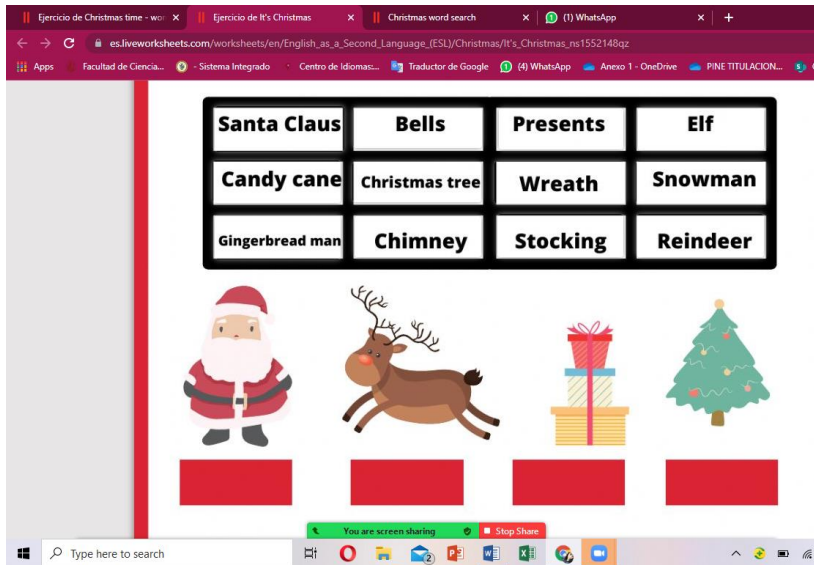
1

John doesn't have a job. He's _____.

- unemployed
- under-employed
- non-employed

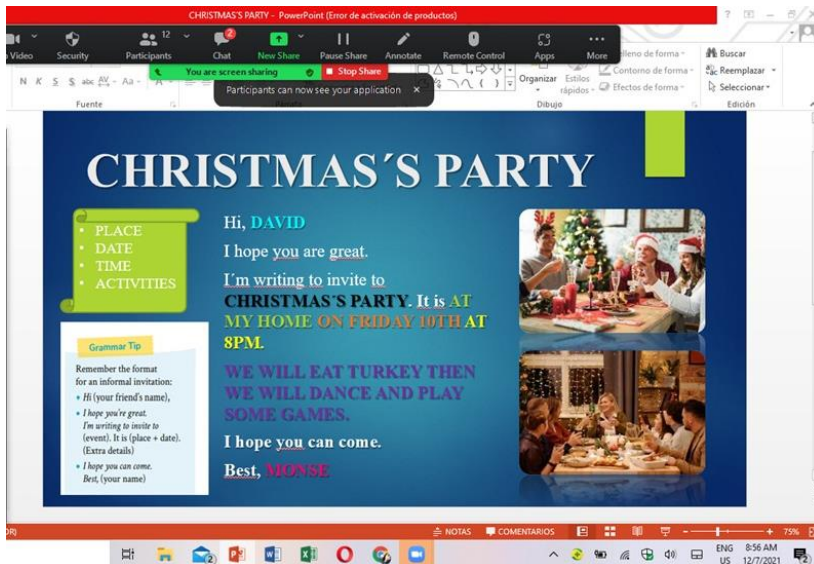
Annex 4

ACTIVITIES



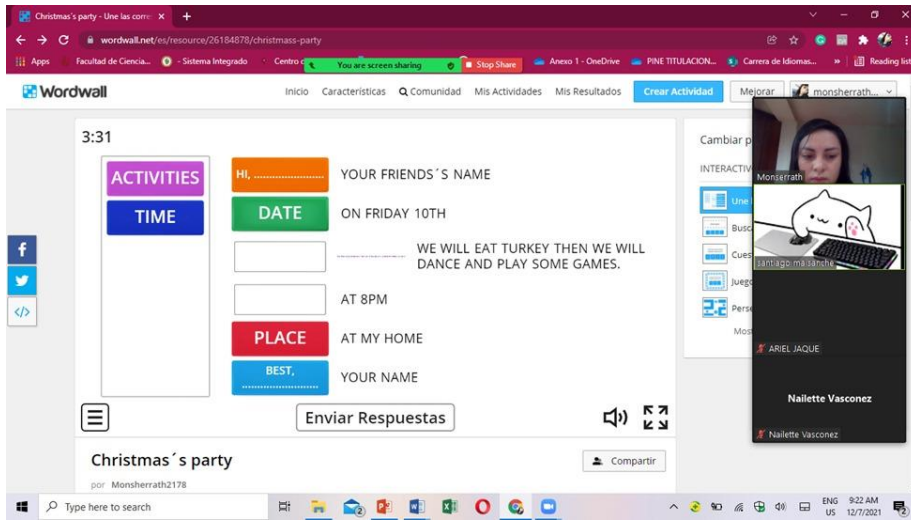
Source: Field research

Author: Lasluisa, D. (2022)



Source: Field research

Author: Lasluisa, D. (2022)



Source: Field research

Author: Lasluisa, D. (2022)

Annex 5

Urkund Report



Document Information

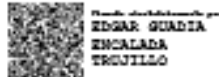
Analyzed document	cap 1 - 4.pdf (D127853422)
Submitted	2022-02-14T15:09:00.0000000
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Submitter email	diasluisa7525@uta.edu.ec
Similarity	6%
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Sources included in the report

SA UNIVERSIDAD TECNICA DE AMBATO / VILLACIS_FERNANDO DISSERTATION.pdf
Document VILLACIS_FERNANDO DISSERTATION.pdf (D127113376) 
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