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DIRECTORA: *Licenciada Lorena Fernanda Parra Gavilanez Magíster*

FECHA: *Treinta y uno de julio de dos mil veinte y tres.*

RESUMEN EJECUTIVO

The present study entitled "Word Games in the Development of young learners' lexical skills" had as its main objective to propose word games as a propeller of lexical competence on learners. The research methodology of the study considered the quantitative approach at a descriptive and explanatory level. A quasi-experimental design was used for data collection with surveys to identify which strategies teachers apply to develop lexical competence in learners, and two tests to evaluate the different types of word games used in the experiment in the development of lexical skill through the result analysis, which were applied to a total of forty students divided into two groups: experimental and control. Communicative Language Teaching was conducted as a teaching method in the two groups for ten weeks, but only one class received the word games strategy to measure the effectiveness of the games on vocabulary teaching. The population of this project research was students of eighth grade from Luis Freire Robalino High School. The survey was addressed to eight teachers from the selected school, seven teachers from primary school and one English language teacher from secondary school where among them there were three male teachers and five female teachers. The main results determined that teachers used a series of strategies to develop lexical competence on learners especially, memory games

followed by matching games and guessing words games, among others. In addition, the games that mostly contribute to develop lexical competence on learners are Bingo and Simon Says. Finally, the experimental group that worked with word games significantly improved their lexical skill, compared to the control group that did not apply any active methodology related to the games. Thus, it is concluded that among the group of students addressed, there is motivation to learn English when active teaching methodologies are used, where the word games contribute to the teaching-learning process of the English language. Finally, it is important to identify which type of word games are more in line with the educational needs of the students and academic objectives.

KEYWORDS: *ACTIVE TEACHING METHODOLOGIES, ENGLISH LANGUAGE, LEXICAL COMPETENCE, VOCABULARY STRATEGIES, WORD GAMES.*

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Globalization has standardized the English language as important and necessary for daily life. Currently, not only because it is considered the main element of communication between different cultures according to Mahu (2012), it also allows access to better knowledge and information. Consequently, according to Nishanthi (2018), knowing English is essential to come up in life: it is the gateway door to the modern world. Besides that, people who speak English have better job opportunities.

Nevertheless, the process of acquiring a foreign language is not automatic; rather, it develops gradually through a complex interplay of various factors that can influence or support the language acquisition process (Nunan, 2003). Additionally, as emphasized by Majerus et al. (2006) and Oxford (2006), the understanding of how students learn plays a critical role in determining the teaching philosophy, instructional style, and strategies employed in English language education shaping the didactics of English.

However, the role of vocabulary plays a crucial role in facilitating effective second or foreign language learning, "plays a key role in the overall structure of any language teaching program because of its basic functions in the language components" (Brooks, n.d., p.169); so that, by fostering an engaging approach to expanding vocabulary, learners are encouraged to become active users of the language.

Accordingly, the implementation of fresh approaches for vocabulary instruction becomes urgent, particularly when it comes to children and young learners. The learner needs to develop the ability to transfer lexical information from short-term to permanent long-term memory so they can use it in the future (Schmitt, 2000). Thus, when it is understood that lexical knowledge "is fundamental to communicating effectively and is considered an integral part of the language" (Rohmatillah, 2017; Schmitt, 2002, as cited in Afzal, 2019, p. 82); but educators often encounter the challenge of students facing difficulties in retaining and applying the vocabulary they have learned. It is common for students to initially grasp a certain number or set of

concepts, only to forget them later on.

This is a common issue observed in classrooms in Ecuador, where students often struggle with learning vocabulary in a disconnected and unengaging manner. Consequently, they feel uncertain and lack confidence when using the language due to their limited vocabulary. Additionally, teachers use different materials, resources, techniques, and strategies like games, within the teaching-learning process, specifically for vocabulary acquisition, these activities are employed as an introduction. However, it has been noted that students have not sufficiently mastered the vocabulary.

Concerning the school in which the research was developed, the lack of resources, the limited number of teaching hours, the number of learners per group, restricted access to the internet, the lack of technology in general, and the use of a traditional methodology is the main problem for the deficient lexical development in the students.

In this sense, the study explores a new teaching methods based on the word games as strategies to develop lexical skills in young learners. These strategies are investigated as instruments to support learners' motivation and facilitate language acquisition, providing guidance to teachers for implementing a playful approach to enhance lexical skills.

Campos (2022) defines vocabulary learning strategies as the process through which material is acquired, stored, retrieved, and applied. The term "use" can encompass both interactive communication and practicing vocabulary. Consequently, it is the responsibility of the teacher to initially introduce and encode new words, which will later be reinforced and retrieved through various learning experiences.

Therefore, research suggests that students are better able to learn a term by seeing it or using it differently from how they knew it before. Also, learning in schools is possible when teachers work the three stages of teaching vocabulary: presentation, practice, and production (Benitez, 2015). Humans engage in this activity through games, an intrinsic part of their lives. Students learn about the world, discover its possibilities, roles, and behaviors, and even show their emotions and control their impulses through it (Campos, 2022).

The overall organization of this thesis consists of five chapters, each of which

provides relevant information about the research subject. The presentation of these chapters is as follows:

Chapter One addresses the problem statement, justification, and project objectives.

Chapter Two presents information concerning to the theoretical framework, which serves as the scientific foundation supporting the research. This includes the research background, philosophical foundation, and legal basis.

Chapter Three focuses on the methodological framework, which outlines the research approach, population, utilized instruments, statistical analysis, and key variables of the obtained results.

Chapter Four of the research entails the analysis and interpretation of the data collected, presented through tables and graphs.

Chapter Five presents the conclusions and recommendations derived from the project.

1.2 Justification

This research is **relevant** because it offers the game as method to improve English vocabulary in young learners. Mirioglu (2020) points out that vocabulary “is essential in the field of language learning due to it is the root of communicative competence, comprehension, reading, and writing skills”. Thus, a solid vocabulary knowledge in the students improve opportunities in the academic and personal fields.

Moreover, the results of the research are expected to have a **positive** impact on the educational field because it looks to build students with acceptable lexical competence. Thus, students with a broad lexicon can express their ideas easily, understand other people, and comprehend written texts in a better way. Nowadays, it is imperative to be able to read, speak, and write in English, as most information in the world is written in English (MINEDUC, 2014). However, teaching vocabulary strategies have not been explored in depth since there are still teachers that use traditional strategies that students are not motivated to learn English and do not

participate in the classroom.

Additionally, a teacher must deal with young learners differently from a teacher dealing with teenagers or adults because young learners become distracted very quickly (Bakhsh, 2018). Therefore, it is considered important to work word games as a strategy to develop lexical skills in young learners because it does not only helps learners to escape traditional teaching methods such as theoretical explanations, monotonous exercises, and tedious translations but also to increase their vocabulary to facilitate the teaching-learning process of the English language in all its skills. In the same way, this study highlights the **usefulness** of teaching new vocabulary through word games that improve the learning-teaching process since it is a fun, interesting and simple method that does not use expensive resources to be developed.

Finally, students at the Luis Freire Robalino high school, a rural public school in Pastaza province, are benefit from this study. This research would achieve students learn vocabulary easily and broaden their vocabulary. In fact, students with meaningful vocabulary improve their abilities in all English skills. According to Bauler and Scalzo (2016), vocabulary is the fundamental component of acquiring linguistic competence, besides providing the basis for communication, reading, writing, and listening to a certain language.

1.3. Objectives

1.3.1. General

To propose word games as a propeller of lexical competence on learners.

1.3.2. Specific

- To identify which strategies teachers applied to develop lexical competence on learners.
- To determine what kind of games, contribute to developing lexical competence in learners.
- To design a word game guide to develop lexical competence on learners.

CHAPTER II

RESEARCH BACKGROUND

2.1. Research background

Academic literature was compiled from previous research to obtain a broad understanding of the research topic. The literature reviewed was based on research papers from well-known universities, the following three studies related primarily to the research topic have been chosen and analyzed.

Gruss (2016), in her research, explains to what extent it is effective to incorporate games and plays into the vocabulary teaching process. In this study, sixty-seven young students between the ages of five and six were tested, all of whom had similar levels of English knowledge and background. To collect data, three kinds of tools were used. The first was an observation sheet that evaluated the number of correct and incorrect answers each student gave during a game. The second was a simple vocabulary test given to the learners. Lastly, a survey based on photographs was conducted to determine the games that students enjoyed the most. To analyze the results, a quantitative approach with a quasi-experimental design was used. As a result of the study, it was determined that games are enjoyable in a different way and are therefore effective at teaching vocabulary. Furthermore, they can be used as a class activity at the beginning and middle of the session. However, there is a weakness in games for teaching as they cannot be implemented as a fully reliable method due to their limited character. As a conclusion, it recommends the use of games as a strategy to develop lexical skills in young learners, since it is a creative method of teaching and motivating learners.

Muhammad (2021) discusses how educational games are used to improve students' English vocabulary. A study was conducted to determine whether educational games are effective in enhancing English vocabulary acquisition and retention among basic education students. The study was conducted on forty students of sixth grade divided in two groups: the experimental group and the control group.

In the vocabulary achievement test as well as the reading comprehension test, the experimental group had excellent results compared to the control group. The quantitative data was analyzed with a quasi-experimental design. Consequently, the experiment revealed that students belonging to the experimental group showed greater enthusiasm for reading resources associated with their academic subjects and expressed a genuine desire to practice more their vocabulary. In conclusion, the games are effective at enhancing students' acquisition and retention of vocabulary. In addition, it helps students improve their comprehension of in-class activities and work with motivation.

The third study was conducted by Vu et al. (2011), according to the study one of the difficulties with learning English is retaining vocabulary at the beginner level. Therefore, the study investigated the efficacy and appropriateness of applying word games to English lexical instructions. The research used a mixed approach with a quasi-experimental design to measure the effectiveness of word games in students in seventh grade. The experiment was carried out with sixty-four students with similar proficiency. The experimental group used games to learn vocabulary and the control group used the conventional approach. Data was collected using pretests, posttests, questionnaires, and interviews. The results showed a positive impact since students of the experimental group could retain vocabulary meaningfully after weeks of treatment. In conclusion, word games are considered a viable method in the English teaching-learning process for young learners because they help to maintain their vocabulary in a fun and comfortable learning environment.

2.2. Philosophical Foundation

Philosophical thought supports educational practice; in this way, it becomes part of it, allowing teaching to be guided to forge an individual, dignified, and coherent society with the current reality of a globalized world.

Therefore, the paradigm that sustains this research is the social constructivism theory developed by Vygotsky in 1978. According to constructivism, “knowledge is created by students themselves, and it is social in the sense that they build knowledge by interacting with each other” (Sharma & Gupta, 2016, p. 788). So, it can be said that it is the theory that has had the greatest positive effects on learning in the

educational field since, on its basis, current educational strategies have been designed.

The theory considers that students are not vacant slates to fill them with knowledge, but they are individuals that bring with them principles, values, facts, data, and past practices that they use to form new knowledge (Kapur, 2018). Furthermore, classrooms are not only places for lectures or displays, but they are places where students develop activities to work on critical thinking and teachers help them as facilitators. For Bhattacharjee (2015), “constructivism is inductive learning because it determines that ideas become actions” (p.66).

Another important aspect that the author mentions is that students learn to work in groups in the classroom in an interactive and dynamic environment. For this reason, this research presents a dynamic and interactive method for fostering critical thinking while also providing students with the opportunity to work independently and collaboratively.

2.3. Legal Basis

This research work is supported by the Organic Law of Intercultural Education LOEI (2011), in which title I, single Chapter, Art.2, literal bb: plurilingualism states that "the right of all communities, people, and nationalities to be trained in their own language and in the official languages of intercultural relations is recognized; as well as in others related to the international community" (p. 9). Moreover, the Acuerdo Ministerial N° 052-14. Art. 1, provide that “the teaching of English, from the 2016-2017 school year, Sierra regime and 2017-2018 Costa regime, is mandatory from the second grade of Basic General Education to the third year of Baccalaureate for all public and private institutions in the country" (Ministerio de Educación, 2014, p. 3).

According to the articles mentioned, this research seeks to promote a progressive vision within the classroom. In order to integrate participatory resources and techniques into the teaching-learning process of English language.

2.4. Independent Variable Framework

Within this section, a literature review is carried out in relation to the categories of the independent variable, that is, word games, whose selected topics were taken from Annex 1. Each point is explained in detail below.

2.4.1. English language teaching

Firstly, it is necessary to differentiate between English language acquisition and English language learning. The acquisition of a language is a subconscious process, similar to when children learn their mother tongue, while English learning is an intentional process undertaken by those who know the language. Bot et al. (as cited in Hutabarut, 2016) "they use affective factors and instrumental motivation" during teaching (p.161). On the other hand, language learning takes place in the classrooms, and it is a subject like others. According to Suherdi (as cited in Hutabarut, 2016), "English is taught to students in order to develop their intellectual, emotional, and social skills, as well as their communication skills in the English language" (p.164).

In terms of English language teaching three elements in teaching are key: approach, method, and technique (Hutabarut, 2016). Richards and Rodgers (2001) describe that an approach involves the examination of the subject matter and the application of teaching and learning principles within the classroom. Additionally, the approach outlines the methodology for language instruction, its connection to student motivation, and the utilization of strategies for knowledge acquisition (Zhang and Stenberg, 2000; Turner, 2021). Therefore, it is an approach to the English teaching-learning process considering the behavior and knowledge of students, as well as the method, strategy and technique used to teach in the classroom.

As mentioned previously, the process of learning the English language holds not only the approach used but also how the method considers both learning and teaching experiences. "The method is an overall plan based on a specific approach for the systematic presentation of language" (Hutabarut, 2016). According to Madhavan (2010), the plan has three parts: approach, design and procedure. The approach refers to the theory of the Nature of Language and Language Learning; this design emphasizes both the general and specific objectives, the syllabus model, the various types of learning and learning tasks, as well as the roles of learners and teachers. On

the other hand, the procedure entails the practical implementation of classroom techniques, practices, and behaviors.

It is crucial to acknowledge that the primary distinction between method and approach lies in the level of flexibility each one owns (Ng et al., 2016). The method concerns to the utilization of predetermined objectives and guidelines that are implemented by the teacher, regardless of their experience in instructional management. Regarding techniques, Kurniliawati (2016), "states that they are specific activities used by the teacher in the classroom" (p.25); and they follow a teaching method guided by a specific approach (Kurniliawati, 2016). Techniques are activities such as drills, repetition activities, spoken dialogues, role-plays, etc. (Turner, 2021).

In conclusion, Richards and Renandya (2014) mentions that English teaching does not follow a specific method but approaches for the teaching of languages whose main goal is centered on lexical learning. The lexical approaches, according to Richards and Rogers (2001), include words or word combinations, which are considered "the building blocks of language learning and communication". Learning a language is the ability that separates humans from other living creatures, and moreover, learning a new language like English helps society to mature as well.

2.4.2 Teaching Strategy

Teaching is more than using a set of methods; it is to guide a set of objectives for a particular group of learners at a stage of the school year using specific resources (Crawford et al., 2005). Teaching is also getting the learners to develop skills and strategies for learning using the contents of the curriculum (Bayu Saputra and Abdul Aziz, 2014).

In addition, teaching strategies are methods teachers use in the classroom during the learning-teaching process (Anderson et al., 2022). Teachers define a pre planning goal and consistently provide feedback as part of their teaching strategy. In the planning, the teacher decides the teaching method, which "ensures" effective teaching and learning specific topics (Dotse, 2018). Likewise, teaching strategies are a combination of methods and techniques used by the teacher to support the learners in the learning process (Anilkumar, 2002). As a result, the appropriate teaching strategy

must be chosen according to pedagogical opinion, historical practice, didactic principles, educational competencies, student-level knowledge, psychosocial background, time required to achieve the goals and the school unit to which students belong (Landoy et al., 2020).

2.4.3 Word Game technique

According to the online dictionary Merriam-Webster (n.d), word games are games in which players compete in guessing, forming and thinking words through rules. Word games use words or letters to develop creativity and language abilities. According to Stephenson (2021), word games use sounds or letters to enhance language skills such as reading and writing; besides, they learn new vocabulary and have fun during the process.

Likewise, referring to the word games, De la Cruz (2000) states that there is a variety from jokes, riddles and literary passages to board games, toys and others, just intending to be pleasant learning. Therefore, games are considered a proper tool for teaching new words because they make learning meaning easy for young learners (Bakhsh, 2016).

2.4.3.1. Defining "word"

Consistent with Dictionary.com (n.d.), a word is a “unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning” (p. 1). Hence, words consist of letters that are distinguished theologically and have meaning in lexical or grammatical terms. Similarly, Real Academia Española (n.d), defines "word" as a linguistic unit that has meaning and is separated from the others by pauses in pronunciation during speaking and gaps in blanks in writing.

As a result, a word is composed of one or more morphemes which form a linguistic unit and have different meanings (Gruss, 2016). Consequently, learning a new word in English for students becomes challenging to learn and for teachers is tedious and laborious. Teaching-learning becomes challenging when the technique is

not applied correctly, or the method is incorrect. From this point of view, Uberman (2004) thinks that students get enthusiastic when they practice the language through games because games are fun and help students to acquire knowledge positively.

2.4.3.2. Defining "Games"

Games are an essential part in young learners life, regardless of the level of knowledge or grade of the learners. There are games in daily life, at home, on computers, technological tables or even in the yard at school; but they are not always in the classroom. As exposed by Ortega and Romero (2010), games are competitive activities that employ toys and elements of fascination along with rules that enable the accumulation of points. This transforms games into engaging challenges for players, with the objective of winning, enjoying and learning.

According to Richards et al. (1995), games can be described as structured activities that incorporate interactive communication and include a specific task or objective, defined rules, and competition among players. According to Harfield (as cited in Hang, 2017) a game is an activity that has rules, goals and involves fun. The author states that games should be taught as an essential part of the syllabus and not just as an activity on the weekend with the purpose of relaxing. So, games can be used in classroom activities to teach or relax; nevertheless, if they are not properly applied, students can get bored. The teacher needs to choose the game, materials, and equipment that will be used during the activity based on the learning objectives. Tri (2016) mentions that "Adapting games to the needs of the students is essential" (p. 383). Therefore, teachers must prepare a planification of the games according to the objectives they intend to achieve in the game.

2.4.3.3. Advantage of games

Games are an exciting and effective technique for teaching a foreign language. They are essential to break the monotone activity in the classroom and avoid boredom. According to Syarfuni (2010), games should not be considered a routine, but the heart of teaching a foreign language. Therefore, the use of games carries some advantages in teaching language in various ways.

According to Huang (1996) learning through games stimulates psychological and intellectual factors that enhance self-esteem, motivation, and spontaneous learning, improving communication in the classroom (Syarfuan, 2010). In other words, games motivate and build confidence in students, allowing them to express their feelings and thoughts without feeling shy. Similarly, Sulfadli (2020) mentions that games can change the role of the teacher from instructor to manager or organizer of activities, becoming a positive aspect since they create confidence in the students and make them enjoy participating.

Likewise, Richar-Amato (as cited in Syarguni, 2010), says that games add fun to normal classroom activities and help introduce new ideas. That is, games can reduce stress, and they can teach and retain new vocabulary easily. In the opinion of De la Cruz (2000), games can be used to introduce a broad, varied topic and to practice a specific topic to be reinforced, such as grammar, vocabulary, phonetic exercises, and others. It is also used as a warm-up at the beginning of the class to keep motivation up during the learning process or to replenish energy at any time.

Similarly, Kim (as cited in Syarguni, 2010) presents other advantages related to using games in the classroom. For example, games help students sustain the effort to learn and encourage them to practice the language in various and integrated language skills. Zdybiewska (1994) believes games are suitable for practicing the language because games provide a model of how students will use the language in the future.

In the same way, Constantinescu (2012) states that games can help students to develop the ability to observe and develop critical thinking, problem-solving and imagination. Furthermore, games can be adaptable to different age groups and levels of knowledge. This is because they are easy to understand and do not take a long time to be played in class.

2.4.3.4 Disadvantage of games

There are many advantages of incorporating games into the classroom; however, when they are not well applied, they can become a challenge for teachers and students. The main disadvantage of using games to clear vocabulary is not presenting the words well. That is, the game can fail and become boring if students do not identify the new words.

Bhakhsh (2016) points out that games cause "noise and disorganization in classrooms" (p. 11) for example, when students play, they move and talk, making it difficult for teachers to control the student behavior. Additionally, when students are competing, they use maternal language during the game activity, resulting in a loss of communication in the target language. Time can also be a disadvantage if it is short and there is no feedback at the end of the activity. Finally, Stojkovic and Jerotijevic (2011) state that without adequate instruction, games can stray from their basic purpose, become long, and do not contribute to learning.

Gozcu and Caganaga (2016) explain that when choosing games, teachers must know what kind of games to apply and how to connect them with the syllabus and textbook. Constantinescu (2012) also states that teachers should establish learning to have success at applying games. "Games should have an aim." That is, they are used to motivate learning or to have fun. Games should focus on the use of language in order to work on communication skills. That is the opportunity to learn and practice. In addition, the content should be appropriate to the curriculum and do not promote wrong values such as violence, lying, etc. Ideally, games should be easy to play and tailored to the age and level of knowledge of the students.

Finally, Alimova (2020) points out that games should be short and creative to keep students interested. In relation to the material, they should be easy to use and easy for learners to comprehend. Games must alternate between heavy and light when applied in a class activity.

2.4.3.5 Purpose of games

Games have a significant educational value in English language teaching. It is so; some researchers have mentioned vocabulary teaching as the main area of learning a foreign language in young learners. Bakhsh (2016) points out that "vocabulary is the basic part and an essential element" (p. 12) of learning any foreign language. Also, Uberman (1998), states that games must be considered central and not peripheral teaching tools for language learning. The teaching of vocabulary is a crucial part of working with English skills as well as a bridge to the communication process.

Arikan (2011) believes that to choose a game, firstly, the teacher should determine its purpose. This means that the game is used either as an active pause to

keep students' attention when the class gets boring or to develop a part of the lesson related to the topic. In addition, the author mentions that it is important to choose the game level according to the student's level. Students at the beginner level require grammar or vocabulary games; on the contrary, the intermediate level requires speaking, writing, reading, or listening games.

According to Juan and Garcia (2013), the choice of game is dependent on the age of the students, "Not all games are appropriate for all students irrespective of their age" (p. 4). For instance, children are comfortable with games that require movement, model imitation, and competition (Siek-Piskozub,1994, Bakhsh, 2016). Young learners between ten and twelve years old who experiment with physical and mental changes prefer activities related to the computer, cards and table games, word games,and riddles (Juan and García, 2013).

The games can be used as a warm-up to review previous knowledge or to introduce a new topic at the beginning of the class. Also, they can be utilized during the class to motivate the students or to practice the knowledge they have been taught, as well as at the end of the class to provide feedback or reward. Therefore, games can have different classifications focused on their main objective.

2.4.3.6 Types of games

Games can be classified according to their intended use. Handfield (1999) classifies games into three types: memorizing the game: it is a game that helps students to remember the meaningof the word through memorizing the word; personalization of games: it is a game that associates new words withpersonal experiences to help players remember and to complete a goal: it is a game focused on competition to achieve a goal.

Mróz (as cited in Gruss, 2016) classifies games based on the objective of the learning so that they are focused on linguistic accuracy or general communication. The first focuses on the correct use of the language during a traduction or writing task; the second focuses on developing communicative skills during a conversation. Based on the communicative skills, Mackey classifies the games into four activities: Listening games (Perception and comprehension games), Speaking games

(Observation games); Reading games (recognition games); and writing games (spelling games).

However, Juan and García (2013) emphasize that the success of games is communication and not the correctness of language. Thus, they can be classified as competitive games and cooperative games. In the first one, gamers play to be the first and win the goal, and in the second one, gamers work to achieve a common objective.

Likewise, Lee (as cited in Gruss, 2016) classifies games according to the technical aspect of language (syntax) as "vocabulary games, pronunciation or number games, listen-and-go games, writing games, miming and role-play, as well as discussion games" (p. 22). Lewis and Bedson (as cited in Frydrychova, 2014) categorize games according to the tools used, and some games listed can be included in this classification, such as board, card, drawing, guessing, role play, and movement games. In addition, Lewis and Bedson (1999) classify games in a broad sense of movement games. This kind of game requires physical movement and physical space, e.g., task-based games where the teacher is the facilitator and establishes the rules to work in pairs or groups.

2.4.3.7 Word games to applying in teaching vocabulary to young learners

The purpose, as mentioned earlier, determines the type of games used in the classroom. It is so that word games are considered a strategy to develop lexical skills in young learners. This strategy allows students to think, form, and guess the word using rules in a fun way. Due to lack of materials and space, the most suitable games to be applied focus on Bingo, says Simón, riddles, step by step, among others.

a) Bingo

It is a game that increases the gamers' motivation. This game facilitates learning the meanings of the vocabulary studied (Wahyuni and Syafei, 2016). The game consists of a reader calling out random numbers, while gamers have sheets with twenty-five numbers placed randomly in front of them. The winner is the first contestant who covers a line in any direction or fills out the Bingo sheet according to the numbers called and shouts "Bingo" (Syukron and Yon, 2022). Bingo has

advantages in second language teaching, as it can be used in different topics without losing student motivation. Besides, the game is effective and can be used with large and small groups of between 15 -350 students (Coco et al. 2001).

b) Simon Says.

It is an effective game for improving students' vocabulary (Felogau, "Simon says" ' involves physical actions, like jumping in the air, painting a picture, and shouting your name. It can be played with three or more players, where one of them has the role of "Simon," who gives the instruction, and the others follow the instruction. The important thing is that the instruction is preceded by the phrase "Simon says" (Farizawati y Mellysa, 2021). This game provides reinforcement of vocabulary, listening and speaking skills, as well as a feeling of being alive and active at all times (Dalimunthe, 2018).

c) Guessing words.

Guessing games are suitable and effective in the classroom (Zahara y Fatimah, 2018). It is a kind of game in which the student has to guess something that another person knows such as a kind of information, a word, a phrase, or a title (Wahyuni, 2018). By playing this game, students can develop thinking skills, logic, and deduction. Thus, "the thing to be guessed can differ according to the class topic; such as a word, an object, an activity, or many other things" (Zhu, 2012, p. 803). Mimes are a variation of guessing words and consist of making gestures and facial expressions to make the other participant guess the answer. Mimes can work in pairs or in groups, and they can guess words or sentences that are related to the aim of the study. Miming allows students to develop their abilities in observation and improvisation (Zhu, 2012).

d) Matching games.

It is a matching activity that trains mental skills to find something that is the same, for example a word, picture, or card (Mcilroy, 2021). That is, students must be able to identify the same and the different item such as finding common relations, grouping, and ordering to develop complex cognitive skills. Moreover, matching games are excellent to teach new vocabulary and review new topics (Kefar, 2020). In this game, the teacher places 15 pairs of words face down randomly. Students have to

turn over two cards in order to discover similar elements using their memory (Zhu, 2012).

e) Search-word puzzle games.

It is an activity used to teach students to identify words without getting bored (Vossoughi y Zargar, 2009). It consists of a grid of letters arranged indistinctly and has a hidden list of words placed in different directions (Ersoz, 2000): horizontally, vertically, diagonally, and forward and backwards. Most word-search has more than ten words hidden inside the box and are related to a theme (Chesy, 2018).

In fact, there are many types of games; however, their effectiveness depends on the creativity of the teacher and an understanding of the learning objective. Consequently, games must be classified correctly based on their purpose, age, level, and resources; if they do not meet expectations, other versions can be made to accomplish the main objective, which is to teach and motivate.

2.5 Dependent Variable Framework

Within the lexical skills dependent category, the literature related to the topics presented in Annex 1 is developed from where the researcher's ideas are supported by the contribution of experts on the topic. It is explained in detail below.

2.5.1. Language skills

English language teaching requires the ability to develop language skills in the second language, which is the capability to perform an action effectively (Husain, 2015). In Dita and Sarka (2014), language skills are described as “a person's ability to effectively use a language” (p. 3). Therefore, the learner must be able to listen to and understand the thoughts and ideas of others through listening and reading comprehension, as well as produce English using speaking and writing skills (Markström (2019). A person with good language skills will be able to read books comprehensively, speak well in a meeting or with friends, listen attentively to news or lectures, and write correctly (Raj and Singh, 2021). Therefore, language skills such as listening, speaking, reading, and writing can be useful in everyday life to improve communication.

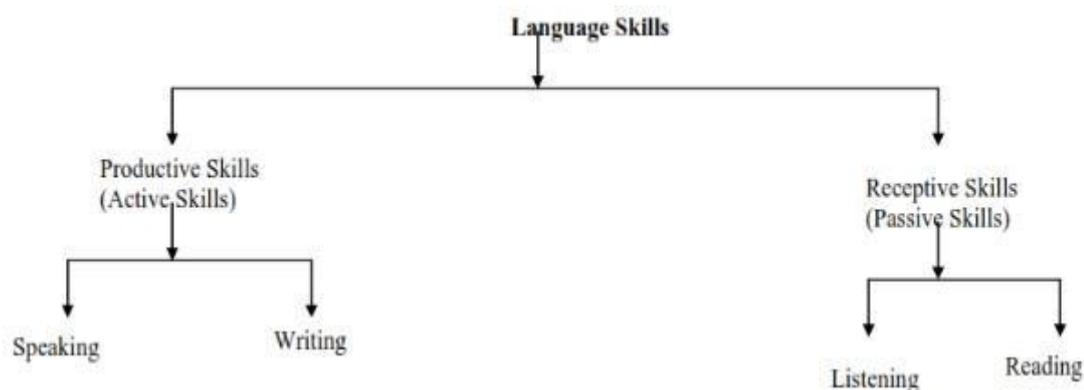
The ability to communicate effectively requires language skills, regardless of the level of education or experience. Thus, effective, and competent communication is possible when all skills are interwoven during instruction (Vernier et al., n.d). Nevertheless, it is essential to focus on syntax, morphology, and phonology teaching as significant aspects of the communicative approach without leaving apart skills such as spelling, vocabulary, and grammar (Markström, 2019).

2.5.2 Receptive and productive skills.

Teaching English as a second language involves four language skills: reading, writing, listening, and speaking (Sketches, 2013). According to Aydoğan (2014), these broad skills are known as macro-skills because they play a crucial role in developing English communication skills. However, Rhei (2020) mentions that each skill has a sub-skill known as micro-skills (grammar, vocabulary, pronunciation, and spelling). To better understand in Figure 1, Husain (2015) divided the language skills into active skills (productive skills) and passive skills (receptive skills).

Figure 1

Classification of language skill



Remark: Taken from *Language and Language Skill* (p.2), by N, Husain, 2015, Maulana Azad National Urdu University

2.5.2.1. Receptive skills

According to Al-Jawi (2010), receptive skills involve the ability to extract meaning from a written or listening speech. Therefore, reading and listening involve receiving information, since they enable people to understand a message (Receptive skills - reading and listening, 2018).

2.5.2.1.1. Listening

Listening is a skill that implies understanding, interpreting, and evaluating what is heard. Rehi (2020) claims that listening skill is a "mental operation in which sound waves are processed, interpreted, and stored in memory" (p. 11). To Al-Jawi (2010), if a student hears unknown Lexis in a conversation, the student loses the speech sequence. Moreover, Sharma (2018) points out that there are three modes of listening:

- **Competitive listening:** It is when the listener speaks more than listens. He is anxious to express opinions and thoughts or give arguments. (McCloskey, 2009).
- **Passive listening:** It is when each sentence and word is translated, avoiding practice in real-life listening and speaking skills. (Ced Programme, n.d)
- **Active listening:** It is when the listener listens with interest and actively comprehends listening through brief responses (Rehi, 2020)

At last, Mundhe (2015) mentions that listening is as critical as speaking. Hence, the author lists some listening techniques to be applied in the classroom: for students to produce or generate the language, they must be exposed to good models, listening activities must be motivating and informative, work on the phonic substance and the sound patterns of a phrase, use different methods to listen to a part of a story, and then complete it individually or in groups and use audio to understand intonation patterns through variation of tone.

Besides, Calle (2022) mentions that listening to recordings is a beneficial listening strategy, a series of activities can be developed as the teacher identifies vocabulary within a context, thereby the learner can identify a word or several words in a sentence. The author also claims that it is more beneficial if the recording is spoken by a native speaker.

2.5.2.1.2. Reading

According to Aydoğan (2014) "reading is the receptive skill in the written mode" (p. 4). Reading skills help to build vocabulary that is useful for listening and speaking skills. Mundhe (2015) explains that reading involves skills such as facts, viewpoints, bias, etc. Good reading relies on the triangular interaction between the reader, the text, and the message.

Torres (n.d) explains that comprehension is "the understanding of the meaning of written material" (p. 1); so, the author mentions the following strategies for reading:

Table 1

Strategies for reading

Strategies for reading	Characteristics
Skimming	Moving quickly and lightly over the gist of what you are reading. It knows what the book is about, but superficially. Kamaria (2018) lists some steps to make a proper skimming. First, read the title and introduction to the text. Second, read the headings and the first sentence of the paragraph. Finally, check the keywords in the paragraph for better comprehension of the text.
Scanning	It means to move quickly and carefully over a text until it finds a piece of specific information. Use scanning on dates, schedules, and meetings as specific information that it needs (Kamaria, 2018).
Intensive reading	It is when the reading is made deeply focused on details. To Kamaria (2018), it is important to "understand each word, number or fact." Ex. A bookkeeping report, a contract.
Extensive reading	The readings are done for pleasure. Kamaria (2018) recommends using extensive reading skills to expand knowledge on a specific topic. Ex. Magazine article, marketing book, novel, or biography.

Developed by: Araque Silvia (2022)

2.5.2.2. Productive skills

Productive skills refer to how well you use words when speaking and writing. People use speaking skills when giving lectures and radio programs, and writing skills

when composing, writing books or letters to persuade or convince other people about what they are thinking or feeling (Jaramillo & Medina, 2011). Dita and Sarka (2014) claim that teachers employ speaking and writing activities to avoid boredom during classes. Thus, they focus on communicative activities to promote communicative competence rather than accuracy (p. 478).

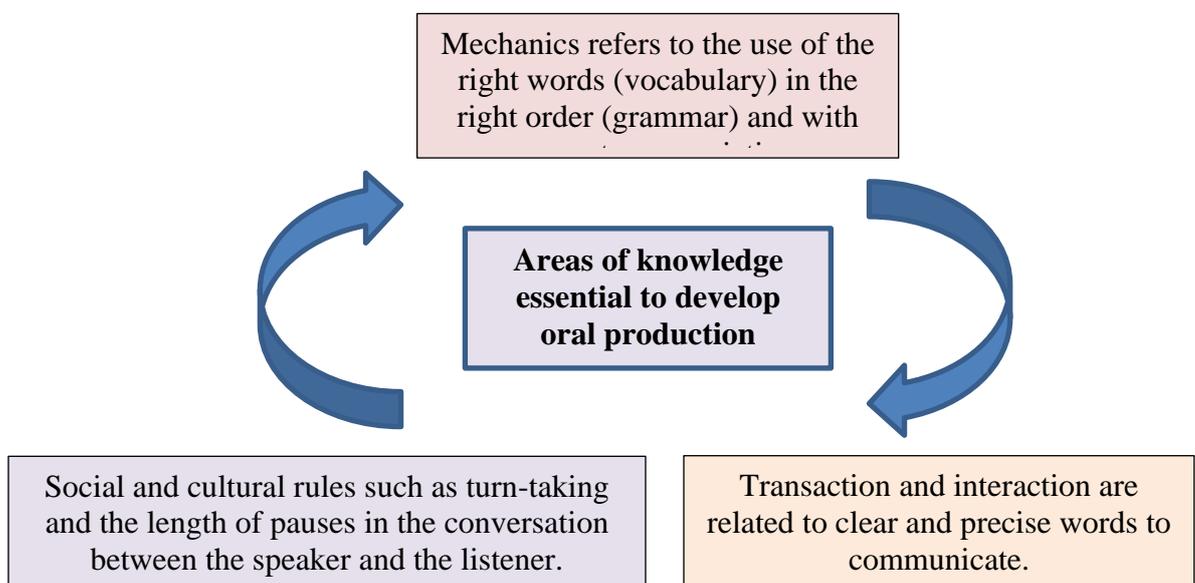
2.5.2.2.1. Speaking

Speaking refers to the expression of ideas and thoughts through the mouth (Rehi, 2020). The author also mentions that speaking can be formal or informal. Formal speaking is used in academic situations and informal when speaking with family or friends casually (Hossain, 2015). To Chastain (1998), speaking skills are more than pronouncing words in sentences or phrases. He explains that it is a productive skill that involves grammar, sociolinguistics, and discourse.

As Hossain (2015) points out, to speak, a person uses lungs, vocal cords, tongue, teeth, and lips, as well as body language such as facial expressions or gestures. Therefore, spoken language is produced spontaneously in a real-time face-to-face conversation where the speaker and hearer have limited time to plan their speech. Chamot (2004) mentions that there are three areas of knowledge essential to develop oral production:

Figure 2

Areas of knowledge essential to develop oral production



Developed by: Araque Silvia (2022)

For this reason, it is important to emphasize that the development of this skill involves a series of strategies and activities. Calle (2022) mentions production activities, which focus on working on a common objective. For example, dialogues, simulations, questionnaires and role playing, among others. The objective is to promote actions that motivate the student to learn in an interactive way.

2.5.2.2.2. Writing

Writing skills are considered productive skills since they produce the language rather than receiving it (Hossain, 2015). According to Aydođan (2014), “writing is the graphic representation of the speech in a structured way” (p. 674). Nevertheless, writing skills are more than using letters to form words or sentences; it uses letters of the alphabet, grammar, punctuation, spelling, and space to communicate ideas and thoughts clearly. It all depends on the target and intention, hence, writing skills have a personal and academic purpose.

Concerning academic purposes, students with writing skills are able to produce fluent, understandable, accurate and appropriate written English. They have a broad vocabulary and skills in grammatical use that is essential to complement other skills. According to G. Broughton et al. (1980) English teachers can use three stages of writing (Lesáková, 2008): controlled writing: a writing style in which exercises can be distinguished between the final product and final content; guided writing: in which a teacher assists the students in preparing written assignments and free writing: a writing style where all information is valid. Furthermore, the teacher plays an important role in teaching writing skills by determining whether or not the task is appropriate for the student's level or needs.

Based on the above, González et al. (2019) establishes a series of strategies to develop writing skills. One of them is chronological construction of sentences, in which the student is taught to write narrative paragraphs with connectors, adverbs, basic structure and extended sentences. Likewise, Gonzalez and collaborators mention that in order to describe a person, the organization strategy is used; for example, where the use of adjectives describes where the events and characteristics of the scene occur.

On the other hand, Calle (2022) considers the creation of sentences, texts and stories from images, where vocabulary is used in context. This strategy can be used

not only to develop writing but also skills such as speaking in dialogues, among others.

2.5.2.3. Lexical skills

2.5.2.3.1. Concept of lexical skill.

Lexis is a system of word units that relates to other units to create meanings (Carol & Mendinueta, 2017). According to Lewis (1993) lexis is a combination of words, and they are not single words with fixed meanings as traditionally known. Therefore, lexis is not associated with single words and meanings but includes other layers of lexical knowledge. This causes difficulty in students when learning isolated or contextualized vocabulary because the meaning changes according to the context of the sentence or situation.

On the other hand, Laufer and Goldstein (2004) state that vocabulary knowledge is considered lexical knowledge; and Lexis is the sum of interrelated sub-knowledges that "starts with superficial familiarity with the word and acquires the ability to use the word well in free production" (p. 4). According to Perfetti and Hart (2002), lexical skills allow comprehension while reading practice allows reading practice. Reading practice strengthens lexical skills, so students without an extensive vocabulary may have difficulty understanding the target language, even if they have knowledge of grammar. If students do not understand the language, they can get frustrated, disappointed, and unmotivated. In this regard, Wilkins (1972) mentions that there is not value in produce grammatical sentences if is not taken vocabulary into account to say a message (Carol and Mendinueta, 2017).

2.5.2.3.2. Importance of lexical skill

Lexis is an "essential component of language and language development" (Carol & Mendinueta, 2017, p 21). Markosyan (2013) says that "to know a language means to master its structure and words" (p. 8). Therefore, the knowledge of the words allows the use of the language, and the use of language allows the vocabulary to increase. Hence, the use of the word is essential to comprehend a language. However, Nation (2013) mentions that comprehending a word implies knowing if the word exists or not. A word can have different meanings depending on the context in which it appears.

Similarly, Carol and Mendinueta (2017) point out that to reach a domain in the

four basic communication skills, it is essential to have a basis of lexis that allows developing the communicative competences in the English language. However, Hubermer (as cited in Mawaddah, 2010) states that communicative competence considers the use of a set of words, expressions, and rules, that is, the use of vocabulary and grammar.

Concerning the meaning of the vocabulary, Merriam-Webster (n.d.) explains that "it is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge". Likewise, Twinkl (n.d) states that "vocabulary is a set of familiar words that a person knows" (p. 1). Harmer (1999) explains that vocabulary is more than a list of words used in communicative competence. He mentions also that there are simple words that refer to one thing. In contrast, there are difficult words attached to other words and have different meanings depending on the context.

Flose (2004) mentions that the communication process can be understood without grammar; but it cannot develop without vocabulary (Carol and Mendinueta, 2017). Therefore, "a rich vocabulary makes listening, speaking, reading, and writing skills easier to perform in communication" (Carol & Mendinueta, 2017, p. 3). According to Richards and Renandya (2002), "vocabulary is the fundamental component of acquiring linguistic competence" (p. 1) because it is used to build communication and domain of language skills.

2.5.2.3.3 The dimensions of lexical competence

Lexical competence is closely related to the use of language according to the purpose or scenario in which it is presented, for example to use formal or informal language, or when to maintain communication in English even if this has limitations. To this end, Henriksen (as cited in Choudhury, 2015) points out that there are three dimensions of lexical competence:

- Partial-to-precise knowledge refers to moving from simple word recognition (partial knowledge) towards the use of different stages of knowledge (punctual knowledge).
- Depth of knowledge refers to relating words either paradigmatically or

syntagmatically, thus providing complexity to the oral message. Use of synonyms or antonyms, associations, among others.

- Receptive-to-productive dimension refers to the mastery of vocabulary knowledge reflected in comprehension. Or, according to Marín and Hernández (2022), how receptive vocabulary (when the student recognizes the vocabulary in reading or listening) evolves into productive vocabulary (when the student speaks or writes).

Henriksen (1999) points out that from the above dimensions it is possible to determine the lexical development in an individual, but along the way it is important to use tasks that allow the student to develop lexical competence through dimensions. This, however, depends on the creativity and knowledge of the teacher to generate meaningful language learning.

2.5.2.3.4. Lexis in language teaching and learning

Since Lewis issued the lexical approach, teaching and learning language have taken on a new role. The lexical approach began as a reaction to traditional structural teaching based on grammar. To Lewis (1993), "lexis is the core or heart of language" (p.89). The lexical units are words, pieces formed by collocations and fixed phrases (Reinaldo, 2020). They are considered essential to teaching a second language rather than grammar.

Regarding Lexis in teaching-learning language, it must be considered that there are different types of words, such as the smallest lexical units that have a fixed meaning; and the more complex lexical units that are grouped words and form phrases known as lexical, collocations, idiomatic expressions, among others (Reinaldo, 2020). According to McCarthy (1999), ten small lexical units are part of the basic vocabulary: moralizers, regimen verbs, interactive words, discourse markers, basic nouns, deictics, basic adjectives, basic adverbs, basic action, and event verbs. On the other hand, Reinaldo (2020) points out that lexical units have two types:

Table 2

Types of lexical units

Type	Characteristics
Polysemy	Refers to open vocabulary: nouns, verbs, adjectives, and adverbs, as well as closed lexical sets such as weekdays, months, weights, and measures, etc.
Fixed structures	Refers to forms of social interaction and courtesy, sayings, proverbs, and archaisms; idioms.

Developed by: Araque Silvia (2022)

Teaching and learning the Lexis is a process carried out through methods and techniques to teach new words regard to form, meaning, and usage. In addition, teachers use these methods and techniques to form lexical habits in hearing, speaking, and reading, or in language skills. However, the method or technique used may vary depending on the level or age of pupils and the purpose of teaching. Similarly, Markosyan (2013) mentioned that the kind of word or the number of words to be taught depends on the condition and method of teaching. He considers that vocabulary must be selected according to the level of knowledge of the students, period of class time, number of students in the classroom and by the principles of linguistic material.

2.5.2.3.5 Techniques of forming and developing lexical skills

Teaching a second language is an open door for new opportunities. To Markosyan (2013) "to know a language means to master its structure and words"(p. 8). He thinks that vocabulary is the essence of the language that should be taught at school. The kind and number of new words can be taught considering the condition and method of teaching. Also, vocabulary must be selected according to the students' level of knowledge, period of class time, number of students in the classroom and by the principles of linguistic material.

According to Marcosyan (2013), there are two ways of teaching the meaning of words: direct and traduction. The first one is when the words are brought into direct contact with the learner, either visual or verbal, for example things such as a book or

table, or descriptions such as happy, dull, and red. The teacher can present the word with flashcards, realia, or movements and gestures. The use of the mother tongue during the teaching-learning process is avoided to make direct contact with the word. And the second way, traduction, involves looking up the words in a dictionary or its meaning in the maternal language in order to include them in the lexis (Benitez, 2015).

Consequently, the process of learning words involves identifying the concepts of the words, designing activities with the purpose of retaining the words, and using the words in the process of communication in a different situation. Markosyan (2013). Therefore, before choosing the word to teach it is essential to consider the principles of selecting vocabulary, such as:

- Words frequently used in the language
- Words from easily combined ex. nice room, nice girl, nice weather
- Words with unlimited style from the point of view, oral and written.
- Words according to the topics the syllabus sets
- Words useful from the point of view of the building, ex. Use, used, useful, useless, usefully, user, usage.

Markosyan (2013) says that it is important to know what vocabulary teaches, but it is essential to determine how it will be taught. Methods and techniques help teachers to achieve objectives in class. Benitez (2015) highlights the PPP approach, which is a methodology used by CELTA certification from the United Kingdom to teach vocabulary. According to Harmer (1998) and Foster (1999), the PPP approach is a method that describes the stages of language teaching as: Presentation, practices, and productions (Benitez, 2015).

In the presentation stage, the teacher introduces vocabulary and grammar to the class. The introduction of the unfamiliar word involves pronunciation and spelling (Campos, 2022). The practice stage refers to the use of the grammar and vocabulary learned in a controlled setting and production is a stage where students practice the language freely without being shy. This practice helps students to retain the unfamiliar word in their minds easily.

2.5.2.3.6. Communicative language teaching

Faced with the need to change the traditional methodology of teaching grammar in English, which has focused on articulating grammatical rules, phonology and lexicon, new tools are emerging that open up new possibilities for learning by merging didactics with methodology. One of these, for example, is communicative language teaching (CLT), whose model is defined as a set of principles about the goals of language teaching, how learners learn a language, the roles of teachers and students, the kind of classroom activities that best facilitate learning (Richards, 2006, p. 2).

Thus, CTL experts agree on the need to develop students' communicative competence, which proposes to integrate all the components of communication. Namely: "linguistic, sociocultural, actional, strategic and discourse competence" (Rambe, 2017, p. 55). To this end, Richards (2006) mentions that between 1970- 1980 two curricula are established:

- First the development of the 4 communicative skills, i.e., speaking, reading, writing and listening, the same which are divided into micro skills.
- The second is organized according to the student's functions such as expressing preferences, thanking, greeting, giving explanations, among others.

From the above, Rambe (2017) understands that CTL takes communication as an important element in language learning, focuses on providing spaces for the learner to experience and apply what they learn. The author also emphasizes that teachers must understand that the student is in a learning process which implies making mistakes, this contributes to developing accuracy and fluency in speaking, as well as articulating the 4 skills at the same time. Additionally, this allows the student to discover and apply his or her own rules.

Now, communicative competence contemplates different methods that facilitate its development. Richards (2006) describes four of them: Task Based Learning, Content-Based Instruction, Text Based Learning and Competency-Based Instruction.

- **Task Based Learning:** TBI involves students in interactive tasks to develop communicative competence. One of them is related to pedagogy, which in Richards (2006) establishes a process of interaction. For example, two students must find the differences in two similar images. On the other hand, real-world tasks precisely contemplate activities in which the student is involved in a rehearsal of activities related to a real situation. Example: role-playing in which he/she practices for a job interview.
- **Content-Based Instruction:** CBI makes a number of assumptions: People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. CBI better reflects learners' needs for learning a second language (Richards, 2006, p. 28), so content provides a coherent framework that can be used to link and develop all of the language skills.

In this sense, within this method there is an interactive process between the student and the teacher, in which collaborative work is applied. However, for Richards (2006), problems arise around this method, such as at the time of evaluation, since it is understood that this method is applicable to different subjects, and it is questionable whether the evaluation should consider the knowledge of the subject or the use of the language, or both. In addition, English teachers do not always have the necessary knowledge to teach other language specialties.

- **Text Based Learning:** the method contemplates that the development of communicative competence involves mastering different types of oral and written texts according to each context, so for Feez and Joyce (as cited in Richards, 2006) it is necessary to teach grammatical structure and features, and to link the texts to the cultural context.
- **Competency-Based Instruction:** Contemplates the language based on an instruction and is more related to the design of language learning programs for adults, where they are prepared for everyday life situations. In addition, it focuses on promoting autonomous individuals in accordance with the demands of the workplace, and is interested in knowing the student's performance, among others.

It is thus understood that the incorporation of communicative competence in the learning of foreign languages such as English, according to Baralo and Estaire

(2007), changes the focus in relation to what is learned and how it is learned, which in effect, according to them, broadens the idea of linguistic competence that involves knowing how to use the language. However, is a process where the teacher generates activities that allow the student to be competent in different situations, which implies improving the methodology used and making it more effective.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The research was performed at "Luis Freire Robalino high school" located in Canelos Parish, Pastaza, Ecuador. Canelos is a rural parish located one hour away from Puyo city in the Pastaza province. The school has a population of approximately 350 students, whose English level is between A1.1 and A1.2, according to the Common European Framework of Reference for Languages (CEFR).

Most of the students are part of the Kichwa Indigenous community, about half of them speak Kichwa and Spanish as their second language. The socioeconomic level of the community is low and have limited access to basic services such as electricity and internet connectivity (Unidad Educativa Luis Freire Robalino, 2022). The school offers education from pre-kindergarden to third level of secondary education. The English instruction of all grades is supervised by two teachers, one of is responsible from second to seventh grade and the other is responsible from eight to third year of secondary school.

3.2 Resources and materials

Students of eighth grade "A" and "B" participated in the study. The school director provided additional information. In the study, two people were involved: The thesis supervisor, who provides guidance to the researcher during the project's development, and the researcher (a master's degree student) who conducts the project.

Moreover, technology, such as hardware (the internet, a computer, a smartphone) and software (Microsoft Office, Grammarly, Mendeley, etc.) was an important resource used by the researcher to conduct the research. Students were administered Cambridge standardized pre-test and post-tests at level A1, word games, and plan classes.

3.3 Research approach

Despite its nature, the study was developed under a quantitative research approach that acknowledges the subjectivity of the researcher, who, without detaching himself from empirical reality, permeates the phenomenon of study with his gaze but limits it theoretically. Goertzen (2017) notes that the quantitative approach involves gathering, evaluating, and presenting data numerically so that the researcher can make an accurate and reliable statistical analysis, which allows either confirmation or rejection of the hypothesis.

Otero (2018) considers that this approach explains a phenomenon from a rigorous process that results in new knowledge, in which uses statistical analysis from numerical measurements. Thus, in the research it has served as a basis to support the collection of numerical data, identify what strategies should be applied to develop lexical competence in students and to determine what kind of games can contribute to develop lexical competence in learners.

3.4 Level of investigation

Due to the depth of the research, the study reached the descriptive-explanatory level. In the words of Villavicencio (2016), the descriptive level has the interest of knowing if the object addressed is transcendental for the community, if it generates impact, or to obtain useful information for another related research. As the same author mentions, the descriptive level's function is to "characterize the frequency of occurrence of the phenomenon" (Villavicencio, 2016, p. 6), where the description of how a phenomenon is and manifests itself is essential. In such way, this approach was used to describe how the acquisition of lexical competence is manifested in students, and the strategies used by teachers for this purpose.

On the other hand, according to Ramos (2020), the explanatory level is intended to explain and determine the phenomenon under study. Escalona et al (2017) also mentions that in addition to the effects of the

independent variable, it is also important to identify the causes of the changes in the dependent variable. Within this study, it was determined whether students' development of lexical competence in the English language was influenced by word games.

3.5 Basic method of research

Quasi-experimental design, according to White and Sabarwal (2014), is important when evaluating hypotheses and comparing experimental results. Thus, the first group is exposed to the experiment while the second group is not. The treatment assignment in Cook (2015) is determined based on self-selection or administrator judgment, as opposed to real experiments that are determined by chance. As Arnau (as cited in Fernández, et al., 2014) claims, the quasi-experimental design is a work plan with which we are interested in knowing the impact of change processes in situations where the subjects have been chosen intentionally.

Accordingly, the design facilitates the design of a research proposal by enabling us to determine how the independent variable (word games) influences the dependent variable (lexical ability). Both groups will be subjected to a pre-test to assess their vocabulary knowledge at the beginning of the study; the researcher will then intervene with word games, and at the end a post-test will be developed to evaluate whether the experiential treatment had any significant influence on the dependent variable, such as the lexical ability of young learners, through analysis of the post-test.

3.6 Type of research

A correlational study, as defined by Leedy and Ormrod (2010), is one in which the relationships between two or more variables are established between populations or between two populations of the same variable. Furthermore, for Hernández et al. (2014), this type of studies aims to know what the degree of relationship between two or more categories, concepts or variables is when taking a context or sampling.

For Mantari (2019), when determining the relationship between two or more variables, it is important to first measure the variables in order to, based on a

"correlational and statistical hypothesis test, estimate the correlation" (p. 19). Therefore, the purpose of this study is to determine the extent to which the independent variable (word games) influences the independent variable (lexical skill).

In this context, influence refers to the change that occurs when one variable is induced over another, with positive or negative outcomes. The results demonstrate how word games facilitate the development of English lexical skills among young learners. Correlational analyses are useful for understanding how the independent variable affects the dependent variable since it helps to explain the behavior of the first variable on the second.

3.7 Population and sample

Students of eight grade from “Luis Freire Robalino high school” were considered for the study. Forty students were divided in two groups, each one with 20 participants. The sample was not established as it is based on a **quasi- experimental** design.

Table 3

Population

Description	Number	Percentage
Group AControl	20	50 %
Group B Experimental	20	50 %
TOTAL	40	100%

Source: CAS information system
Developed by: Araque Silvia (2022)

Therefore, the sampling method used was the non-probabilistic or convenience. According to Muñoz (2018) this method has the advantage of selecting cases to which the researcher has access to and allows to include them in the study. So, in order to verify the reliability of the study, two identical groups with similar conditions were selected, one of which was exposed to the independent variable (word games). Considering that the control group is group A and the experimental group is group B, no sampling formula has been applied. The study design is cross-sectional (transversal) because it compares both groups at a given time.

Now, during and after the experimentation, both groups were evaluated, and they had the same lessons with the same methods and within the same period of time in order to achieve the objectives of the educational institution's annual programming. In contrast, the experimental group was exposed to the Word Games Protocol for ten sessions. In that period, changes and improvements were observed in terms of the use of the Word Games and Lexical Competence in English.

A test with the same structure of the initial test was administered to both groups at the end of the study.

The survey was addressed to 8 teachers of the master's degree in English: three male teachers and 5 female teachers.

3.8 Data collection

To apply the pre-test (aimed at the control group) this was carried out in a single session (See Annex 2). Subsequently, for the application of the post-test eleven sessions were required (See Annex 2) to train the experimental group in using word games to develop lexical skills by applying "Test Your Vocabulary 1" (2022).

The instruments to collect and validate the data are the survey identifies which strategies teachers apply to develop lexical competence in learners, and test to verify the effectiveness of the different types of word games used for the development of lexical skill through the analysis of results.

3.8.1 Survey

Survey is an instrument used to collect information on behavior or attitudes (Mathers et al., 2007). Moreover, survey research gathers "information from a sample through their responses to questionnaires" (Ponto, 2015, as cited in Check and Schutt, 2012). Questionnaires can be structured by numerically ranked questions in quantitative research, open-ended questions in qualitative research or both questions to mix the research (Ponto, 2015); therefore, it is necessary to apply closed questions to fulfill the specific objectives of this research.

The survey contains 23 questions according to the following Likert scale: Always (5), often (4), sometimes (3), hardly ever (2) and never (1).

This technique was addressed to 8 teachers from the “Luis Freire Robalino High School”, seven teach the Spanish language in primary school and one teaches the English language in secondary school; the purpose was to identify which strategies teachers applied to develop lexical competence on learners and thus discern the strategies employed by teachers to enhance the lexical competence of learners (See Annex 3).

Prior to this, we proceeded to qualitative and quantitative validation. The qualitative validation was conducted by three English experts (see Annex 4). The quantitative validation was carried out according to a pilot test directed to five English teachers, whose results were validated from the Cronbach's Alpha coefficient, obtaining the following:

Table 4

Case processing overview

Estadísticas de fiabilidad	
Alfa de Cronbach	N of elements
,982	23

Source: Pilot test survey of English teachers.

According to the Table 4, the reliability value is 0.982. This data indicates that there is a high degree of reliability of the instrument since it corresponds to a value greater than 0.8. It means that the survey can be applied to the 8 teachers.

3.8.2 Pre-test and Post-test

For both the pre-test and post-test, ten questions were used (See Annex 5), which had to be answered in a time of 35 minutes for both. The score of the items is two points, which in total adds up to twenty points. The tests were designed according to the book "Test Your Vocabulary 1" by Watcyn- Jones, P., and Johnston, O. (2022). The post-test allowed to analyze how much vocabulary the students have learned using word play as strategies.

An evaluation rubric was attached to the tests and to the observation sheet validated by experts (See Annex 6).

3.8.3 Observation

Observation technique was applied through an observation sheet and were analyzed with a rubric (See Annex 9) divided according to each game applied in the lesson plans. For this purpose, an overall score was made among the 20 students of the experimental group for each game.

3.9 Procedure and data analysis

The following section describes in detail the procedure followed to collect the information from both the teacher survey and the tests administered to the control and experimental groups, and their subsequent analysis.

3.9.1 Procedure

The procedure to collect the information from the surveys was to elaborate a survey format in order to identify the strategies teachers applied in the students to develop lexical competence. This included 23 questions, which were answered using a survey in google forms, which was the next step to follow.

Before the pre-test, the students in the control group were given an initial induction on the purpose of the test and how to apply it. After that, the test was applied, which lasted a total of 35 minutes. Regarding to the experimental group, the post-test contemplated an initial stage of eleven sessions, where in each of them a series of topics and games were addressed in order to ascertain which types of games can facilitate the development of learners' lexical competence. At the end of the classes, the post-test was applied.

3.9.2 Data analysis

Data analysis requires the process of break down the data into individual components in order to address the research inquiries (Creswell, 2005). Firstly, the survey was validated by 3 language experts (qualitative validation). Next, the survey was validated by 5 English teachers through a pilot test (quantitative validation) from which the Cronbach's Alpha coefficient was obtained. The survey data were analyzed through the SPSS statistical program, where they were presented in tables and graphs.

Secondly, the data collected from both the pretest and post-test were subjected to analysis using the T-student probability distribution. This statistical tool is employed to assess the disparities between two small sample groups that exhibit a normal distribution in their variances (Sánchez, 2015). The T-student tests allows to measure significant differences between both groups.

Graphs were used to represent and interpret the differences between the scores of the experimental group and the control group before and after treatment. If the average post-test score is higher than the average pretest score, it can be inferred that the treatment has yielded positive results during the implementation of the strategy. Furthermore, the pretest and post-test data are compared in a SPSS table in order to determine the impact of the independent variable (word games) on the dependent variable (lexical skill). Using the SPSS table (version 25), a frequency table and a bar graph or pie chart were created to prove the research's effectiveness; as well also the same tool was used to analyze the observation sheet and determine what kind of games was more suitable for the students.

3.10 Expected results

Based on the results of the tests and the survey, it is estimated that the word game activities will have a positive impact on teachers and students of the grades involved. It is anticipated that the outcome will be positive since the children will be able to remember the vocabulary, they have learned better and the application of the appropriate strategies will have a significant impact. In order to achieve process efficiency and success, teachers must be trained in such a way that, through different games, students can begin their school life learning not only the mother tongue but also entering the magical world of English as a second language as they begin their school life.

CHAPTER IV RESULTS AND DISCUSSION

4.1 Analysis of results and data interpretation

This chapter explains in detail the results obtained both in the tests and in the survey of English language teachers. This is an essential part in order to validate or not the hypothesis proposed in the study and, thus, to establish the conclusions.

4.1.1 Pre-test and post-test results

First, to obtain the data was applied the pre-test to both groups (control group A and experimental group B), which consisted of 10 questions related to determining the level of lexical skills. Secondly, the post-test was applied to 20 students (experimental group B), to whom a series of lesson plans were previously carried out according to the use of different types of games to develop lexical competence in learners.

For the evaluation process for both groups, a rubric was used (see Annex 8) with the following parameters:

Table 5

Rubric

Parameters	Scale
Recognition of single words in a sentence	1-4
Relation of words in a paradigmatic or syntagmatic way	1-4
Matching words with pictures	1-4
Short text word identification	1-4
Frequent use of words from the language	1-4
Total points for each student	20

Developed by: Araque Silvia (2022)

The results obtained by both groups are shown below:

Table 6*Results Pre-test and Post-test*

Criteria	Pre-test				Post-test	
	CG		EG		EG	
	P	%	P	%	P	%
Recognition of single words in a sentence	1.95	24%	1.70	22%	3.80	22%
Relation of words in a paradigmatic or sintagmatic way	1.85	22%	1.70	22%	3.75	21%
Matching words with pictures	1.75	21%	2.1	28%	3.55	20%
Short text word identification	1.50	18%	1.35	18%	3.40	19%
Frequent use of words from the language: 1-4	1	15%	0.75	10%	3.25	18%
Total average	8.05	100%	7.60	100%	17.75	100%

Source: Pre-test and Post-test

Table 6 shows a significant difference between the grades obtained; the overall grade was 8.05 in the first phase when the pre-test was applied to control group and 7.60 to the experimental group. The overall grade obtained was 17.75 in the second phase to the experimental group, that is, after using the word games in the classroom where the post-test was applied.

Besides, the criteria about frequent use of words from the language from Pre-test to the control group has the lowest average (1). Follows it, the criteria about short text word identification (1.50), but the best average is about recognition of single words in a sentence with 1.95. According to the post-test (experimental group), all criteria have more than 3 points. For example, the criteria about recognition of single words in a sentence had 3.80, the criteria about relation of words in a paradigmatic or sintagmatic way had 3.75.

In conclusion, the experimental group had a better average in the post-test after the teacher applied the word games.

Now, Table 7 shows the results obtained in both the control and experimental groups in the pre-test.

Table 7*Pre-test results: experimental and control group*

CONTROLGROUP		EXPERIMENTAL GROUP	
N	Valid	20	20
	Lost	0	0
Mean		8,25	7,6
Median		8,0	7,0
Minim		4,00	5,00
Maximum		15,00	12,00

Source: Data SPSS

Table 7 shows an overall average (mean) of 8.25 for the first group and 7,6 for the second. According to the median the control group has 8 and experimental group 7, the last group has 1 point less. The minim score of the control group was 4 and de maximum was 15. The score of the experimental group was 5 and the maximum was 12. It can be seen that there is no difference between percentages, although to a lesser degree for the experimental group.

It is important to determine the degree of influence exerted by the use of the word games with the experimental group in relation to the results achieved by the same group, without the application of these games. The results were as follows:

Table 8*Results pre-test and post-test: experimental group*

		PRE-TEST: EXPERIMENTAL GROUP	POST-TEST: EXPERIMENTAL GROUP
N	Valid	20	20
	Lost	0	0
Mean		7,60	17,75
Median		7,0	18,0
Minim		5,0	17,0
Maximum		12,0	19,0

Source: Data SPSS

Table 8 shows that there is a significant difference in pre-test and post-test in the experimental group. The mean in pre-test is 7,60 and the post-test it is 17,75. The median is 7 in the pre-test and 18 in the post-test. Besides, the minimum value in the

pre-test is 5 and the post-test is 17. Finally, the maximum value in the pre-test is 12 and the post-test is 19. It means that the level of use of word games to develop lexical skill in the students is positive.

About determining which word game has been more effective, Table 6 describes the results obtained in the post-test according to determine what kind of games contribute to developing lexical competence in learners.

Table 9

Results of word games

		Bingo	Simon says	Guessing words games	Matching games	Search words games
N	Valid	20	20	20	20	20
	Lost	6	6	6	6	6
Mean		4,00	4,00	2,00	2,90	2,85
Median		4,00	4,00	2,00	3,00	3,00
Minimum		4	4	2	2	2
Maximum		4	4	2	3	3
Percentage		25%	25%	12%	19%	19%

Source: Data SPSS

The word game that best fits the group is Bingo and Simon say, with 25% each, followed by 19% for both Matching Games and Search Words games. Guessing Games comes in last place with 12%. Besides, Bingo and Simon says obtained a mean of 4 points each one and a mean of 2 to guessing words, matching games 2,90 and search words 2,85.

Bingo and Simon says had a median of 4, guessing words obtained a median of 2 and a media of 3 to matching games and search words. The maximum was 4 for Bingo and Simon says, 2 to guessing words and 3 to matching games and search words. The minimum to Bingo and Simon says was of 4 and 2 to the rest of games. The results were obtained through an observation sheet. For this purpose, an overall score was made among the 20 students of the experimental group for each game giving the following:

4.2 Results of final teacher’s Survey

Table 10 shows the most important results of teachers’ survey. All of results are in

Annex 10.

Table 10*Results of teachers' survey*

ITEM	Always	Often	Sometimes	Hardlyever	Never
How often do you use activities as roles-play or dialogue as game to work new vocabulary in the students?	12,5%	25%	50%	12,5%	0%
How often do you use matching games to group and order words?	12,5%	62,5%	12,5%	12,5%	0%
How often do you use matching games to teach new vocabulary and review new topics?	25%	50%	12,5%	0%	12,5%
How often do you use action games as "Simon say" to introduce new vocabulary?	0%	0%	0%	37,5%	37,5%
How often do you use action games as "Simon says" to reinforce vocabulary, listening and speaking skills?	0%	0%	37,5%	25%	37,5%
How often do you make your students play guessing words games?	37,5%	25%	25%	12,5%	0%
How often do you make your students guess words when teaching vocabulary?	25%	37,5%	12,5%	25%	0%
How often do you use memory games to teach new vocabulary?	50%	50%	0%	0%	0%
How often do you teach combined words when developing reading and writing?	0%	50%	25%	25%	0%
How often do you use verbs, nouns and adjectives to develop reading and writing?	0%	50%	50%	0%	0%
How often do you teach specific fixed structures as forms of social interaction and courtesy, sayings, proverbs, an idioms to increase the student vocabulary?	0%	50%	25%	25%	0%
How often do you use words focused in the syllabus?	12,5%	75%	12,5%	0%	0%
How often do you use family of words to teach vocabulary?	50%	37,5%	12,5%	0%	0%

Source: Teachers 'survey

According to Table 10, teachers combine different strategies. For example, the 50% of them always use memory games to teach new vocabulary, the 50% of them always use family of words to teach vocabulary and the 37,5% of them, always play guessing words.

The 62,5% of teachers often use matching games to group, the 50% of them use matching games to teach new vocabulary and review new topics. In the same percentage (50%), they use memory games to teach new vocabulary, combined words when developing reading and writing, verbs, nouns and adjectives to develop reading and writing and specific fixed structures as forms of social interaction and courtesy, sayings, proverbs, and idioms to increase the student vocabulary.

At the contrary, the 50% of teachers use hardly ever use words focused in the syllabus, the 37,5% of them uses the action games as "Simon says" to introduce new vocabulary and the 37,5% of them never use action games as "Simon says" to introduce new vocabulary and action games as "Simon says" to reinforce vocabulary, listening and speaking skills with the same percentage.

In conclusion, teachers use more memory games and family of words, but Simon Says is the less game they use.

4.3 The findings

The inclusion of active teaching methodologies within the learning of the English language, as in any field of knowledge, has been an issue that in current times has been addressed with greater interest. This is a reality for the "Luis Freire Robalino high school" where English language learning has been emphasized in eighth-grade students, as shown by the results obtained in the survey conducted among the teachers.

The above determines that the active teaching methodology is directed by the strategies applied by the teachers to develop the lexical competence of the students. The teachers choose to use some games more than others; however, this first result

was not aimed at determining the degree of effectiveness, but rather the type of strategy used to improve the lexical ability of English.

Games such as: guessing words to improve the vocabulary of the group of students, matching games to order words, and memory games. Among the least used are role-plays games, puzzle games, Simon says and board games. This result differs from the research developed by Humairoi et al. (2023), who concluded that the application of the Simon says game helped to improve the teaching of vocabulary in the English language, being the most used in the classroom, where it was also determined that it improves language comprehension. As also concluded the work of Puspita et al. (2018) obtained as result a greater participation of the students, which suggests that the teacher should be interested in exploring different teaching games, in order to establish which of them contribute more in the teaching of English within the lexical competence.

In this regard, the results indicated that Bingo and Simon says with 25% followed by matching games and search words with 19% were selected as the type of games that contribute to the development of lexical competence in the students. In addition, it was found that the experimental group that worked with word games significantly improved their lexical skill compared to the control group that did not apply any active methodology related to the games.

The result agrees with the work presented by Wael (2019), who through a pre-test and post-test directed to a control and experimental group concluded that the use of games in comparison to the traditional methodology generated benefits on the teaching of English speech and vocabulary. Likewise, in the research of Alavi (2019), the findings indicated that the experimental group obtained better results than the control group. This is due to the fact that in this group the Bingo game was applied to strengthen the vocabulary of the students being effective for the process.

As can be seen, the results showed the need to strengthen the lexical skill of English using active teaching methodologies such as word games. However, the importance of diagnosing which type of games are more in line with the educational needs of the group of students is highlighted, since it cannot be generalized that all active tools will serve to strengthen knowledge in general.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The research process conducted has allowed the fulfillment of the objectives of the present study. A previous theoretical fundament research allowed know that games have a fundamental role in the learning process and their application depends on the planning approach. This information was useful to work word games to develop lexical skills in young learners taking into account the environment of the research. Having said this, the main conclusions reached are presented.

Firstly, the strategies teachers apply to develop lexical competence on learners were assessed through a survey. The results concluded that the teachers work in the class memory games, matching games, and guessing games most time as part of the teacher planning in order to teach new words to the learners. Furthermore, they use idiomatic expressions, combined words, or single words as verbs, adjectives, and nouns as part of the lexis to develop communication skills.

Concerning determining what kind of games contribute to developing lexical competence in learners, the results determined that when relating the results between the control and experimental groups in the pre-test phase, there is no significant difference in the general averages obtained with each group. In fact, the experimental group has a lower average than the control group. Nevertheless, after applying the word games and the post-test to the experimental group, it was concluded that there was a significant increase in the final grade obtained by each student, which leads to determine that word games contribute to develop lexical competence on learners meaningfully and they are effective in the English teaching language, due to learners learn new words easily and mainly learn in a fun way.

As a central point, through an observations sheet, it was concluded that the word games that most contribute to strengthening lexical competence are Bingo and Simon says, followed by matching games and search words, but not guessing words games, because in practice the students could not develop effectively in the classroom, reflecting the lowest percentage of all.

Finally, regarding to design of a word game guide to develop lexical

competence in learners, it was concluded that it should be directed to the use of games such as Bingo and Simon Says where although it was concluded that it is among the least used by the teacher in the classroom, it is important to apply it to develop lexical skill in students.

Complementary games are matching games and search words, but as in the experimental group guessing words was the least effective, so it should not be considered. However, it is relevant to mention that regardless of the use of the game applied in the classroom, it contributes significantly to develop lexical skills. The important thing is that the teacher knows how to use it to make the best use of these strategies to improve English language teaching in lexical competence.

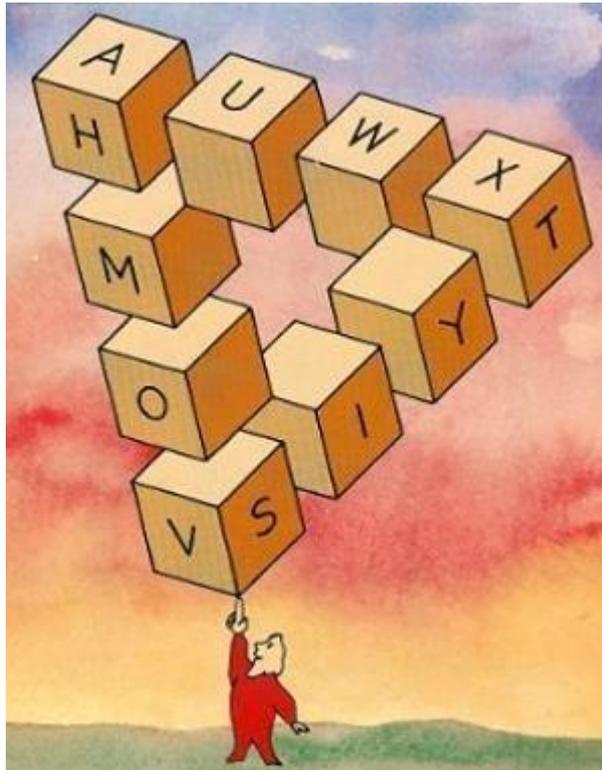
5.2 RECOMMENDATIONS

It is recommended that English language teachers be interested in applying strategies focused on active teaching methodologies such as matching games, guessing games, searching words games and using lexis regarding idiomatic expressions, combined words or single words according to the teaching approach of the teacher; prior to a training process that leads them to take advantage of the benefits provided by these strategies.

It is also suggested that teachers use different types of games to contribute to developing lexical competence in learners but based on a previous study of which game is more important to obtain significant learning. This is based on the understanding that the strategies should be directed according to the needs and preferences of the students. This means that games should be used by the teacher in the learning process as part of the teacher's planning.

Finally, it is recommended to take the present study as a reference, in order to develop new proposals aimed at developing lexical competence in learners based on the use of a word game guide.

WORD GAME GUIDE



Introduction

The present guide of word games to develop lexical competence has been elaborated with the purpose of orienting teachers on the use of active strategies and methodologies for teaching the English language. This strategy allows students to think, create, and learn words and structures in order to better understand the language using rules in a fun way.

It is important to keep in mind that the development of lexical competence has been one of the aspects that have received the least attention in language teaching. As a result, there is slow learning in the teaching of grammatical and functional structures and, therefore, deficiencies in aspects such as phonology, spelling, grammar, discourse and vocabulary.

Each of the activities proposed based on games such as Bingo, Simon says and Matching games seek to direct the teacher on how to develop lexical competence in students, with these activities we hope to propose an alternative teaching method aligned to an interactive pedagogy with resources such as word games.

This guide contains activities based on vocabulary development considering different topics related to everyday life.

What is word games?

According to Syarfuni (2010), games should not be considered a routine, but the heart of teaching a foreign language. Therefore, word games are considered a strategy to develop lexical skills in young learners.

Reasons to use word games to develop lexical skills

Richar-Amato (as cited in Syarguni, 2010), says that:

- Games add fun to normal classroom activities and help introduce new ideas.
- Games can reduce stress, and they can teach and retain new vocabulary easily.
- The use of games carries some advantages in teaching language in various ways.
- In addition, word games allow students to think, form, and guess the word using rules in a fun way.

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LET'S PLAY BINGO

Objective: To develop lexical competence in students by familiarizing them with simple words through Bingo game.

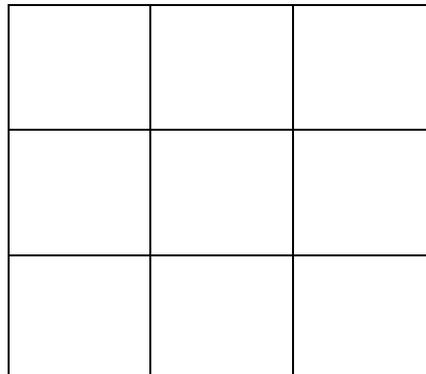
Materials: Bingo cards.

Data:

According to Bellis (2019) Bingo is a popular game that “its history can be traced back to 1530, to an Italian lottery called “Lo Giuoco del Lotto D'Italia”, which is still played every Saturday in Italy”. Bellis (2019) says that “the Germans also played a version of the game in the 1800s”, but they used it as a child's game to help students spelling, learn math and history”.

Instructions:

- Teacher asks students to draw a grill with nine squares.



- In each square, students must write, for example, the vocabulary they learned in class.



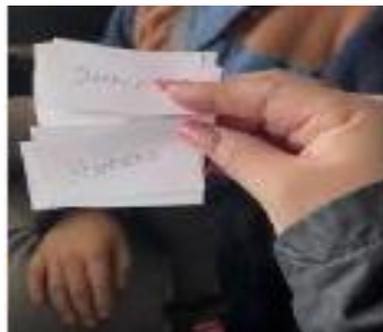
- Besides, students must make balls of paper to mark the word mentioned.



- Teacher puts in a bag the description of each vocabulary studied and shakes the bag.



- He picks up one paper description and read to the students at least twice.



- Student must hear and mark the word with a ball of paper that the teacher mentioned.



- The game can be played in different directions: up, down, left and right.



- When the student completes the line, has to shout “Bingo.”



- Teacher checks the grill, if the words mentioned make a line, the student wins.



ASSESSMENT: Teacher verifies if the activity is carried out correctly according to the aim of learning.

Rubric:

CRITERIA	5 Excellent	4-3 (Quite) good	2 Need improvement	1 Low performance	TOTAL
Recognition of single words	Students identify single words without errors.	Students identify single words with errors within a lesser than the greater limit	Students identify single words with errors within a greater than a lesser limit.	Students do not identify single words.	

Developed by: Araque Silvia (2022)

LET'S PLAY SIMON SAYS!

Objective: To teach new vocabulary to the student from the didactic game Simon Says using frequent words from the English language.

Materials: Simon Says, Internet.

Data:

Simon Says is a classic game practiced since the 80's. This word game contributes to improve the student's vocabulary.

Instructions:

- Teacher gives the instructions. All students must stand up making a circle.



- The teacher starts the game giving commands and students must follow them.
- For example: Parts of the body

The teacher will say “Simon says: touch your mouth”



Simon says: “touch your feet” and so on.



- If the teacher does not say, “Simon says...” student do not have to perform that action.



- The student who performs the action without the teacher says "Simon says..." loses and take a sit.



- The winner is the last student who stay standing.



ASSESSMENT: Teacher verifies if the activity is carried out correctly according to the aim of learning.

Rubric:

CRITERIA	5 Excellent	4-3 (Quite) good	2 Need improvement	1 Low performance	TOTAL
Frequent use of words from the language	Students identify frequently used words of the language without errors.	Students identify words of frequent use of the language with errors within a limit of less than greater.	Students identify high-frequency words of the language with errors within a greater than a lesser limit.	Students do not identify frequently used words of the language.	

Developed by: Araque Silvia (2022)

MATCHING WORDS

Objective: To increase the student's vocabulary from the educational game Matching words

Materials: Picture, worksheet, matching games, Internet.

Instructions:

- Teacher divides the classroom in groups of students.



- He provides some cards to match them according to the vocabulary learned.



COOK



PLAY



HAPPY



READ



SWIM



SAD

- Then they must show the classmate and mention the compound word.



- Groups who finish in less time is the winner.



ASSESSMENT: Teacher verifies if the activity is carried out correctly according to the aim of learning.

Rubric:

CRITERIA	5 Excellent	4-3 (Quite) good	2 Need improvement	1 Low performance	TOTAL
Matching words with pictures	Students identify words by matching them with pictures without errors.	Students identify words by matching them with images with errors within a limit less than greater	Students identify words by matching them to pictures with errors within a greater than a lesser limit.	Students do not identify words when relating to images.	

Developed by: Araque Silvia (2022)

Topics to develop lexical ability through word games

Topic: Describing people- opposites adjectives.



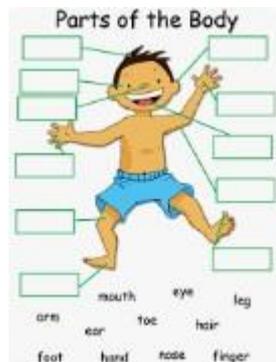
Example:

Vocabulary: Adjectives

- Old, young, happy, sad, open, close, wet, dry, hard, soft.

Word games: Matching game, Bingo and Simon says.

Topic: The body



Example:

Vocabulary: body parts

- Head, hand, knee, nose, foot, mouth, eyes, ear, arm

Word games: Simon says and Bingo.

Topic: Healthy foods



Example:

Vocabulary: Food and drink

- Fruit, bread, cheese, oranges, banana, sausages, ice cream, vegetables, jam, toast

Word games: Bingo and matching game.

Topic: How do they look?



Example:

Vocabulary:

- Happy, tired, ill, comfortable, hot, cold, sad, worried, frightened, embarrassed.

Word game: Matching game and Bingo.

Topic: Vocabulary words



Example:

Vocabulary: words

- Travel, watch, egg, caught, tired, happy, job, tall
- Cinema, camera, future, shower, orange, carpet, violin, spider, family, tennis.
- Milkshake, football, postman, birthday, teacup, goldfish, suitcase bedroom, newspaper, headache
- Cries, understand, hears, speaks, leave, kiss, smile, repeat, smell, feel.

Word games: Matching game, Bingo and Simon say.

Topic: My dreams



Example:

Vocabulary: Job and occupation.

- Actor, dentist, doctor, driver, journalist, waiter, receptionist, hairdressers, photographer, teacher.

Word games: Bingo and matching game.

Topic: **The family**



Example:

Vocabulary: Members of the family

- Husband, children, mother, father, sister, brother, son, daughter

Word games: Matching games and Bingo.

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ANNEXES

Aneex 1

Operationalization of variables

Independent variable	Dimensions	Indicators	Techniques	Instruments
Word games The word game is a motivating and fun methodology that allows learning new vocabulary quickly and also encourages the student to continue with the English learning.	Teaching Strategy	Communicative Memorization Free	Survey	Questionary Pre-test Post-test
	English language teaching	Method Strategy		
Dependent variable	Dimensions	Indicators	Techniques	Instruments
Lexical skill Lexical skill is the broad vocabulary that an individual has to develop in communication.	Receptive and productive skills	Reading, listening Speaking, writing	Test	Pre-test Post-test
	Language skills	Macro skills (listening, speaking, writing, reading) Micro skills (morphology, lexical, syntax)		

Developed by: Araque Silvia (2022)

Aneex 2

Lesson Plans

LESSON PLAN N° 01		
Group: eighth	Time: 35 minutes	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Teaching Methods	Communicative Language Teaching (CLT)	
Topic	Application of Pre-test	
Lesson objective (Aim)	To evaluate vocabulary knowledge based on the Vocabulary 1 book Movers A1	
Specific objectives	<ul style="list-style-type: none">- The students will be able to identify their level of vocabulary- The students will be able to identify their mistakes of vocabulary	
Skill to be developed	<ul style="list-style-type: none">- Reading- Writing- Vocabulary	
Materials	Test questionnaire	
Procedure	<ul style="list-style-type: none">- The teacher greets and calls the roll- A teacher explains and gives instructions to take the test	

Developed by: Araque Silvia (2022)

LESSON PLAN N° 02										
Group: eighth	Time: 35 minutes (1 session)	N° students: 20								
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.									
Teaching Methods	Communicative Language Teaching (CLT)									
Topic	Describing people									
Lesson objective(Aim)	<ul style="list-style-type: none"> - Practice the topic opposites adjectives. - Work communicative skills 									
New lexis	Vocabulary: Adjectives old, young, happy, sad, open, close, wet, dry, hard, soft.									
Skill to be practiced	<ul style="list-style-type: none"> - Speaking - Writing - Listening 									
Materials	Works sheet, cards.									
Time	Procedure									
25 min	<p>Activity 1.</p> <ul style="list-style-type: none"> - The teacher presents the new vocabulary using some pictures, and help students classify the word in the chart. They identify the opposites adjectives. <p><i>Your little brother dropped up the cards below. Help him reorganize them by writing the words in their corresponding space. When you finish, compare with a partner.</i></p>  <p>1. Your little brother dropped up the cards below. Help him reorganize them by writing the words in their corresponding space. When you finish, compare with a partner.</p> <p style="text-align: center;">OPPOSITES</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%; text-align: center;">big</td> <td style="border: 1px solid black; padding: 5px; width: 50%; text-align: center;">small</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table>		big	small						
big	small									
10 min	<p>Activity 2.</p> <p>Teacher invites students to play “Card games” to reinforce the vocabulary learned. The game is a competitive activity where the group that matches the cards first wins.</p>									
5 min	<p>Activity 3.</p> <p>Student read a text with teacher help and draw the person described in the text.</p>									
ASSESSMENT	The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards.									

Developed by: Araque Silvia (2022)

Worksheet 1.

DESCRIBING PEOPLE



- Your friend dropped up some cards on the floor. Organize them in the corresponding space. Finally compare with a classmate.



Opposites adjectives	
happy	sad

- Time to play. Game: Matching Cards**

Aim: Recognize the opposites adjectives

Time: 10 minutes

Materials: word cards, scotch tape, dictionary

Description:

The teacher divides the students into groups, according of number of students of the classroom. Students must match the adjective focused on the opposites. Then, Students must stick cards on the side of the board for each group. The group carries out the aim correctly is the winner. Teacher motives students with extra point.

- You are a painter and your friend want to you make a portrait of him/her using the information below. First underline the words that describe the person.

Juan is twelve years old. He's from Puyo. He is young and happy person. Also, he is tall and fat because he wants to eat big hamburger. Also, he is a rich person.

Draw

LESSON PLAN N° 03		
Group: eighth	Time: 35 minutes (1 session)	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Teaching Methods	Communicative Language Teaching (CLT)	
Topic	The body	
Lesson objective(Aim)	<ul style="list-style-type: none"> - Practice the topic vocabulary. - Work instructions between pair as communicative skills 	
New lexis	Vocabulary: body parts Head, hand, knee, nose, foot, mouth, eyes, ear, arm	
Skill to be practiced	<ul style="list-style-type: none"> - Listening - Speaking: 	
Materials	Big poster	
Time	Procedu re	
20 min	Activity 1. <ul style="list-style-type: none"> • The teacher tests the student knowledge. He shows a picture and ask: What body part do you know? • The teacher presents the body parts vocabulary using a big picture and ask for help to label the parts. • The teacher checks the pronunciation and encourage to memorize the vocabulary. 	
5 min	Activity 2 <ul style="list-style-type: none"> • The teacher invites the students to play “Simon says” game to reinforce the vocabulary. 	
10 min	Activity 3. <ul style="list-style-type: none"> • The teacher asks students work in pair and write some instructions like Simon say. Student have to practice and make a presentation to the classroom. 	
ASSESSMENT	The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards.	

Developed by: Araque Silvia (2022)

Worksheet 2.

Which parts of body do you know?

1. Look at the picture and label the parts of the body. Use the word bank.

foot	teeth	head	hand	leg	eye	back	ear	knee	arm
mouth	nose	neck	bottom						



2. Time to play.

Game: Simon says

Aim: Recognize the parts of the body

Time: 5 minutes **Materials:** None **Description:**

Teacher gives the instructions. All students must stand up making a circle. The teacher starts the game giving commands using parts of the body and students must perform the actions.

The teacher will say "Simon says: touch your mouth," "Simon says: touch your foot," and so on; but if the teacher does not say, "Simon says..." student don't have to perform that action.

The student who performs the action without the teacher says, "Simon says." loses and take a sit. The winner is the last student who stay standing.

3. Pair work. Write five commands to give your partner can do. Then practicethem and show their classmate.

LESSON PLAN N° 04												
Group: eighth	Time: 35 minutes (1 session)	N° students: 20										
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.											
Topic	Healthy foods											
Teaching Methods	Communicative Language Teaching (CLT)											
Lesson objective (Aim)	<ul style="list-style-type: none"> - Practice the vocabulary. - Work cooperatively to identify the new words. 											
New lexis	Vocabulary: Food and drink fruit, bread, cheese, oranges, banana, sausages, ice cream, vegetables, jam, toast											
Skill to be practiced	<ul style="list-style-type: none"> - Speaking - Writing 											
Materials	Flashcards, works sheet.											
Time	Procedure											
5 min	Activity 1. The teacher mentions a statement and ask a question. <i>My favorite food is Ice cream. What is your favorite food.?</i> <i>My favorite food is "Maito." I like "Maito." I love "Maito"</i>											
20 min	Activity 2. The teacher presents the new vocabulary using some flash cards and ask for help students to complete the chart. They work cooperatively to classify them correctly. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Dairy</th> <th>Proteins</th> <th>Grains</th> <th>Vegetables</th> <th>Fruits</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Dairy	Proteins	Grains	Vegetables	Fruits					
Dairy	Proteins	Grains	Vegetables	Fruits								
10 min	Activity 3. Time to play. Teacher invites student to play "guessing words." Students must guess the words learning.											
5 min	Activity 4. <ul style="list-style-type: none"> - The students work in pairs. They must write two different examples for each group. Dairy: _____ Proteins: _____ Grains: _____ Vegetables: _____ Fruits: _ _____											
ASSESSMENT	The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards.											

Worksheet 3.

What is your favorite food?

1. Complete the categories using the word bank

Every day your body need healthy foods. There are different types of food, and we always need all of them to be healthy. for instance, vegetables and fruits make us strong. Dairy is important to our bones. Grains give as energy to our muscle and proteins give as energy too.



- Banana
- Pasta
- Tomato
- Cheese
- Rice
- Fish
- Ice cream
- Egg
- Apple
- Carrot
- Steak
- Yogurt
- Chicken

Dairy	Proteins	Grains	Vegetables	Fruits

2. Time to play Game: Guessing words

Aim: Remember different kinds of food

Time: 10 minutes **Aids:** Word cards **Description:**

Teacher divides students in groups according to number of the classroom. Each group takes turns and chose one student to sit facing the class – back to the board. Then, teacher shows a word card related with the vocabulary to the group which it is not seeing for student on the board. This student makes yes/no questions to their group in order to guess the word.

e.g., is it red? is food or is drink? is fruit, vegetable, protein?

When the student guessed the word, another student can take the place and try to guess. Win the group with more words guessed in 5 minutes.

3. Pair work. Write two different examples for each group of food.

- Fruits: _____
- Dairy: _____
- Grains: _____
- Vegetables: _____
- Proteins: _____

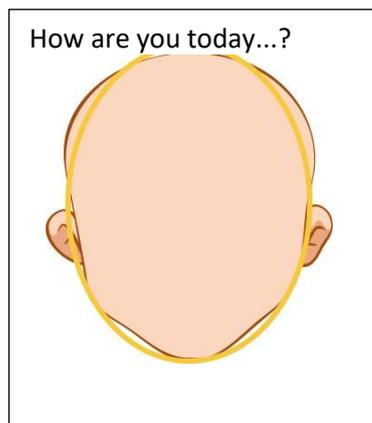
LESSON PLAN N° 05		
Group: eighth	Time: 35 minutes (1 session)	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Topic	How do they look?	
Teaching Methods	Communicative Language Teaching (CLT)	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Practice specific vocabulary of a reading description - Work the communicative skills through the game. 	
New lexis	Vocabulary: Happy, tired, ill, comfortable, hot, cold, sad, worried, frightened, embarrassed.	
Skill to be practiced	<ul style="list-style-type: none"> - Speaking. - Reading 	
Materials	Worksheets, vocabulary cards, search-word puzzle games	
Time	Procedure	
20 min	<p>Activity 1.</p> <ul style="list-style-type: none"> - The teacher shows some face image to present the vocabulary. Then Tt asks students: <i>How are you today?</i> - The students must draw their feeling in the face picture and write how they feel. - The teacher goes over students asking how they feel, and student have to answer using their draw. <i>I am</i> 	
10 min	<p>Activity 2.</p> <ul style="list-style-type: none"> - The teacher invites students to play “card games” on the board. The game can vary according to the number of students, and also it can use time as a challenge. 	
10 min	<p>Activity 3.</p> <ul style="list-style-type: none"> - The students read the description of the picture. Then they have to write and draw the feeling that is described. - The students have to find the feeling word in the searchword puzzle. 	
ASSESSMENT	<ul style="list-style-type: none"> - The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards. 	

Developed by: Araque Silvia (2022)

Worksheet 4.

How are you today?

1. Draw in the box how do you feel? Look at the feeling vocabulary to help you.



2. Time to play.

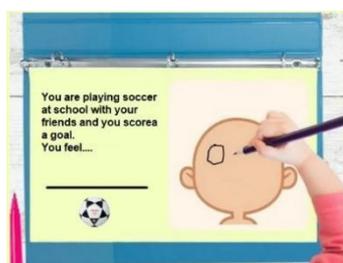
Game: Guessing words

Aim: Remember different kinds of food

Time: 10 minutes **Aids:** Word cards **Description:**

Teacher divides students into groups according to the students' number in the classroom. Groups take turns to participate. Teacher sticks the vocabulary cards on the board and provides students cards with feeling names. Students have to stick under each picture the feeling that represents it. The group that manages to do it in the best way and in the shortest possible time wins.

3. Student read the description on the picture and draw how they feel. Then finin the search word the feelings words.



happy tired cold
sad angry scared
hungry bored feelings
thirsty sick emotions

LESSON PLAN N° 06		
Group: eighth	Time: 35 minutes (1 sessions)Part: One	N° students: 20
Topic	Vocabulary words	
Teaching Methods	Communicative Language Teaching (CLT)	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Construct a dialogue using a specific vocabulary - Work the communicative skills 	
New lexis	Vocabulary: words Travel, watch, egg, caught, tired, happy, job, tall	
Skill to be practiced	Speaking.	
Materials	Flashcards	
Time	Procedu re	
10 min	<p>Activity 1 The students look at the picture and write some ideas aboutWhat are they talking about?</p>	
20 min	<p>Activity 2</p> <ul style="list-style-type: none"> • The teacher divides the class into pair and provide areading. • The student has to read the conversation between twoclassmates and answer some questions. 	
10 min	<p>Activity 3. The students practice the conversation and work a dialogue</p>	
ASSESSMENT	The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards.	

Developed by: Araque Silvia (2022)

Worksheet 5.

1. What are they talking about?

Discusses with your partner and writes ideason the line.



2. Work pair. Read the conversation between two classmates. Then answersome questions.

Carlos: Last saturday, I went on vacation. The

journey was from Ambato to Esmeraldas. It was quite tiring.

Roberto: Really? I love the beach, but I cannot go because my father has a job with a computer

company and he doesn't have vacations.

Carlos: Who are in the picture?

Roberto: They are my family. My parents and the

twin's Tom and Chris. They were born on the same days.

Carlos: How was your journey?

Roberto: It was funny. In the morning before going to the beach, we had a delicious breakfast. We ate boiled eggs with toast and milk. In the evening we watched television with the family.

What did Robert on Saturday?

Who are Tom and Chris?

What did they do on the beach?

3. Time to practice. Practice the conversation between Carlos and Roberto and present your classmates.

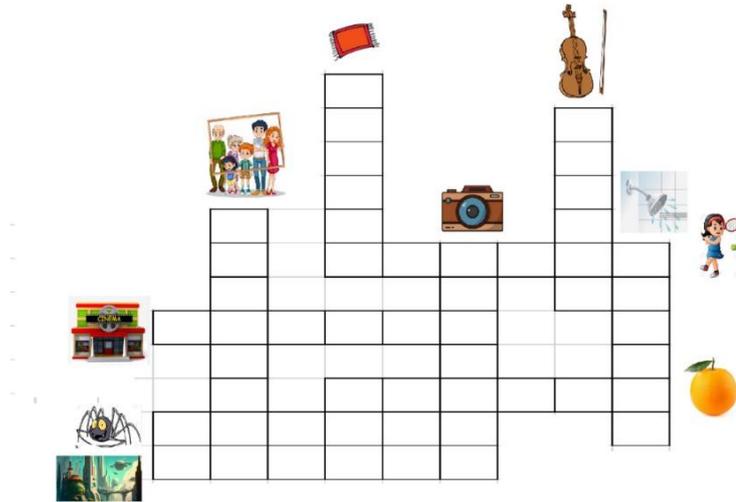
LESSON PLAN N° 07		
Group: eighth	Time: 40 minutes (4 sessions)Part Two	N° students: 20
Topic	Vocabulary words	
Teaching Methods	Communicative Language Teaching (CLT)	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Construct a dialogue using a specific vocabulary - Work the communicative skills 	
New lexis	Vocabulary: words Cinema, camera, future, shower, orange, carpet, violin,spider, family, tennis.	
Skill to be practiced	Speaking. Writing Listening	
Materials	Flashcards, word search game	
Time	Procedu re	
20 min	Activity 1 <ul style="list-style-type: none"> - The students have to work in group and fulfill the crossword puzzle according to the pictures. - The teacher checks the vocabulary with the wholeclass using some pictures. 	
20 min	Activity 2 <ul style="list-style-type: none"> - The students have to create their own crossword puzzle game but using some descriptions as clues in a down and cross way. - The teacher checks if the activity is done well. Activity 3. <ul style="list-style-type: none"> - The students share their puzzles and try to solve. Students who solve in less time win. 	
ASSESSMENT	The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards.	

Developed by: Araque Silvia (2022)

Worksheet 7.

- 1. Pair work. Look at the picture and write the word in the crossword puzzle.
Use the word in box.**

Cinema, camera, future, shower, orange, carpet, violin, spider, family, tennis.



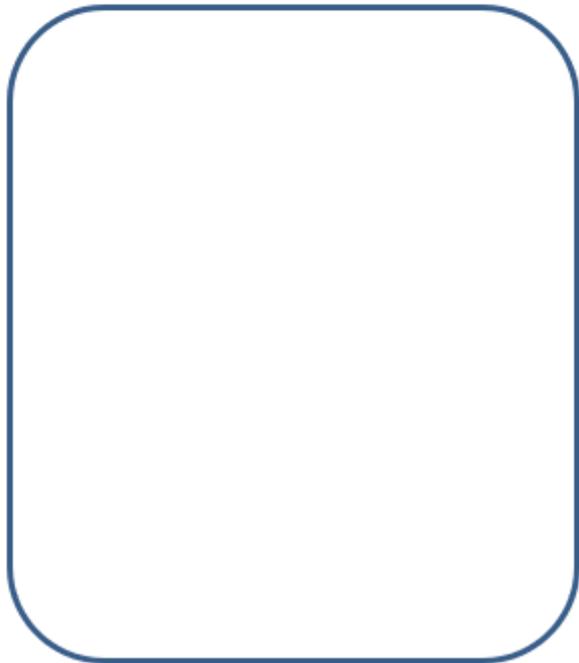
- 2. Group work. Make a new cross word puzzle game using the same words in the activity Use some descriptions as clues and number to make your own puzzle.**

▲ Down

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Across

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



- 3. Time to play. Share with your classmates your crossword puzzle game. The group can do it in less time is the winner.**

LESSON PLAN N° 08		
Group: eighth	Time: 35 minutes (1 session)	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Topic	My dreams	
Teaching Methods	Communicative Language Teaching (CLT)	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Practice the vocabulary - Use target vocabulary to describe people jobs and occupations and where they work. 	
New lexis	Vocabulary: Job and occupation. Actor, dentist, doctor, driver, journalist, waiter, receptionist, hairdressers, photographer, teacher.	
Skill to be practiced	Speaking.	
Materials	Job and professional pictures, worksheet	
Time	Procedure	
5 minutes	Activity 1. <ul style="list-style-type: none"> - The teacher gives some characteristics about some jobs and occupations and ask students guess who is she/he. - The students answer the question using the word: <i>She/he is</i> - The teacher immediately shows the flashcards and ask students to read the job in order to confirm the vocabulary. 	
10 min	Activity 2. <ul style="list-style-type: none"> - The teacher asks students to work in pair to complete some statements. - The teacher checks the activity and highlights the job description action verb. 	
20	Activity 3. <ul style="list-style-type: none"> - The teacher invites to play “Bingo” games. Activity 4. <ul style="list-style-type: none"> - The students draw the picture that they want to be and mention it. 	
ASSESSMENT	<ul style="list-style-type: none"> - The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards. 	

Developed by: Araque Silvia (2022)

Worksheet 8

My dream jobs. I want to be.....



1. Pair work. Read and complete the statement. Use the word in box.

put out cook raise catch build look after

A builder is a person who _____ houses.

A police officer is a person who _____ the robberies. A

firefighter is a person who _____ the fire.

A farmer is a person who _____ animals.

A chef is a person who _____ delicious food. A vet

is a person who _____ sick animals.

2. Time to play.

Game: Bingo

Aim: Remember jobs and professions.

Time: 10

minutes **Aids:**

Word cards

bingo

Description:

Teacher asks students to draw a grill with nine squares. In each square, students must write the vocabulary of jobs and professions studied wherever place they want.

Besides, students must make balls of paper to mark the word mentioned. Teacher puts in a bag the description of each profession studied and shakes the bag. He picks up one paper description and read to the students as many time teacher believes necessary "He is a person who puts out the fire." Student must hear and mark the profession or job that the teacher mentioned. The game can be played in different directions. When the student completes the line, has to shout "Bingo." Teacher checks the grill, if the student grill is right, he wins.

B	I	N	G	O
SECRETARY	DRUGGIST	FARMER	FLORIST	SINGER
TEACHER	BUS DRIVER	ATHLETE	POSTMAN	DOCTOR
CHEF	DESKMAN	DANCER	BARBER	BAKER
DETECTIVE	DENTIST	TAXI DRIVER	PROGRAMMER	LANDSCAPER
WAITER	VET	ACTRESS	DESSAINT	NURSE

3. Draw a picture of jobs or professions what you are going to have. Then present it to your classmate.

Example: What are you going to be? I am going to be a doctor. I am going to work in the hospital. I am going to help people.

LESSON PLAN N° 09		
Group: eighth	Time: 40 minutes (4 sessions)Part: Three	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Topic	Vocabulary words	
Teaching Methods	Communicative Language Teaching (CLT)	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Construct a dialogue using a specific vocabulary - Work the communicative skills 	
New lexis	<ul style="list-style-type: none"> - Vocabulary: Milkshake, football, postman, birthday, teacup, goldfish, suitcase bedroom, newspaper, headache 	
Skill to be practiced	Speaking. Writing	
Materials	Picture, worksheet, matching games	
Time	Procedu re	
10 min	Activity 1 <ul style="list-style-type: none"> - The teacher shows some pictures and introduce the new vocabulary. - The teacher explains what a compound word is then, - The teacher asks students match the words to form a new word. 	
5 min	Activity 2. <ul style="list-style-type: none"> - The teacher gives a worksheet with a dialogue. - The student must complete the dialogue using the word learned. 	
10 min	Activity 3 <ul style="list-style-type: none"> - The teacher asks the student to practice a matching game using some picture cards - The students that develop the activities in a better way will be the winner. Activity 4. <ul style="list-style-type: none"> - The students must practice the conversation and tell your classmate in a presentation. 	
ASSESSMENT	<ul style="list-style-type: none"> - The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards. 	

Developed by: Araque Silvia (2022)

Worksheet 09

Two words a big word

1. Look at the picture “A,” “B” and math them.



2. Pair work. Discuss and complete each sentence writing the correct compound word from activity 1 to fill in the blank.

David: Today the _____ is going to bring me grandparents' letter.

John: Really? Are they going to visit you?

David: Yes, tomorrow I am going to be one year older. It is my _

John: Amazing. I think your father is going to take you the _____ match.

David: Yes, He loves me. Also, my mother makes for breakfast my favorite _____.

John: You are going to have a good day. I will be tired.

David: yes, I will rest in my soft _____.

3. Time to play.

Game: Match card games

Aim: Remember compound words

Time: 10 minutes

Aids: cards

Description:

Teacher divides the classroom into groups of students. He provides some cards to match them according to the vocabulary learned. Then they must show the classmate and mention the compound word. Groups who finish in less time is the winner.

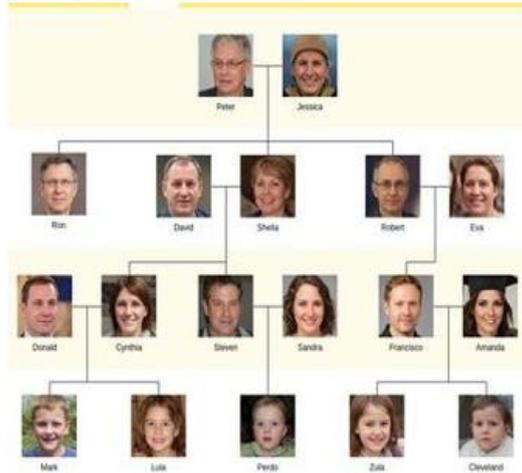
4. Time to practice. Practice the dialogue with a partner and tell your classmate.

LESSON PLAN N° 10		
Group: eighth	Time: 40 minutes	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Teaching Methods	Communicative Language Teaching (CLT)	
Topic	The family	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Practice specific vocabulary by writing some sentences - Work the communicative skills 	
New lexis	Vocabulary: Members of the family Husband, children, mother, father, sister, brother, son, daughter	
Skill to be practiced	Reading Writing Speaking.	
Materials	Search-word puzzle games, worksheet, reading text	
Time	Procedure	
10 min	Activity 1 <ul style="list-style-type: none"> - The teacher shows a family tree to introduce family member and relationships of the people. - The teacher checks pronunciation family tree and asks students to listen and repeat. - The teachers asks some questions about members in order to review family members. <i>Who is she/he?</i> 	
20 min	Activity 2 <ul style="list-style-type: none"> - The teacher invites them to play search-word puzzle games to reinforce the vocabulary. 	
10 min	Activity 3. <ul style="list-style-type: none"> - The teacher asks students work in pair. - The teacher provides a worksheet with some readings. - The student must read cooperatively, discuss, and write the correct answer. - The teacher checks the activity with whole students. 	
ASSESSMENT	<ul style="list-style-type: none"> - The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards. 	

Developed by: Araque Silvia (2022)

Worksheet 10.

Who is he/she?



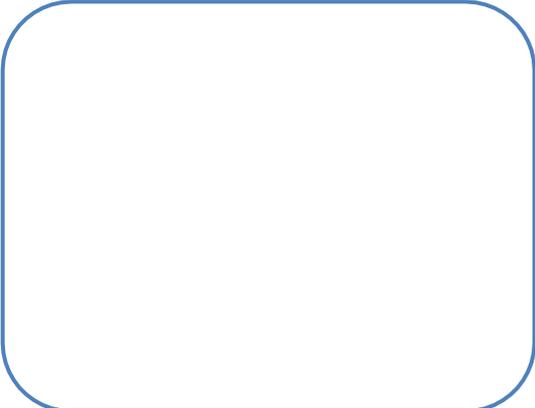
A **family** is a social group of people who stay together under the same roof in a society. It comprises two or more adults like parents and grandparents and young children who are bound in a relationship by birth or blood. They are collectively known as **family** members.



1. Pair work. Read the text and draw the family tree.



This is my family. My father John is forty years old. He is a teacher. Sara is my mother. She is thirty five. She is a nurse. Gustavo is my grandpa. He is a doctor. Ursula is my grandma. She is sixty two. She is very nice. Tommy is my baby brother. He is one year old. He is always happy. Rebeca is my sister. She is six years old. She is very relaxed. I am Peter. I'm ten and I love my family.



2. Time to play. Student must complete crossword puzzle.

Game: crossword puzzle game **Aim:** Remember family members **Time:** 15 minutes

Aids: worksheet

Description:

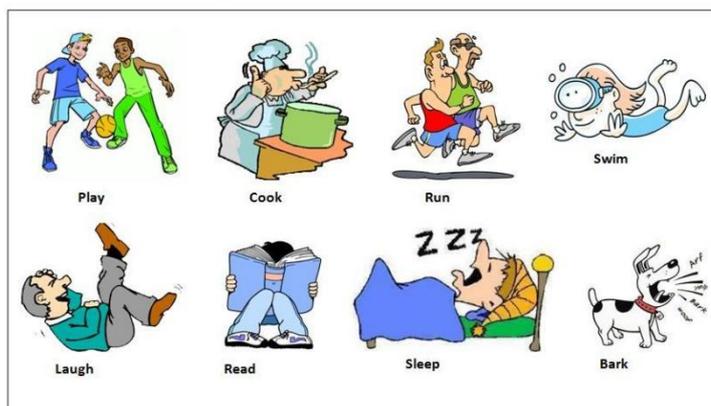
Teacher asks students to work in pair. He provides a crossword puzzle worksheet with instructions. Student must read the cue down and cue cross and complete the grill. Student who does well win.

LESSON PLAN N° 11		
Group: eighth	Time: 35 minutes Part: Four	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Teaching Methods	Communicative Language Teaching (CLT)	
Topic	Vocabulary words	
Lesson objective (Aim)	<ul style="list-style-type: none"> - Practice specific vocabulary by writing some sentences - Work the communicative skills 	
New lexis	Vocabulary: words Cries, understand, hears, speaks, leave, kiss, smile, repeat, smell, feel.	
Skill to be practiced	Reading Writing Speaking.	
Materials	Bingo games, worksheet	
Procedure	Activity 1 <ul style="list-style-type: none"> - The teacher shows flash cards of words: Cries, understand, hears, speaks, leave, kiss, smile, repeat, smell, feel. - The teacher asks: <i>What is he doing?</i> By each one. Activity 2. <ul style="list-style-type: none"> - The teacher provides a worksheet to complete the new words they learned. - The teacher Students must discuss and complete the activity. - The teacher checks the activity with the whole class. Activity 3. <ul style="list-style-type: none"> - Teacher invites the students to play the “Bingo games” to reinforce the vocabulary learned. 	
ASSESSMENT	<ul style="list-style-type: none"> - The teacher verifies if the activity is carried out correctly according to the aim of learning. Use the rating scale established in the curriculum and national learning standards. 	

Developed by: Araque Silvia (2022)

Worksheet 11.

Vocabulary



1. Pair work. Read the statements and match with the pictures.

- | |
|--|
| 1. She never hears the phone because she's always got her personal stereo on. |
| 2. My mother always cries when she cuts up onions. |
| 3. What time does the next bus leave please? |
| 4. Laura is very clever, isn't she? She speaks six languages. |
| 5. I don't speak German very well but I understand quite a lot. |



2. **Game:** Bingo

Aim: Remember jobs and professions.

Time: 10 minutes

Aids: Word cards bingo

Description:

Teacher asks students to draw a grill with nine squares. In each square, students must write the vocabulary of actions verbs studied wherever place they want. Besides, students must make balls of paper to mark the word mentioned. Teacher puts in a bag the description of each vocabulary studied and shakes the bag. He picks up one paper description and read to the students as many time teacher believes necessary "salter." Student must hear and mark the profession or job that the teacher mentioned. The game can be played in different directions. When the student completes the line, has to shout "Bingo." Teacher checks the grill, if the student grill is right, he wins.

LESSON PLAN N° 12		
Group: eighth	Time: 40 minutes (4 sessions)	N° students: 20
Research objective	To determine which type of word games can contribute to develop the lexical competence on learners.	
Teaching Methods	Communicative Language Teaching (CLT)	
Topic	Application of Post-test	
Lesson objective (Aim)	To evaluate vocabulary knowledge based on the Vocabulary One book Movers A1	
Specific objectives	<ul style="list-style-type: none"> - The students will be able to listen an audio a choice the correct answer - The students will be able to comprehend the audio to do the activity. 	
Language skills to assess	<ul style="list-style-type: none"> - Listening - Reading - Writing 	
Materials	Test questionnaire	
Procedure	<ul style="list-style-type: none"> - The teacher greets and calls the roll - The teacher explains and gives instructions to take the test 	

Developed by: Araque Silvia (2022)

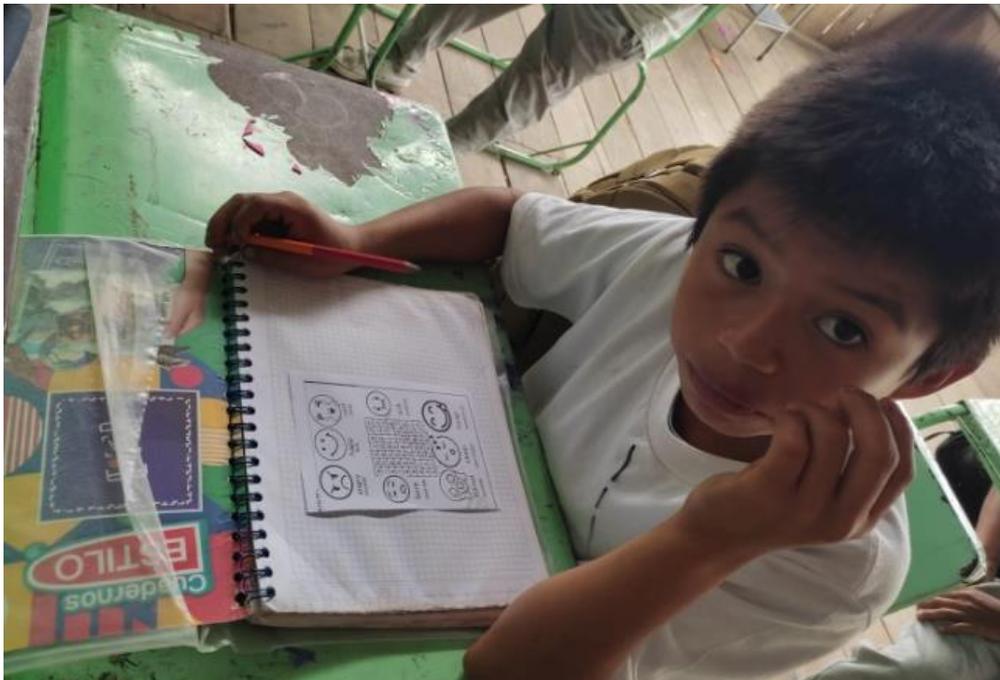
Bingo game



Matching Card game



Search-word puzzle game





Aneex 4

Survey



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRIA EN ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUAEXTRANGERA

Survey addressed to teachers of Unidad Educativa "Luis Freire Robalino" from Canelos Parrish, Pastaza Province.

Topic: WORD GAMES IN THE DEVELOPMENT OF YOUNG LEARNER'S LEXICAL SKILLS

Objective: To identify the strategies teacher applied to develop lexical competence on learners

Instruction: Read the questions and mark with an (X) according to your teaching experience.

Item	Questions	Always	Often	Sometimes	Hardly ever	Never
1	How often do you use activities such as role-play or dialogue to develop speaking skill?					
2	How often do you use activities as role-play or dialogue as game to work new vocabulary in the students?					
3	How often do you use matching games to group and order words?					
4	How often do you use matching games to teach new vocabulary and review new topics?					
5	How often do you use puzzle games to identify words from a new vocabulary you are teaching?					

6	How often do you use puzzle games as a strategy for memorizing words when you teach vocabulary?					
7	How often do you use action games such as "Simon say" to introduce new vocabulary?					
8	How often do you use action games such as "Simon say" to reinforce vocabulary, listening, and speaking skills?					
9	How often do you make your students play guessing words?					
10	How often do you make your students guess words when teaching vocabulary?					
11	How often do you use memory games to teach new vocabulary?					
12	How often do you use memory games to help students to memorize a word?					
13	How often do you use vocabulary board games to practice new words?					
14	How often do you use vocabulary board games to practice speaking skill?					
15	How often do you make your students use idiomatic expressions when developing speaking?					
16	How often do you use closed lexical sets such as months, weekdays, weather, foods, measures etc., to develop speaking?					
17	How often do you teach combined words when developing reading and writing?					
18	How often do you use verbs, nouns, and adjectives to develop reading and writing?					

19	How often do you use fixed structures as forms of social interaction and courtesy, sayings, proverbs, an idiom to develop listening and speaking?					
20	How often do you teach specific fixed structures as forms of social interaction and courtesy, sayings, proverbs, an idioms to increase the student vocabulary?					
21	How often do you ask students to use combined words such as nice room, nice girl, and nice weather to develop writing?					
22	How often do you use words focused on in the syllabus?					
23	How often do you use family of words to teach vocabulary?					

Developed by: Araque Silvia (2022)

I appreciate your cooperation.

Annex 5

Validators survey

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS



UNIVERSIDAD TÉCNICA DE AMBATO

PROGRAMA: Maestría en la Enseñanza de Inglés como lengua extranjera

Ecuador

January 13, 2023 Dear Sir or Madam:

Present.

To whom it may concern:

Since I am aware of your professionalism and academic level, I am writing with regard to kindly request you the validation of the survey for teachers that will be used for data collection in the study entitled: Word games in the development of young learners' lexical skills. The document is attached to the present email.

I appreciate your support and comments, if necessary for the

instrument. Thanks in advance. Best regards.

Silvia Maribel Araque Cachiguango

C.I. 1600551061



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

Sheet to validate the survey instrument aimed to measure "Word games in the development of young learner's lexical skills."

Validator name: Ivonne Ochoa **Date:** 01/23/2023

Objective: Validate the instrument intended to measure the independent variable: word games, and the dependent variable: lexical skills.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED THE SURVEY										Observations (please indicate if an item should be deleted or modified)
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the intends		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		

10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		
12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		
21	✓		✓		✓		✓		✓		
22	✓		✓		✓		✓		✓		
23	✓		✓		✓		✓		✓		
General Features									Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.									✓		
Items allow the achievement of the research objective.									✓		
Items are arranged logically and sequentially.									✓		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.									✓		
VALIDITY											
APPLICABLE	✓	NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS					
Validated by: Ivonne Ochoa					ID card: 0103672259				Date: 01/23/2023		
Signature: 					Phone: 0988570483				E-mail: ivonneoj@hotmail.com		
Degree: Master's in Linguistics					Workplace: Unidad Educativa Particular Emanuel						



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

Sheet to validate the survey instrument aimed to measure "Word games in the development of young learner's lexical skills."

Validator name: Susy Natalia Gómez Zurita **Date:** 22/01/ 2023

Objective: Validate the instrument intended to measure the independent variable: word games, and the dependent variable: lexical skills.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED THE SURVEY										Observations (please indicate if an item should be deleted or modified)
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the intends		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	x		x		x		x		x		
2	x		x		x		x		x		
3	x		x		x		x		x		
4	x		x		x		x		x		
5	x		x		x		x		x		
6	x		x		x		x		x		
7	x		x		x		x		x		
8	x		x		x		x		x		
9	x		x		x		x		x		
10	x		x		x		x		x		
11	x		x		x		x		x		
12	x		x		x		x		x		
13	x		x		x		x		x		

14	x		x		x		x			
15	x		x		x		x			
16	x		x		x		x			
17	x		x		x		x			
18	x		x		x		x			
19	x		x		x		x			
20	x		x		x		x			
21	x		x		x		x			
22	x		x		x		x			
23	x		x		x		x			
General Features								Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.								x		
Items allow the achievement of the research objective.								x		
Items are arranged logically and sequentially.								x		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.								x		
VALIDITY										
APPLICABLE	x	NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS				
Validated by: Susy Gómez					ID card: 0602988099			Date: 22/01/2023		
Signature:  SUSY NATALIA GÓMEZ ZURITA 17:04:22 -0500					Phone: 0998359103			E-mail: sgomez@uea.edu.ec		
Degree: Maestria					Workplace: UEA EP.					

Adapted by (Araque, 2022)

Source (Corral, 2009)



DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

Sheet to validate the Pre-test and Post-test instruments aimed at evaluating the "Word games in the development of young learner's lexical skills."

Validator name: Gloria Isabel Escudero **Date:** January 2023

Objective: To validate the Pre-test and Post-Test instruments for measuring the development of lexical skills of eighth-grade students "A" and "B" from Luis Freire Robalino Educational Unit.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED PRE-TEST										Observations (please indicate if an item should be deleted or modified)	
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the pre-test intends			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	x		x		x		x		x		The test is well designed, however the level of proficiency tested in it seems to be too easy for 8 th graders. Especially questions 1-2-3. I do not know the content you taught during the intervention, so that it is up to you.	
2	x		x		x		x		x			
3	x		x		x		x		x			
4	x		x		x		x		x			
5	x		x		x		x		x			
6	x		x		x		x		x			
7	x		x		x		x		x			
8	x		x		x		x		x			
9	x		x		x		x		x			
10	x		x		x		x		x			
General features										Yes	No	Observations
The instrument contains clear and precise instructions to evaluate the vocabulary on pre-test and post-test.										x		
Items allow the achievement of the research objective.										x		
Items criteria are arranged logically and sequentially.										x		
The number of items is sufficient to evaluate the vocabulary on pre-test and post-test in the students. If your answer is negative, suggest the items to add.										x		
VALIDITY												
APPLICABLE				NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS				
Validated by: MsC. Isabel Escudero				ID card: 0602698904				Date: March 2023				
Signature:  GLORIA ISABEL ESCUDERO				Phone: 0994118848				E-mail: giescudero@utm.edu.ec				
Degree: Master in applied linguistics				Workplace: ESPOCH				E-mail: Gloria.escudero@esPOCH.edu.ec				

Adapted by (Araque, 20229

Source (Corral, 2009)

Annex 6

Pre-test and post-test

PRE-TEST



Vocabulary 1

Peter Watcyn-Jones
and Olivia Johnston



PENGUIN ENGLISH GUIDES

There are 10 questions.
You have 35 minutes.
You will need a pen or pencil

My name is

Opposites: adjectives

1. Find the opposites of the words on the left in the square and write them down. The words go down ↓ or across .

Adjective Opposite

1. rich *poor* _____

2. fat _____

3. big _____

4. tall _____

5. full _____

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

The body

2. Write the numbers 1 to 5 next to the correct word

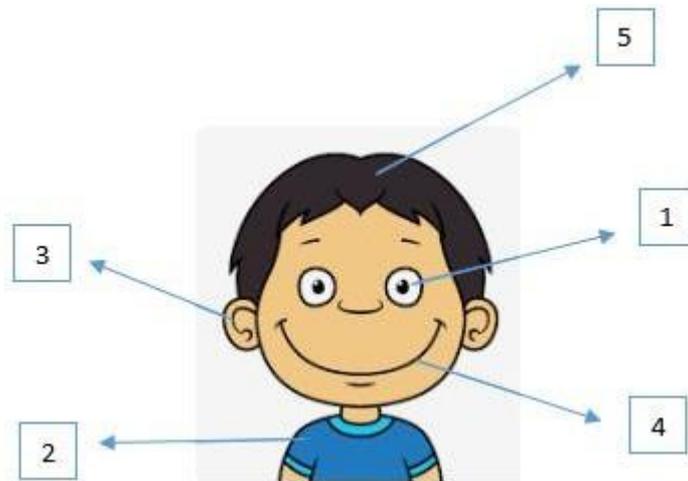
eye 1

arm _____

hair _____

mouth _____

ear _____



Food and drink

3. Write the numbers 1 to 5 to the correct words

fruit 5

bread

cheese

oranges

banana



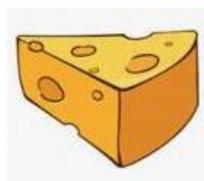
1



2



3



4



5

How do they Look?

4. Look at the pictures, then write the missing words in the sentences. Choose from the following

happy tired ill comfortable hot

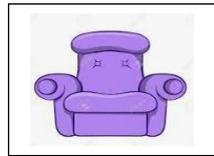
1. She looks happy



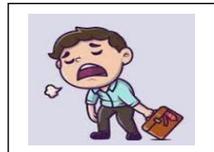
2. He looks _____



3. It looks _____



4. He looks _____



5. She looks _____



Choose the word

5. Write the missing word (s) in each sentence.

1. Tom and Chris were born on the same days. They are twins

- a) twins b) pairs c) partners

2. She's got a very good _____ with a computer company.

- a) work b) money c) job

3. The _____ from London to Edinburgh was quite tiring.

- a) travel b) ticket c) journey

4. We usually _____ television in the evenings.

- a) watch b) look c) see

5. I usually have a boiled _____ for breakfast

- a) egg b) plate c) coffee

Six-letter words

6. Read the clues and fill in the two missing letters in each word.

1. You go there to see a film
2. You take this on holiday for photographs
3. The opposite of the past
4. You use It in the bathroom
5. A fruit and a color

C	I	N	E	M	A
	A	M	E	R	
	U	T	U	R	
	H	O	W	E	
	R	A	N	G	

Jobs

7. Choose the correct endings for the jobs: -er, -or, -ist. Them match

the pictures Example:

1. act or
2. dent
3. doct
4. drive
5. journal



1



2



3



4



5

Two small words, one big word

8. Match the word with the correct picture

milkshake football postman birthday teacup

a) He brings you your letters



b) where most people sleep



c) A popular sport



d) A drink. It can be a chocolate or banana one, for example.



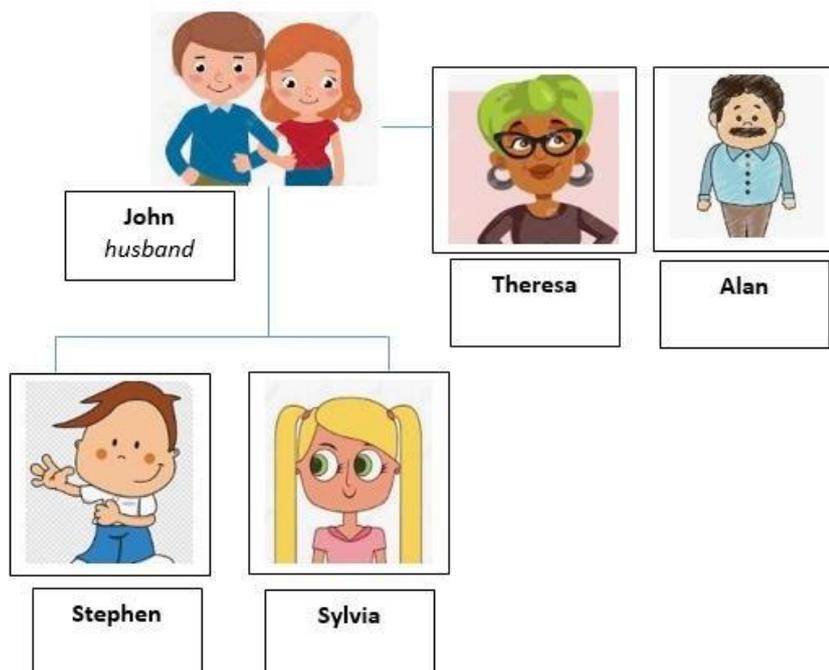
e) You are one year older on this day.



Family life

9. Read Charlotte's words and write the relationship of the people on the family tree

My name's Charlotte. I'm married to John. We have two children, Stephen and Sylvia. My mum's name is Theresa and my father is called Alan.



Missing verbs

10. Write the missing verbs in the sentences below in the Present Simple. Choose from the following

cries understand hears speaks leave

- My mother always cries when she cuts up onions.
- She never _____ the phone because she's always got her personal stereo on.
- What time does the next bus _____ please?
- Laura is very clever, isn't she? She _____ six languages
- I don't speak German very well but I _____ quite a lot

POST-TEST

Test Your ✓



Vocabulary 1

Peter Watcyn-Jones
and Olivia Johnston



PENGUIN ENGLISH GUIDES

There are 10 questions.
You have 35 minutes.
You will need a pen or pencil

My name is

Opposites: adjectives

1. Find the opposites of the words on the left in the square and write them down. The words go down or across .

Adjective Opposite

1. old young

2. happy _____

3. Open _____

4. Wet _____

5. hard _____

C	L	O	R	S	M	B	B
A	T	C	P	A	O	N	I
S	H	F	P	D	O	R	G
O	I	D	R	Y	O	L	p
F	N	C	L	O	S	E	L
T	H	Y	E	M	T	Y	L
L	I	Y	J	W	T	A	A
P	O	Y	O	U	N	G	T

The body

2. Write the numbers 2 to 5 next to the correct word

head 1

hand _____

knee _____

nose _____

foot _____



Food and drink

3. Write the numbers 2 to 5 to the correct words

sausages ___1___

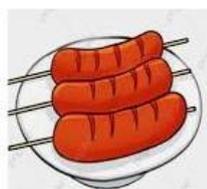
ice

crea

m

_____ vegetables _____ jam _____

toast _____



1



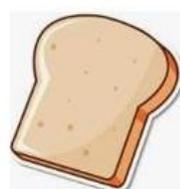
2



3



4



5

How do they Look?

4. Look at the pictures, then write the missing words in the sentences. Choose from the following

cold sad worried frightened embarrassed

1. She looks cold



2. He looks _____



3. He looks _____



4. He looks _____



5. She looks _____



Choose the word

5. Write the missing word (s) in each sentence.

- 1) We caught the last bus home.
a) rode b) caught c) travelled by

- 2) After running 800 meters, Carly felt really _____
a) angry b) tired c) friendly

- 3) I feel _____ I think I'll make myself a sandwich
a) hungry b) thirsty c) angry

- 4) She's got a very good _____ with a computer company.
a) work b) money c) job

- 5) My brother is very _____. He's 1.95 m.
a) tall b) high c) long

Six-letter words

6. Read the clues and fill in the two missing letters in each word.

- 1) You walk on it in the bathroom
- 2) A musical instrument with four strings.
- 3) A small animal with eight legs.
- 4) Your parents, children, husband, wife, etc.
- 5) A popular sport

C	A	R	P	E	T
---	---	---	---	---	---

	I	O	L		
--	---	---	---	--	--

	P	I	D	E	
--	---	---	---	---	--

	A	M	I	L	
--	---	---	---	---	--

	E	N	N	I	
--	---	---	---	---	--

Jobs

7. Choose the correct endings for the jobs: -er, -or, -ist. Them

match the pictures Example:

1. waiter ____ 1
2. reception ____
3. hairdress ____
4. photograph ____
5. teach ____



1



2



3



4



5

Two small words, one big word

8. Match the word with the correct picture

goldfish suitcase bedroom newspaper headache

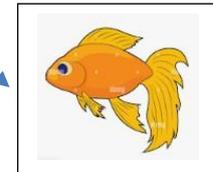
e) This pet swims in your home.



f) Lots of people read one every day



g) where most people sleep.



h) You put things in it before you go on holiday.



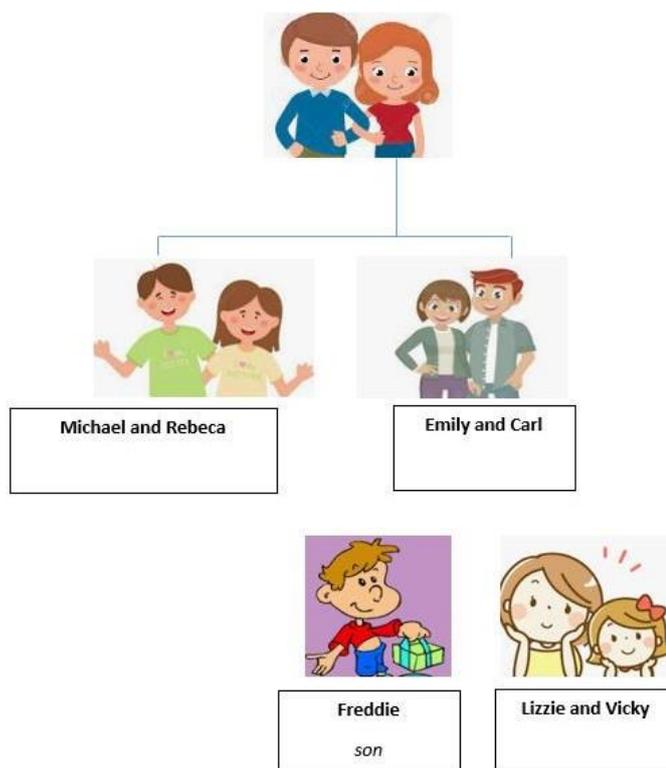
i) You feel bad when you've got one.



Family life

9. Read Charlotte's words and write the relationship of the people on the family tree

My name's Charlotte. I have two sisters and a brother-Emily, Rebeca and Michael. Emily's married to Craig and they have a son called Freddie and twin daughters, Lizzie and Vicky.



Missing verbs

10. Write the missing verbs in the sentences below in the Present Simple. Choose from the following

kiss smile repeat smell feel

- At the end of the film, they look into each other's eyes and kiss.
- I think I'll put a sweater on-I _____ a bit cold.
- _____ Everyone! I'm going to take a photo of you
- Are you sure? It's all right to eat this fish? It doesn't _____ very good!
- Can you _____ that, please? I didn't hear the question.

Bibliography

Watcyn-Jones, P., and Johnston, O. (2002). *Vocabulary 1*. Penguin English.

Annex 7

Rubric pre-test and post-test



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

Sheet to validate the Pre-test and Post-test instruments aimed at evaluating the "Word games in the development of young learner's lexical skills."

Validator name: Ivonne Ochoa **Date:** 01/24/2023

Objective: To validate the Pre-test and Post-Test instruments for measuring the development of lexical skills of eighth-grade students "A" and "B" from Luis Freire Robalino Educational Unit.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED PRE-TEST										Observations (please indicate if an item should be deleted or modified)	
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the pre-test intends			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
General Features										Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.										✓		
Items allow the achievement of the research objective.										✓		
Items are arranged logically and sequentially.										✓		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.										✓		
VALIDITY												
APPLICABLE				NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS				✓
Validated by: Ivonne Ochoa					ID card: 0103672259					Date: 01/23/2023		
Signature: 					Phone: 0988570483					E-mail: ivonneoj@hotmail.com		
Degree: Master's in Linguistics Applied to the Teaching of English as a Foreign Language					Workplace: Unidad Educativa Particular Emanuel							



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Sheet to validate the Pre-test and Post-test instruments aimed at evaluating the "Word games in the development of young learner's lexical skills."

Validator name: Ivonne Ochoa **Date:** 01/24/2023

Objective: To validate the Pre-test and Post-Test instruments for measuring the development of lexical skills of eighth-grade students "A" and "B" from Luis Freire Robalino Educational Unit.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED POS-TEST										Observations (please indicate if an item should be deleted or modified)	
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the pos- test intends			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
General Features										Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.										✓		
Items allow the achievement of the research objective.										✓		
Items are arranged logically and sequentially.										✓		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.										✓		
VALIDITY												
APPLICABLE		✓	NOT APPLICABLE		APPLICABLE DUE TO OBSERVATIONS							
Validated by: Ivonne Ochoa					ID card: 0103672259					Date: 01/23/2023		
Signature: 					Phone: 0988570483					E-mail: ivonneoj@hotmail.com		



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DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

Sheet to validate the Pre-test and Post-test instruments aimed at evaluating the "Word games in the development of young learner's lexical skills."

Validator name: Gloria Isabel Escudero **Date:** January 2023

Objective: To validate the Pre-test and Post-Test instruments for measuring the development of lexical skills of eighth-grade students "A" and "B" from Luis Freire Robalino Educational Unit.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED PRE-TEST										Observations (please indicate if an item should be deleted or modified)	
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the pre-test intends			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	x		x		x		x		x		The test is well designed, however the level of proficiency tested in it seems to be too easy for 8 th graders. Especially questions 1-2-3. I do not know the content you taught during the intervention, so that it is up to you.	
2	x		x		x		x		x			
3	x		x		x		x		x			
4	x		x		x		x		x			
5	x		x		x		x		x			
6	x		x		x		x		x			
7	x		x		x		x		x			
8	x		x		x		x		x			
9	x		x		x		x		x			
10	x		x		x		x		x			
General features										Yes	No	Observations
The instrument contains clear and precise instructions to evaluate the vocabulary on pre-test and post-test.										x		
Items allow the achievement of the research objective.										x		
Items criteria are arranged logically and sequentially.										x		
The number of items is sufficient to evaluate the vocabulary on pre-test and post-test in the students. If your answer is negative, suggest the items to add.										x		
VALIDITY												
APPLICABLE				NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS				
Validated by: MsC. Isabel Escudero				ID card: 0602698904				Date: March 2023				
Signature: 				Phone: 0994118848				E-mail: giescudero@utm.edu.ec				
Degree: Master in applied linguistics				Workplace: ESPOCH				E-mail: Gloria.escudero@esPOCH.edu.ec				

Adapted by (Araque, 2022)

Source (Corral, 2009)



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Sheet to validate the Pre-test and Post-test instruments aimed at evaluating the "Word games in the development of young learner's lexical skills."

Validator name: _____ Date: _____

Objective: To validate the Pre-test and Post-Test instruments for measuring the development of lexical skills of eighth-grade students "A" and "B" from Luis Freire Robalino Educational Unit.

Instructions: After carefully reviewing the survey instrument for teachers, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

ITEM	CRITERIA TO BE EVALUATED PRE-TEST										Observations (please indicate if an item should be deleted or modified)	
	Clarity in writing		Internal consistency		Response induction (bias)		Appropriate language with the level of the informant		Measure what the pre-test intends			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	x		x		x		x		x			
2	x		x		x		x		x			
3	x		x		x		x		x			
4	x		x		x		x		x			
5	x		x		x		x		x			
6	x		x		x		x		x			
7	x		x		x		x		x			
8	x		x		x		x		x			
9	x		x		x		x		x			
10	x		x		x		x		x			
General Features										Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.										x		
Items allow the achievement of the research objective.										x		
Items are arranged logically and sequentially.										x		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.										x		
VALIDITY												
APPLICABLE		x	NOT APPLICABLE				APPLICABLE DUE TO OBSERVATIONS					
Validated by: Msc. Susy Gómez				ID card: 0602988099				Date: 23/01/2023				
Signature: 				Phone: 0998359103				E-mail: sgomez@uea.edu.ec				
Degree: MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA				Workplace: Empresa Pública de la Universidad Estatal Amazonica (UEA EP)								

Adapted by (Araque, 2022)

Source (Corral, 2009)

Annex 8

Rubric tests

CRITERIA	5 Excellent	4-3 (Quite) good	2 Need improvement	1 Low performance	TOTAL
Recognition of single words in a sentence	Students identify single words within a sentence without errors.	Students identify single words within a sentence with errors within a lesser than the greater limit.	Students identify single words within a sentence with errors within a greater than a lesser limit.	Students do not identify single words within a sentence.	
Relation of words in a paradigmatic or syntagmatic way	Students identify antonyms without errors.	Students identify antonymous words with errors within a limit of less than greater.	Students identify antonyms with errors within a greater than a lesser limit.	Students do not identify antonyms.	
Matching words with pictures	Students identify words by matching them with pictures without errors.	Students identify words by matching them with images with errors within a limit less than greater	Students identify words by matching them to pictures with errors within a greater than a lesser limit.	Students do not identify words when relating to images.	
Short text word identification	Students identify words from a short text without errors.	Students identify words in a short text with errors within a lesser than a greater limit.	Students identify words in a short text with errors within a greater than a lesser limit.	Students do not use words from a short text.	
Frequent use of words from the language	Students identify frequently used words of the language without errors.	Students identify words of frequent use of the language with errors within a limit of less than greater.	Students identify high-frequency words of the language with errors within a greater than a lesser limit.	Students do not identify frequently used words of the language.	

Developed by: Araque Silvia (2022)

Annex 9

Observation sheet

Word Game	4 Excellent	3 (Quite) good	2 Need improvement	1 Low performance
Bingo				
Simon says				
Guessing words				
Matching games				
Search words				
Total				

Developed by: Araque Silvia (2022)

Annex 10

Rubric word games

CRITERIA	4 Excellent	3 (Quite) good	2 Need improvement	1 Low performance	TOTAL
Bingo	Bingo contributes to developing lexical competence in learners.	Bingo contributes to developing lexical competence in learners with errors within a lesser than the greater limit.	Bingo contributes to developing lexical competence in learners with errors within a greater than a lesser limit.	Bingo doesn't contribute to developing lexical competence in learners.	
Guess words	Guess words contributes to developing lexical competence in learners.	Guess words contributes to developing lexical competence in learners with errors within a lesser than the greater limit.	Guess words contributes to developing lexical competence in learners with errors within a greater than a lesser limit.	Guess words doesn't contribute to developing lexical competence in learners.	
Simon say	Simon say contributes to developing lexical competence in learners.	Simon say contributes to developing lexical competence in learners with errors within a lesser than the greater limit.	Simon say contributes to developing lexical competence in learners with errors within a greater than a lesser limit.	Simon say doesn't contribute to developing lexical competence in learners.	
Matching games	Matching games contributes to developing lexical competence in learners.	Matching games contributes to developing lexical competence in learners with errors within a lesser than the greater limit.	Matching games contributes to developing lexical competence in learners with errors within a greater than a lesser limit.	Matching games doesn't contribute to developing lexical competence in learners.	
Search words	Search words contributes to developing lexical competence in learners.	Search words contributes to developing lexical competence in learners with errors within a lesser than the greater limit.	Search words contributes to developing lexical competence in learners with errors within a greater than a lesser limit.	Search words doesn't contribute to developing lexical competence in learners.	

Developed by: Araque Silvia (2022)

Annex 11

Results of teachers-s survey

No.	ITEM	Always	Often	Sometimes	Hardly ever	Never
1	How often do you use activities as roles-play or dialogue to develop speaking skill?	25%	37,5%	37,5%	0%	0%
2	How often do you use activities as roles-play or dialogue as game to work new vocabulary in the students?	12,5%	25%	50%	12,5%	0%
3	How often do you use matching games to group and order words?	12,5%	62,5%	12,5%	12,5%	0%
4	How often do you use matching games to teach new vocabulary and review new topics?	25%	50%	12,5%	0%	12,5%
5	How often do you use puzzle games to identify words from a new vocabulary are you teaching?	12,5%	0%	25%	37,5%	25%
6	How often do you use puzzle games as strategy to memorize words when you teach vocabulary?	0%	25%	12,5%	50%	12,5%
7	How often do you use action games as "Simon say" to introduce new vocabulary?	0%	0%	0%	37,5%	37,5%
8	How often do you use action games as "Simon say" to reinforce vocabulary, listening and speaking skills?	0%	0%	37,5%	25%	37,5%
9	How often do you make your students play guessing words?	37,5%	25%	25%	12,5%	0%
10	How often do you make your students guess words when teaching vocabulary?	25%	37,5%	12,5%	25%	0%
11	How often do you use memory games to teach new vocabulary?	50%	50%	0%	0%	0%
12	How often use memory	25%	62,5%	12,5%	0%	0%

	games to help students to memorize a word?					
13	How often do you use vocabulary board game to practice new words?	12,5%	37,5%	37,5%	12,5%	0%
14	How often do you use vocabulary board game to practice speaking skill?	12,5%	37,5%	37,5%	12,5%	0%
15	How often do make your students use idiomatic expression when developing speaking?	0%	12,5%	25%	62,5%	0%
16	How often do you use closed lexical sets as months, weekdays, weather, foods, measures etc. to develop speaking?	25%	37,5%	37,5%	0%	0%
17	How often do you teach combined words when developing reading and writing?	0%	50%	25%	25%	0%
18	How often do you use verbs, nouns and adjectives to develop reading and writing?	0%	50%	50%	0%	0%
19	How often do you use fixed structures as forms of social interaction and courtesy, sayings, proverbs, an idiom to develop listening and speaking?	0%	25%	50%	25%	0%
20	How often do you teach specific fixed structures as forms of social interaction and courtesy, sayings, proverbs, an idioms to increase the student vocabulary?	0%	50%	25%	25%	0%
21	How often do you ask students to use combined words as nice room, nice girl, nice weather to develop writing?	12,5%	25%	37,5%	25%	0%
22	How often do you use words focused in the syllabus?	12,5%	25%	12,5%	50%	0%
23	How often do you use family of words to teach vocabulary?	50%	37,5%	12,5%	0%	0%

Developed by: Araque Silvia (2022)