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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "INTERACTIVE GAMES FOR THE CONTEXTUALIZED VOCABULARY LEARNING"

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera.

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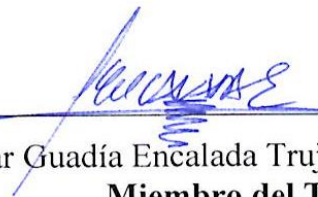**A la Unidad Académica de Titulación de la Universidad Técnica de Ambato**

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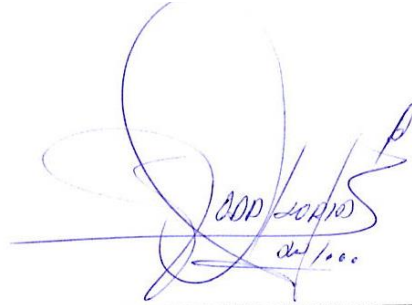Doctor Héctor Fernando Gómez Alvarado
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Nelson Gustavo Topa

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Este sueño y deseo de alcanzar un título de cuarto nivel en una cultura e idioma diferente al mío, me lo dedico a mí mismo, pues nadie sabrá cuantas noches no dormí, cuantos días de desesperación pasé frente a la impotencia de no tener tiempo suficiente para el cumplimiento de actividades educativas planificadas en la malla curricular de esta maestría.

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UNIVERSIDAD TÉCNICA DE AMBATO
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TEMA:
"INTERACTIVE GAMES FOR THE CONTEXTUALIZED VOCABULARY LEARNING"

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RESUMEN EJECUTIVO

El objetivo general de esta investigación fue determinar el uso de juegos interactivos para el aprendizaje contextualizado de vocabulario en el desarrollo de dominio de inglés de los estudiantes de séptimo grado de la Unidad Educativa Pensionado Americano International School. El enfoque metodológico de la investigación en estudio fue cuali-cuantitativo y se realizó con una población de 22 estudiantes. Debido a que la población era pequeña, así como el aula, los mismos estudiantes fueron considerados como el grupo de control y el grupo experimental. En esta investigación cuasi-experimental, se aplicaron técnicas de observación de clase y encuesta de estudiantes e instrumentos de evaluación previa y posterior a la prueba. Además, se utilizó una hoja de trabajo de crucigramas recuperada de juegos de ESL en línea para verificar el dominio del vocabulario en inglés de los estudiantes. Después de impartir clases usando la metodología de enseñanza tradicional, se evaluó a los estudiantes de séptimo grado; del mismo modo, los mismos estudiantes fueron evaluados después de haber entrenado con ESL Games en línea asignados para esta propuesta. Los resultados de la prueba preliminar revelaron que el nivel de dominio del vocabulario en inglés de los estudiantes de séptimo grado era bajo; sin embargo, los resultados posteriores a la prueba obtenidos después de aplicar los juegos de ESL en línea en el aula de Inglés mostraron una mejora significativa en el rendimiento de aprendizaje de vocabulario de los estudiantes de séptimo grado. Por lo tanto, a través de la presente investigación, se concluyó que el uso de ESL Games en línea en el aula de Inglés influye en el aprendizaje del vocabulario de Inglés.

Descriptores: Inglés como lengua extranjera, dominio del vocabulario en Inglés, juegos interactivos, vocabulario contextualizado, comunicación oral, juegos ELS en línea, habilidades de aprendizaje, proceso de aprendizaje-enseñanza.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE
THEME:
"INTERACTIVE GAMES FOR THE CONTEXTUALIZED VOCABULARY LEARNING"

AUTHOR: Lic. Nelson Gustavo Topa Soria
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DATE: September 26th, 2019

EXECUTIVE SUMMARY

This research aim was to determine the use of interactive games for contextualized vocabulary learning in the students of seventh grade at Pensionado Americano International School. The methodological approach of the research under study was quali-quantitative and was carried out with a population of 22 students. Because the population was small, as well as the classroom, the same students were considered as the control group and the experimental group. In this quasi-experimental research, class observation and student survey techniques and instruments of pre-test and post-test evaluation were applied. Moreover, a crossword worksheet retrieved from online ESL games was employed to check students' English vocabulary proficiency. After giving classes using the traditional teaching methodology, students of seventh grade were evaluated; similarly, the same students were evaluated after having trained with online ESL games assigned for this proposal. The pre-test results revealed that the level of English vocabulary proficiency of students of seventh grade was low; nevertheless, the post-test results obtained after applying online ESL games in the EFL classroom showed a significant improvement in the vocabulary learning performance by students of seventh grade. Therefore, through the present investigation, it was concluded that the use of online ESL games in the EFL classroom influences the learning of English vocabulary.

Keywords: English as a Foreign Language, English vocabulary proficiency, interactive games, contextualized vocabulary, oral communication, online ELS games, learning skills, learning-teaching process.

INTRODUCTION

Most professional people say they have received English classes since they were at the elementary school, high school and university, but they never learned the language; nevertheless, the globalization of the fields technological, scientific, educational, economic, etc., have people to end up learning English as a second language.

Nowadays, learning English as a second language is trendy more and more people take private lessons to improve their understanding and be able to interact with native speakers and thus develop socially in a competent global world. Therefore, almost all people realize the importance of learning English, practical knowledge of the English language has become a fundamental requirement in several labor fields (Hingne, 2014, p. 319)

One of the complicated factors for learning a foreign language is vocabulary. Vocabulary is considered a core feature in target language teaching and is very important for English learners. However, some research concludes that vocabulary teaching could be considered a problem, as some teachers do not innovate teaching strategies and sometimes, they do not know how to encourage student vocabulary learning (Berne & Blachowicz, as cited in Susanto, 2017, p. 182)

Therefore, this proposal offers a dynamic teaching tool to improve and develop the vocabulary learning of students of seventh grade at Pensionado Americano International School. Moreover, the research involves the students' level of English vocabulary and proposes a booklet with interactive online ESL which constitutes in a teaching resource that will enable the teacher to know how, when and what games to use in the EFL classroom.

This research is divided into six chapters and organized as follows:

CHAPTER I refers to the contextualization of the problem, critical analysis, prognosis, formulation of the problem, research questions, delimitation of the investigation, justification, general and specific objectives.

CHAPTER II points out the research background taking account previous studies regarding the use of interactive games and contextualized vocabulary learning, the philosophical foundation, pedagogical foundation, legal foundation, definitions linked to the key categories, alternative and null hypotheses.

CHAPTER III illustrates the methodology of research, the level or type of research, the population and sample, operationalization of variables, and the method of data collection.

CHAPTER IV indicates the data analysis and interpretation of the classroom observation, the survey applied to the students, results of the pre-test and the post-test, and the CHI-Square statistical model application.

CHAPTER V shows to the conclusions and recommendations drawn from the analysis of this research and the personal experience of the researcher.

CHAPTER VI consists of drawing up a booklet with interactive online games to develop and improve the English vocabulary proficiency of students of seventh grade at Pensionado Americano International School.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Interactive games for the contextualized vocabulary learning.

1.2 Contextualization

The Ecuadorian educational system aims to train young citizens able to face life in the 21st century and develop in a globalized, democratic and competent society. Therefore, the government authorities seek that students receive quality training in this language to achieve the proposed objectives thus to achieve a meaning communication en the fields such as technological, scientific, educational, economic and so on.

In Ecuador, the learning of English as a second language has acquired great importance, it has been teaching along last century, but since 1970, the teaching-learning of English language has become a fundamental task of education. For that reason, the Ley Orgánica de Educación Intercultural (LOEI) has designed an English language curriculum for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), (Curriculum, 2016, p. 2).

Gonzales' (2003) study points out that, nowadays, the teaching of the English language is compulsory in primary and secondary school, and for higher school, it is a requirement to obtain a professional degree, however; its learning has become a complex phenomenon, and the results; unfortunately, do not reach the proposed objectives. Face to this social and academic issue, the Secretaría de Educación Superior, Ciencia, Tecnología e Innovación (ex SENESCYT) since 2012 keeps the "Go teacher" program that has integrated 1,000 teachers to the public education centers of the country to improve the learning of English language (Diario eltelégrafo, 2017, November 20th).

In the city of Riobamba, Edy Castillo, principal of Pedro Vicente Maldonado Educational Unit, points out that the objective of the educational institution is to improve the quality of education in the province of Chimborazo and, therefore, it is essential that students learn the English language from Basic General Education to Bachillerato General Unificado in a compulsory manner; students who choose the Bachillerato Internacional, the learning of English is permanent. Furthermore, the basic knowledge of the English language will help them to continue their studies at the university level and get a job (Diario la PRENSA Chimborazo, 2016)

In 2016, Rafael Salguero, teacher of Universidad Nacional de Chimborazo (UNACH), states that "many people stay because they do not know how to speak English." English is a limiting factor in the student's integral formation; if students do not understand the researches written in English, they are very limited in knowledge. Among personal recommendations about that educational issue, Salguero argues that the use of web applications allow students to generate dialogues, which strengthen and improve their level of English (Diario la PRENSA Chimborazo)

At Pensionado Americano International School, all the students have been taught English as a second language from Educación General Básica (2nd to 10th) to Bachillerato General Unificado (1st to 3rd). Nevertheless, students lack basic English vocabulary, such as colors, numbers, school supplies, days of the week and so on, this factor makes students feel frustrated and embarrassed when expressing their ideas in English in front of the class.

This research tries to stimulate and exploit the student's linguistic intelligence through applications of interactive games to strengthen and improve the students' vocabulary level. The purpose of getting an efficient level of vocabulary is to encourage students to have confidence in themselves when expressing their own opinions and ideas to start a conversation.

1.2.1 Problem Tree

EFFECTS:

Students decrease oral communication competence	Passive learning limits the development of oral communication skills	Demotivation and disinterest about learning English language	Limited development of oral communication competence

⇧ ⇧ ⇧ ⇧

PROBLEM: Deficient development of oral communication skills of the students of seventh grade at Pensionado Americano International School

⇩ ⇩ ⇩ ⇩

CAUSES:

Excessive code switching by teacher and students	Limited use of interactive activities in the English classroom	Use of traditional methods in the learning process of English language	Low level of acquisition of contextualized vocabulary

Figure 1 Problem Tree
Author: Topa, N. (2018)

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1.2.2 Critical Analysis

Through critical analysis, it is determined that excessive code-switching in the EFL classroom does not allow students to develop the listening and speaking skill, because they get used to using the native language instead of English.

Code-switching has become a controversial issue among researchers and teachers. Although many researchers like Butzkamm (1998) emphasizes the importance of code-switching in the EFL classroom because it helps improve students' language skills and develop a good level of confidence for themselves.

Furthermore, Sert (2005) claims that if students use code-switching for a long time, they will lose the fluency competence in oral communication. Therefore, they should avoid using code-switching in the EFL classroom, learners will not have a chance to think and use their native language and the learning process of English language will be automatically, faster, naturally, and fluently.

Moreover, the limited use of interactive activities in the English classroom generates passive learning, at the same time; this factor limits the development of oral communication skills in students. Most of the time, this happens because teachers only concern about complying with lesson plans that school authorities ask to fulfill them; therefore, what teachers usually do is to follow the textbook.

In addition, at the beginning of each class, teacher, using the student's native language carried out a game as a warm-up activity. During the class there are no interactive activities that help students develop their cognitive and meaningful learning, the limitation of interactive activities decreases the development of oral communication skills in the L2 learners.

Another cause that origins the deficient development of oral communication in English, it is the habitual use of traditional methods for teaching English; this factor generates the demotivation and disinterest in learning a second language (English). The

traditional method assumes that the teacher is the owner of the knowledge and truth, while the student is considered as lacking knowledge. Moreover, this methodology limits the student to only listen and repeat what the teacher wants.

Unfortunately, there are still teachers who use traditional methods for teaching English. One of them is the Grammar - Translation Method that focuses on reading and translation, the second one is the Audio-lingual Method where students imitate, repeat, and memorize a list of isolated words and Code-switching that means the use of both languages (mother language and target language) at once. With the use of these traditional methods, the only thing that teachers have achieved is that students are memorists, demotivated, disinterested in learning a foreign language.

The low level of the contextualized vocabulary acquisition contributes to a limited development of oral communication competence by student both inside and outside the EFL classroom. Furthermore, the limited acquisition of vocabulary by students generates little confidence to interact ideas and opinions in the class.

This phenomenon occurs because teachers usually ask students to write down long lists of unknown words as vocabulary. This teaching technique does not work since students get bored revising the vocabulary again; therefore, they cannot achieve a high level of vocabulary, unless the students are not motivated by other teaching techniques such as interactive games.

1.2.3 Prognosis

In case of not finding a suitable solution to the deficient level of students' vocabulary of seventh grade at Pensionado Americano International School from the city of Riobamba, students will not be able to develop a fluent and coherent oral communication between their classmates and teachers.

The next chart, Levels of Proficiency: Branching Approach, demonstrates the English levels expected of students from both Educación General Básica Media (EGB) and Educación General Básica Superior (EGB)
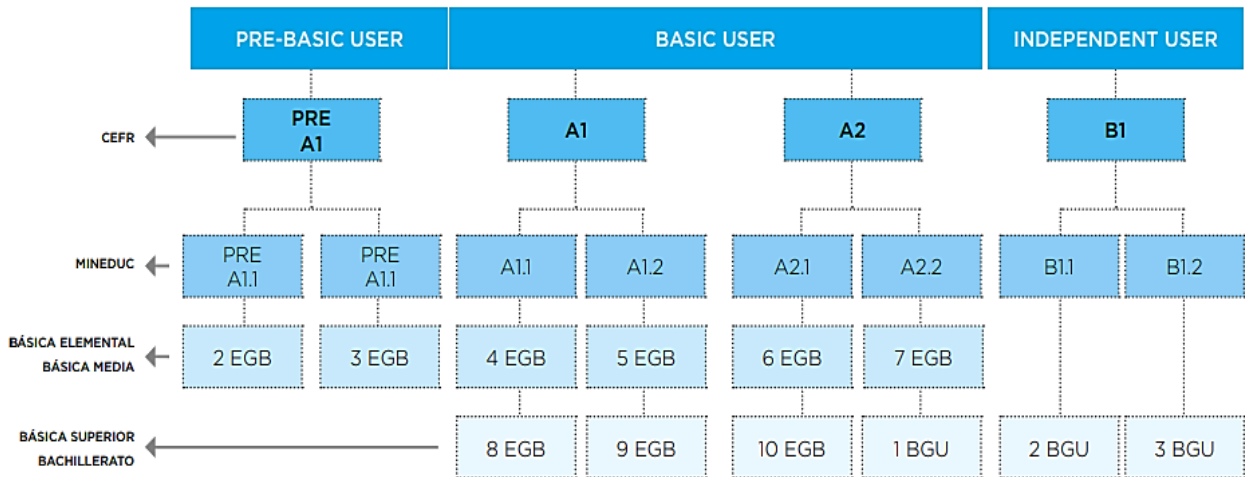
Figure 2 Levels of Proficiency: Branching Approach
Source: National English Curriculum (2016)

According to the standard Levels of Proficiency: Branching Approach of English language stated in the Introduction English Foreign Language (EFL) Curriculum (2016). The students of 7th EGB should reach an A2 level. If the students of seventh grade at Pensionado Americano International School do not reach the expected levels of English proficiency, unfortunately, they will have problems with the English language in the next years, including at the university and throughout their professional lives.

Furthermore, the academic and professional prestige of any educational unit is in the results and levels of knowledge reached by the students. Therefore, authorities and teachers will do everything possible to provide quality education and obtain excellence in the learning process.

1.2.4 Problem Formulation

How do interactive games influence the learning of contextualized vocabulary of the students of seventh grade at Pensionado Americano International School from the city of Riobamba?

1.2.5 Research Questions

- What level of vocabulary proficiency do students of seventh grade at Pensionado Americano International School have?
- What are the benefits of using interactive games in the EFL classroom?
- What interactive games do teachers use to develop and improve the vocabulary proficiency of students of seventh grade at Pensionado Americano International School?

1.2.6 Delimitation of the Research Problem

The research is delimited in the following way:

Content
- **Field:** Education
- **Area:** English
- **Aspect:** Deficient oral communication

Spatial
- **City:** Riobamba
- **Province:** Chimborazo
- **Institution:** Pensionado Americano International School

Temporary
- The research will be carried out in the school year (2018 – 2019)

1.3 Justification

Vocabulary is one of the most fundamental factors in language teaching (Susanto, 2017, p. 182). Nowadays, interactive games provide the facility to learn vocabulary in a motivated, easy and contextual way. Therefore, it is very **important** that students use interactive games to improve and increase the level of vocabulary. If students of seventh grade at Pensionado Americano International School do not achieve a high level of vocabulary, they will not be able to get a fluent and coherent oral communication.

Interactive games in EFL classrooms becomes **interesting** because students like to use computers, iPads, smartphones, apps, and so on. The taste for electronic devices makes learners not to get bored when learning and increasing their level of vocabulary, students who master a high level of vocabulary will not feel self-conscious or ashamed to express their ideas and opinions.

Nowadays, most children and adults use interactive games as a means of entertainment, the age does not matter, but they could spend playing hours and hours. The pleasure for playing interactive games has become **trendy**; it will be suitable to solve the deficient vocabulary of students of seventh grade at Pensionado Americano International School with a motivated and active way through the game.

The current research is **useful** because interactive games offer many benefits over the teaching-learning process of children. Moreover, this study will teach us how to strengthen the students' knowledge through motivation. As learners develop the gaming activities teachers will achieve that students increase the self-confidence and vocabulary level.

Finally, this research is **feasible** since both authorities and English teachers want to improve the teaching-learning process of the English language at Pensionado Americano International School, therefore; the principal School committed to giving resources and time necessary to carry out the research and meet the proposed

objectives. On the other hand, the English teachers agreed to do the best when using interactive games in the EFL classroom.

1.4 Objectives

1.4.1 General Objective

To analyze the effects of the use of interactive games in the contextualized vocabulary learning in the students of seventh grade at Pensionado Americano International School in the academic year 2018 – 2019.

1.4.2 Specific Objectives

- To determine the level of vocabulary proficiency in the students of seventh grade at Pensionado Americano International School
- To demonstrate the benefits of using interactive games in the EFL classroom.
- To identify the interactive games that teachers use for the teaching-learning of English vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

After reviewing research works found in the virtual repositories of the universities, both Ecuadorian and foreign, and websites, it was found research papers with almost similar topics that will contribute with information to the development of the current research work.

In 2007, Martínez, Pérez, and Portilla developed a research paper entitled **'Interactive games in the teaching-learning process of a foreign language'** with the only objective of analyzing the advantages and disadvantages of interactive games within the teaching-learning process for improving the student meaningful learning and strength the teaching process by teachers, and therefore it is considered as a useful resource.

This paper was bibliographic research focused on the collection and analysis of information with the purpose of giving well-structured explanations about interactive games. Martínez et al. (2007) concluded that interactive games are useful teaching instrument within the teaching-learning process of the English language. Moreover, interactive games make students build self-confidence to use the English language in a real context, use it at any time, develop the language skills, and satisfy the learning needs of students of all ages according to the levels knowledge of English (basic, intermediate and advanced).

The same source goes beyond and cites advantages about the use of games according to Carrier (1980):

- *'Games offer some teaching tools to simplify the learning processes,'* It means, teachers can use games as a complementary tasks of a curriculum and with which students will be able to develop and improve their own learning strategies.

- *'Games are flexible,'* that is, games can be used to teach any aspect and language features at the same time, it just depends we adapt them taking account the level of students and the class objective.
- *'Games make the class less routine,'* it signifies that games offer a wide range of activities in the classroom that help to maintain students' attention and interest without getting bored.
- *'Games motivate students,'* in such a way they enjoy learning a lot without realizing they are doing it.
- *'Games have students learn the language subconsciously,'* this means that students learn any aspect or skill of the language as they concentrate their attention to the success the game. That is to say, they get excited to win the game, in this way students produce the language without worrying about mistakes.
- *'Games stimulate the students' participation and confidence,'* It is the moment when students get dare to participate in improving their grades or for being one of the best in the class. Generally, they get to feel very confident with their academic performance and this encourages them to learn from their mistakes and reach the class objectives.

Interactive games stimulate students' learning skills through real and truly fun contexts. At Pensionado Americano International School, these activities are not often done due to the lack of time to fulfill the planned lesson plans. On the other hand, using interactive games in the EFL classroom is not enough, it is also necessary that authorities and teachers include these gaming activities in the daily lesson plan and consider that game is the suitable methodology to develop the student learning process.

In 2013, at the Fray Gaspar de Carvajal Elementary School located in Sayausi from the city of Cuenca, province of Azuay, with the main goal of using games to encourage students to learn vocabulary in a fun way, the researchers Guncay, Y. & Gutama, M. carried out a research work entitled **'How to Expand Vocabulary Acquisition**

Through Games. A Study with Children from Third Level of Basic Education in Fray Gaspar de Carvajal School'

This research work had a qualitative and quantitative approach. The methodology used was through data collection, interviews and surveys were applied to a teacher and thirty-one students of third grade. Once analyzed the information, the results allowed the researchers to verify the hypothesis and draw the following conclusions.

Experts agree that the best way that children learn is through games; that is the principal reason why researchers believe that:

- Games are an excellent strategy to teach and learn vocabulary through entertainment.
- Games help the teaching and learning process of vocabulary since students have many opportunities for learning, practicing, and reviewing the English language in a pleasant environment.
- Games encourage students to generate an active role in learning process instead of a passive one.
- Playing games provides the opportunity to learn and practice vocabulary of an effective and realistic way.
- The games make students cooperate, promote good relationships, and remain interested in the class.

Everybody knows that children love games, therefore, if it uses interactive games with students of seventh grade at Pensionado Americano International School, will improve the teaching-learning process of the students; they will be able to generate an active and participatory role in the classroom. In addition, language learners will create the development of learning skills by themselves through real and fun contexts.

In the research work of 2017, the thesis entitled **'Interactive games to enrich the English vocabulary in the students of eighth basic grade at Unidad Educativa Salinas siglo XXI, Salinas' Province of Santa Elena. School year 2016-2017'**, the

author Yagual C. proposed the main objective to enrich the English vocabulary to students of eighth grade at Unidad Educativa Salinas Siglo XXI, from the city of Salinas, province of Santa Elena in the school year 2016-2017, through the implementation of interactive games.

This research work has a qualitative and quantitative approach, the method used is by means data collection; the qualitative data was collected through observation and interview technique to the principal and the English teacher, while the quantitative data was through assessing 24 students' English vocabulary by the pre-test and post-test.

After analyzed the information, the results allowed the researcher to prove the hypothesis and bring out the following conclusion. The English vocabulary of the students of eight at Unidad Educativa Salinas Siglo XXI is due to lack of teachers' attention to improve the vocabulary acquisition. Faced with this phenomenon, the researcher suggests the implementation of interactive games as a methodological resource to engage students in the learning of English in a motivated and innovative way.

The implementation of interactive games in the EFL classroom favors a lot in the learning of vocabulary of the students of seventh grade at Pensionado Americano International School since the games improve the level of English vocabulary. When using interactive games, students will develop own oral communication skill, and achieve the more enthusiastic and active learning process of the English language.

In 2016, the Cypriot Journal of Educational Sciences published a research paper entitled **'The importance of using games en EFL classrooms'**, researchers Gozcu E. & Caganaga C. purposed as main goal the importance and effectiveness of the games in EFL classrooms.

This research paper has a qualitative approach, the methodology applied is through data collection, the qualitative data were carried out by the audio - recorder, interview, and

observation to two university students who learn English through a game called Twister.

The tabulation and process of the information allow them to prove the hypothesis and reach the following conclusion. The games are fundamental tools to teach English vocabulary in EFL classrooms since they create a learning environment that offers self-confidence and fun, as well as a high motivation to students and teachers to have fun with the language and practice unconsciously.

Most of the students in seventh grade at Pensionado Americano International School lack self-confidence due to the low level of vocabulary, so they cannot develop oral communication in English, but if games are used in the EFL classroom, students will increase self-confidence and can improve their level of vocabulary and initiate conversations using the English language.

2.2 Philosophical foundations

This research work focuses on constructivism and the critical-propositive paradigm. According to Dewey (1916), Piaget (1972), Vygotsky (1978) and Bruner (1990), the theory of learning constructivism is an active construction of new knowledge based on the previous experience of the student.

The philosophical paradigm of constructivism has given many benefits when applied in the investigation of any field of study. Honebein (1996) points out that constructivism is a philosophical approach that claims that people build whose own understanding and knowledge of the world through experience (as cited in Adom, Yeboah & Ankrah, 2016).

The same source emphasizes that the constructivist philosophy reflects the conception that learning does not only occur with the traditional method of teachers and lectures in front of the class. On the contrary, for the constructivist learner, learning is generated

only when the student discovers new knowledge through experimentation and practicing (Kalender, 2007)

All researchers emphasize and agree that the student's role is to build their own knowledge through information and previous experience. Therefore, through using interactive games in the EFL classroom, students will become constructivists and be able to create new knowledge to improve the level of vocabulary through the experimentation and practice of games.

Critical because it promotes that both the teacher and the student research and innovate the teaching and learning techniques to encourage active and participative student behavior during the learning process and *propositive*, since it not only fosters the researching; but also seeks alternative solutions to social phenomena.

To improve the low vocabulary level of the students of seventh grade at Pensionado Americano International School, the use of interactive games in the EFL classroom, will not be enough; it needs more teachers' support. Therefore, to give solutions to social phenomena, the critical-propositive paradigm is the appropriate one because it focuses not only on what the student should learn or know but also on what the teacher should know to teach. The critical propositive paradigm will not only solve social problems, but it will also encourage the teacher to research and innovate the teaching methodologies, as well as, students develop their learning skills.

2.2.1 Ontology Foundation

According to Busse, Humm, Lubbert, Moelter, Reibold, Rewald, Schlüter, Seiler, Tegtmeier, & Zeh (2015), "ontology" means "the science of being". In addition, Ontology is a part of the philosophy that studies the nature of being and seeks to determine the fundamental categories of existence and reality, as well as how they relate to each other (Smith, 2003, p. 155-166).

The ontological aspect of this research will help look for answers to existing and real phenomena, which teachers face daily in the EFL classroom, such as the lack of oral communication skill, the low level of vocabulary, the use of traditional methods, the lack of interest to learn English, embarrassment and low self-confidence to use English, and so on. Taking into account these real issues, it can say that teach and learn a second language through the use of interactive games it will motivate both the teacher and students to create an ideal learning environment to improve the learning process of the English language.

2.2.2 Epistemology foundation

Moser (2010) states that epistemology is the philosophical study of the nature, origin, and scope of knowledge. Likewise, epistemology is part of philosophy that studies the theory of knowledge; its study is fundamental for anyone who is interested in the scientific knowledge generation (Navarro, 2014, p.4).

In addition, Vasilachis (2009) goes beyond a meaning and remarks that:

> Epistemology sets up questions, such as 1) how to know reality, 2) the relationship between the knower and what is known, 3) the features, principles, suppositions, which lead the knowledge process and the findings achievement, and 4) the probability of that process being shared and repeated by others to assess the research quality and the findings reliability (p.17).

In epistemology foundation, the most important is the human being knowledge. This research work aims of playing with the cognitive system of the students of seventh grade at Pensionado Americano International School. Then, with the use of interactive games in the EFL classroom, it is proposed that students develop learning skills so that they can create new knowledge, and so, the teaching-learning process more fun and easy.

2.2.3 Axiology foundation

According to Tomar (2014), axiology focuses on questions about how human behavior should be. Furthermore, axiology is the branch of philosophy that studies the ethical and moral values that shape human behavior. In other words, axiology focuses on human values, which help people to become not only good professional but also good human beings.

This research refers to the behavior of students of seventh grade at Pensionado Americano International School with the purpose of rescuing the ethical and moral values within the academic formation. Currently, promoting ethical and moral values in the classroom is not an easy task for teachers; however, teachers and students should promote the value of discipline since it generates a comfortable atmosphere between teachers and students and allows good management of class during the development of the learning.

2.2.4 Sociology foundation

According to Pattanaik & Harichandan (n.d.), human beings are born in society; therefore, they must develop in society. Both men and women are socialized through the coexistence of families, friends, classmates, roommates, fellow workers, and so on. The same source remarks that society will never progress without an education system because education turns people to be useful members of society.

This research has a sociological approach since students of seventh grade at Pensionado Americano International School come from outskirts and urban places of the city of Riobamba. Students bring with them different cultures, traditions, as well as the language; therefore, these factors must socialize and share in the classroom. In the Constitution of Ecuador in 2008, it remarks the inclusion and equity of education to comply this right; teachers must foster friendships among students, leaving aside stereotypes of a different nature.

2.3 Legal basis

2.3.1 The Political Constitution of Ecuador

According to the Ecuador's Constitution of 2008, regarding to education, there are rights of the good way of living whose articles guarantee the education of all citizens.

> **Art. 26. -** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

> **Art. 27. -** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

> La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

> **Art. 28. -** La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

> Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.

> El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

> **Art. 29. -** El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

Likewise, the good way of living system refers about the inclusion and equity of education.

Article 343. - El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

Article 344. - El sistema nacional de educación comprenderá las instituciones, programas, políticas, recursos y actores del proceso educativo, así como acciones en los niveles de educación inicial, básica y bachillerato, y estará articulado con el sistema de educación superior. El Estado ejercerá la rectoría del sistema a través de la autoridad educativa nacional, que formulará la política nacional de educación; asimismo regulará y controlará las actividades relacionadas con la educación, así como el funcionamiento de las entidades del sistema.

Article 347. - Será responsabilidad del Estado:

1. Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas.
2. Garantizar que los centros educativos sean espacios democráticos de ejercicio de derechos y convivencia pacífica. Los centros educativos serán espacios de detección temprana de requerimientos especiales.
3. Garantizar modalidades formales y no formales de educación.
4. Asegurar que todas las entidades educativas impartan una educación en ciudadanía, sexualidad y ambiente, desde el enfoque de derechos.
5. Garantizar el respeto del desarrollo psicoevolutivo de los niños, niñas y adolescentes, en todo el proceso educativo.
6. Erradicar todas las formas de violencia en el sistema educativo y velar por la integridad física, psicológica y sexual de las estudiantes y los estudiantes.
7. Erradicar el analfabetismo puro, funcional y digital, y apoyar los procesos de post-alfabetización y educación permanente para personas adultas, y la superación del rezago educativo.
8. Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

9. Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.
10. Asegurar que se incluya en los currículos de estudio, de manera progresiva, la enseñanza de al menos una lengua ancestral.
11. Garantizar la participación activa de estudiantes, familias y docentes en los procesos educativos.
12. Garantizar, bajo los principios de equidad social, territorial y regional que todas las personas tengan acceso a la educación pública.

2.3.2 The Intercultural Education Law

Both the Intercultural Education Law and Constitution of Ecuador stress out the same articles (26, 27, 28 and 29) and claims that education is a human being's right and an unavoidable State's task.

2.3.3 Childhood and Adolescent Code

The Marco Legal Educativo of 2012, points out an article it says that:

> **Art. 45. -** Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar.

In a file in Spanish of Childhood and Adolescence Code of 2003, there is an article that refers to the education rights.

> **Art. 37.** – Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente.
2. Respete las culturas y especificidades de cada región y lugar.
3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender.
4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.
5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes. La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia.

El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

2.4 Key Categoties

Teaching
methodology

Learning
techniques

Educational
games

Interactive
Games

Communicative
competence

Language
skills

Learning
skills

Contextualized
vocabulary
learning

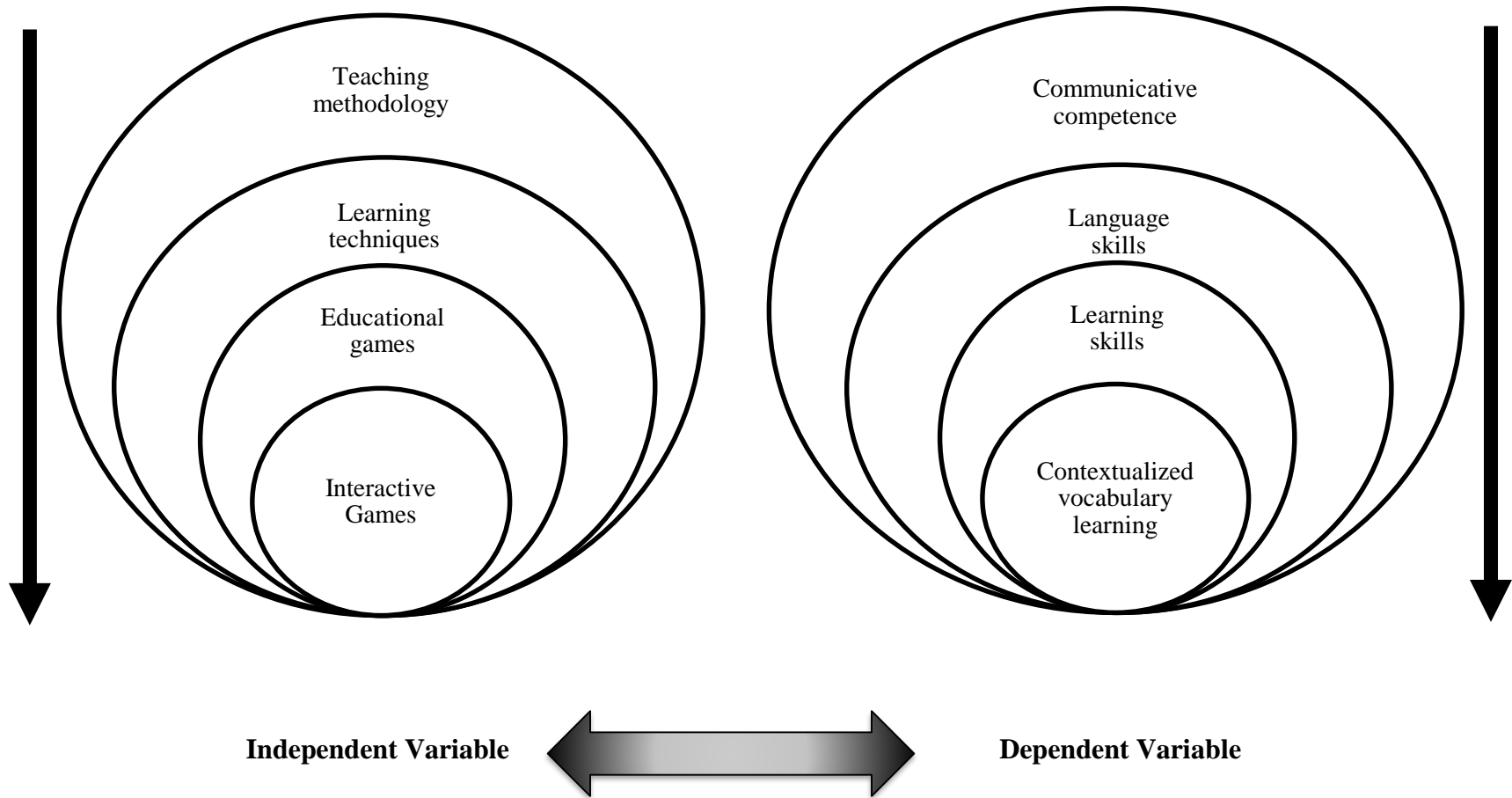Independent Variable

Dependent Variable

Figure 3 Key Categories
Author: Topa, N. (2018)

2.4.1 Independent Variable Interelated Graphics
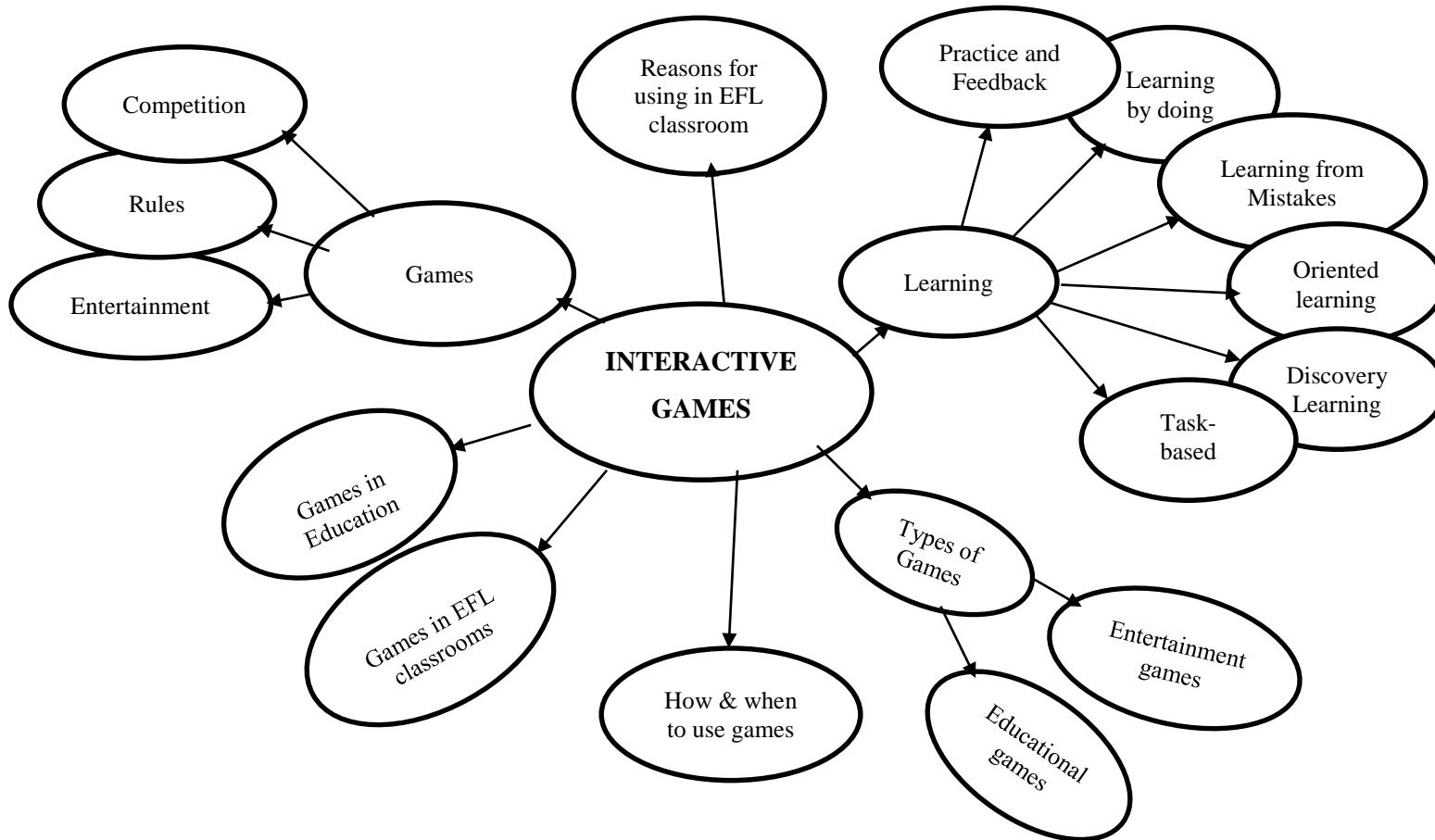

Figure 4 Independent Variable Interrelated Graphics

Author: Topa, N. (2018)

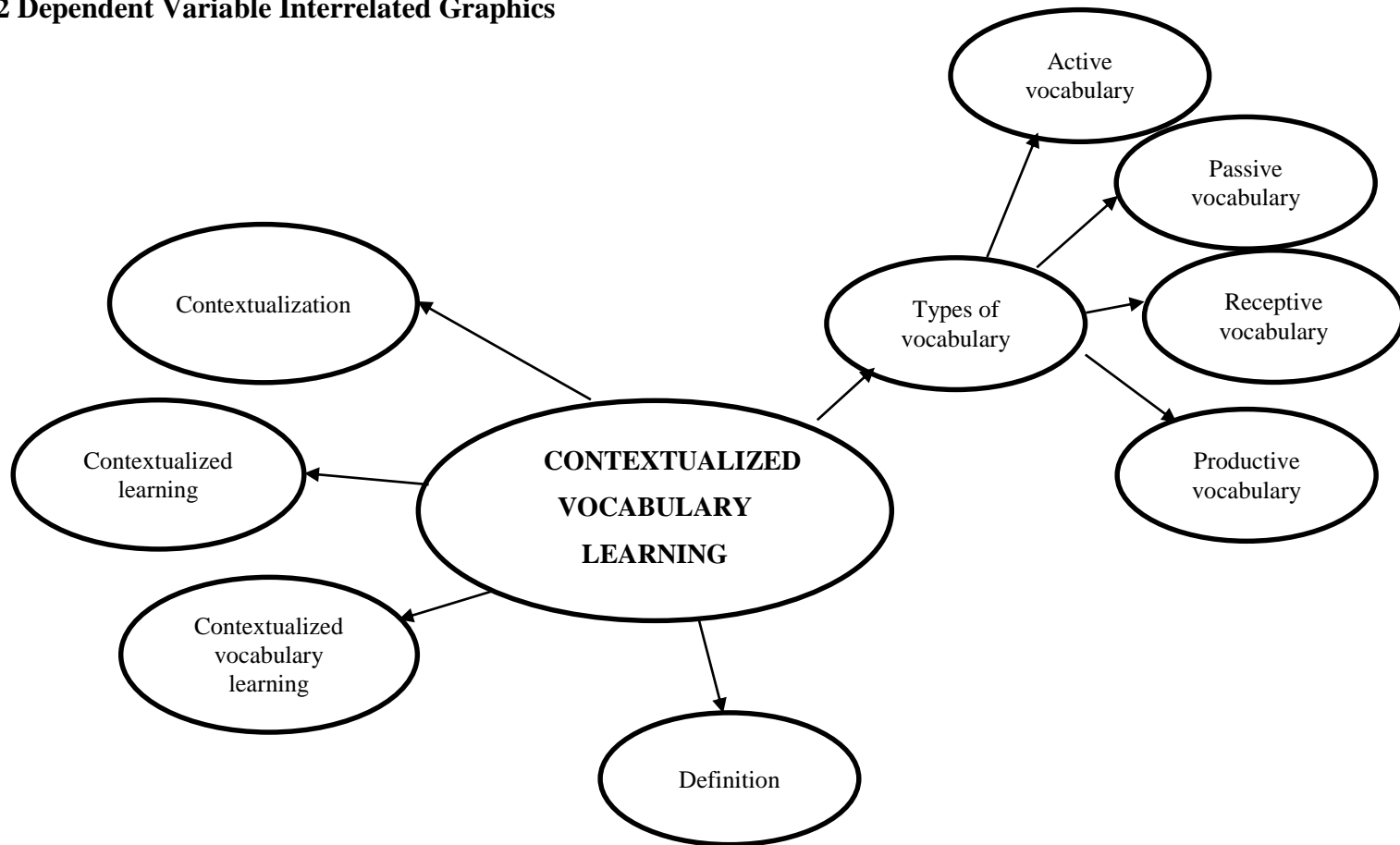**2.4.2 Dependent Variable Interrelated Graphics**

Figure 5 Dependent Variable Interrelated Graphics
Author: Topa, N. (2018)

2.4.3 Independent variable framework

Teaching Methodology

The methodology is the systematical and theoretical analysis of a set of methods and principles related to knowledge during the process of an investigation. Methodology is not an instrument, method or procedure to do things, but it does offer the theoretical basis for understanding which method or set of methods are suitable to apply to a field of study (Igwenagu, 2016, p. 4)

In 2019, Montenegro concludes that methodology is linked to theories of knowledge, such as cognitivism, behaviorism, constructivism, and collectivism that are governed by different principles and actions to achieve educational purposes. Etymologically, the term methodology comes from the Greek words: *"metá"* post; *"odós"* path; and *"logos"* science. Therefore, acting with a method is to put in order all the events to achieve a proposed objective (Touriñan & Sàez, 2006, p.380)

Kaplan's (1964) research paper shows four acepsions about the term "methodology" focused on the research. Firstly, the methodology is a set of specific techniques or procedures used in the particular context of science. Secondly, the methodology in the epistemological field focuses on the study of the nature of knowledge in each science. Third, the methodology is considered as an intellectual attitude, way of thinking, reacting, and acting. Finally, the methodology is considered as a description, explanation and justification of the methods in general and more specifically of the scientific method.

In other words, methodology is the use of all methods and techniques to perform an activity with the purpose of teaching or learning something. In this research, one of the techniques to be used would be the interactive games whose purpose is to achieve better learning of English vocabulary.

27

According to Gutiérrez's (2018) paper retrieved from https://www.prensa.com, the methodology of teaching is the set of methods, resources, and teaching methods used to carry out the development of the study program that leads the student towards the achievement of meaningful learning.

Hernández (1997) proposes three teaching methodologies.
- *Expository methodology,* it is characterized since the teacher is the main protagonist, students pay attention to the content given by the teacher.
- *Interactive methodology,* it consists of an interaction between teacher and students through debates or dialogues to deep a topic.
- *Discovery methodology,* it is characterized by using as a source of learning, student's experience, to achieve an active and constructive information.

Learning Techniques

Sequeira (2012) remarks that teachers tend to believe that teaching is the role only of teachers; In fact, the most fundamental factors in the educational process are students and what they learn. Therefore, it is necessary to review some information about learning.

Learning

Throughout the evolution of living beings, the term learning has acquired many conceptions. For example, De Houwer, Dermot, Barnes-Holmes & Moors (2013) emphasize that learning is defined practically as changes in behavior derived from experience or technically as changes in the organism that arise from experience.

Moreover, in 2000, Amao-Kehinde concluded that the people learning is very important because their survival will depend on how quickly they can learn to adapt to their environment (as cited in Alao, Kobiows & Adebowale, 2010).

Furthermore, learning is not only suitable to survive in a demanding environment, but also to survive in a more complex society of science and technology (Tomic, 1993, p.40)

To sum up, learning is the acquisition of new knowledge through experiences; this fact generates an assertive behavior that fosters an adequate learning atmosphere.

Learning Theories

The phenomenon of learning is a complex issue; to achieve a better understanding it needs theories that help to know about how human beings learn.

Behaviorism

At first glance, it might be said that behaviorism studies the behavior of the human being, but according to Skinner (1974) behaviorism is not the science of human conduct; it is the philosophy of that science.

Phillips and Soltis (1998) hold the position that behaviorism is a theory that focuses on human and animal learning whose objective is to observe the behaviors and discounts mental activities. Behavioral theorists claim that learning is not more than the acquisition of new behavior.

Moreover, behaviorism is the field of psychological study that analyzes what we do instead of what we think or feel (Watson, n.d., p. 1029)

Characteristics of Behaviorism

Among the characteristics of behaviorism, Leiva (n.d) highlights the following:
- Learning is learned by associating stimuli with answers.
- Learning is based on the environment.
- Learning is not lasting; it needs to be reinforced.
- Learning is by memory, repetitive and mechanical and responds to stimuli.

It means the learning development is done by experiences, which motivate students to arouse the interest of learning something

Cognitivism

It is necessary that teachers attach great importance to this theory because it will help them to understand better about the learning process.

According to Yilmaz (2008 b), cognitivism has become an alternative framework for teaching, but the cognitive perspective on learning has not been well known yet. A recent review of works about educational psychology or teaching methods claims that teachers are not able to identify the learning from a cognitive perspective.

Cognitive theories make knowledge meaningful to help students organize and relate new information to existing information in memory, they are focused on the knowledge acquisition and internal mental structures function. Furthermore, the cognitive theories center of attention is the conceptualization of the learning process and the intelligence's development of human beings (Ertmer & Newby, 1993, p. 57 – 58)

In short, the cognitive system of the human being makes it capable of building new knowledge through stimuli experienced in their environment; therefore, the use of games in the EFL classroom will be stimuli that encourage students to develop the own learning skill.

Constructivism

The philosophical paradigm of constructivism has given many benefits when applied in the investigation of any field of study. Honebein (1996) points out that constructivism is a philosophical approach that claims that people build whose own understanding and knowledge of the world through experience (as cited in Adom, Yeboah & Ankrah, 2016).

The same source emphasizes that the constructivist philosophy reflects the conception that learning does not only occur with the traditional method of teachers and lectures in front of the class. On the contrary, for the constructivist learner, learning is generated only when the student discovers new knowledge through experimentation and practicing (Kalender, 2007)

Through using interactive games in the EFL classroom, students will become constructivists and be able to create new knowledge to improve the level of vocabulary through the experimentation and practice of games.

Types of learning

No student learns and develops their intelligence as another one; therefore, it is necessary that teachers must know types of learning and apply them to achieve meaningful learning.

In 1975, Vester differentiates between four types of leraning:

Auditive learning – It is a teaching method aimed at students who assimilate the information through the ear and not through sight.

Visual learning – It is a teaching method aimed at students who assimilate information through the eyes, by watching.

Haptic learning – It is a teaching method aimed students who learn best through their sense of touch, feeling objects.

Technique
According to Herrera (2009), learning techniques are activities carried out mechanically and learned through practice, such as drawing, re-reading some information, creating schedules and underlining with different colors.

In 1983, Hofler concludes that technique is the immediate use of activity or strategy to implement the method. It is the flash card, the game and, how it is used. It means that games are learning techniques.

Likewise, Ellul's (1964) book states that technique is a group of movements and actions that most of them are manual, organized and traditional that they come together to reach a known ending.

In other words, interactive games are learning techniques, which help students to construct knowledge through the play.

Educational games

It is said that the game is something innate in children and they have always been in classrooms. About it, Backlune & Hendrix (2013) affirm that in the last years, educational games have increased popularity; nowadays there is a great number of educational and entertaining games, which have been successful in the educational process.

Backlune & Hendrix (2013) additionally argue that "educational games are serious games specifically used for education" (p. 01). In turn, serious games have many definitions that generally refer to the use of games for purposes that go beyond simple entertainment. Furthermore, "serious games can be video games or interactive applications whose main purpose is to provide not only entertainment but also training in areas such as health, marketing, education, etc.,". (Peña-Miguel & Sedano, 2014, p. 230).

In addition, Purdy (2007) maintains that educational games are usually used in computer for educational purposes, as well as for other purposes such as entertainment (as cited in Bjoerner & Søgaard, 2010). Likewise, serious games are interactive technology programs that go beyond the traditional video-game including training, policy research, analysis, visualization, simulation, education, health, and therapy

(Serious Games Summit, as cited in Ferreira, n.d., p. 2). Finally, Backlune & Hendrix (2013) further assert that serious games include different kind of educational games, as well as for other purposes, such as *training, rehabilitation, marketing, and social improvement.*

Figure 6 ESL Games
Author: Topa, N. (2018)

ESL Games Plus are online educational games that allow players from all over the world to access it regardless of their location whose main objective is to incentive student learning.

The ESL Games Plus website offers interactive online games appropriate for learning and teaching English as a second language to children and adolescents. By playing these entertaining educational games; ESL students learn vocabulary, sentence structures, grammar, listening, pronunciation, and phonetics in English (eslgamesplus, 2019). The activities presented by the ESL games website are the following:

❖ ESL Classroom Games	❖ Memory Games	❖ Spelling Games
❖ Sentence Games	❖ Interactive Board Games	❖ Hangman Games
❖ Jeopardy	❖ Wheel Games	❖ Concentration Games
❖ Matching Games	❖ Car Racing Games	❖ Pirate Games
❖ Crocodile Games	❖ Word Recognition Games	❖ Mobile Games for iPad

Entertainment games

According to (IGI Global, 2018) entertainment games are specifically designed to foment pleasure in the playful as he actively gets involved in the gaming activities. Although entertainment games are not created especially for teaching-learning purposes, unconsciously the learning occurs during the development of such gaming activities. In addition, the same source emphasizes that the games are designed for the main objective of entertaining and they can be suitable for educational purposes.

Interactive games

Games

The term games has a variety of definitions and most of them say the same from different viewpoints. In 2010, Talak-Kiryk concluded that, games are activities of physical and / or mental actions designed to promote interaction, reasoning and problem solving. Frequently, the games characterize by allowing players to produce information in a short time.

According to (Webster's New World College Dictionary, 2018) games are "any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games". These assertions can be considered as a great way to teach the language through physical and mental actions, and thus, the learning could be more proactive.

In addition, Hadfield (1998) deduced the game as "an activity with rules, an objective and an element of fun" (as cited in Frydrychova, 2015). In the same source, Frydrychova (2015) considered the game as a "meaningful fun activity governed by rules". On the one hand, both Hadfield and Frydrychova agreed with two main aspects (fun activity, rules) that motivate the players to play games, on the other hand Hadfield (1998) went beyond a definition and proposed two types of games, linguistic and competitive ones.

Likewise, Lewis & Bedson (1999) provided other types of games such as movement games where learners were physically active and task-based games where learners worked in pairs or groups to perform meaningful tasks, and practice all the linguistic skills. Moreover, the same authors added a really trendy game, such as computer games, which students can be played at school or at home, single or in pairs, and practice notably their reading and writing skills.

Based on pedagogy, Martinez, Pérez, & Portillo (2007) have divided the games into three principal aspects: competition, rules, and enjoyment. ***Competition*** is the main factor for an interactive activity becomes in an interesting game, this aspect develops motivation in students since they always like competing with each other. However, the competition in the class might cause frustration in the low English proficiency students. Therefore, this factor needs to be developed by the use of rules. The ***Rules*** establish the patterns and codes in which games are played, teachers have the responsibility to control that students follow the rules and the logic of the game, thus to achieve the objectives of the activity in a meaningful way while they have fun. ***Enjoyment*** is one of the most important aspects of the games; it increases the students' motivation about learning a language, they get become more interested in the class and obtain a better and lasting knowledge.

Similarly, Chen (2005) argued that, "using games promote communicative competence, language use, and increase learning motivation, cut down nervousness, and being ingenious" (as cited in Yagual, 2017). Games contribute to the learners' academic performance; each element fulfills the students' progress. Communicative competence helps with the accuracy-spoken language, that is, all activities that promote interaction improve the oral communication skills. (Yagual, 2007, p. 29).

Games in Education

On the one hand, most of the times the authorities and we teachers have got upset when children play in the classroom because they do not pay attention nor learn anything. On the other hand, in one of the famous phrases of Paulo Coelho states "we must listen to the child that we went one day and that exists within us. That child understands of magical moments." In easy words, just a child can understand another child, so teachers must become a child literally and involved in their world through games.

In addition, UNESCO (1980) in the theoretical approach of its periodical emphasizes that all children like playing. The game is predominant in its existence; it would be said it is the main reason for being of childhood. Definitely, the game is something indispensable; it determines the physical development the intelligence and the effectiveness. "A child who is prevented from playing will fall ill, physically and mentally." The game is one of the most important educational activities, which deserves to be in the school curriculum. In addition, the game benefits teacher not only with the way of getting to know better the child but also with a means to renew his teaching methods. In other words, the game is something innate in children as they grew up; it helps in their integral formation as human beings.

Furthermore, Moursund (2007) states that games create a comfortable environment to explore technological thinking skills. The greater availability of computerized and non-computerized games makes that environment to become an excellent learning atmosphere. Nowadays, modern education trains students to be productive and responsible professionals where the mind and theology are focused to think and solve problems and perform assignments.

Moreover, for most students, games are intrinsic motivators; motivation is a fundamental factor in education. Both teachers and parents work hard fomenting the motivation in the classroom and at home, but how to take advantage of the games, the same source refreshes us the adage "If you cannot beat them, join them." That is, if

students like technology and entertainment, teachers and parents should like them as well.

Additionally, games are simple gaming activities; however, these activities generate an adequate environment where users can learn from themselves, interact with different people, develop different social skills, and get mental maturity. Churchill (2003) comments that most people consider games-in-education as a tool that helps to improve the educational system, however; there are ones who see as difficulties and disadvantages when using them in education (as cited in Moursund, 2007). In addition, the same source claims that intrinsic motivation provides ample learning. From the educational perspective, it looks for answers to questions like these. What do students learn through games? How does this learning help students achieve their educational goals? Moreover, what roles should teachers and other mentors play?

Games in EFL classrooms

At present, most teachers know, what an interactive class means; therefore, they use games for motivating students and thus avoiding the monotony in their classes. About it, Crookal's (1990) findings illustrates that in the EFL classroom, games offer many benefits to promote the process of learning an L2. One of the benefits related to the use of games is the reduction of students' anxiety during the learning process. Students feel too much anxiety due to mistakes and their consequences (criticism, punishment), at that time, games do their job reducing anxiety, increasing attitudes and improving self-confidence, learners will not get fear of being punished or criticize when they practice a foreign language (as cited in Gozcu & Caganaga, 2016).

In addition, the same source concludes that games change the teacher and student roles, teachers encourage students to active learning and students get the responsibility for their own style of learning.

Interactive learning

Virrantaus' (n.d.) study concludes that the main objective of interactive learning is to make the learning process and problem solving, more effective and fast, thus providing immediate help instead of the student go to the library or surf the internet. In addition, interactive learning is so imperative for teachers since they always must be ready to solve problems classroom, no matter how small they might be, it helps with Math and English subjects as well as terminology.

In addition, interactive learning in the classroom is not an online e-learning competency. On the contrary, it is an agent that makes the teaching-learning process is more effective with the help of students' intelligence and experience. To know how teachers can use interactive games in the EFL classroom, Khatibi & Cowie (2013) suggest that, they must establish some key features in the interactive games. Besides, Prensky (2001) points out three reasons why digital game-based learning works successfully. First, the engagement that promotes games with the students. Second, the interactive learning process, and third the combination of both former reasons (as cited in Khatibi & Cowie 2013, p. 16).

In addition, Prensky (2001) and Peterson (2010, 2009), claim that there are some interactive learning skills in digital game-based learning. Most of the main elements that argue and facilitate learning includes the following:

Practice and feedback: When computers were introduced into the learning process, they often needed the use of practice and feedback. "Practice and feedback have an important part in digital game-based learning because it can be an ideal way of learning things that requires a lot of repetition" (Prensky, as cited in Khatibi & Cowie 2013, p. 18).

Learning by doing: On of the benefits that digital games offer is learning by doing, this makes the students interact with them. Anyway, Prensky additionally argues that there are different types of doing. The drill and practice makes students become explorers,

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discoverers and have an active thought to solve problems (Prensky, as cited in Khatibi & Cowie 2013, p. 18).

Learning from mistakes: Many philosophers and theorists agree that mistakes are natural factors in the learning process. Interactive games foment motivation in students, and this is the reason why failure consequences are often interesting and worth repeating the game at times as necessary (Prensky, as cited in Khatibi & Cowie 2013, p. 18-19).

Goal oriented learning: Digital game designers differentiate between fact-oriented learning and goal-oriented learning. A goal is an indispensable element in the games because it makes play into the game. Although the goal of an interactive game has been seen as something worth reaching, it has not been the same in other learning fields (Prensky, as cited in Khatibi & Cowie 2013, p. 19).

Discovery learning: It means that student will learn better if they discover it by themselves without needing someone to tell them. In the discovering learning; students will run into a new problem, place, or an enemy, and experience new things until they solve the problem (Prensky, as cited in Khatibi & Cowie 2013, p. 19).

Task-based learning: Most of the times, in the traditional learning; students are given some explanations and demonstrations, and then move on to tasks they are supposed to develop. In most interactive games, all instructions are skipped, and students are able to go straight to a series of tasks and problems that gradually become more complex to solve (Prensky, as cited in Khatibi & Cowie 2013, p. 19)

Types of interactive games

After finding information about the current research, it can be said that there are two sorts of interactive game, these are serious games designed for educational purposes and commercial ones known as video game consoles. Next, it will be analyzed the use

and effectiveness of both types of games constructed for educational and commercial purposes.

Yip & Kwan's (2006) findings confirm that vocabulary learning usually is boring by students, especially for those who are linked to technologies. The traditional learning of the vocabulary lose interest by learners; since this just consists in the memorization of unknown words. Therefore, students find it difficult to get involved in this kind of learning (cited in Khatibi & Cowie, 2013, p. 16).

Furthermore, in the research about the online games' effectiveness of vocabulary learning, Yip and Kwan (2006) considered some studies. In one experimental study about the usefulness of computer games, 100 students participated in two groups. One group was taught vocabulary through two selected website games, while another one was taught the same vocabulary by traditional teaching. Both groups were evaluated with a pre-test and a post-test. By the results, it was able to conclude that the students who learned vocabulary through interactive games outperformed the group trained by traditional methods (cited in Khatibi & Cowie, 2013, p. 16).

Khatibi & Cowie (2013) hold the position that the websites that had interactive games used in the experimental study they were crafted for educational purposes. Before selecting these games, researchers checked pertinent studies about vocabulary learning and gathered a checklist for testing websites that held vocabulary games. Additionally, Yip and Kwan (2006) argued that both websites used in their research had an acceptable standard (cited in Khatibi & Cowie, 2013, p. 16).

Reasons for using games in EFL classrooms

Dögg's (2010) study points out that   there are several reasons why games are worth using in English Foreign Language (EFL) classrooms. Games are fun, this factor is really important as they can activate the participation of students who have not been active before due to lack of confidence, personal interest, fear of being wrong, shyness,

etc. It is essential that students keep active in the classroom since teachers cannot teach everything.

In addition, games help build friendship relations among the participants making them feel the equal opportunities. In addition, using games in the classroom generates a friendly and assertive teaching atmosphere. Moreover, is worth emphasizing that games can differ from each other, therefore, the seating arrangement is useful to build an active learning environment.

Moreover, Langran & Purcell (1994) emphasize that the main reason why most people want to learn a foreign language in particular English is to be able to use it in real situations, for instance when traveling abroad. In addition, games can be suitable to learn English, since they can be used to generate real situations and provide students with greater fluency. Furthermore, using games in the classroom, students play the principal role, which is a positive thing because it has them to take on greater responsibility and work more on their own, thus achieving to increase their level of confidence (as cited in Dögg, 2010, p. 8).

Furthermore, the same source says that games are advisable for shy and low level of confidence students, these behaviors can be faced through playing in small groups since they have the opportunity to speak in front of the group classmates instead of addressing the whole class. Sometimes, the shyness is easier to deal with involving the student in a not so strict learning environment, giving rise to the improvement of fluency rather than grammatical correction.

Besides, Sigurgeirsson (1999) points out that, using games might be considered as an ideal strategy for teaching other subjects; they will surely encourage students' interest. Games can be used by students of all ages, when using them with other teaching methods; they create an acceptable diversity for schoolwork (as cited in Dögg, 2010, p. 8).

Likewise, Carrier (1980) remarks that games are useful resources in EFL classrooms because they "provide an opportunity for students to use their language in a less formal situation", without feeling the pressure to do it right or wrong, but with the emotion of winning the game, as well as practicing the target language (as cited in Martinez at al., 2017, p. 52)

In 2016, Gozcu & Caganaga conclude that in EFL classrooms should be used games in order to provide students with an environment full of fun, motivation and high learning performance. Similarly, Lee's (1995) findings maintain that games promote motivation and challenges in students and foster to interact and communicate successfully. Additionally, they encourage carrying on the learning and creating a context to use the language meaningfully and thus decreasing anxiety and allow students to study in a relaxed and comfortable atmosphere (quoted in Gozcu & Caganaga at al., 2017, p. 52). Finally, one of the most important reason for using games in the classroom is because "game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages" (Frydrychova, 2015, p. 1157).

How and when to use the games in the EFL classroom

Any teacher can use games in their classrooms, but (cf. Khan, 1991) suggests that English teachers should be aware of how, when and which games to use adequately and effectively in order to know the students' needs and the class objectives. On the one hand, Jacobs (n.d. b) remarks that games are generally used as warm-ups at the beginning of class, but if there is an extra time they are used as complement activities at the end of class (as cited in Klimova, 2015, p. 1159), but on the other hand a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (Lee, as cited in Uberman n.d. a).

Moreover, Siek-Piskozub (1994) indicates that, when choosing a suitable game for the learning process in the EFL classroom, one of the main factors that teachers should

consider is the game appropriacy. If it desires good outcomes, games must correspond to the students' English proficiency level, the age, and the academic material. In addition, regardless of the students' age, not all games are suitable, each one requires different themes, materials and game modes (as cited in Uberman n.d. b).

2.4.4 Dependent variable framework

Communicative competence

Effective communication demands a good understanding of the speaker on linguistics, sociolinguistics, and socio-cultural aspects of the target language. This understanding will allow the speaker to use the language correctly in the appropriate context for the right purpose and then the speaker can be qualified to as speaker competent (Embark, 2013, p. 102).

According to Tarvin (2015) communicative competence is defined as the skill to speak a language or to communicate in a culturally and appropriate manner to make sense and accomplish activities with efficiency and fluency by interactions. Likewise, Hymes (1972) indicates that communicative competence makes reference to the level of language learning that allows language users to transmit their messages to others and understand others messages in explicit social contexts.

Canale & Swain's (1980) model of communicative competence proposes three areas of knowledge and skills.

1. Grammatical competence refers to the right sentence formation and vocabulary.
2. Sociolinguistic competence refers to the language user's skill to produce and understand the target language in different social contexts.
3. Strategic competence refers to the ability to use language to accomplish communicative objectives and improve efficient communication.

Furthermore, Camaro (1997) exposed four popular beliefs that promote the achievement of the level of communicative competence. These beliefs involve:

Giving more attention to speaking and listening skills than reading and writing; practicing more in communicating new information rather than 'already known' information; enhancing students' involvement to overcome passive learning and focusing on practicing the language in meaningful situations rather than on producing well-formed sentences or in individual words (as cited in Embark, 2013, p. 104).

Importance of Communicative Competence

As well as, Tarvin (2015) highlights the importance of communicative competence in language teaching. L2 speakers must be trained to process and interact with the target language they experience to succeed in the socio-cultural contexts. Whether in the classroom or out of it, if the L2 speakers do not access the target language, they have fewer opportunities and less efficacy to interact. Communicative competence by means Communicative Language Teaching (CLT) methodologies, allows second language speakers the cultural and linguistic knowledge needed to manage the interactional challenges that arise to them.

When planning to teach second language speakers a target language, teachers must be aware the L2 grammar, right and meaningful, denotative, deficit, for the use of those L2 for real interactions in the second or foreign language.

Measurement of Communicative Competence

One of the factors related to the teaching-learning of the English language by which teachers are responsible is to identify and quantify the level of communicative competence of learners through the Common European Framework of Reference for Languages terms (CEFR).

Pallotti (2010) suggests that when assessing, teachers should not focus on errors of learners or converting proficiency level to a numerical percentage, rather; teachers should focus on the meaning and intent of proficiency level descriptions.

The numerical percentage can be easy to calculate, but it does not describe all aspects of language development that teachers should take into account when developing lessons (Tarvin, 2015, p. 10)

Common European Framework of Reference for Languages

According to Language Policy Unit, Strasbourg retrieved from https://rm.coe.int/16802fc1bf, the Common European Framework is a European standard used worldwide to develop language programs, curricular guidelines, exams, textbooks, etc. It integrally catalogs what L2 learners need to know to use a language for communication and what knowledge and skills to develop to act efficiently. Besides, the CEFR details the proficiency levels, which allow students to measure their learning progress.

CEFR scales and levels

In the CEFR, there are scales of language descriptors, which cover several language functions, five language skills (listening, reading, spoken production, spoken interaction, and writing) and six levels (A1-C2) (Moe, Härmälä, Lee, Pascoal & Ramonienė, 2015, p.13)

Figure 7 CEFR Levels
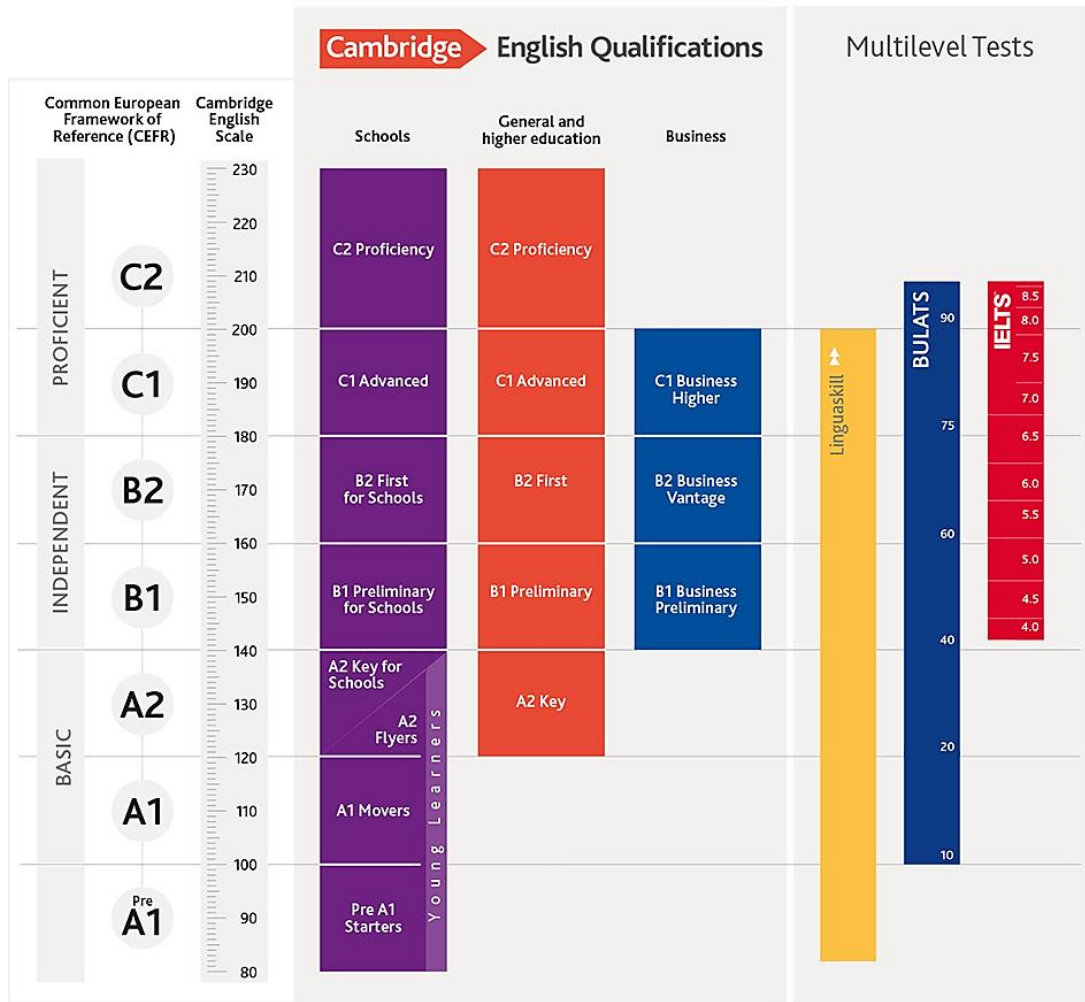
2.5 Hypothesis

The use of interactive games influences to the contextualized vocabulary learning of the students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

2.6 Signaling hypothesis variables

- Independent variable: Interactive Games
- Dependent variable: Contextualized Vocabulary Learning

Language skills

For better understanding about language skills, it is necessary to find out a suitable meaning both language and skills separately.

Language

Throughout the evolution of the human being, the term language has acquired many conceptions. For example, in 2010, Algeo pointed out that "language is a system of conventional vocal signs by means of which human being communicate". Likewise, Husain (2015) cites the following definitions:

- "Language is system of arbitratry vocal symbols by means of which a social group operates" (**Block & Trager, n.d**)
- "Language is a means of communicating thoughts" (**Allen, n.d**)
- "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings" (**Jesperson, n.d**)
- "Language is an audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs" (**Wenster**)

According to all above definitions, language is a set of verbals and non-verbals symbols that human being use to communicate with each other.

Skill

Every human beign has an innate ability to develop some activity better than another one. The term skill has many definitions and most of them say the same from different perspectives. For example, the Merraim – Webster English Dictionary (2019) concludes, "skill is the ability to use one's knowledge effectively and readily in execution or performance". Moreover, according to YOUR DICTIONARY (2019), "skill is a talent or ability that comes from training or practice". Furthermore, Dictionary.com

(2019) emphazises that "skill is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well" (Dictionary.com, 2019).

Language as Skill

Husain's (2015) study points out that language is basically a skill and that naturally comes under the psychomotor domain. The skill is an innate talent of the human being that acquires through practice; swimming, playing, singing, drawing, etc., are intellectual exercises and when practicing they become skills.

Language is a complex skill that involves four sub-skills such as listening, speaking, reading, and writing.
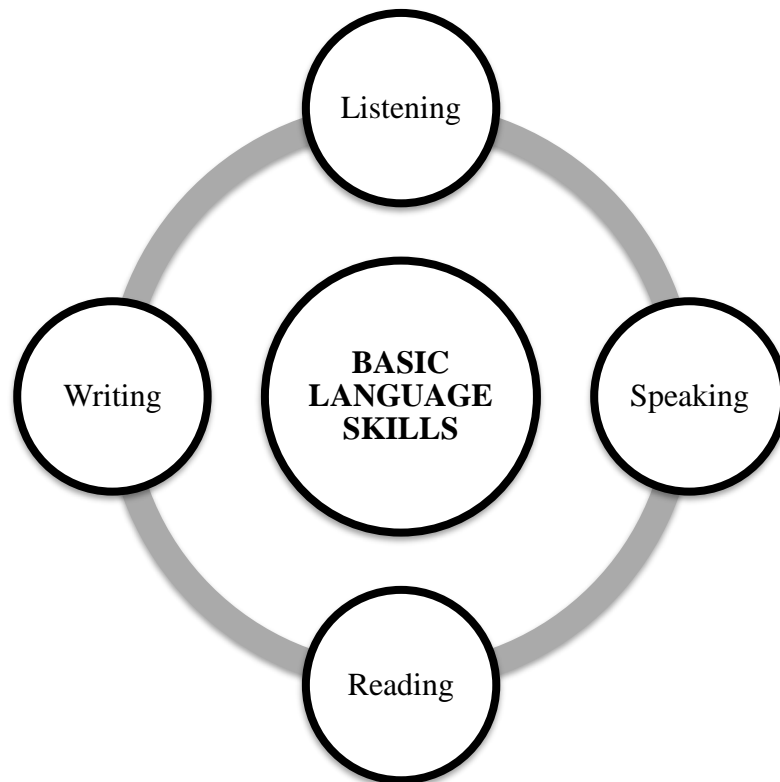
Figure 8 Types of Language Skills

Clasification of Language Skills

The four basic skills, viz. LSRW (Listening, Speaking, Reading and Writing) are classified into two parts.

Figure 9 Clasification of Language Skills
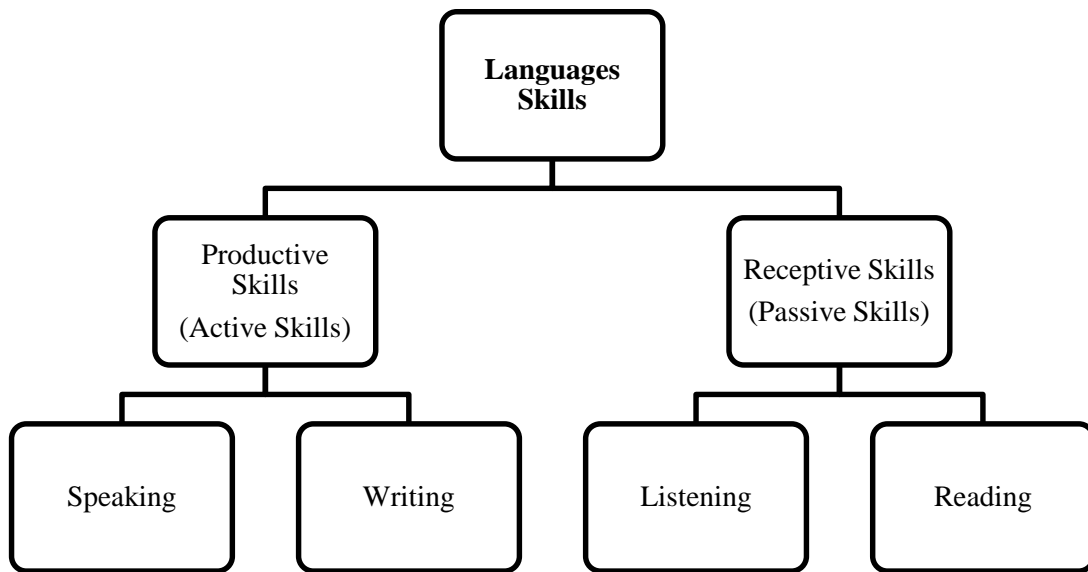
Figure 9 Clasification of Language Skills

Speaking and writing are considered productive skills because using these skills; people are not only active but also produce sounds and symbols. Furthermore, listening and reading are called receptive skills because people are usually passive and get information through listening or reading (Husain, 2015, p. 3).

The following table provides a better understanding of these skills.

Language Skills	Oral	Written
Productive	Speaking	Writing
Receptive	Listening	Reading

Figure 10 Clasification od Language Skills

The English Language & Teaching Methods book explains the relationship among skills of a language.

Listening Skill

"Listening is the act of hearing attentively." This skill is a similar process to reading that involves knowledge of phonology, syntax, semantics, and text comprehension.

Types of Listening

Types of listening depend on the attention that the listener pays to the speaker; the most important types of listening are the next.
- Accuraltely listening
- Appreciative listening
- Carefully listening
- Casual listening
- Evaluative listening

Speaking Skill

The speaking skill is an art of human communication and one of the productive skills, which must be developed and enhanced in the learning of target language. Good speaking skill is the act of generating appropriate words that listeners understand clearly and concise. Moreover, speaking skill is an interactive process of constructing meanings, which involves production, reception, and information process.

Reading Skill

Kurniasih (2011) concludes that reading helps people to develop and enhance communication skills through writing. Through reading, students have subconscious contact with grammar rules. Furthermore, reading enables students to develop the language syntax, grammatical structure, and increase vocabulary.

Likewise, Козак (2011) remarks that reading is a skill that allows us to pick up a message, recognize written words, understand the meaning, teach pronunciation, and obtain information from the texts.

Moreover, the same source goes beyond a definition and suggest types of reading such as skimming, scanning, and close reading.

- **Skimming reading** means getting familiar as quickly as possible with the text to be read.
- **Scanning reading** – the reader reads quickly just looking for specific information.
- **Close reading** means to pay special attention to the printed text, not only to read and understand the meaning, but also to understand about to all nuances and connotations of the language.

Writing

According to *English Language & Teaching Methods* book, writing is a means of communication that allows people to express their feelings and ideas on a paper, put their knowledge and beliefs in order in authentic arguments and convey meaning through a well-constructed text. In addition, writing skills enable people to express very well and, it is the "hard copy" of their intellectual level or expression level (Manaj, 2015).

Learning skills

It is essential that teachers are always focuced on improving the teaching and learning of children so that students achieve learning skills and build new information and knowledge by themselves.

According to Higgins, Baumfield, and Hall (2007), learning skills is a term used to categorize needed skills to adopt new skills and knowledge, particularly in a formal

learning atmosphere such as school or university. Learning skills is often divided into the following sub-categories:

- *Information and communication skills*: often include factors of literacy or literacies.
- *Thinking and problem-solving skills:* specially the development of critical thinking.
- *Interpersonal and self-management skills*

The objective of the development of learning skills is the improvement of acquired learning, either by developing more successful study skills and habits or by improving specific skills.

Moreover, Boyatzis & Kolb's (2003) study points out that; a skill is a combination of the ability, knowledge, and experience that allows people to do something well.

1. *Skills are domain-specific and knowledge-rich.* Glaser (1984) judged general process approaches in education since there were not interactions between knowledge structures and cognitive processes.
2. *A skill describes an integrated transaction between people and the environment.* This integration allows for commensurate measurement of person-environment fit (Sims, 1983, pp. 105-8)
3. *Skills are developed by practice.* Learning skills are developed by learning from experience and, as a result, they are more variable and subject to personal development (Higgins et all., 2007)

Contextualized Vocabulary Learning

The learning process of L2 is an important and challenging to the students' lives, because of limited language exposure and lack of innovative material. To solve and encourage students to learn English, it is proposed to do it in a contextualized way through interactive games.

Vocabulary

According to Yagual (2017), vocabulary is a set of words that can be used like sentences, clauses, and phrases. In addition, vocabulary also refers to the words that people use to communicate with each other; this communicative factor has become an important factor in the teaching-learning process of English.

Moreover, Alqahtani's (2015) study points out some definitions about vocabulary. For instance, Neuman & Dwyer (2015) concludes that vocabulary can be defined as "words we must know to communicate effectively; speak (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 24-25). Hornby (1995) remarks vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings" (p. 25). Likewise, UR (1998) states that "vocabulary can be defined, roughly, as the words we teach in the foreign language" (p. 25). In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession" (p. 25).

According to Zimmerman, as cited in Alqahtani, 2015, p. 25 "vocabulary is central to language and of critical importance to the typical language learning". Furthermore, Diamond & Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings" (as cited in Alqahtani, 2015, p. 25).
Analyzing from all definitions above, Alqahtani (2015) concluded that vocabulary is the total amount of words that people need to express their own ideas and communicate with each other. This is the reason why it is essential to learn vocabulary.

Types of vocabulary

According to (Huyen & Nga, as cited in Yagual, 2017, p. 36) there are two kinds of vocabulary: active and passive vocabulary. Hamer (1991) differentiates between these two types of vocabulary. First, the active vocabulary refers to the words that students have been taught and what they are supposed to be able to use. Second, the passive

vocabulary refers to the words that students will recognize when they see them again, although they probably will not be able to pronounce them.

Active vocabulary

According to Yagual (2017), active vocabulary refers to the words that people use with confidence to write and speak because they know the precise meaning of each word. It also refers to the productive aspect of language, that is, words are added progressively in the active vocabulary of learners. An active language vocabulary demands:
- The use of the right word in the right place.
- The spontaneous words' memory.
- Grammatical accuracy.

Passive vocabulary

It refers to words whose meaning can only be understood when they are used by other people and not when they are used by ourselves; since we are not familiar with the meaning of those words. When using the passive vocabulary; people do not know the precise meaning of a particular word. Therefore, people do not use that vocabulary to communicate with each other. Sometimes, people can understand the meaning of some words in context. Passive vocabulary involves:
- The recognition of vocabulary in writing or speech.
- The relation with main grammatical forms or items.
- The ability to quickly imitate the meaning of large groups of words.

Likewise, Haycraft, quoted by Hatch and Brown (1995), proposes two more types of vocabulary, called receptive and productive vocabulary (as cited in Alqahtani, 2015, p. 25).

Receptive vocabulary

In 2009, Stuart Webb pointed out that receptive vocabulary is a set of words that students can recognize and comprehend in context, but they are not able to produce. In addition, students are able to identify this vocabulary when they read a text, but they do not use it neither to write nor to speak (as cited in Alqahtani, 2015, p. 25).

Productive vocabulary

Stuart Webb (2005) points out that productive vocabulary is a set of words that students are able to understand, pronounce, and use in an appropriate and constructive way. For this reason, the productive vocabulary might be considered as an active process because learners would be able to express ideas and thoughts to others (as cited in Alqahtani, 2015, p. 25).

Contextualization

Contextualization is a set of teaching strategies designed to meaningfully link the learning of basic skills and academic content by guiding the teaching and learning process directly in concrete applications in a real context that arouse the student interest (Jameson-Meledy, 2015).

Perin's (2011) study proposes that the goal of contextualization is to generate the most effective learning conditions, expressed in better skills, higher grades and rates of retention, and the progress of advanced work. In addition, learning through contextualization is suitable in all linguistic skills, such as; reading, writing, listening and speaking (Uswatunnisa, 2017, p. 27)

Contextualized learning

(Kalchik & Oertle and USC Center for Excellence in Teaching, as cited in Jameson-Meledy, 2015, p. 1) claim that contextualized learning is characterized by some factors such as:

- Abstract opinions through sensory methods.
- Personalized teaching for each student.
- Academic learning combination with professional applications.
- Skills and knowledge approach for real life.
- It presents information in small increments

Furthermore, Jameson-Meledy (2015) argues that contextual learning emphasizes problem-solving and teaching based on each student's context life.

Davtyan's (2004) study points out that contextual learning is an educational strategy that relates the actions of the brain to significant patterns by making contextual interference between the academic content and the real-life context. In addition, it helps students store not only short-term knowledge but also the long-term knowledge that will be applied to their activities later.

In 2004, Davtyan also suggests that teaching based on contextual learning should be established to foster five fundamental learning agents: Relating, Experiencing, Applying, Cooperating and Transferring (REACT).
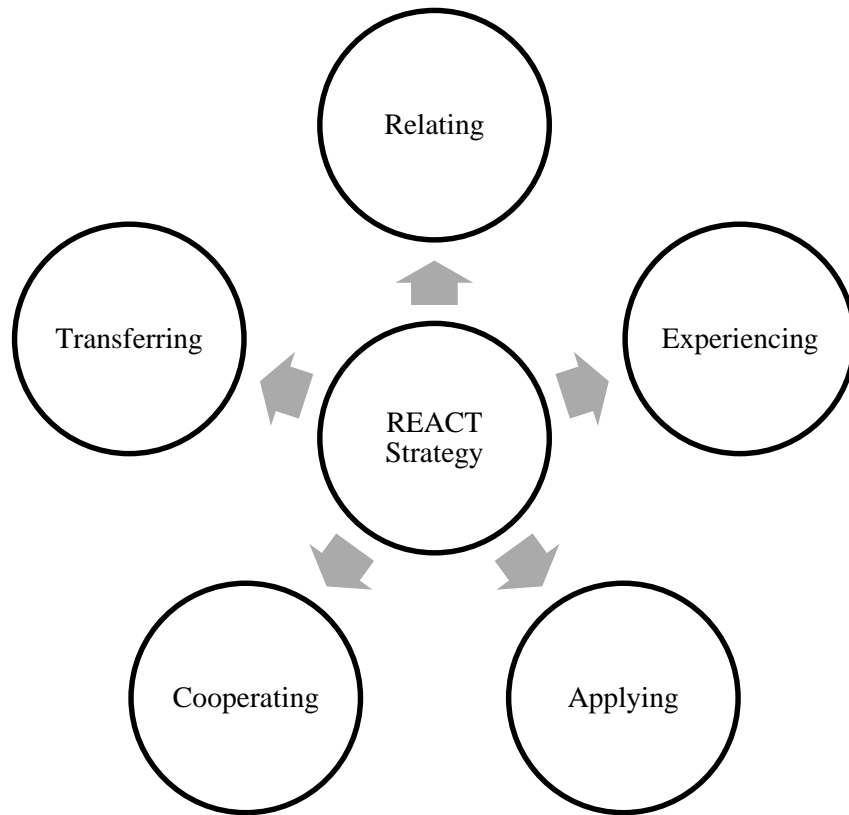
Figure 11 REACT strategy

Relating: is to acquire new knowledge in the context of daily experiences (Johnson, 2002) It also helps learners relate their knowledge to the new information (Powers & Guan, 2000) And also, this new way of learning will help students find a solution to problems (Ege, Coppola & Lawton, 1997).

Experiencing: is learning in the context of exploration, researching and creation. Students learn faster by employing equipment and materials while they research new information on their own (Bjornavold, as cited in Davtyan 2004, p. 2).

Applying: is when students learn concepts and information in real context and then apply their own experience to their problem-solving activities (Gerlai, as cited in Davtyan 2004, p. 2).

Cooperating: is getting new knowledge in the context of sharing, answering and communicating with other students (Davtyan, 2004). In other words, sharing

knowledge, talking and answering among classmates helps them learn and understand better the new information and relate it with real life.

Transferring: is learning in the context of the student's prior knowledge. Transfer is learning in the context of the prior knowledge. That is, acquire new knowledge beyond what students already know (Billett, as cited in Davtyan 2004, p. 2)

Finally, Davtyan concludes that using contextual learning in the classroom does not implicate new instruments. On the contrary, it involves new teaching styles and strategies. The effectiveness of this type of learning can be achieved by daily applying REACT strategies: Relating what students learn in the context of real situations, experiencing the new knowledge, applying new perceptions to the real world situations, solving problems and communicating with each other and transferring new knowledge to activities they will have in the future (p. 3)

Contextualized vocabulary learning

At present, experts and researchers have invented many strategies related to vocabulary learning. One of those are the contextualized vocabulary learning. This strategy is the appropriate one because it helps students to understand words and how to use them accurately. In addition, contextualized vocabulary learning is to guide students to acquire new words through conceptualizing and correlation of the words to real things (Uswatunnisa, 2017)

Many convictions make scholars of language argue that contextualized vocabulary learning is more efficient than learning isolated words lists (Nielsen, n.d.). On the other hand, Oxford & Scarcella (1994) conclude that decontextualized learning (word lists) can help learners memorize the vocabulary, but it is also likely that students will quickly forget them (as cited in Nielsen, n.d.). Besides, Jiang (2000) confirms that the EFL words learned through memorization and translation cannot reach the appropriate lexical development (as cited in Hasegawa, n.d.).

Furthermore, Hasegawa (n.d.) points out that "learning EFL vocabulary in context is an essential process for the enrichment of the mental lexicon" Likewise, Prince (1996) remarks that contextualized learning is often considered the best way to learn vocabulary.

Moreover, Uswatunnisa (2017) concludes that the students' vocabulary level taught through a contextualized learning strategy is more meaningful than the one taught through a decontextualized learning method.

CHAPTER III

METHODOLOGY

The development of this research was conducted under principles of the critical-propositive paradigm focused on the quantitative-qualitative condition. Critical-propositive because it questioned the research and set out alternative solutions. Qualitative because it described the characteristics, causes, and effects of the problem and quantitative because techniques and instruments were used to collect information to analyze and interpret the results.

3.1 Basic method of research

The suitable methods used in the development of this research work were the following:

Quantitative Method

Apuke (2017) points out that quantitative method is responsible for counting and analyzing variables to obtain outcomes. The quantitative method is suitable to develop this research because; it allows to gather real and direct information through techniques and data collection instruments such as; survey questionnaire and observation cards. The analysis and interpretation of the results help to answer the research questions and prove the raised hypothesis on the inefficient development of oral communication of the students of seventh grade at Pensionado Americano International School.

Qualitative Method

The focus of this research is the opposite of the quantitative method; it uses personal interviews to collect information; it does not use statistical analysis. Therefore, to collect information, the teachers of different classrooms and the director were personally surveyed, their ideas and opinions allowed to demonstrate the cause and effect of the problem under study.

Inductive Method

Burney (2004) concludes that the inductive approach starts from the specific to the general conclusions through observation, interpretation, and application of knowledge. The students of seventh grade at Pensionado Americano International School were observed during the English class. It was noted that students hesitate to speak English because most of them do not know familiar English words. Therefore, if language learners do not improve and increase their vocabulary, they will not be able to develop fluent and coherent oral communication.

Observational Method

Kawulich's (2012) emphazises that the observation is used in the social research field as a technique to collect information that consists of observing people, processes, and cultures. The observation technique was useful to identify faults and behaviors of students, teachers, and authorities; how students and teacher behave in the classroom; how educational material is organized for teaching process, and what are the learning needs of students.

3.2 Level or type of research

This investigation was based on the modalities of field research, bibliographic and experimental, whose purpose was to gather real information through techniques and data collection instruments, such as; survey questionnaire, interview, and observation in order to achieve the established goals in the research.

Field research

The field research was carried out in The Unidad Educativa Pensionado Americano International School. The intention of visiting the educational establishment was to collect and record real information about the problem research in a direct manner. For the data collection, it was used the observation and survey techniques and questionnaire as instrument resulting from the operationalization of the variables.

Bibliography

This research paper is bibliographic because for its development it was used reference sources such as virtual libraries, website, articles, documentaries, magazines, books, and so on. The purpose of this research was to obtain real information from previous research that helps to better understand and explain the social phenomenon and propose possible solutions to the oral communication deficiency of seventh grade students at Pensionado Americano International School in the School year 2018 – 2019.

Applied research

This type of research aims to get new knowledge in order to solve practical problems of the real world and not just abstract or theoretical ones (Khan, Qurashi & Hayee, 2007). In other words, applied research focuses on the practical process of new knowledge acquired from general theories to give immediate and proper solution to a social and cultural phenomenon.

Descriptive research

This type of research focuses on observation as an instrument of data collection. It seeks to study situations to determine what is the norm, that is, it can be predicted that it will happen under the same circumstances (Waliman, 2011, p. 8). Furthermore, Eunsook, KohWillis & Owen (2000) points out that descriptive research is social status and, generally, it is used in education, nutrition, epidemiology, and human behavior.

Quasi-experimental

Moore's (2008) study emphazises that quasi-experimental research is a method that also examines results; however, there is no random assignment of participants to the observation and description groups. This method could compare the results of the students who received the training with the results of those who did not. In addition, this type of research could also compare the results of a student group, before and after their participation in the training program called pre-test/post-test design.

3.3 Population and / or sample

This research was focused on the seventh grade students at Pensionado Americano International – School in the school year 2018 – 2019. The involved population in the research was the following: 22 students, 1 English teacher, and 1 school principal. The type of sampling applied to this research was intentional sampling also called as non-probabilistic sampling. The intentional sampling focuses on the researcher's selection criterion; therefore, it was decided to divide the research sample into two groups. One group composed of students with highest scores and the second with lowest scores who were trained by interactive games.

Table 1: Population

N°	Population	Sample	%
01	Students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019	22	88%
02	English teachers at Pensionado Americano International School in the school year 2018 – 2019	2	8%
03	Principal at Pensionado Americano International School	1	4%
	TOTAL	25	100%

Source: Pensionado Americano International School
Author: TOPA, Nelson (2018)

3.4 Operationalization of variables

3.4.1 Independent Variable - Interactive Games

Table 2: Independent Variable - Interactive Games

Conceptualization	Dimensions	Indicators	Basic items	Techniques	Instruments
Games are activities that help with the development of the learning skills of children with different levels of learning through the interaction of activities and electronic devices while they are entertained.	1. Games	1.1 Educational games 1.2 Entertainment games	1. What kind of teaching techniques do you use to encourage the learning of English vocabulary? 2. Have you used interactive games in your English classes? Which one? 3. Do you think that interactive games would help students develop their vocabulary level? Why? 4. Do you believe that implementing interactive games in the class would contribute to the learning English vocabulary? Why? 5. What kind of interactive games do you use the most in your English classes? 6. Do you agree to apply interactive games for teaching English vocabulary in your classroom? Why?	Observations Surveys	Observation cards Questionnaries Pre-test Post-test
	2. Learning kills	2.1 Collaboration and teamwork 2.2 Creativity and imagination 2.3 Critical thinking 2.4 Problem solving			
	3. English Learning levels	3.1 Basic User (A1-A2) 3.2 Independent User (B1-B2) 3.3 Proficient User (C1-C2)			
	4. Activities	4.1 In pairs 4.2 In groups			

Author: Topa, N. (2018)

3.4.2 Dependent Variable – Contextualized Vocabulary Learning

Table 3: Dependent Variable – Contextualized Vocabulary Learning

Conceptualization	Dimensions	Indicators	Basic items	Techniques	Instruments
Contextualized vocabulary learning is an active and deliberate acquisition of the meaning for a word of a text through the contextual reasoning of previous knowledge of the reader, previous knowledge of the language, and word meaning hypotheses.	1. Meaning acquisition 1. Contextual reasoning 2. Word meaning hypotheses.	1.1 Word 1.2 Text 2.1 Reader's previous knowledge 2.2 Reader's language knowledge	1. How important do you consider that good level of vocabulary contributes to better oral communication skill? a) Very important ( ) b) Important ( ) c) Necessary ( ) d) Unnecessary ( ) 2. How often do you practice vocabulary in the English class? a) Daily ( ) b) Weekly ( ) c) Monthly ( ) d) Never ( ) 3. How important do you consider that interactive games could improve your vocabulary level? a) Very important ( ) b) Important ( ) c) Necessary ( ) d) Unnecessary ( ) 4. Do you consider necessary to use interactive games for learning vocabulary? a) Yes ( ) b) No ( ) c) Maybe ( ) 5. Do you believe that your teacher should use interactive games to teach vocabulary? a) Yes ( ) b) No ( ) c) Maybe ( )	Surveys	Questionnaries Pre-test Post-test

Author: Topa, N. (2018)

3.5 Method of data collection

For data collection, the students of seventh grade at Pensionado Americano International School were assessed with a colored pre-test and a black & white post-test retrieved from ESL Games web pages.

The purpose of the colored pre-test is to stimulate students' attention and concentration so that they can relate colors with images and environment. Colors influence on people a lot, although not on the absolute level of our behaviors, but on the plane of moods that support the teaching-learning of many contexts (Hernández, n.d, p. 3-4). On the other hand, the black & white post-test was used to know the development of students' learning skills.

Moreover, to gather real and direct information about the importance and acceptance of the use of interactive games in the EFL classroom by students of seventh grade at Pensionado Americano International School, the following techniques and instruments for data collection were considered:

Table 4: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
What for?	To achieve the research objectives
What people or objects?	Students of seventh grade, English teachers, and the principal
What aspects?	Interactive games for the contextualized vocabulary learning
Who?	The researcher (Nelson Topa)
Whom?	Students of seventh grade at Pensionado Americano International
When?	The school year 2018 – 2019
Where?	Pensionado Americano International School
How many times?	Once during the research
What data collection techniques?	Observation, interview, and survey
With what?	Structured survey questionnaire

Source: Direc research
Autor: Topa, N (2018)

3.5.1 Data Collection Techniques

The success of the investigation depends a lot on the actual information collected, so that; choosing the appropriate data collection technique accomplish the success of the research work. The data collection techniques used in this investigation were the following ones:

Observation

This technique allowed to obtain direct and natural information about the individual behavior of students of seventh grade at Pensionado Americano International School during the development of the different activities carried out in the EFL classrooms. The observation tools used in this investigation were the following: field cards to collect the highlights of the phenomenon under study and specific records to observe and record specific actions of both teachers and students.

Interview

An interview is a personified conversation involving an interviewer who asks questions and the interviewee who answers those questions by own opinions and concepts to get information about a particular problema (Easwaramoorthy & Zarinpoush, 2006, p. 6). The principal of the Pensionado Americano International School was interviewed with a printed unstructured interview. This technique was useful since the data collection contributed a lot to the knowledge of the problem and to the analysis of the specific needs to find alternative solutions.

Survey

Because of this research has a quantitative approach, it is necessary to use the survey technique to describe specific aspects of students of seventh grade at Pensionado Americano International School. The survey was carried out by applying a questionnaire to know the opinions, attitudes, and behaviors of students and English teachers.

3.5.2 Data collection and analysis

The data collection and analysis was developed according to the following procedures:

- Once collecting information, a critical review was made this allowed to detect and discard all defective information.
- Through the observation technique and survey, the application of instruments, such as questionnaires, interviews, and pre-tests, and post-test all the possible information was collected and then, results were classified and tabulated according to variables of each hypothesis.
- Finally, all results were interpreted by statistical tools to bring out conclusions and recommendations, and thus to find an alternative solution to improve the students' vocabulary level by the interactive games' technique.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

This chapter focuses on the interpretation of quantitative and qualitative data, as well as the graphic representation, obtained through interviews, surveys, and a pre-test and a post-test applied to twenty-two students and the English teacher of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

After that, all the data collection was represented in the statistical graphs and tables to get a better conceptualization the results of each question made to the students and teachers of the high school under study, since it evidences the carried out research.

Once analyzed, described and interpreted the results about interactive games and their influence on the learning of the vocabulary in the English language, it can be said that both students and teachers are aware that the interactive games get awake the students' interest in learning by doing through the game.

4.2 Pre test and post test

In this quasi-experimental research, a pre-test and a post-test were applied to twenty-two students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019. Because the population was small, as well as the classroom; the same students were considered as the controlled group and the experimental one.

The pre-test was printed in color and the post-test in black & white. The purpose of the pre-color test was to stimulate the attention and concentration of students and thus be able to relate the colors to the images and the environment.

Colors influence on people a lot, although not on the absolute level of our behaviors, but on the plane of moods that support the teaching-learning of many contexts

(Hernández, n.d, p. 3-4). On the other hand, the black & white post-test was used to know the development of students' learning skills.

4.2.1 English vocabulary proficiency level according to the pre-test and post-test

English vocabulary proficiency of students of seventh grade at Pensionado Americano International School was accessed through a test retrieved from the ESL Games Web Pages. The pre-test was a crossword puzzle composed of 9 questions specifically focused on vocabulary. It was applied to know the students' English vocabulary proficiency level.

Table 5: Vocabulary Assessment Scales

P	F	G	V.G	E
Poor	**Fair**	**Good**	**Very good**	**Excellent**
(1 – 3) pts	(4 – 5) pts	(6 – 7) pts	(8 – 9) pts	(10) pts

4.2.2 Pre-test results

Table 6: Results obtained by students of seventh grade at Pensionado Americano

STUDENTS	QUANTITATIVE	QUALITATIVE				
		P	F	G	V.G	E
S1	2,2	x				
S2	5,5		x			
S3	4,4		x			
S4	3,3	x				
S5	2,2	x				
S6	1,1	x				
S7	5,5		x			
S8	2,2	x				
S9	0,0	x				
S10	4,4		x			
S11	3,3	x				
S12	3,3	x				
S13	2,2	x				
S14	5,5		x			
S15	2,2	x				
S16	2,2	x				
S17	10,0					x
S18	2,2	x				
S19	3,3	x				
S20	6,6			x		
S21	3,3	x				
S22	2,2	x				
$\overline{X}$ S^2 S	3,5					

It can be seen that the arithmetic mean obtained by students of seventh grade at Pensionado Americano International School in the pre-test is 3,5 out of 10.

4.2.3 Post-test results

Table 7: Results obtained by students of seventh grade at Pensionado Americano

STUDENTS	QUANTITATIVE	QUALITATIVE				
		P	F	G	V.G	E
S1	6,7			x		
S2	8,9				x	
S3	4,4		x			
S4	8,9				x	
S5	10,0					x
S6	6,7			x		
S7	2,2	x				
S8	5,6		x			
S9	10,0					x
S10	6,7			x		
S11	10,0					x
S12	4,4		x			
S13	7,8			x		
S14	10,0					x
S15	6,7			x		
S16	10,0					x
S17	5,6		x			
S18	10,0					x
S19	8,9				x	
S20	10,0					x
S21	10,0					x
S22	8,9				x	
$\overline{X}$ S^2 S	7,84					

It can be seen that the arithmetic mean obtained by students of seventh grade at Pensionado Americano International School in the pre-test is 7,84 out of 10.

4.2.4 Pre-test and post-test scores

Table 8: English vocabulary proficiency level according to pre-test and post-test

Vocabulary Proficiency	
Pre-test	3,5
Post-test	7,84
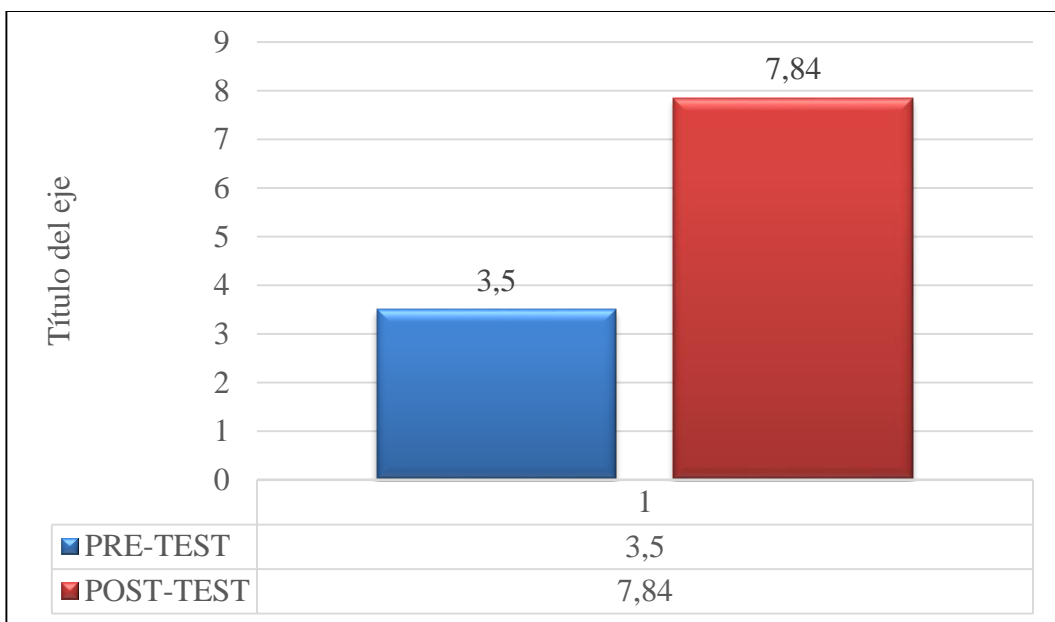
Figure 12 English vocabulary proficiency level according to pre-test and post-test
Source: Direct Research

The students of seventh grade were considered as a control group and as an experimental group. According to the pre-test, students achieved an arithmetic mean of 3,5 out of 10 that correspond to a low level of English vocabulary proficiency. On the other hand, after the post-test, there was a significant improvement; students achieved an arithmetic mean of 7,84 out of 10 that correspond to a good level of English vocabulary proficiency.

4.2.5 Pre-test qualitative analysis

Table 9: Pre-test qualitative analysis

Descriptions	Frequency	%
Poor	15	68,20%
Fair	5	22,72%
Good	1	4,54%
Very good	0	0%
Excellent	1	4,54%
TOTAL	**22**	**100%**

	FREQUENCY	PERCENTAGES
■ Poor	15	68,20%
■ Fair	5	22,72%
■ Good	1	4,54%
■ Very good	0	0%
■ Excellent	1	4,54%
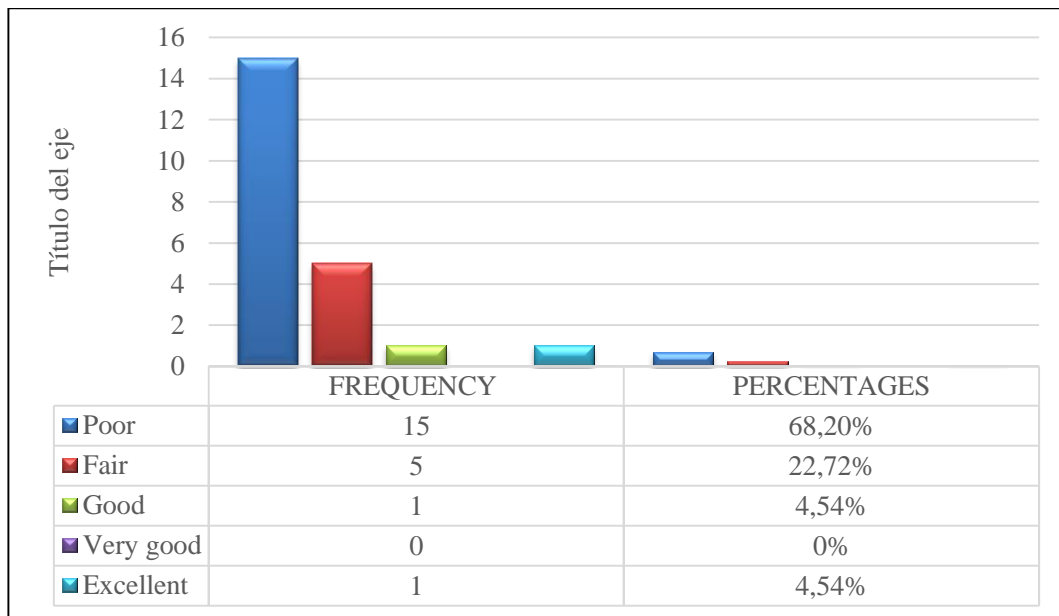
Figure 13 Pre-test qualitative analysis
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 15 students who correspond to 68,20% are at a poor level of English vocabulary proficiency, 5 students who correspond to 22,72% are at a fair level of English vocabulary proficiency, 1 student who corresponds to 4,54% is at

a good level of English vocabulary proficiency, and 1 student who corresponds to 4,54% is at an excellent level of English vocabulary proficiency.

It can be concluded that students are at a poor level of English vocabulary proficiency, which means they need learning strategies to improve their level of vocabulary proficiency.

4.2.6 Post-test qualitative analysis

Table 10: Post-test qualitative analysis

Descriptions	Frequency	%
Poor	1	4,54%
Fair	4	18,18%
Good	5	22,72%
Very good	4	18,18%
Excellent	8	36,38%
TOTAL	**22**	**100%**
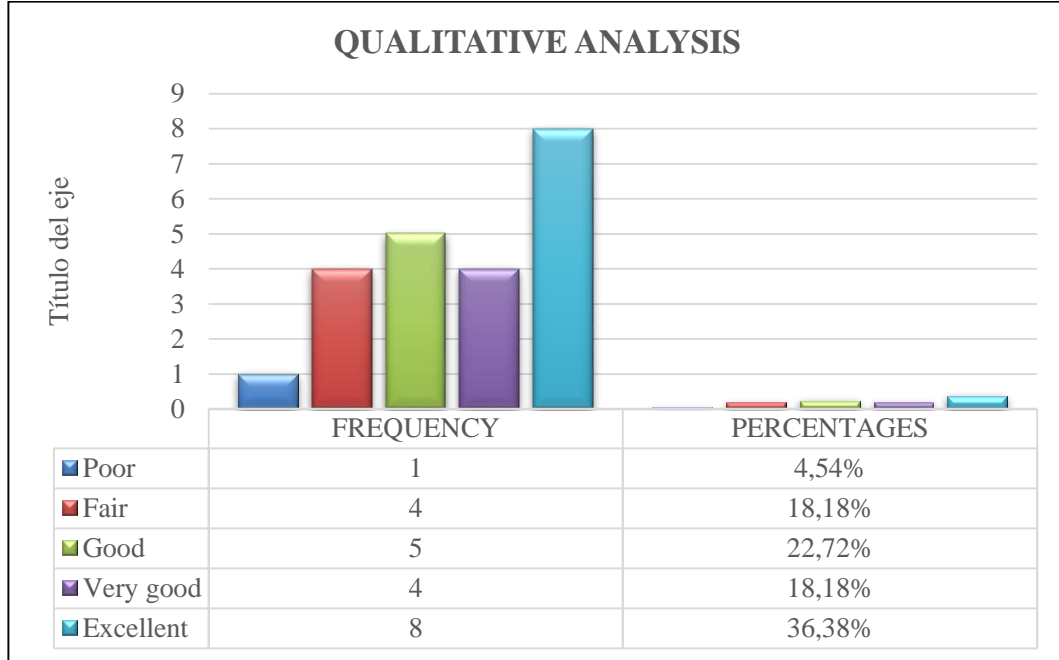
Figure 14 Post-test qualitative analysis
Source: Direct Research

Analysis and interpretation

Out of a total of 22 students of seventh grade at Pensionado Americano School that corresponds to 100%, 1 student who corresponds to 4,54% is at a poor level of English vocabulary proficiency, 4 students who correspond to 18,18% are at a fair level of English vocabulary proficiency, 5 students who correspond to 22,72% are at a good level of English vocabulary proficiency, 4 students who correspond to 18,18% are at a very good level of English vocabulary proficiency, and 8 students who correspond to 36,38% are at an excellent level of English vocabulary proficiency.

It can be concluded that students are at an excellent level of English vocabulary proficiency, which means that interactive games used as an educational tool are a great help in the development of students learning skills.

4.3 Class observation of students of seventh grade at Pensionado Americano International School

Table 11: Classroom Observation Checklist

	INFORMATION:					
	Class:	**N° of learners:**		**Learners' age:** 10 years		
	Date:	**City:** Riobamba				
	Length of the class: 40 min	**Type of school:** Private School				
	Observer's name: Lic. Nelson Gustavo Topa					
	Teacher observed: Lic. Cesar Perez					
	OBSERVATION CRITERIA		1	2	3	N-A
1	Teacher seems prepared and moves smoothly from one activity to another.				x	
2	Teacher follows weekly plan.		x			
3	Chairs are appropriately arranged for the task.					x
4	Teacher uses active learning strategies				x	
5	Teacher contributes to a generally positive atmosphere.				x	
6	Board work and visuals are clear, organized and efficient.				x	
7	Teacher cheks understanding.				x	
8	Teacher motivates students' participation.		x			
9	Teacher provides opportunity for more Ss talk than T talk.			x		
10	Errors are managed appropriately.				x	
11	Teacher uses questions that get students talking.				x	
12	Teacher involves everyone in the class.		x			
13	Teacher speaks English adequately.				x	
14	Teacher uses interactive games in the class.		x			
15	Instructions are clear and brief and explanations are effective.				x	
16	Effective group work/pair work is evident.			x		
17	Teacher offers appropriate feedback.				x	
Rating Key:	0 = Not applicable/not observed (N-A)	1 = Bad	2 = Satisfactory		3 = Excellent	

Source: Direct Research

4.3.1 Analysis of the class observation of students of seventh grade.

During the class observation, it was possible to appreciate the strengths and weaknesses of teaching and learning of both the teacher and students. The purpose of the class observation was to relate directly and naturally to the problem; therefore, it is preferable to focus more on the most notable weaknesses than on the strengths to look for alternative solutions.

Although the teacher always encourages participation in the EFL classroom, students do not interact. This aspect was noticed at first sight; students felt afraid and embarrassed to express ideas in English, and they always use code-switching for asking questions about basic vocabulary.

Moreover, chairs were not organized suitably for class, so it was difficult for the teacher to involve all the students in the class, students who interacted were those who were sitting near the teacher while students who were sitting in the back did not pay attention. Students are not able to develop learning skills because they are not exposed to the target language permanently; therefore, it is fundamental that the teacher applies techniques and organization in the classroom to achieve the active learning of the student.

The time assigned to teach English to the students of seventh grade at Pensionado Americano International School is three hours and forty minutes distributed at the following schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
40 minutes	50 minutes	40 minutes	40 minutes	50 minutes

Although the English teacher tries to encourage students, apply learning strategies, motivate students´ participation, etc., the schedule is not enough for the teacher follows and accomplish the teaching plan. Besides, sometimes English hours are used to level

students in other subjects, it makes the teacher to be delayed and then focus on completing textbooks without taking into account the development of student learning.

Finally, the core of the observation was 'Interactive games in the EFL classroom.' Interactive games are used more as a resource of entertainment than as an educational resource. The teacher uses the 'lyricstraining' application at the beginning of the class to capture the students' attention or at the end of the class to maintain control of the classroom.

4.4 Survey applied at students of seventh grade at Pensionado Americano International School.

SURVEY ABOUT INTERACTIVE GAMES

Please take a few minutes to fill out this survey and share your ideas. Your input will help us improve our site and provide the information it wants. Thank you.

Read each question carefully and mark (✓) the item you consider the best option.

1. How important is it for you to learn English?
   a) Very important   ( )
   b) Important   ( )
   c) Necessary   ( )
   d) Less necessary   ( )

2. How important do you consider that good level of vocabulary contribute a better oral communication skill?
   a) Very important   ( )
   b) Important   ( )
   c) Necessary   ( )
   d) Less necessary   ( )

3. How often do you practice vocabulary in the English class?

    a) Daily   ( )

    b) Weekly   ( )

    c) Monthly   ( )

    d) Never   ( )

4. How much do you like playing interactive games?

    a) A lot   ( )

    b) A little   ( )

    c) Nothing   ( )

5. How often do you play interactive games?

    a) Every day   ( )

    b) Every week   ( )

    c) Every month   ( )

    d) Never   ( )

6. How much time do you spend playing interactive games?

    a) One hour a day   ( )

    b) Two hours a day   ( )

    c) Three or more hours a day   ( )

7. Would you like to learn English by playing interactive games?

    a) Yes   ( )

    b) No   ( )

    c) Maybe   ( )

8. How often do you play interactive games in English class?

    a) Always   ( )

    b) Sometimes   ( )

    c) Never   ( )

9. How important do you consider that interactive games could improve your vocabulary level?
    a) Very important   ( )
    b) Important   ( )
    c) Necessary   ( )
    d) Less necessary   ( )

10. Do you consider necessary to use interactive games for learning vocabulary?
    a) Yes   ( )
    b) No   ( )
    c) Maybe   ( )

11. Do you believe that your teacher should use interactive games to teach vocabulary?
    a) Yes   ( )
    b) No   ( )
    c) Maybe   ( )

12. Do you agree that interactive games motivate the learning of English?
    a) Yes   ( )
    b) No   ( )
    c) Maybe   ( )

THE END

Interpretation of data

Table 12: Question 1: How important is for you to learn English?

Alternatives	Frequency	%
Very important	12	55%
Important	6	27%
Necessary	4	18%
Less necessary	0	0%
TOTAL	**22**	**100%**

Source: Pensionado Americano International School

	FREQUENCY	PERCENTAGES
Very important	12	55%
Important	6	27%
Necessary	4	18%
Less necessary	0	0%
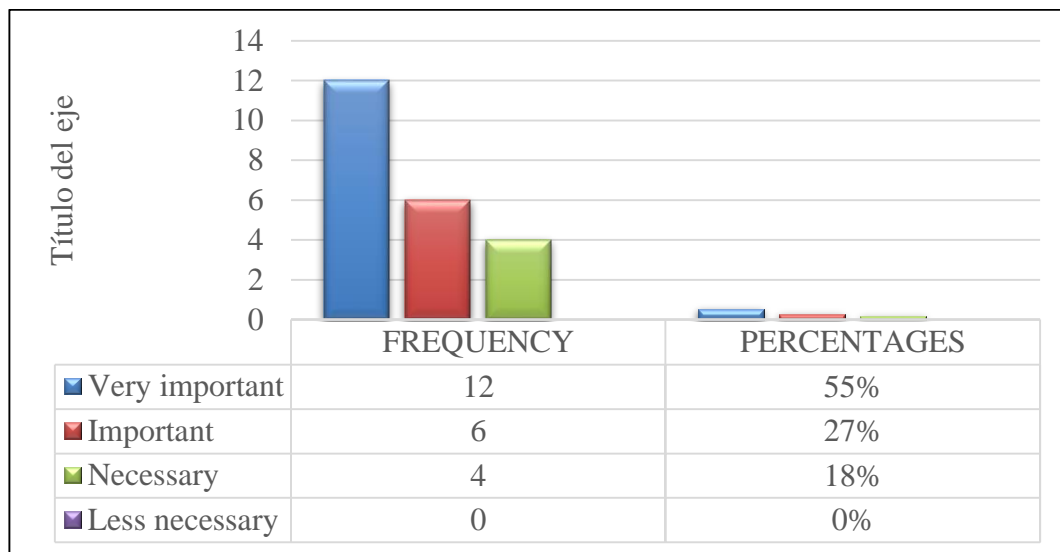
Figure 15 Importance of learning English
Source Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 12 students who correspond to 55% say that learning English is very important, 6 students who correspond to 27% argue that learning English is important, and 4 students who correspond to 18% consider that learning English is necessary.

It can be concluded that students consider that learning English is very important, which means they are aware that sooner or later they must learn English as a second language.

Table 13: Quesiton 2: How important do you think the level of vocabulary contributes to the development of oral communication skills?

Alternatives	Frequency	%
Very important	8	36%
Important	10	45%
Necessary	4	18%
Less necessary	0	0%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Very important	8	36%
Important	10	45%
Necessary	4	18%
Less necessary	0	0%
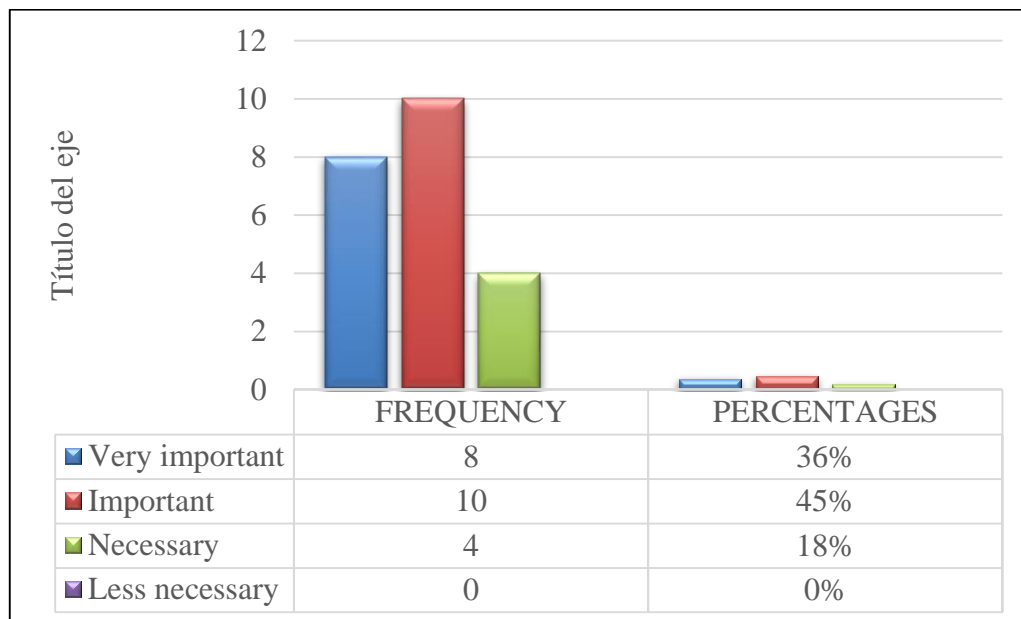
Figure 16 Vocabulary contribution in oral communication skills
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 8 students who correspond to 36% say that the level of vocabulary is very important for the development of oral communication skills, 10 students who correspond to 47% argue that the level of vocabulary is important for the development of oral communication skills, and 4 students who correspond to 18% consider that the level of vocabulary is necessary for the development of oral communication skills.

It can be concluded that students consider that the level of vocabulary is important for the development of oral communication skills, which means students do not rule out the importance of developing and improving their level of English, which is the purpose of this research.

Table 14: Question 3: How often do you practice vocabulary in the English class?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Daily	19	86%
Weekly	1	5%
Monthly	2	9%
Never	0	0%
TOTAL	**22**	**100%**

Source: Direct Research
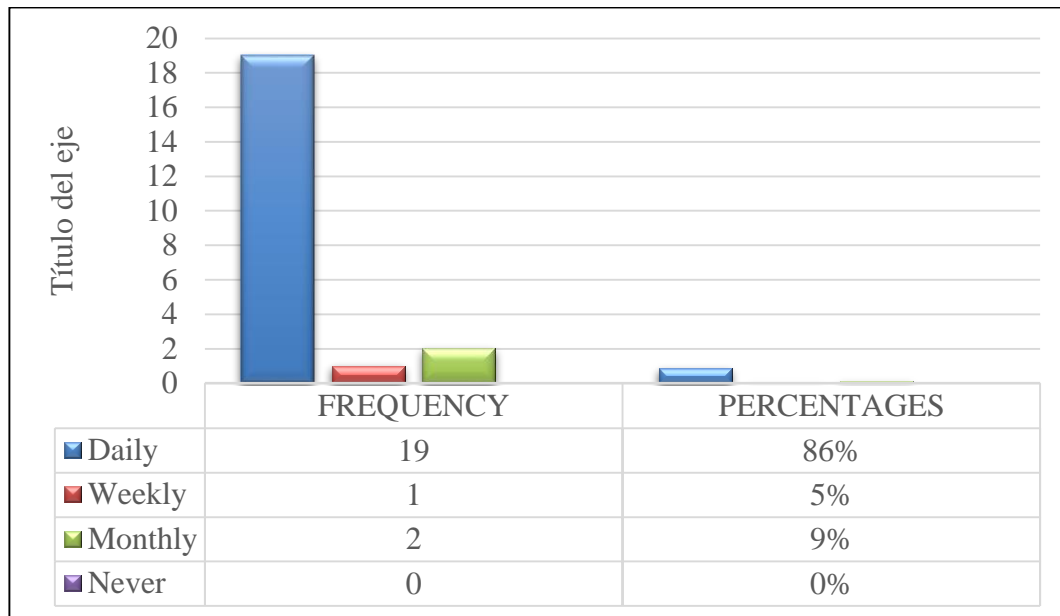
Figure 17 Vocabulary practice in the English class
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 19 students who correspond to 86% say they practice vocabulary in class daily, 1 student who correspond to 5% argue they practice

vocabulary in class weekly, and 2 students who correspond to 9% consider they practice vocabulary in class monthly.

It is concluded that although students practice the vocabulary in class daily, they still do not develop their learning skills.

Table 15: Question 4: How much do you like interactive games?

ALTERNATIVES	FREQUENCY	PERCENTAGES
A lot	19	86%
A little	3	14%
Nothing	0	0%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
A lot	19	86%
A little	3	14%
Nothing	0	0%
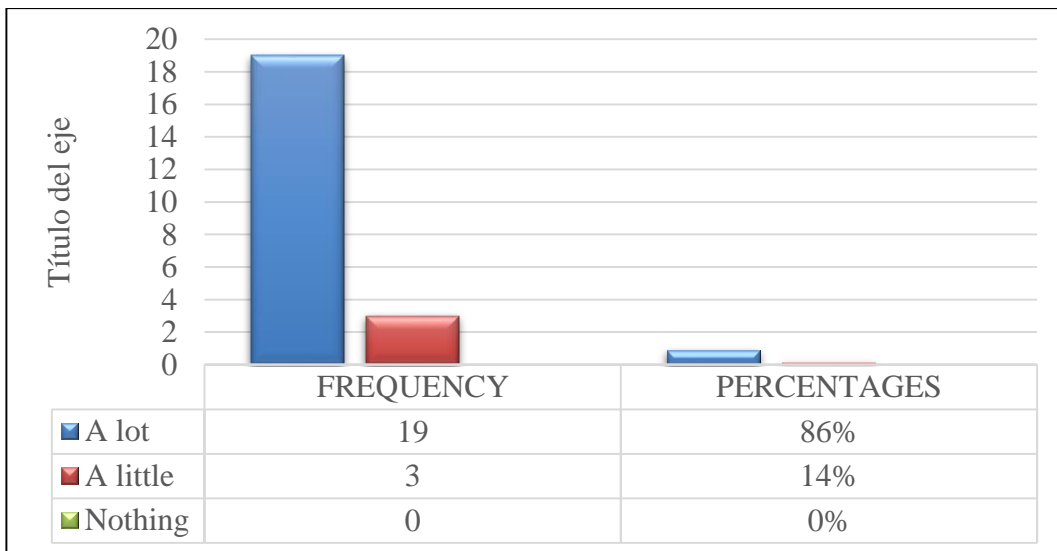
Figure 18 Too much game
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 19 students who correspond to 86% say they like interactive games a lot, 3 students who correspond to 14% argue they like to play interactive games a little.

In conclusion, students like playing interactive games a lot, which means that if interactive games are used as teaching techniques, students will develop and improve their learning skills unconsciously by games.

Table 16: Question 5: How often do you play interactive games?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Every day	8	36%
Every week	13	59%
Every month	0	0%
Never	1	5%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
■ Every day	8	36%
■ Every week	13	59%
■ Every month	0	0%
■ Never	1	5%
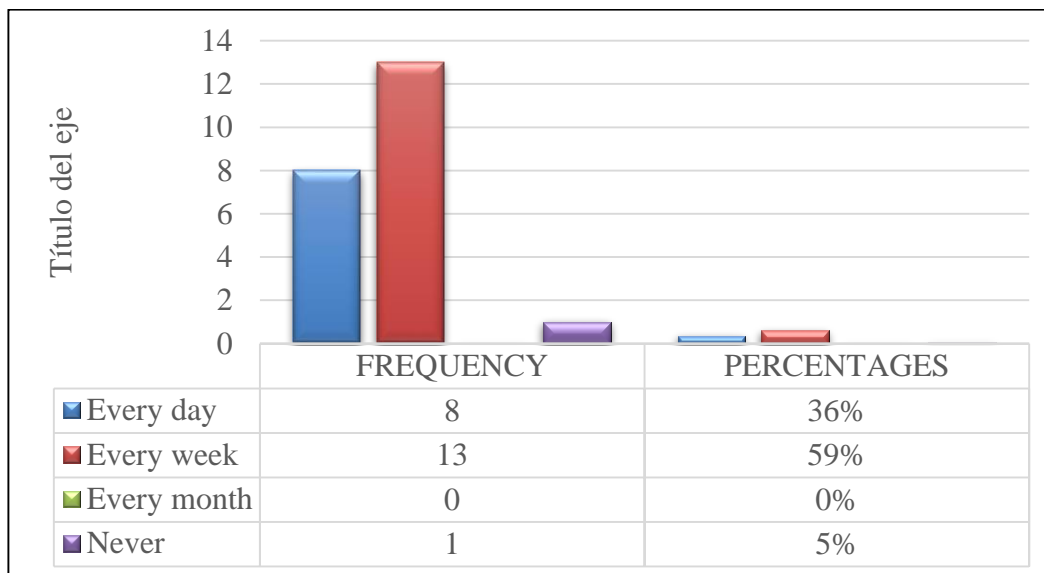
Figure 19 Gaming frequency
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 8 students who correspond to 36% say they play interactive games every day, 13 students who correspond to 59% argue they play interactive games every week, and 1 student who corresponds to 5% consider they never play interactive games.

It comes to a conclusion that students play interactive games every week, which means that parents can participate in their children's learning by developing worksheets at home while they play interactive games.

Table 17: Question 6: How much time do you spend playing interactive games?

ALTERNATIVES	FREQUENCY	PERCENTAGES
One hour a day	9	41%
Two hours a day	10	45%
Three or more hours a day	3	14%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
■ One hour a day	9	41%
■ Two hours a day	10	45%
■ Three or more hours a day	3	14%
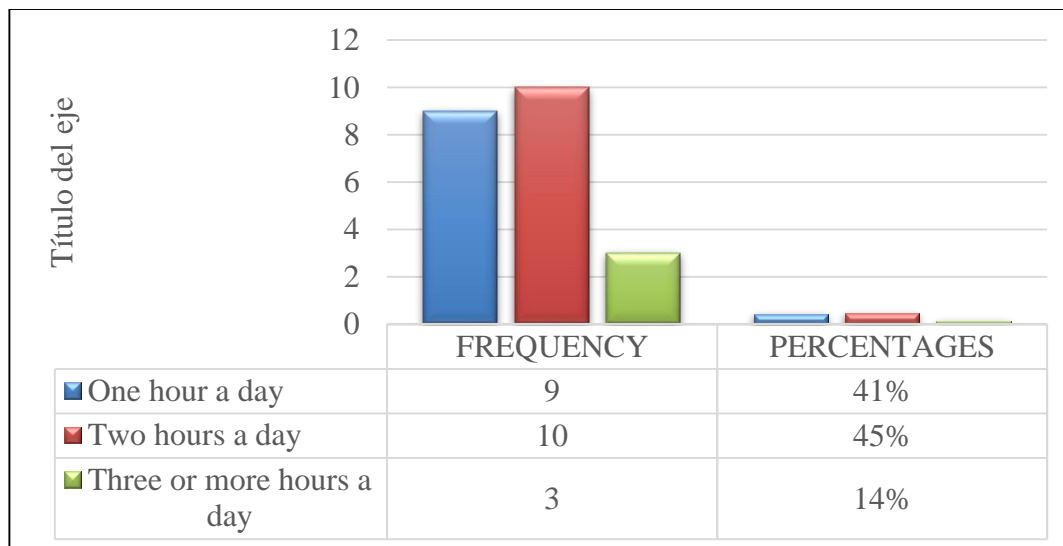
Figure 20 Time for playing
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 9 students who correspond to 41% say they spend the time playing interactive games one hour a day, 10 students that correspond to 45% argue they spend the time playing interactive games two hours a day, and 3 students that correspond to 5% consider they spend the time playing interactive games three or more hours a day.

It comes to a conclusion that students spend the time playing interactive games two hours a day, which means that students have two hours to play interactive games; One hour for developing educational activities (worksheets) and another hour for entertainment activities.

Table 18: Question 7: Would you like to learn English by playing interactive games?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	19	86%
No	0	0%
Maybe	3	14%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Yes	19	86%
No	0	0%
Maybe	3	14%
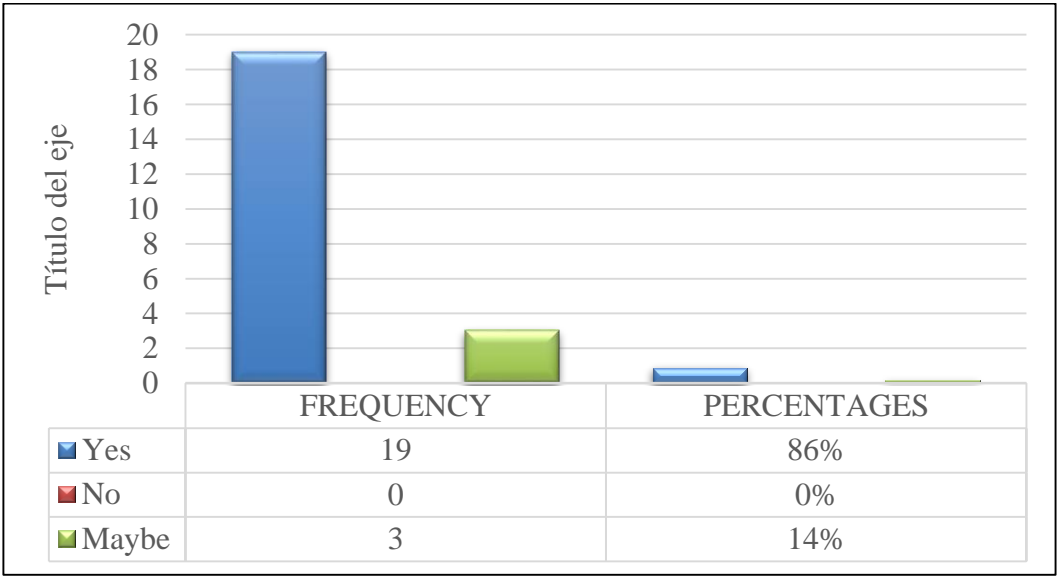
Figure 21 Learn English by playing
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 19 students that correspond to 86% say they would like to learn English by playing interactive games and 3 students that correspond to 14% state that maybe.

It is concluded that students would like to learn English by playing interactive games, this means that the desire to study English exists; what would be missing is trained teachers who know when, how, and what games to apply.

Table 19: Question 8: How often do you play interactive games in English class?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Always	3	14%
Sometimes	15	68%
Never	4	18%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Always	3	14%
Sometimes	15	68%
Never	4	18%
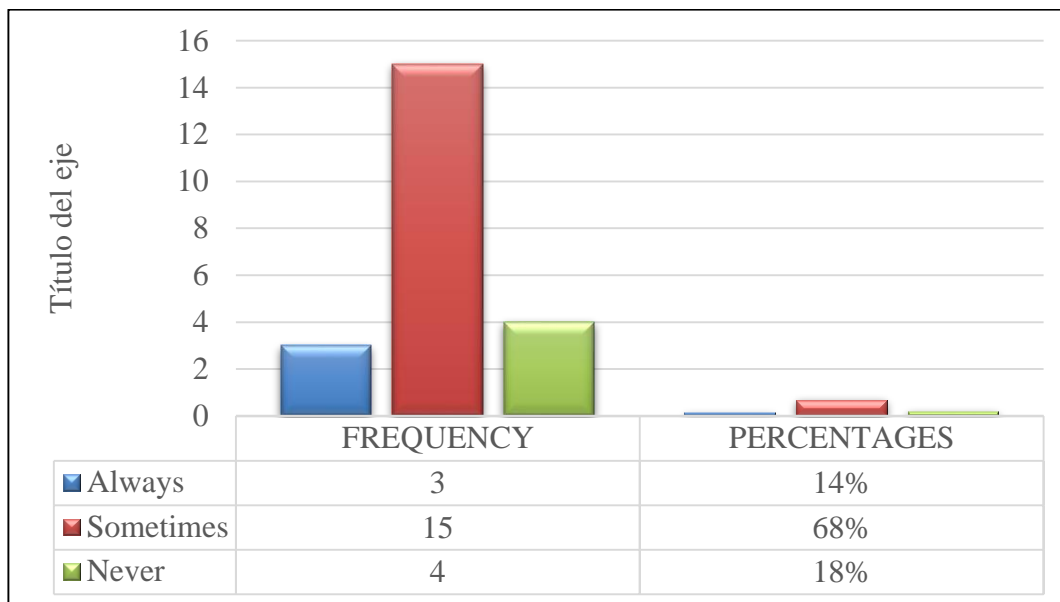
Figure 22 Interactive games in English class
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 3 students that correspond to 14% say they always play interactive games in English class, 15 students that correspond to 68% state they sometimes play interactive games in English class, and 4 students who correspond to 18% argue they never play interactive games in English class.

It is concluded that students of seventh grade at Pensionado Americano International School sometimes play interactive games in English class, it does not mean that the teacher is not prepared to apply learning strategies; unfortunately, the time allotted for teaching the English language does not allow the proper development of teaching.

Table 20: Question 9: How important do you consider that interactive games could improve the vocabulary level?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Very important	9	41%
Important	11	50%
Necessary	2	9%
Less necessary	0	0%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Very important	9	41%
Important	11	50%
Necessary	2	9%
Less necessary	0	0%
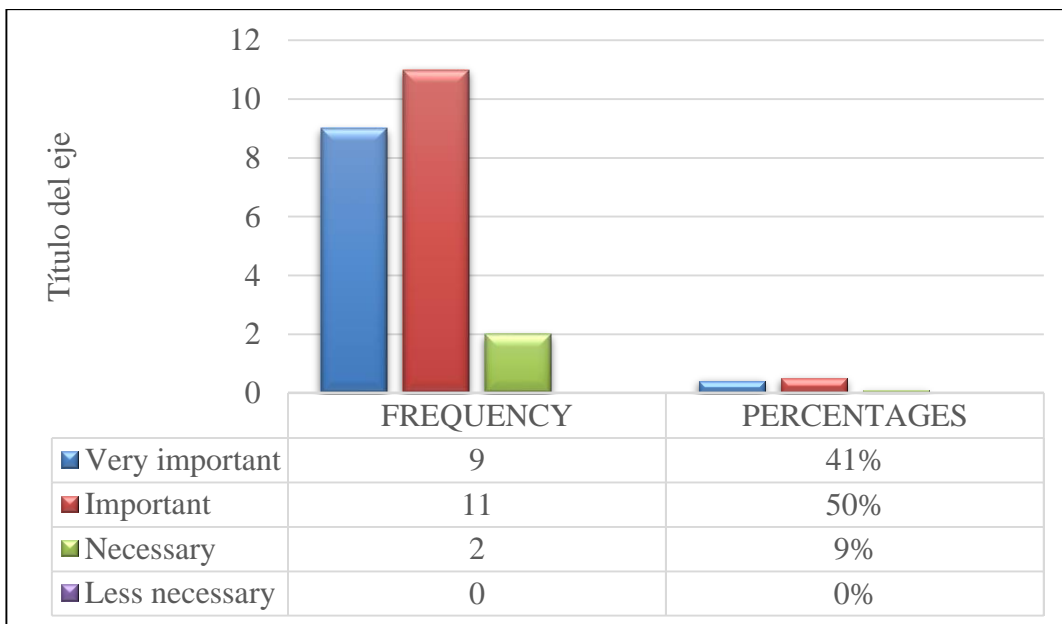
Figure 23 Interactive games could improve the vocabulary level
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that corresponds to 100%, 9 students that correspond to 41% consider that interactive games could improve their level of vocabulary like very important, 11

students that correspond to 50% state that interactive games could improve their level of vocabulary like important, and 2 students who correspond to 9% argue that interactive games could improve their level of vocabulary like necessary.

In conclusion, students of seventh grade at Pensionado Americano International School consider that interactive games could improve their level of vocabulary like important, which means that students do not rule out the importance of interactive games as the learning strategy.

Table 21: Question 10: Do you consider necessary to use interactive games for learning vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	16	73%
No	2	9%
Maybe	4	18%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
■ Yes	16	73%
■ No	2	9%
■ Maybe	4	18%
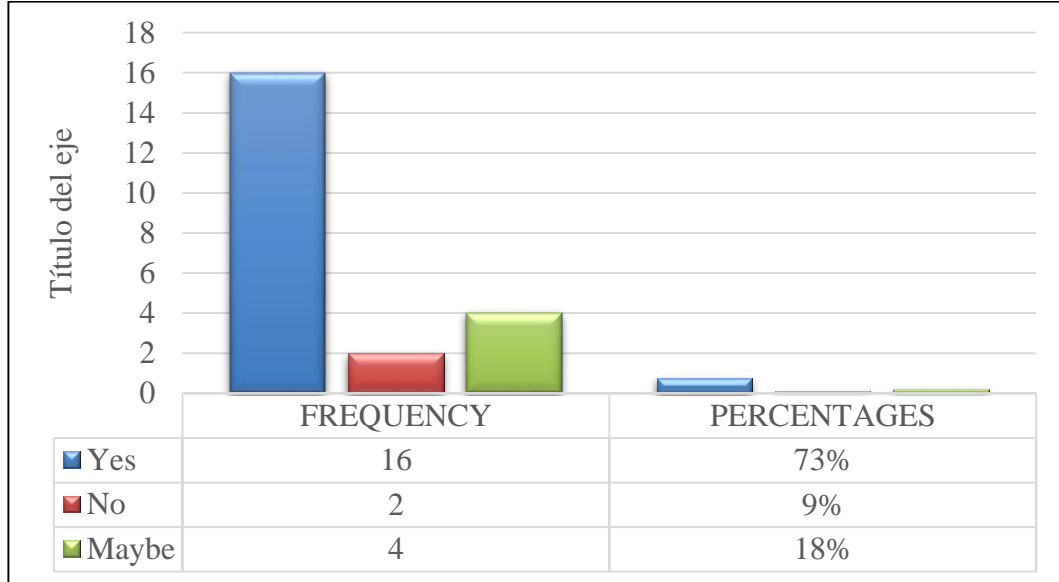
Figure 24 Need for interactive games to learn vocabulary
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that correspond to 100%, 16 students who correspond to 73% consider it necessary to use interactive games to learn vocabulary, 2 students who correspond to 9% do not consider it necessary to use interactive games to learn vocabulary, and 4 students who correspond to 18% say maybe.

It comes to a conclusion that students do consider it necessary to use interactive games to learn vocabularywhich means that it is necessary the teacher looks for extra time to use interactive games in English class.

Table 22: Question 11: Do you believe that your teacher should use interactive games to teach vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	21	95%
No	0	0%
Maybe	1	5%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Yes	21	95%
No	0	0%
Maybe	1	5%
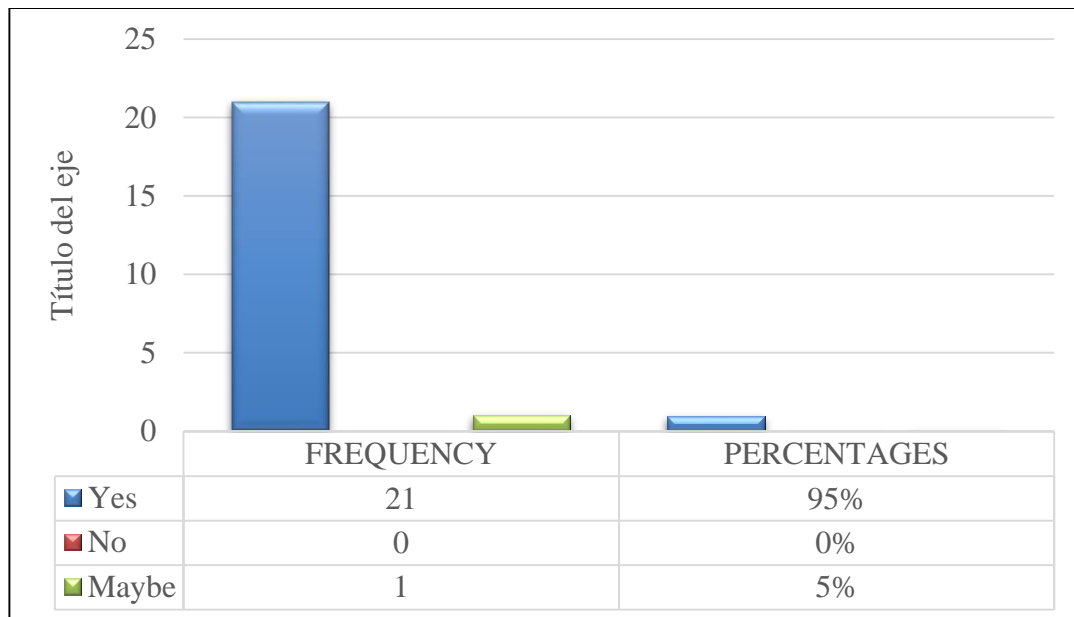
Figure 25 Teacher should use interactive games
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that correspond to 100%, 21 students who correspond to 95% believe that their teacher should use interactive games to teach vocabulary; while 1 student who corresponds to 5% does not believe that their teacher should use interactive games to teach vocabulary.

It comes to a conclusion that almost the majority of students believe that their teacher should use interactive games to teach vocabulary, which means that it is necessary to plan a schedule for the specific use of interactive games with their respective worksheets.

Table 23: Question 12: Do you agree that interactive games motivate the learning of English?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	18	82%
No	0	0%
Maybe	4	18%
TOTAL	**22**	**100%**

Source: Direct Research

	FREQUENCY	PERCENTAGES
Yes	18	82%
No	0	0%
Maybe	4	18%
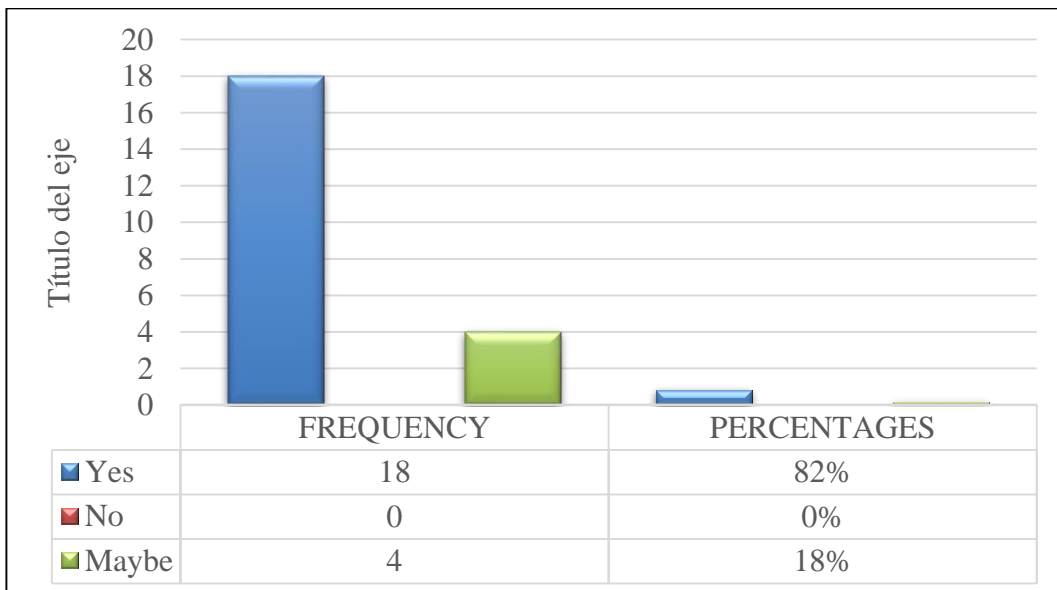
Figure 26 Interactive games motivate learning English
Source: Direct Research

Analysis and interpretation

From a total of 22 students of seventh grade at Pensionado Americano International School that correspond to 100%, 18 students who correspond to 82% agree that interactive games motivate the learning of English; while 4 students who correspond to 18% say maybe.

It is concluded that students agree that interactive games motivate the learning of English, which means that the use of interactive games in the EFL classroom has become one of the students' learning needs.

4.3 Hypothesis verification

4.3.1 Hypothesis approach

Logical model

The use of interactive games influences to the contextualized vocabulary learning of the students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

a) Null hypothesis (H_0):

The use of interactive games **does not** influence to the contextualized vocabulary learning of the students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

b) Alternative Hypothesis (H_1):

The use of interactive games **does** influence to the contextualized vocabulary learning of the students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

Mathematival model

$H_0 = H_1$

$H_0 \neq H_1$

4.3.2 Significant level

To test the hypothesis; it was selected a significance level of 5% ($\alpha = 0.05$)

Stadistical model

Taking into account the sample size of Pensionado Americano International School, to test the hypothesis, it was applied the Chi-Square statistical model.

4.3.3 Stadistical selection

Because of the existence of several alternatives in the survey applied to the students at Pensionado Americano International School, to verify the hypothesis, it was used the contingency table Chi-Square.

$$X^2 = \frac{\sum (Fo - Fe)^2}{Fe}$$

4.3.4 Acceptance and rejection region

For determining the region of acceptance and rejection, degrees of freedom were calculated, and the Chi-square value was determined.

g.l. = (C − 1)*(F -1)   g.l. = (3 -1)*(4 -1)

g.l. = 2*3   g.l = 6
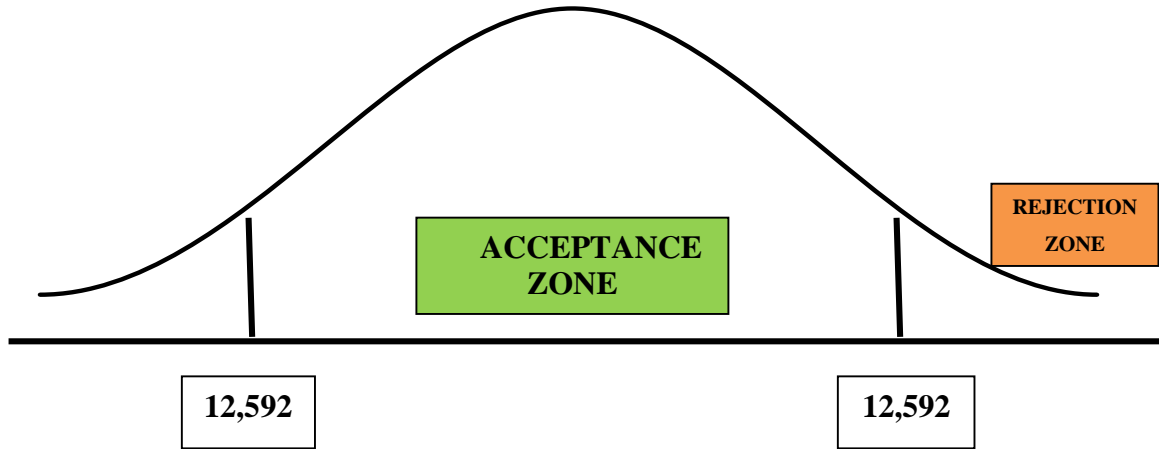
Figure 27 Acceptance and Rejection Region

Source: Direct Research

4.3.5 Statistical calculation

Table 24: Observed frequencies

QUESTIONS	ALTERNATIVES			TOTAL
	YES	NO	MAYBE	
Do you consider necessary to use interactive games for learning vocabulary?	16	2	4	**22**
¿Do you agree that interactive games motivate the learning of English?	18	0	4	**22**
Would you like to learn English by playing interactive games?	19	0	3	**22**
Do you believe that your teacher should use interactive games to teach vocabulary?	21	0	1	**22**
TOTAL	**74**	**2**	**12**	**88**

Source: Chi-square
Author: Topa, N. (2018)

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Table 25: Expected frequencies

QUESTIONS	ALTERNATIVES			TOTAL
	YES	NO	MAYBE	
Do you consider necessary to use interactive games for learning vocabulary?	18,50	0,50	3,00	**22**
Do you agree that interactive games motivate the learning of English?	18,50	0,50	3,00	**22**
Would you like to learn English by playing interactive games?	18,50	0,50	3,00	**22**
Do you believe that your teacher should use interactive games to teach vocabulary?	18,50	0,50	3,00	**22**
TOTAL	**74**	**2**	**12**	**88**

Source: Chi-square

Table 26: CHI-SQUARE CALCULATION

O	E	O-E	(O-E)²	(O-E)²/E
16	18,5	-2,50	6,25	0,34
18	18,5	-0,50	0,25	0,01
19	18,5	0,50	0,25	0,01
21	18,5	2,50	6,25	0,34
2	0,5	1,50	2,25	4,50
0	0,5	-0,50	0,25	0,50
0	0,5	-0,50	0,25	0,50
0	0,5	-0,50	0,25	0,50
4	0,5	3,50	12,25	24,50
4	3	1,00	1	0,33
3	3	0,00	0	0,00
1	3	-2,00	4	1,33
				32,87

Source: Chi-square

Analysis and interpretation

For a bilateral contrast, the Chi-square value with 6 degrees of freedom and a level of significance of 95%, the value of the table is 12.592 and, the determined value is 32.86; therefore, the null hypothesis is rejected, and the alternative is accepted. Consequently, the use of interactive games influences to the contextualized vocabulary learning of the students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

This research work was carried out to analyze the effect of the use of interactive games in the contextualized vocabulary learning in the students of seventh grade at Pensionado Americano International School in the academic year 2018 – 2019. The analysis of the results obtained during this investigation allows us to establish the following conclusions:

➢ Because of the lack of English vocabulary proficiency, students are not able to interact in class; therefore, students do not develop their oral communication skills in the English language.

➢ In the pre-test, the average of the students was 3.5 / 10 and in the post-test; it increased to 7.84 / 10, which afford to evidence the meaningful improvement in vocabulary learning by using interactive games as an educational tool.

➢ Interactive games are used more as an entertainment resource than as an educational resource, that is, the teacher uses interactive games at the beginning of the class to capture the students' attention or at the end of the class to maintain control of the classroom but they are not used for promoting and evaluating learning and knowledge.

➢ The time assigned to teach the English language is approximately 40 to 50 minutes per class, which means that the teacher does not have enough time to apply interactive games and then evaluate the learning achieved.

➢ Interactive games stimulate students' learning skills through funny contexts, which makes children develop and acquire knowledge subconsciously; therefore, this teaching-learning strategy will be the most suitable to solve the deficient vocabulary of students of seventh grade of Pensionado Americano International School.

5.2 Recommendations

According to the conclusions above, the following recommendations are suggested:

➤ To teach vocabulary in a contextual way depending on the real situations of the environment, and thus prevent students get used to memorizing isolated words. Unknown words should be used in phrases or sentences and then read and repeated aloud by students as many times as necessary.

➤ To use interactive games as an educational tool and adapt them to the learning needs of the students. By applying interactive games in the EFL classroom, the student's cognitive system arouses the attention and concentration of the brain, thus achieving learning in a fun, easy, and realistic way.

➤ Not to use interactive games to catch the class attention or when there is time left. To get all the benefits that interactive games provide, the teacher must know how, when, and what games to use in class. The class of interactive games must be pre-planned; each game must have printed worksheets to measure student-learning progress.

➤ To look for extra time for the development of interactive games. The time must be enough to introduce the game, play the game, and assess the knowledge acquired by students through gaming activities.

➤ To take into account the benefits offered by interactive games in the teaching-learning of the English language and apply this teaching and learning proposal as an alternative solution to improve the students' English vocabulary proficiency.

CHAPTER VI

PROPOSAL

6.1 Informative data

a. Topic:

A booklet with interactive online ESL games to develop and improve the English vocabulary proficiency of students of seventh grade at Pensionado Americano International School.

b. Institution:

Pensionado Americano International School

c. Beneficiaries:

The beneficiaries are the students of seventh grade at Pensionado Americano International School, if the proposal is accepted, the rest of the English teachers of the educational establishment could also benefit.

d. Location:

Riobamba – Ecuador

e. Estimated execution time:

Six weeks

f. Technical team on charge:

Researcher: Nelson Gustavo Topa

6.2 Proposal antecedents

According to the National English Curriculum (2016) published by the Ministry of Education, the seventh year EGB students are expected to reach an A2.2 level of the CEFR, which means students can already ask and answer questions about family subjects in English.

Because of the low level of English vocabulary proficiency, the EGB seventh-year students at Pensionado Americano International School do not develop oral communication skills; therefore, they will not be able to reach the English proficiency level required by the Ministry of Education.

Given that English vocabulary proficiency level contributes the better oral communication skills; the use of ESL Games in the EFL classroom will improve the vocabulary development, stimulate the attention and concentration of students, and reach the proper level of vocabulary proficiency.

6.3 Justification

One of the aspects that prevent the proper development of oral communication skills in English is the low proficiency of English vocabulary. Vocabulary is considered as an essential part of language teaching and is very important for English Foreign Language (EFL) learners (Kata, 2017, p. 182). Learning and teaching the vocabulary of a foreign language is a challenge for both the teacher and the students, this challenge contributes to the purpose of using interactive online games as an educational alternative in learning and teaching English as a foreign language.

According to the conclusion above, interactive games are used only to capture the attention of students; therefore, this booklet constitutes in a teaching resource that will enable the teacher to know how, when and what games to use in the EFL classroom.

Moreover, interactive games are in vogue, most people of all ages use them for entertainment, but almost no one uses them as a learning technique; therefore, taking advantage of these technological resources in the EFL classroom to develop and improve students' low level of English vocabulary is a subject of great importance.

From the social point of view, the use of interactive online games would encourage parents to participate in their children's learning. Homework will no longer be a student frustration but will strengthen the educational trilogy that will lead to teamwork between teachers, children, and parents.

Finally, it is worth saying that this research has the legal support of the authorities and teachers to allocate additional time to use the games in the EFL classroom.

6.4 Objectives

6.4.1 General:

To elaborate a booklet with interactive online games to develop and improve the English vocabulary proficiency of students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

6.4.2 Specific:

- To choose the appropriate interactive games to include in the booklet.
- To show students how to play interactive ESL games.
- To allow students to play during the assigned time.
- To evaluate the student's learning acquired at the end of each game.

6.5 Feasibility analysis

Administrative: This research is feasible since both authorities and English teachers want to improve the teaching-learning process of English language at Pensionado Americano International School, therefore; the principal School committed to giving resources and time necessary to carry out the research and meet the proposed objectives. On the other hand, the English teachers agreed to do the best when using interactive online games in the EFL classroom.

Technical: Currently, the Pensionado Americano International School has the appropriate technological infrastructure for the development of the proposed project.

Economic: Previously it was said that Pensionado Americano International School has the appropriate technological infrastructure, at home, all students have a computer or a smartphone, ESL games are online, and printed material for learning assessment is

usually one sheet per game, therefore; the cost is minimal and is available to all students and researcher.

6.6 Proposal Fundamentals

6.6.1 Theoretical

The interactive online games proposed in this project are based on the one of the contents of each unit of the Student's English Book used in the seventh year. That is, the English Book Level A2.2 disposed by the Ministry of Education. The contents of each unit are the following:

- **Unit one – High adventure**

Vocabulary about: Transportation, historic sites, school trip.

- **Unit two – The show must go on**

Vocabulary about: drama and movies, appearance.

- **Unit three – Staying well**

Vocabulary about: food and drink, health, feelings.

- **Unit four – Our planet at risk**

Vocabulary about: pollution, weather, recycling and natural disasters.

- **Unit five – Crime investigation**

Vocabulary about: review of feelings, human rights, body.

- **Unit six – Jobs & Places**

Vocabulary about: jobs, places, future.

6.6.2 Methodological

The interactive online games proposed in this booklet to develop and improve English vocabulary proficiency will facilitate student learning performance, as well as online activities that increase student attention and concentration during the learning process. This proposed booklet suggests fun games and activities that include animated board games (memory games, pirate games, crocodile games) and printable worksheets (crossword puzzles, word search puzzles, word spiral puzzles, flash cards PDF). It is

worth mentioning that online ESL games offer more games and activities that can be used depending on the teaching and learning objectives of each lesson plan.

6.6.3 Psychological

Extensive knowledge of vocabulary is an essential factor of becoming an efficient speaker of a foreign language. It can be claimed that lack of vocabulary proficiency has a more difficult impact on the accurate and fluency of a spoken and written target language than lack of grammar knowledge or pronunciation (Albin von Sydow, as cited in Hedge, 2000)

6.7 Methodology

Once applied this proposal project, students of seventh grade at Pensionado Americano International School are expected to develop and improve their level of English vocabulary proficiency. The proposal booklet will be applied according to the class schedules, that is, one-hour class (40 minutes) every Friday during the six weeks. This project will be carried out with the support of the English teacher and the authorities, and the application of this booklet is expected to increase the learning performance of students in English.

6.8 Administration of the proposal

The booklet with interactive online ESL games to develop and improve the English vocabulary proficiency of students of seventh grade at Pensionado Americano International School. The proposal will be applied by the researcher with the support of the English teacher and the authorities during the six weeks of the first term of the school year 2018 – 2019.

The proposed project will be applied according to English class schedules, that is, one-hour class (40 minutes) every Friday during the six weeks. Before and after the application of interactive online ESL games, a pre-test and post-test will be applied to

measure the level of English vocabulary proficiency by students of seventh grade at Pensionado Americano International School.

6.9 Proposal development

English Booklet with interactive online ESL games

The objective of this English booklet is to provide English teachers and students with practical and fun material to encourage the development and improvement of vocabulary. Interactive activities were selected according to the content of each unit of the book in English; however, interactive activities can be adapted according to the learning needs of students. The time allowed for the application of the booklet is only on Fridays because students of seventh grade receive English classes, one hour a day (40 to 50 minutes) from Monday to Friday.

2019

English Booklet

En

Nelson Gustavo Topa

Introduction

Everybody knows that people like playing games, especially children. The game is an innate quality in the cognitive system of the human being; this quality allows the child to explore, learn, and build new knowledge and information on their own.

Because the game stimulates student attention and concentration and increases learning performance, modern pedagogy is currently using the game as a teaching and learning tool. Therefore, using ESL games in the English classroom will enable teachers and students to increase their learning and teaching performance in English.

General objective

To improve the English vocabulary proficiency of students of seventh grade at Pensionado Americano International School in the school year 2018 – 2019.

Specific objectives

- To motivate the English learning through interactive online ESL games.
- To promote active student learning in English class.
- To build the student's confidence in the EFL classroom.
- To develop the students learning skills

Steps:

1. In the browser address bar, type ESL Games

2. Click on the link ESL Games

3. Click on the option "Topics" and choose the activity according to the class theme.

4. According to the class theme, choose and click on the activity you like.

5. Click on **PLAY** and enjoy the game.

LESSON PLAN 1

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** February 1st , 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** High adventure	**Students:** 22

General objective: Students will be able to identify all types of transportation.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Types of transportation. - Memory games and pirate board games. - Spelling activities. - Listening skills. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher shows up transportation flash cards and ask ***What is this?*** - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a crossword puzzle worksheet to evaluate learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions ***It's a … car, train, plane …*** - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a crossword puzzle worksheet to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

Unit 1: High Adventure

Objective: Students will be able to identify all types of transportation.

GAME:

<div style="background-color:red">

Transportation Vocabulary ESL Memory Game

</div>

Please play this game at least twice to practice all words - The first time you play, only 6 words will be used, second time, other words will show up.

Steps:

1. Click the **PLAY** button to start the game.
2. Click the happy faces and match pictures to meanings.
3. Click all of the happy faces to fill in the blanks.
4. Play the game one more time to practice all words.
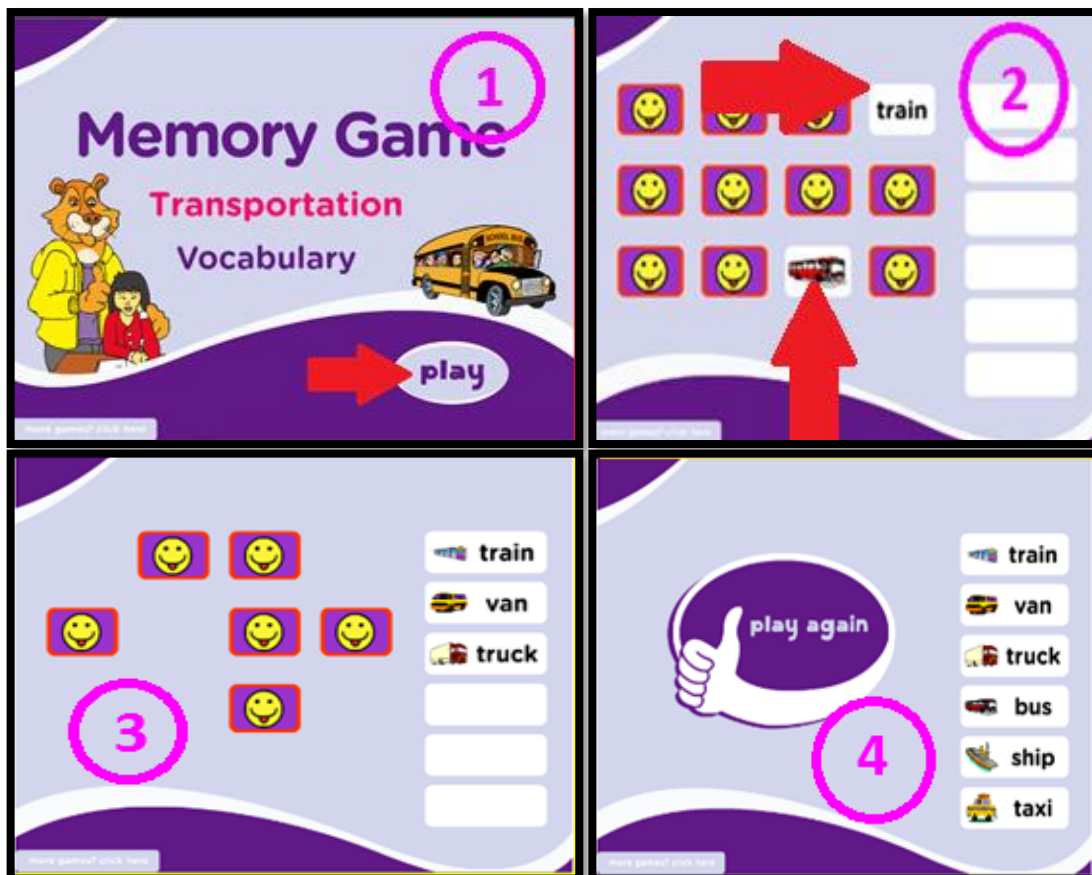
Transportation Vocabulary Pirate Board Game

Steps:

1. Click the **START** button to start the game.
2. Click the dice to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a volcano island or pirate. Pirates are mean, you get shot at and you go back to start. A dolphin is your best friend; they will they will give you 2 places forward.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. If a listening question pops up, click the replay button to listen as many times as needed.
5. Click the submit button to find out if you hit or failed.

Transportation Crossword

This is a transportation crossword puzzle worksheet. Print this activity to practice or test spelling skills.

Steps:
1. Click the **PPT/PRINTABLE** button and choose Crossword Puzzles.
2. Look for the transportation crossword option and click to print.
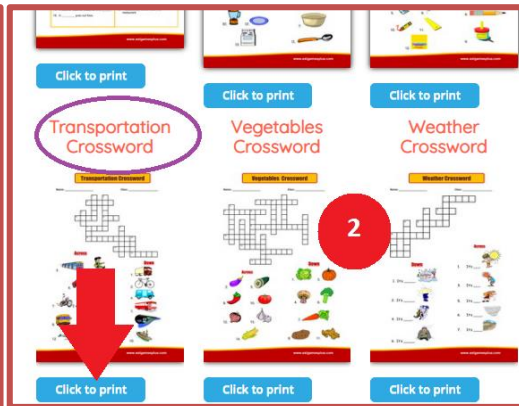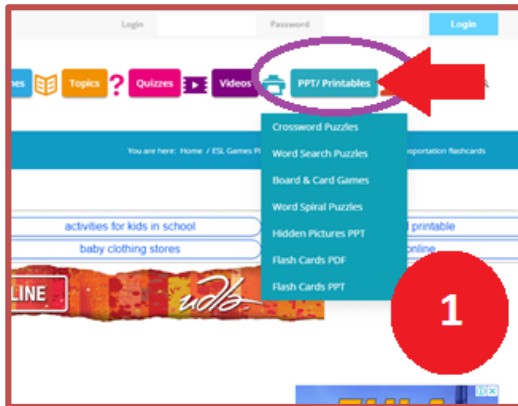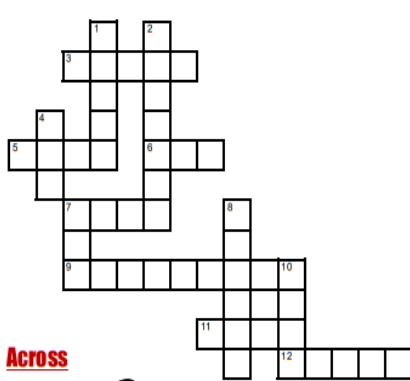
Assessment

- After the students finished playing ESL games, the teacher delivered printable material such as crosswords, spiral word puzzles, word search puzzles, and flash cards to evaluate the new knowledge acquired through the games.
- Once the worksheets were developed and collected, the teacher graded manually, and the results allowed us to see a significant improvement in learning.

The same exercise was done with the rest of the ESL Games

LESSON PLAN 2

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** February 8th , 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** The show must go on	**Students:** 22

General objective: Students will be able to use adjectives to talk about personal traits.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Appearance adjectives. - Pirate board games. - Sentence money - Spelling activities. - Listening skills. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher asks students to match physical appearance flash cards to the meaning. - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a word spiral worksheet to evaluate learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions *It's young … old, strong, ugly …* - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a word spiral worksheet to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

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Unit 2: The show must go on

Objective: Students will be able to use adjectives to talk about personal traits.
GAME 1

<div style="background-color:red; text-align:center; color:white; font-weight:bold">Adjectives Pirate Waters Board Game</div>

Steps:
1. Click the **START** button to start the game.
2. Click the **DICE** to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a volcano island or pirate. Pirates are mean, you get shot at and you go back to start. A dolphin is your best friend.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. Click the **SBUMIT** button to find out if you hit or failed
5. If you failed, you go back 1 place backward.

Adjectives and Antonyms Sentences Interactive Fun Game

There are images and in some cases audio in these types of games. Drag and drop the words into the correct spaces to complete the sentence.

Steps:
1. Click the **PLAY** button to start the game.
2. Drag and drop the word into the correct space to complete the sentence
3. Click **SUBMIT**. If you are correct, the monkey will get a banana.
4. Click the **NEXT** button to continue playing the games.
5. Click **SUBMIT**. If you are wrong, the monkey will get cry.

Adjectives Word Spiral

This is an adjectives word spiral puzzle worksheet. Print this activity to practice or test spelling skills.

Steps:
1. Click the **PPT/PRINTABLE** button and choose Word Spiral Puzzles.
2. Look for the Adjectives word spiral option and click to print.

LESSON PLAN 3

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** February 15th , 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** Staying well	**Students:** 22

General objective: Students will be able to order food and drink.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Food and Drink. - Memory games. - Crocodile board games. - Spelling activities. - Food word search. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher asks students *what is your favorite food? … favorite drink…* - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a food word search worksheet to evaluate learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions *It is tea … milk, hamburger, ham …* - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a food word search worksheet to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

Unit 3: Staying well

Objective: Students will be able to order food and drink.

GAME 1

Drinks Vocabulary Memory Game

Please play this game at least twice to practice all words - The first time you play, only 6 words will be used, second time, other words will show up.

Steps:

1. Click the **PLAY** button to start the game.
2. Click the happy faces and match pictures to meanings.
3. Click all of the happy faces to fill in the blanks.
4. Play the game one more time to practice all words.

Food, Drinks Vocabulary Crocodile Board Game

Steps:

1. Click the **START** button to start the game.
2. Click the dice to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a flamingo. Flamingos eat frogs. Crocodiles are mean, you get eaten and you go back to start. The bug is your best friend; frogs eat bugs to get strength. 2 places forward.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. Click the **SUBMIT** button to find out if you hit or failed.
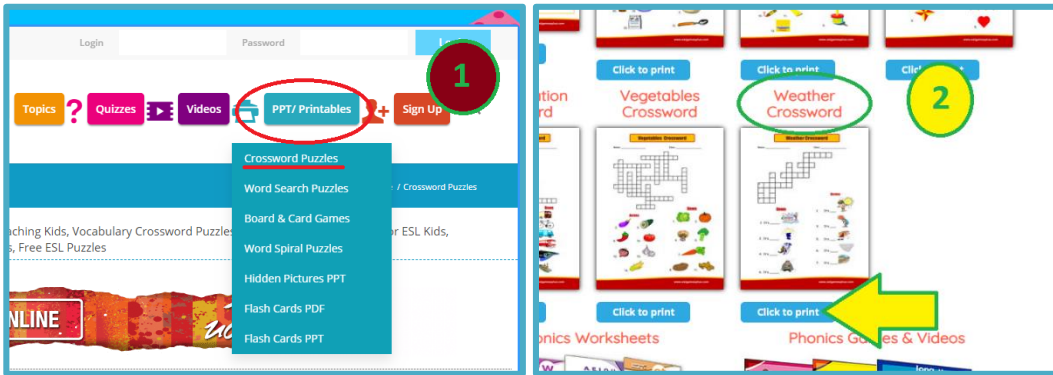5. If you failed, you go back 1 place backwar

Food Word Search

This is a food word search puzzle worksheet. Print this activity to practice or test spelling skills.

Steps:

1. Click the **PPT/PRINTABLE** button and choose Word Search Puzzles.
2. Look for the Food Word
3. Search option and click to print

LESSON PLAN 4

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** February 22nd, 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** Our planet at risk	**Students:** 22

General objective: Students will be able to talk about the weather.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Weather vocabulary. - Memory games. - Crocodile board games. - Spelling activities. - Listening skills. - Weather crossword puzzle. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher asks students *Is it cold? … hot…sunny…* - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a weather crossword worksheet to evaluate learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions *It is cold… cloudy, stormy, sunny…* - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a weather crossword worksheet to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

Unit 4: Our planet at risk

Objective: Students will be able to talk about the weather.

**GAME 1**

Please play this game at least twice to practice all words - The first time you play, only 6 words will be used, second time, other words will show up.

Steps:

1. Click the **PLAY** button to start the game.
2. Click the happy faces and match pictures to meanings.
3. Click all of the happy faces to fill in the blanks
4. Play the game one more time to practice all words.

Weather Vocabulary Crocodile Board Game

Steps:
1. Click the **START** button to start the game.
2. Click the dice to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a flamingo. Flamingos eat frogs. Crocodiles are mean, you get eaten and you go back to start. The bug is your best friend; frogs eat bugs to get strength. 2 places forward.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. Click the **SUBMIT** button to find out if you hit or failed. If you failed, you go back 1 place backward.
5. If a listening question pops up, click the replay to listen as many times as needed.

This is a weather crossword puzzle worksheet. Print this activity to practice or test spelling skills.

Steps:
1. Click the **PPT/PRINTABLE** button and choose Crossword Puzzles.
2. Look for the Weather Crossword option and click to print.

LESSON PLAN 5

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** March 1st, 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** Parts of the body	**Students:** 22

General objective: Students will be able to identify all parts of the body.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Body parts. - Memory games. - Pirate board games. - Spelling activities. - Listening skills. - Word search crossword puzzle. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher touches parts of his body and asks students *My head hurts me, my arm hurts me, …Does your head hurt?* - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a worksheet of body parts to assess learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions *Yes or No…* - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a worksheet of body parts to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

Unit 5: My body

Objective: Students will be able to identify all parts of the body.

GAME 1

<div style="background-color:red; color:white; text-align:center;">

Body Parts Vocabulary Memory Game

</div>

Please play this game at least twice to practice all words - The first time you play, only 6 words will be used, second time, other words will show up.

Steps:

1. Click the **PLAY** button to start the game.
2. Click the happy faces and match pictures to meanings.
3. Click all of the happy faces to fill in the blanks
4. Play the game one more time to practice all words.
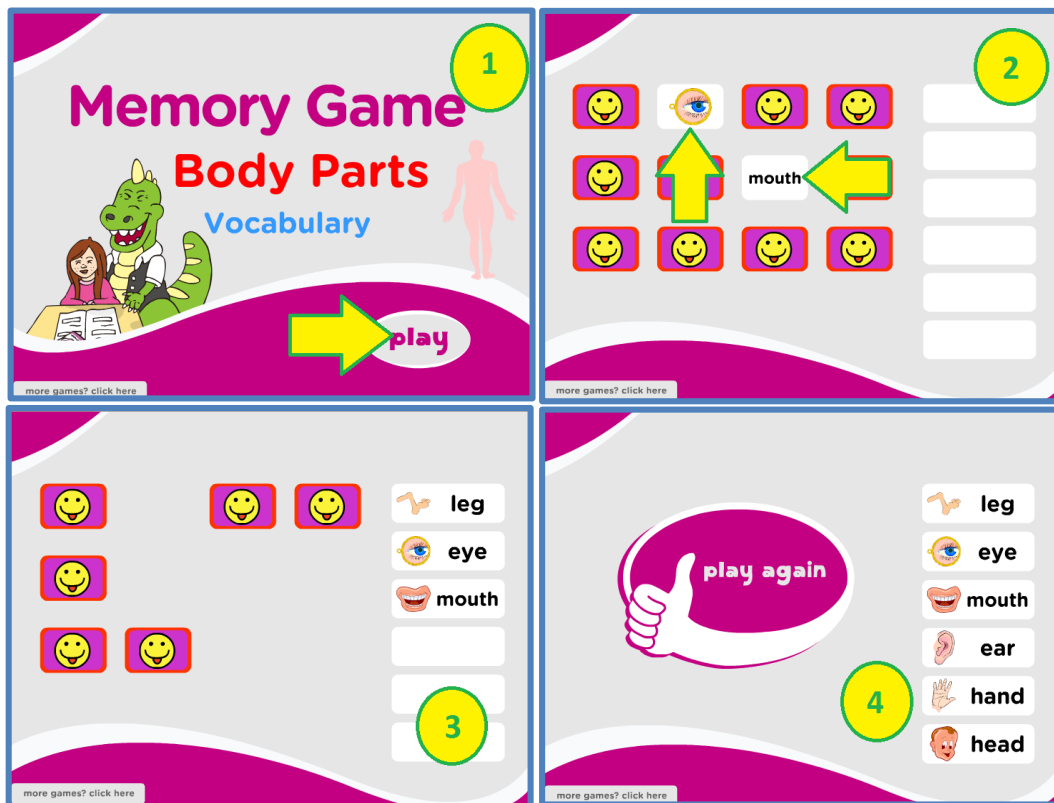
Body Parts Pirate Board Game

Steps:
1. Click the **START** button to start the game.
2. Click the **DICE** to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a volcano island or pirate. Pirates are mean, you get shot at and you go back to start. A dolphin is your best friend; they will they will give you 2 places forward.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. If a listening question pops up, click the **REPLAY** to listen as many times as needed.
5. Click the **SUBMIT** button to find out if you hit or failed. If you failed, you go back 1 place backward.

Body Parts Word Search

This is a word search puzzle worksheet of body parts. Print this activity to practice or test spelling skills.

Steps:
1. Click the **PPT/PRINTABLE** button and choose Word Search Puzzles.
2. Look for the **Body Parts Word Search** option and click to print.

LESSON PLAN 6

GENERAL INFORMATION		
Area: Foreign language	**Subject:** English	**Date:** March 8th , 2018
Teacher: Nelson Gustavo Topa	**Academic year:** 2018 – 2019	**Time:** 40 minutes
Class: 7th EGB	**Topic:** Jobs & Places	**Students:** 22

General objective: Students will be able to talk about jobs and places.

CLASS CONTENTS	ACTIVITIES		RESOURCE
	TEACHER	**STUDENTS**	
- Jobs vocabulary. - Memory games. - Pirate board games. - Spelling activities. - Listening skills. - Flash cards PDF. - Testing vocabulary proficiency.	**Pre-tasks:** - Teacher pick up a flash card and ask students *Is this a doctor? What is it? …* - Teacher elicits suitable responses from students **Tasks:** - Teacher engages students to follow steps to get into online ESL games. - Teacher monitors to prevent students are distracted in social networks. - Teacher encourages students to complete all of interactive activities. **Post-tasks:** - Teacher delivers students a job and places crossword worksheet to evaluate learning. **Homework:** - Teacher asks students to play the game at home again because the next class is the test.	**Pre-tasks:** - Students answer teacher questions *It is a doctor, it is a dentist…* - Students participate in the class all the time. **Tasks:** - Students have a sit and follow steps to get into online ESL games. - Students are not allowed to get into social networks such as Facebook. - Students complete all of interactive activities and games. **Post-tasks:** - Students develop a job and places crossword worksheet to demonstrate their learning. **Homework:** - Students will play games at home to involve parents and develop homework.	- https://www.eslgamesplus.com - Crossword puzzle worksheet.

Unit 6: Jobs & places

**Objective:** Students will be able to talk about jobs and places.

GAME 1

Please play this game at least twice to practice all words - The first time you play, only 6 words will be used, second time, other words will show up.

Steps:

1. Click the **PLAY** button to start the game.
2. Click the happy faces and match pictures to meanings.
3. Click all of the happy faces to fill in the blanks
4. Play the game one more time to practice all words
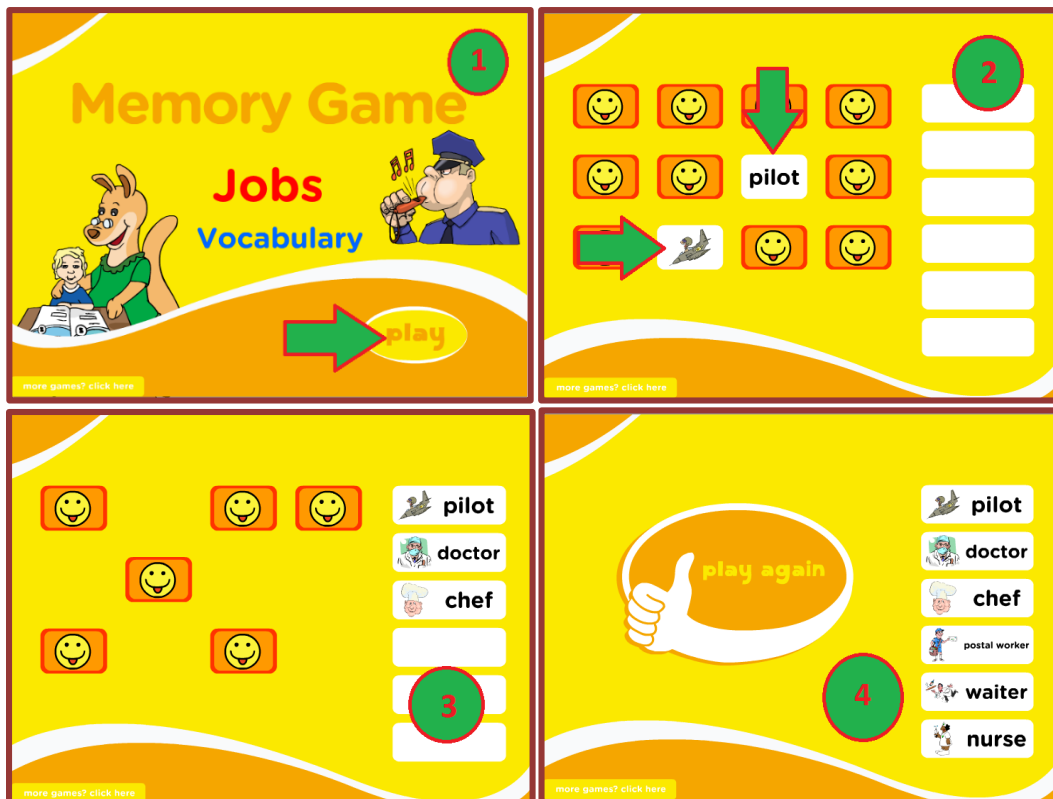
Jobs & Places Pirate Board Game

Steps:
1. Click the **START** button to start the game.
2. Click the **DICE** to roll. A random number will show up and the ship will advance. There are traps on the way. Do not land on a volcano island or pirate. Pirates are mean, you get shot at and you go back to start. A dolphin is your best friend; they will they will give you 2 places forward.
3. A question will pop up and the player must choose the correct answer or risk going back.
4. Click the **SUBMIT** button to find out if you hit or failed.
5. If you failed, you go back 1 place backward

This is a word search puzzle worksheet of body parts. Print this pairing activity to practice or evaluate comprehension skills.

Steps:
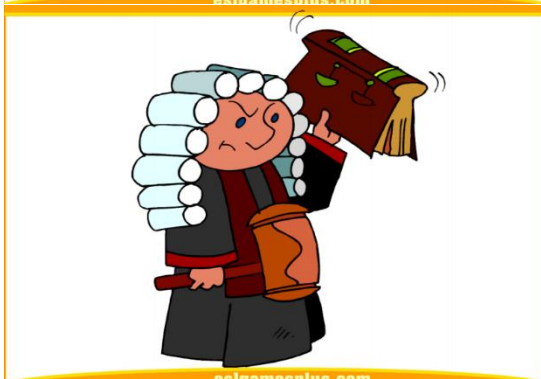1. Click the **PPT/PRINTABLE** button and choose Jobs Flash Cards.
2. Look for the **Jobs Flash Cards** option and click to print
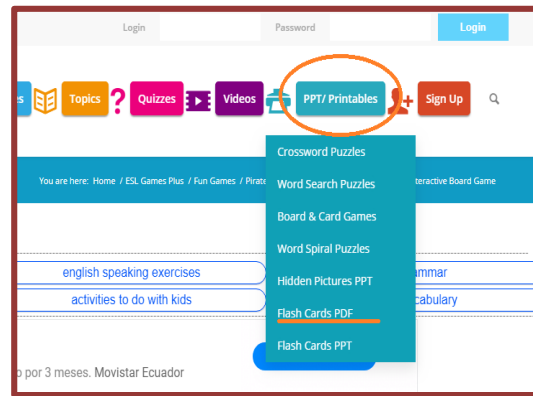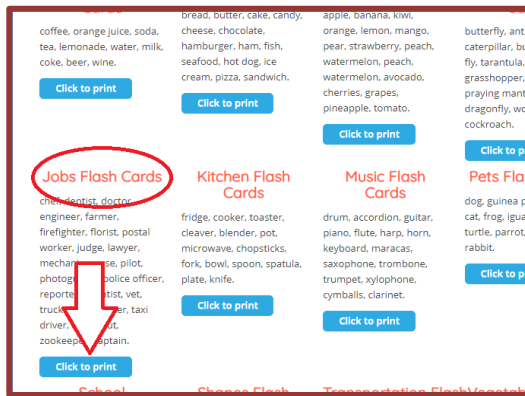
Flash Cards

	chef
	mechanic
	doctor
	nurse

	farmer
	postal worker
	scientist
	firefighter

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	engineer
	lawyer
	taxi driver
	photographer

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Appendix A: Urkund Analysis Result

Urkund Analysis Result

Analysed Document:	URKUND NELSON TOPA.docx (D55690894)
Submitted:	9/17/2019 PM
Submitted By:	rv.barona@uta.edu.ec
Significance:	3%

Sources included in the report:

URKUND THESIS.docx (D48330232) graded readers thesis.docx (D45924202) Llerena and Gonzalez.docx (D36017200) tesis gina y xavier para revisor pares.docx (D35194107) https://www.kidslearningville.com/weather-vocabulary-esl-memory-game-for-beginners/ https://rm.coe.int/16802fc1 bf, https://www.eslgamesplus.com/

Instances where selected sources appear:

Appendix B: Classroom Observation Cheklist

INFORMATION:							
Class:		**N° of learners:**		**Learners' age:** 10 years			
Date:		**City:** Riobamba					
Length of the class: 40 min		**Type of school:** Private School					
Observer's name: Lic. Nelson Gustavo Topa							
Teacher observed: Lic. Cesar Perez							
OBSERVATION CRITERIA				1	2	3	N-A
1	Teacher seems prepared and moves smoothly from one activity to another.					x	
2	Teacher follows weekly plan.			x			
3	Chairs are appropriately arranged for the task.						x
4	Teacher uses active learning strategies					x	
5	Teacher contributes to a generally positive atmosphere.					x	
6	Board work and visuals are clear, organized and efficient.					x	
7	Teacher cheks understanding.					x	
8	Teacher motivates students' participation.			x			
9	Teacher provides opportunity for more Ss talk than T talk.				x		
10	Errors are managed appropriately.					x	
11	Teacher uses questions that get students talking.					x	
12	Teacher involves everyone in the class.			x			
13	Teacher speaks English adequately.					x	
14	Teacher uses interactive games in the class.			x			
15	Instructions are clear and brief and explanations are effective.					x	
16	Effective group work/pair work is evident.				x		
17	Teacher offers appropriate feedback.					x	
Rating Key:	0 = Not applicable/not observed (N-A)	1 = Bad		2 = Satisfactory		3 = Excellent	

Appendix B: Pre-test (colorfull)
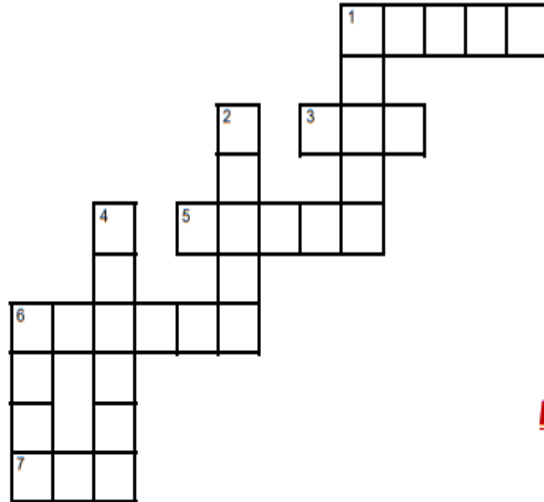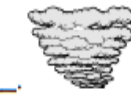
Appendix C: Answer Key

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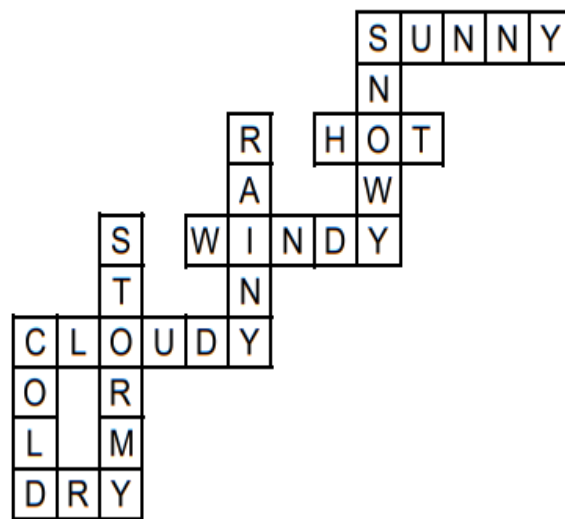
Appendix D: Post-test (black & white)

SURVEY ABOUT INTERACTIVE GAMES

Please take a few minutes to fill out this survey and share your ideas. Your input will help us improve our site and provide the information it wants. Thank you.

Read each question carefully and mark (✔) the item you consider the best option.

1. How important is it for you to learn English?

   a) Very important   ( )

   b) Important   ( )

   c) Necessary   ( )

   d) Less necessary   ( )

2. How important do you consider that good level of vocabulary contribute a better oral communication skill?

   a) Very important   ( )

   b) Important   ( )

   c) Necessary   ( )

   d) Less necessary   ( )

3. How often do you practice vocabulary in the English class?

   a) Daily   ( )

   b) Weekly   ( )

   c) Monthly   ( )

   d) Never   ( )

4. How much do you like playing interactive games?

   a) A lot   ( )

   b) A little   ( )

   c) Nothing   ( )

5. How often do you play interactive games?

   a) Every day   ( )

   b) Every week   ( )

   c) Every month   ( )

   d) Never   ( )

6. How much time do you spend playing interactive games?

   a) One hour a day   ( )

   b) Two hours a day   ( )

   c) Three or more hours a day   ( )

7. Would you like to learn English by playing interactive games?

   a) Yes   ( )

   b) No   ( )

   c) Maybe   ( )

8. How often do you play interactive games in English class?

   a) Always   ( )

   b) Sometimes   ( )

   c) Never   ( )

9. How important do you consider that interactive games could improve your vocabulary level?

   a) Very important   ( )

   b) Important   ( )

   c) Necessary   ( )

   d) Less necessary   ( )

10. Do you consider necessary to use interactive games for learning vocabulary?

    a) Yes   ( )

    b) No   ( )

    c) Maybe   ( )

11. Do you believe that your teacher should use interactive games to teach vocabulary?

    a) Yes   ( )

    b) No   ( )

    c) Maybe   ( )

12. Do you agree that interactive games motivate the learning of English?

    a) Yes   ( )

    b) No   ( )

    c) Maybe   ( )

THE END

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Appendix G: Vocabulary Skills Rubric

Scales	Rubrics
Excellent **(10) pts**	Complete knowledge ofvocabulary. Excellent at identifying word meaning. No spelling problems.
Very good **(8 – 9) pts**	Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling.
Good **(6 – 7) pts**	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair **(4 – 5) pts**	Still accepatalbe vocabulary knowledge. Still able to identify word meaning. Some spelling problems whitout fully interfering understanding.
Poor **(1 – 3) pts**	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

Remarks:

_____

Appendix H: Pre-test Application

Appendix I: ESL Games Application
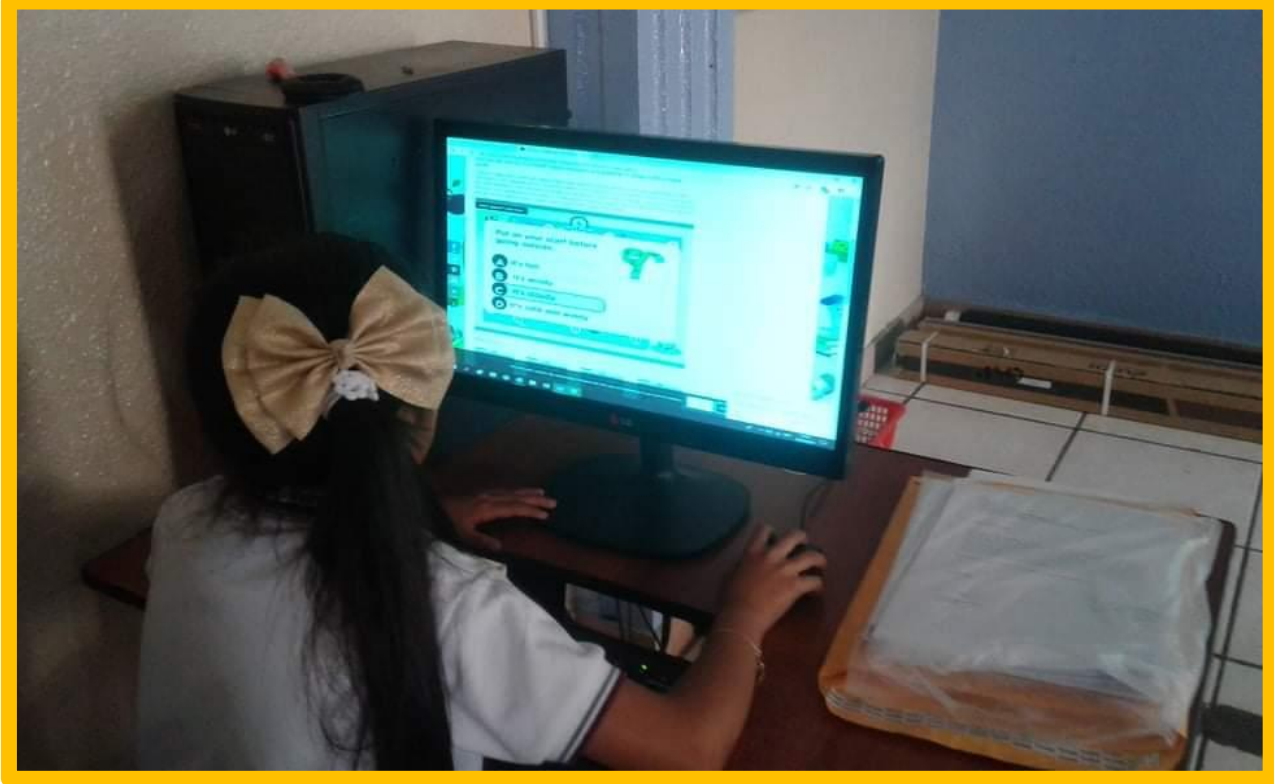
Appendix J: Post-test Application