

# UNIVERSIDAD TÉCNICA DE AMBATO



## CENTRO DE POSGRADOS

### MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

---

**Tema:** ONLINE WORD GAMES AND VOCABULARY ACQUISITION

---

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera.

**Modalidad del Trabajo de Titulación:** Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

**Autora:** Licenciada Jéssica Fabiola Castro Córdova.

**Directora:** Doctora Verónica Elizabeth Chicaiza Redin PhD.

Ambato – Ecuador

2023

## **A la Unidad Académica de Titulación del Centro de Posgrados**

El Tribunal receptor del Trabajo de Titulación, presidido por el Ingeniero Héctor Fernando Gómez Alvarado. PhD, e integrado por los señores: Licenciada Gloria Isabel Escudero Orozco Magister y Licenciada Lorena Fernanda Parra Gaviláñez Magister, designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: “*Online Word Games and Vocabulary Acquisition*” elaborado y presentado por la señora Licenciada Jéssica Fabiola Castro Córdova para optar por el Título de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

-----  
*Ing. Héctor Fernando Gómez Alvarado PhD.*  
**Presidente y Miembro del Tribunal**

-----  
*Lcda. Gloria Isabel Escudero Orozco Mg.*  
**Miembro del Tribunal**

-----  
*Lcda. Lorena Fernanda Parra Gaviláñez Mg.*  
**Miembro del Tribunal**

## AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: *Online Word Games and Vocabulary Acquisition*, le corresponde exclusivamente a: Licenciada Jéssica Fabiola Castro Córdova, Autora bajo la Dirección de la Verónica Elizabeth Chicaiza Redin PhD, y el patrimonio intelectual a la Universidad Técnica de Ambato.

-----  
*Licenciada Jéssica Fabiola Castro Córdova*  
*c.c.: 1804629952*  
**AUTORA**

-----  
*Doctora Verónica Elizabeth Chicaiza Redin PhD.*  
*c.c.: 1715106322*  
**DIRECTORA**

## **DERECHOS DE AUTOR**

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

-----  
*Licenciada Jéssica Fabiola Castro Córdova*  
*c.c.:180462995-2*

## INDICE GENERAL DE CONTENIDOS

PORTADA .....	i
A LA UNIDAD ACADÉMICA DE TITULACIÓN DEL CENTRO DE POSGRADOS .....	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN .....	iii
DERECHOS DE AUTOR.....	iv
ÍNDICE DE FIGURAS .....	viii
AGRADECIMIENTO.....	xi
DEDICATORIA .....	xii
RESUMEN EJECUTIVO .....	xiii
CHAPTER I .....	1
THE RESEARCH PROBLEM .....	1
1.1. Introduction.....	1
1.2. Justification .....	2
1.3. Objectives .....	4
1.3.1. General objective.....	4
1.3.2. Specific objectives.....	4
CHAPTER II.....	5
RESEARCH BACKGROUND.....	5
2.1 State of the art .....	5
2.2 Literature review .....	15
2.2.1 Independent variable: Online word Games.....	15
2.2.1.1. Educational technology.....	15
2.2.2.2 Lexis.....	21
2.2.2.3 Vocabulary acquisition .....	21
CHAPTER III.....	27
METHODOLOGY .....	27
3.1. Location .....	27
3.2. Equipment and materials.....	27
3.3. Research Approach .....	28
3.3.1. Quantitative approach .....	28
3.3.2. Quasi-experimental design.....	28
3.3.3 Field research .....	28

3.4. Hypothesis.....	29
3.5. Population and Sample .....	29
3.7. Data processing and statistical analysis .....	31
3.8. Response variables or results achieved.....	31
CHAPTER IV .....	32
RESULTS AND DISCUSSION .....	32
4.1. Pre-test .....	32
4.2. Post-test.....	35
4.3. Survey .....	39
4.4. Discussion .....	43
CHAPTER V.....	45
CONCLUSIONS AND RECOMMENDATIONS .....	45
5.1. Conclusions.....	45
5.1. Recommendations .....	46
CHAPTER VI .....	47
PROPOSAL .....	47
References.....	121
Annexes.....	127

## ÍNDICE DE TABLAS

Table 1 Population .....	30
Table 2 Pre-test: Control group.....	32
Table 3 Pre-test: Experimental group .....	33
Table 4 General statistics: pre-test .....	33
Table 5 Pre-test: T-test .....	34
Table 6 Post-test: Control group .....	35
Table 7 Post-test: Experimental group.....	35
Table 8 General statistics - post-test .....	36
Table 9 Results from each assessment parameter .....	37
Table 10 Post-test: T-test .....	38
Table 11 Students' perceptions about confidence during the intervention.....	40
Table 12 Students' Favorite Online Game .....	41
Table 13 Students' Perceptions Regarding the Teaching Process.....	42
Table 14 Operational model.....	51

## ÍNDICE DE FIGURAS

Figure 1 Final results.....	49
Figure 2. Video about transportations.....	54
Figure 3. Transportation flashcards portation flashcards.....	55
Figure 4. Online Word game about transportations.....	55
Figure 5. Online worksheet.....	56
Figure 6. Video about transportations ideo about transportations.....	58
Figure 7. Digital presentation.....	59
Figure 8. Online word game about places vocabulary.....	59
Figure 9. Reinforcement worksheet.....	60
Figure 10. Means of Transportation Presentation.....	63
Figure 11. Brainstorming about places and Transportation.....	63
Figure 12. Online word game about transports and places.....	64
Figure 13. Reinforcement worksheet.....	64
Figure 14. Time vocabulary video vocabulary video.....	66
Figure 15. Online word game about time vocabulary.....	67
Figure 16. Reinforcement worksheet about time.....	67
Figure 17. Routine verbs vocabulary video Routine verbs vocabulary video.....	69
Figure 18. Online word game about Routine verbs.....	70
Figure 19. Reinforcement worksheet: daily routines.....	70
Figure 20. Daily routines Vocabulary presentation.....	73
Figure 21. Daily Routines Survey.....	74
Figure 22. Online Word Game about Daily Routines.....	74
Figure 23. Reinforcement worksheet. Daily routines.....	75
Figure 24. Weather vocabulary video Weather vocabulary video.....	77
Figure 25. Online word game about weather vocabulary.....	78
Figure 26. The weather Reinforcement worksheet.....	78
Figure 27. Months vocabulary video.....	80
Figure 28. Online Word Game about Months of the year.....	81
Figure 29. Reinforcement worksheet: Months of the year.....	81
Figure 30. Seasons vocabulary video.....	83
Figure 31. Online Word Game about Seasons.....	83
Figure 32. Reinforcement worksheet: Seasons.....	84



Figure 33. Clothes vocabulary video .....	86
Figure 34. Online Word Game about Clothes.....	87
Figure 35. Reinforcement worksheet : clothes.....	87
Figure 36. Clothes vocabulary presentation.....	89
Figure 37. Online Word Game about Clothes.....	90
Figure 38. Reinforcement Activity .....	91
Figure 39. Food Pyramid vocabulary video.....	93
Figure 40. Online Word Game about Food Pyramid vocabulary .....	94
Figure 41. Reinforcement Activity: Food pyramid.....	94
Figure 42. Meals vocabulary video.....	96
Figure 43. Online Word Game about Meals vocabulary .....	97
Figure 44. Reinforcement Activity: Meals.....	97
Figure 45. Brainstorming: healthy and unhealthy food Vocabulary.....	99
Figure 46. Presentation about healthy and unhealthy food Vocabulary .....	100
Figure 47. Online Word Game: healthy and unhealthy food Vocabulary .....	100
Figure 48. Reinforcement Activity: Healthy and unhealthy food.....	101
Figure 49. School Subjects vocabulary video.....	103
Figure 50. Online Word Game about School Subject Vocabulary .....	104
Figure 51. Reinforcement activity School Subject vocabulary.....	104
Figure 52. Video about school timetable vocabulary.....	106
Figure 53. Game about days of the week vocabulary .....	107
Figure 54. Online Word Game about School Timetable vocabulary.....	107
Figure 55. Reinforcement Activity about School Timetable vocabulary .....	108
Figure 56. Presentation about professions vocabulary.....	110
Figure 57. Video about school timetable vocabulary.....	111
Figure 58. Reinforcement Activity about Professions vocabulary .....	111
Figure 59. Video about animals vocabulary .....	113
Figure 60. Online Word Game about animals vocabulary.....	113
Figure 61. Reinforcement activity about animals vocabulary .....	114
Figure 62. Video about abilities vocabulary .....	116
Figure 63. Online Word Game about abilities vocabulary .....	117
Figure 4. Reinforcement activity about abilities vocabulary .....	117
Figure 65. Video about abilities vocabulary .....	119

Figure 66. Online Word Game about abilities vocabulary .....	120
Figure 67. Reinforcement activity about abilities vocabulary .....	120

## **AGRADECIMIENTO**

*I am really grateful to God for each blessing during this process, despite the obstacles presented at this stage of my life.*

*To my professors from this Mastery Program for sharing all their precious knowledge, especially to my thesis director, Dr. Veronica Chicaiza, who guided me in the development of the research project with patience and professionalism.*

*To my family for being my support to continue my studies giving me all their valuable time and advices when I needed them.*

## **DEDICATORIA**

*The present study research was done in honor to God who led me to achieve my goals as a professional*

*To my beloved family who always encouraged me to be a good person and persevere with each of my objectives. Thanks for all your love.*

*Jessica Castro*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE POSGRADOS**  
**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA**  
**EXTRANJERA**  
**COHORTE 2021**

**TEMA:**

*ONLINE WORD GAMES AND VOCABULARY ACQUISITION*

**MODALIDAD DE TITULACIÓN:** *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

**AUTOR:** *Licenciada Jéssica Fabiola Castro Córdova*

**DIRECTORA:** *Doctora Verónica Elizabeth Chicaiza Redin PhD.*

**FECHA:** *Ocho de febrero de dos mil veinte y tres*

**RESUMEN EJECUTIVO**

The current research aimed to determine the influence of online word games on vocabulary acquisition. In doing this, the study focused on quantitative methodology with a quasi-experimental design. Some types of online word games are used for vocabulary acquisition, namely: synonym and antonym cards, word bingo, crossword puzzles, and riddles. Two groups of study from the seventh year of primary education formed the intended population, such as the control group with 31 students and the experimental group with 32 students. To collect data, an adapted Cambridge Young learners of English Exam (movers) based on the vocabulary as the pre-test and the post-test. Vocabulary knowledge was evaluated at the beginning of the study, and data gathered showed that their vocabulary knowledge was low and there were not differences in their averages. After that, the researcher designed an intervention proposal to improve students' vocabulary acquisition. They were based on the Starship English Student's book A1.2 which corresponds to the seventh grade of school. The classes were focused on Presentation, Practice, and Production methodology combined with online word games, which were suitable and useful for vocabulary acquisition. In this regard, students used online games like matching (memory game), questions and answers (the interactive game), spelling/Jumble (Word game), drag and drop (Word game), and hangman. This intervention phase was carried out during twenty sessions, two per week, with session periods that lasted two hours. After the treatment, the

students took the post-test. After comparing means between the control and the experimental group, there was a significant difference between them, with a higher score for the experimental group mainly centered on spelling and the meanings of words. Therefore, the author concluded that there was a high effectiveness of online word games in vocabulary acquisition. It is also recommended that teachers use online word games to enhance students' English learning.

**DESCRIPTORES:** *ADQUISICIÓN, JUEGOS, INTERNET, JUMBLE, MEMORIA, ONLINE, ORTOGRAFÍA, UNSCRAMBLE, VOCABULARIO, PALABRAS*

## CHAPTER I

### THE RESEARCH PROBLEM

#### 1.1. Introduction

Learning English language has become a necessity due to the globalized society in all areas. It doesn't mean that English language is used only for communicating with other people. It also conveys to get more chances as a professional. It is worth to mention that some studies express that people who learn English as a foreign language encourage to develop different skills like problem-solving and critical-thinking skills. (Crisol,2016).

Currently, vocabulary acquisition is one of the most relevant aspects of the language learning process; it addresses to the development of the primary language skills like reading, writing, listening, and speaking. Alamer (2020) claims that vocabulary is the basis of the language that helps to convey meaning and understanding.

It is relevant to mention that this study emerged from observations made by the researcher during English classes at the beginning of the academic period. Along the teaching process, the researcher could find evidence that students struggle to understand and use English, mainly because they have limited vocabulary knowledge to communicate effectively. In addition, most English teachers usually apply traditional strategies such as translation and memorization to teach vocabulary without emphasizing producing meaningful learning. It was also observed that students had acquired ICT skills obtained during the pandemic. Therefore, online word games may be an adequate alternative to apply in this context. Aqsa et al. (2017) state that games are used to support students to comprehend their language learning process. The present research project labeled "Online Word Games and Vocabulary Acquisition" is focused on analyzing the impact of online word games on vocabulary acquisition and the relation between these two variables. Therefore, this study seeks to integrate the game as an amusing instructional strategy to acquire vocabulary through technology immersed in students' daily lives.

Furthermore, this study concentrated on qualitative and quantitative research with quasi-experimental research by applying a pre-test and post-test to evaluate the influence of online word games at the sessions' beginning and end. Finally, a survey was applied to know the student's perception of using online word games to learn vocabulary. Therefore, this research is distributed with the following structure:

**CHAPTER I:** introduces the research problem by presenting the introduction, justification, and objectives of this study. This phase provides a brief explanation of the theme and the main aspects of the current research.

**CHAPTER II:** establishes the scientific basis that supports the investigation with grounded articles and foundations that are connected with the variables of the research working as a guide for the study.

**CHAPTER III:** determines the methodology developed in the study, highlighting aspects like the location, tools, research approach, population, and hypothesis verification. Besides, this study explains the data collection, data processing, and response variables applied during the investigation.

**CHAPTER IV:** describes the statistical outcomes found after processing information obtained from the pre and post-tests performed by the students as well as the results of the survey required. Likewise, an impartial discussion is developed bearing in mind the main results and its analysis.

**CHAPTER V:** shows the conclusions related with the obtained results and recommendations for future researchers.

**CHAPTER VI:** presents a proposal based on the application of online word games for helping to improve students' vocabulary acquisition. Finally, different annexes which expose additional information for this study are exhibited.

## **1.2. Justification**

The current research was conducted at Unidad Educativa "Pilahuin" with students that belong to seventh year of primary education due to most of them have presented different inconsistencies in understanding and communicating using the English language, mainly owing to they don't know enough vocabulary becoming a frustrating subject for them. In previous classes, English teachers usually teach vocabulary by applying conventional strategies such as giving a list of words and



translating them. In other words, teachers are generally the center of the class, producing demotivation to learn the English language.

Ashraf et al. (2014) state that online word games are beneficial for understanding and interpreting the language naturally, especially for acquiring vocabulary that will be useful to communicate successfully. This study is relevant because it sought to innovate the traditional strategies to teach vocabulary by using technological resources like online games based on students' interests encouraging them to learn in a funny and meaningful environment. In other words, students will learn vocabulary autonomously, implicitly developing their critical thinking.

The COVID-19 pandemic has put some limitations on education which conducted teachers to look for different alternatives to teach. Thus, technology has been permanently integrated into the teaching-learning process, allowing students to learn about technology and educational content. Hence, this investigation has a high impact since online word games involve the use of technological tools like websites and applications to play in a friendly environment and, at the same time, learn vocabulary encouraging to retain it as meaningful knowledge that will be used as a concrete reference to the real world.

The principal beneficiaries of this study are English teachers and students. Teachers will understand the benefits of incorporating online word games in English classes to foster vocabulary knowledge, considering that this strategy isn't used just for getting fun. Still, it also can contribute to teaching effectively according to students' interests. On the other hand, students will feel motivated to acquire vocabulary by managing the standard technology in their lives, enabling them to be part of a captivating climate.

Finally, regardless of getting some investigations about incorporating word games to foster vocabulary acquisition worldwide, it was the first time this strategy was developed at Unidad Educativa "Pilahuin". This innovative strategy was a new means to help students develop their communicative skills; thus, it proved the originality of this study.

To conclude, the results of this research will encourage teachers to investigate and analyze methodologies to foster vocabulary acquisition owing to the basis of the language that allows performing the communicative skills successfully. Furthermore, this study will contribute to solving the concerns that English teachers face in classes to teach students unconsciously. At the same time, they are part of the games highlighting that students not only learn vocabulary but can also develop better performance in English classes.

### **1.3.Objectives**

#### **1.3.1. General objective**

- To determine the influence of online word games on vocabulary acquisition.

#### **1.3.2. Specific objectives**

- To identify types of online word games used for vocabulary acquisition.
- To evaluate the level of students' vocabulary knowledge before and after using online word games.
- To establish the effectiveness of online word games in vocabulary acquisition.

## **CHAPTER II**

### **RESEARCH BACKGROUND**

#### **2.1 State of the art**

Over the last few years, multiple studies have examined the influence of online word games to enhance vocabulary knowledge. This section emphasizes information from authors whose research has determined the relationship between online word games and vocabulary acquisition.

Yang et al. (2022) aimed to examine the effectiveness of the online simulation game to reduce students' foreign language anxiety while they learn vocabulary. This study was addressed by employing mixed-method research that applied a pre-test, post-test, and a Foreign Language Classroom Anxiety Scale to identify students' anxiety levels. After developing the experiment, students took a test to measure their vocabulary knowledge. Furthermore, a questionnaire was completed by students who shared their perceptions about the employed treatment. Accordingly, the outcomes demonstrated that students' anxiety levels were reduced significantly in the experimental group. At the same time, they got fun focusing on aspects like the challenge, pictures, sounds, and the authentic contexts that games convey during the learning process. It was concluded that teachers should analyze the learning behavior of students with different foreign language anxiety levels widely during the experimental procedure to understand how online simulation games influence vocabulary learning and anxiety reduction.

Arkan (2022) guided his research, where the main objective was to examine the impact of the game technique application on Arabic vocabulary learning, particularly in young foreign language learners. The author explored 13 games, during quantitative methods with experimental design research, that were implemented to notice students' progress in vocabulary during the experiment. In conclusion, this investigation established that the application of games was significant in acquiring vocabulary since it gives different benefits to students and teachers, encouraging them to overcome various problems when developing a language. This study contributes positively to this project because it suggests applying the games with technological support according to the student's preferences.

Vu et al. (2021) aimed to determine the influence of using word games to enhance vocabulary dominion in middle school, considering the benefits and challenges that convey this strategy. This research employed a mixed-method design that integrated the qualitative and quantitative approaches into a single analysis. This study was applied in two classes (experimental and control group) with 64 students from seventh grade whose English language competence was similar according to some linguistic tests. As a result, the experimental group overcame the outcomes developed through the post-test, concluding that they increased their vocabulary knowledge since students felt motivated and relaxed to perceive the vocabulary consciously and unconsciously. Thus, this investigation has been essential to initiate this investigation, emphasizing that word games can be a viable strategy for retaining vocabulary.

Rasti (2021) aimed to review the literature about digital games and vocabulary learning systematically. It was cross-sectional research involving studies that lasted 20 years until now. The researcher found that students can be motivated through these authentic materials; as well as, and they can repeat as many times as they want. They can represent, encode, interact, and give feedback through digital games. Therefore, the author concluded that digital games significantly contribute to students' vocabulary learning.

Qasim (2021) conducted his research based on the effectiveness of digital games over incidental vocabulary acquisition. The primary purpose of this research was to explore the impact of digital games on students' proficiency in vocabulary. A mixed-method approach supported this research. The qualitative research contained an interview to analyze students' perception of using video games to acquire English vocabulary. However, the quantitative study consisted of a semi-structured vocabulary questionnaire to measure students' knowledge and allowed them to show some connections between gaming time and vocabulary proficiency. Findings revealed that digital games motivate students to learn and acquire vocabulary that can be applied in real-life contexts. In conclusion, digital games had a crucial role in developing vocabulary since they provided a relaxed and friendly environment allowing students to get engagement and concentration during the activity. Subsequently, this research

stimulates researchers to continue investigating the benefits of online games in the English language learning process.

Likewise, Al- Eqabi and Alnoori (2021) investigated the impact digital games do on children's vocabulary learning. This was a literature review with document analysis. It was focused on qualitative research which got information based on students' perceptions. The main findings focused on the advantages and challenges of online games. One of the benefits was that online games promote students' higher motivation and group cooperation among them. Besides, students' memory works well because students can recall vocabulary at any time. However, teachers must control the time, materials, and classroom activities depending on the online games. In this scenery, there are more advantages than disadvantages. Therefore, the current study is widely justified because it would benefit students learning easily, especially vocabulary items.

Musa et al. (2021) aimed to research vocabulary acquisition among ESL learners. The authors based their research on the grounded theory of behaviorism, cognitivism, and constructivism. It was qualitative research with a systematic design. The data collection instrument was an interview, and its analysis was carried out through open, axial, and selective coding. Based on the results, eight descriptor codes and thirty in-vivo codes were found. The results revealed that students prefer online games as the habitual preference to learn English. This fact is valuable for the current research because students are intrinsically motivated to learn through games.

Tang Tzuchen (2020) aimed to analyze the influence of Game-based learning to increase vocabulary acquisition. This investigation was based on experimental research examining the student's performance using Game-based and traditional strategies. After getting the data, the outcomes established that the application of Game-based learning helps students work autonomously since these games don't require teacher instructions. Thus, it was evident that students were motivated to learn by games. However, it also recommends being aware of the implications that this study can produce, especially on the use of resources.

Hazar (2020) determined the role of digital games in enhancing vocabulary by comparing them with paper-pencil ones. It was mixed-method research with an

experimental design. To do that, the author used digital games on EBA (Education Informatics Network) platform to teach vocabulary to children in Turkey. The results revealed that students from the experimental group who worked with EBA (Education Informatics Network) platform outperformed, while the control group who followed their regular classes did not. Therefore, the authors concluded that digital games were influential in vocabulary acquisition.

Köksal et al. (2020) conducted their research based on comparing fourth and seventh grade and the effectiveness of teaching vocabulary using games. The authors guided this research in quantitative method with a quasi-experimental design which was focused on analyzing the effect of playing games to acquire vocabulary. Thus, the outcomes displayed that the application of games can work efficiently in learning vocabulary since the experimental group outperformed the control group. Nevertheless, there wasn't a significant difference between fourth and seventh grade. It means that games can be applied at any level. Additionally, this study made an outstanding contribution to a future investigation because it confirms that the use of games works successfully to motivate students to learn in a funny way creating comfortable atmospheres according to the student's level.

Another research by Shabaneh and Farrah (2019) aimed to determine the efficacy of the games inside classes to retain vocabulary. It was a mixed method with a quasi-experimental design focused on combining data to acquire efficient results. This research was addressed by managing the pre-test, post-test, and class observations to collect and analyze data. To this extent, the outcomes concluded that games could work effectively, pushing students to interact in a variety of activities that demonstrate students' skills, particularly to learn and practice vocabulary learning inside a pleasant environment. On the other hand, this study promotes employing this strategy to reinforce vocabulary acquisition bearing in mind students' needs and interests. Hence, the games must be selected carefully depending on different factors that are faced in classes.

Zeta et al. (2019) intended to investigate the effects of language games on vocabulary retention in primary students. The research for this study was conducted in a quasi-experimental setting employing a pre-test to diagnose students' vocabulary knowledge and a post-test to assess the results of the experiment. This process lasted

two weeks for the application of conventional lessons based on traditional strategies and the development of the pre-test. Consequently, the treatment based on language games was applied for two weeks to continue with the post-test sustained on a vocabulary retention test (VRTs). As a consequence, the result of this research displayed that there was a significant difference since post-tests outperformed pre-tests showing that student increases their vocabulary knowledge by using language games. Therefore, this study helps future researchers to continue examining this kind of strategy that helps students from rural areas to perform their cooperative and social skills in the English language.

Similarly, Di Zou and Haoran (2019) reviewed studies about digital game-based vocabulary learning. It was qualitative research with a bibliographic design. It was a documentary analysis where 21 studies were analyzed. The research methodology focused on five perspectives: state of the art, digital games for vocabulary learning, literature review, research methodology, and main findings. The authors found that ten types of digital games contribute to vocabulary learning, effective in short-term and long-term learning. It is beneficial because those online games help teachers engage students, improve their motivation, and facilitate language skills performance. Online games also lower the students' affective filter and promote students' interaction. Once those advantages are analyzed, it is necessary to propose an intervention where students can enhance vocabulary knowledge.

Kohnke et al. (2019) aimed to examine the impact of a mobile-assisted language learning program to foster business vocabulary retention at different levels in undergraduate students. This research was concentrated on quantitative with an applied research design that helped to get accurate outcomes about the effect of the mobile app on increasing business vocabulary. Thus, the authors applied a pre-test and post-test based on students' knowledge with different complexity levels. All this data was collected by employing google forms. In this case, it was demonstrated that students could retain more business vocabulary by using games and technological activities, allowing them to pass different knowledge levels. Therefore, this investigation makes an outstanding contribution to this study since it mentions that incorporating games to learn vocabulary can be applied to different ages depending on the student's needs.

Similarly, Şimşek and Direkci (2019) aimed to analyze the connection between online games and vocabulary acquisition. This study was addressed by a mixed-method approach which focused on collecting quantitative and qualitative data to build a basis for the research. The quantitative data was used by employing a Vocabulary Knowledge Assessment while the qualitative data was collected through a semi-structured interview to know the student`s point of view on the topic. Therefore, the result revealed that existed a strong association between online games and vocabulary acquisition since it allowed students to concentrate on the game while they get new vocabulary knowledge unconsciously. In addition, this investigation constitutes support for this research since it confirms that the use of games influences effectively the process of acquiring new vocabulary.

Fajaria and Azzahrain (2019) conducted research whose primary purpose was to analyze how online games help learners acquire vocabulary and gather their perceptions about them. Five participants formed the population from different universities. They were classmates only in the English classes. This was a mixed methodology with descriptive scope. The researcher applied a vocabulary test and an unstructured interview to collect data: both had questionnaires. The results revealed a significant improvement in the student's vocabulary learning. It was concluded that online games could benefit vocabulary learning and language improvement.

Another relevant research was carried out by Syafrizal and Haerudin (2018) with the theme. Their objective was to determine the vocabulary-building strategy and its effectiveness in acquiring vocabulary in young learners. This research was executed by applying descriptive qualitative study using a pre-test and post-test. Observation, interviews, and documentation were used to collect data from teachers and students. Thereby, the teacher applied several activities based on students' interests, increasing students' motivation and learning vocabulary unconsciously while they have fun. In conclusion, this study was a significant contribution since it promoted looking for suitable strategies focusing on students' age and choosing valuable vocabulary for their daily lives.

Fotovatnia and Namjoo (2018) aimed to examine the comparison between competitive and cooperative word games and their influence on EFL students `motivation and vocabulary enhancement. This research was developed by performing



a mixed-method design. The quantitative approach applied three questionnaires (motivation Questionnaire) and two vocabulary tests that were used to notice the impact on vocabulary knowledge improvement and student motivation. Based on the obtained results, it was established that both kinds of word games benefit students learning since they provide intrinsic motivation and a positive atmosphere in the class and increase students' vocabulary learning depending on the topic and students' level. Furthermore, this comparative research was accomplished by dividing this procedure into two three-week stages.

Banik et al. (2018) examined the effectiveness of word games in students' vocabulary mastery and the type of atmosphere that this strategy produces during vocabulary classes. It was an action research method that was constituted by some steps like planning, action, observation, and reflection of the results. The techniques to gather information were observation, document analysis, interview, and vocabulary tests. Besides, the qualitative data were analyzed using comparative methods that consist of collecting data, coding, comparing, building up deductions, and describing the results. In contrast, the quantitative data were inspected by applying descriptive statistics analysis that compares the pre-test and post-test. Consequently, the outcomes demonstrated that using word games in English classes can amplify the student's opportunities to get vocabulary mastery in a comfortable and amusing atmosphere during the learning process.

Utku and Dolgunsöz (2018) conducted research whose main objective was to investigate the influence of online vocabulary games to enhance new words in young learners. To develop this study, mixed-method research was established, which was constituted by using qualitative and quantitative foundations. The authors applied the pre-test and post-test to collect information, whereas the qualitative approach required implementing a semi-structured interview with students. As a result, it was evident that online games fostered EFL vocabulary acquisition and retention in young learners. In addition, the interview confirmed that incorporating technology in the learning process encourages students to participate actively without fear of making mistakes since they can be part of a relaxed environment.

Yusuf (2018) researched the suitability of the application of Word Games for teaching English vocabulary based on the curriculum of 2013. This study's qualitative

approach focused on collecting data through words, documents, interviews, etc. Furthermore, this research had a descriptive method highlighting the revision and descriptions of digital word games that students can utilize. It relied on the primary curriculum establishing the basic vocabulary in communicative competence. This research took as a sample of investigation 20 digital word games that were analyzed to determine the study's conclusion. Subsequently, the outcome that established this investigation was that certain word games were suitable for acquiring vocabulary meaningfully according to students' needs. Therefore, this investigation worked as a reference for other studies considering the features of word games that can be suitable to promote vocabulary learning.

In the study conducted by Karaaslan et al. (2018) about the contemplation of using Synchronous and Asynchronous games to reinforce the vocabulary learning, the main objective was to determine the influence of synchronous and asynchronous games on fostering vocabulary learning. This investigation was based on mix-method research. The quantitative research was developed by using a self-report questionnaire that contains yes- no replies, whereas the qualitative research focused on opened-ended questions related to students' reflections about their experience of learning vocabulary giving structured explanations about their answers. Hence, this study was elaborated, highlighting the parts of the speech and collocations over eight weeks. Therefore, this study has let to know that most students enjoy learning synchronously and asynchronously, taking into account that each style has vast benefits for students and teachers. However, it is necessary to apply adequate games according to students' levels and contexts.

With their research, Amal and Dima (2018) aimed to examine the influence of electronic games on acquiring English language vocabulary, specifically in kindergarten students. The population was split into four groups: experimental and control groups. This research was conducted using a quantitative approach that included a pre-test that was developed before the treatment and a post-test applied after the treatment based on vocabulary from their English textbook. This test was developed using ten words during each session. This study concluded by demonstrating that online games can engage kids to learn vocabulary since this strategy allows them to learn, practice, and review English in a friendly atmosphere.

AlNatour and Hijazi (2018) examined the impact of electronic games on teaching English vocabulary. It was a quantitative approach with quasi-experimental design research. To gather data, the researchers employed a pre-test and a post-test to check the level of students who came from the experimental group and the control group. One hundred kindergarten students formed the population. After analyzing the data, the researchers found a significant difference between the mean of the two groups. The experimental group obtained higher results than the control group. The authors concluded that electronic games used as teaching materials could enhance students' vocabulary building.

Prihandini (2021) developed a case study focused on a seven-year-old boy who resided in Bandung, Indonesia, where Sundanese, Javanese, and Indonesian were the most commonly spoken languages. The use of English language in some of the characters in online games has had a significant effect on a child's vocabulary awareness. He has found it to be relatively easy to keep up with them thanks to the words' intriguing sounds, frequent use, and ease of speaking. The method to find the answer is to examine the word classes of the English vocabulary that has been understood. Longitudinal research is what this study is a part of. The data that were examined were collected over a six-week span. The numbers of English words spoken and understood indicated that some of the English vocabularies used in online games were better. This condition was supported by having effective communication between the addresser and the addressee(s), who employed codes to provide the signs and structural information needed to build and decode messages. The method of interaction that allows for the development of social and psychological tied between or among them. All of the findings showed that playing internet games helped the respondent's knowledge of English vocabulary meaning.

Berry (2021) investigated the effectiveness of students playing the Spaceteam ESL video game to enhance their pronunciation of English words and sentences. It was a quasi-experimental research designed containing pre-test and post-test. The researcher applied a weekly EFL mobile game intervention, due to students' low level of motivation and pronunciation issues. After intervention process, children showed improvements in pronunciation. Therefore, mobile games are considered as excellent instructional tools when pronunciation is the learning objective. Besides, finding

revealed that motivation was significantly improved among students whose affective filter was low.

Tejedor et al. (2020) stated that learning through games is an excellent option for educators to teach pronunciation because they offer social engagement and classroom participation. The authors used a mobile application to teach minimal pairs during pronunciation activities for one month. This experiment had competitive features for students to motivate and challenge themselves. Findings evidenced intensive practice with many motivational classroom activities and regular playing. Furthermore, the most active players achieved significant improvement regarding pronunciation.

Qamariah and Wahyuni (2018) considered that games are good media to promote motivation for learning. Besides, they are valuable ways to motivate students to learn spelling. The authors created spelling courses that promoted interactive activities towards spelling improvement for third EFL graders. The course involved using crossword puzzles and wordsearch as main word games. Their students' perceptions about the intervention course were significantly motivational because children loved learning spelling through games. They showed more interest in continuing learning in this way.

The studies mentioned above were chosen for some reasons. To start with, there are two findings. First, online or digital word games are beneficial for students because they offer high levels of motivation for students. Secondly, online word games are not only helpful to learn vocabulary but also benefit them in their language skills enhancement. These facts encouraged the researcher to apply online word games according to the goal of the class and students' needs. Furthermore, these researches were analyzed due to they provide solutions to different concerns that English teachers face during classes to support students to master vocabulary. Besides, teachers should be prepared to adopt new tactics like online games that demand the use of technology to avoid students' fear of making mistakes. Finally, previous research work as a guide for other researchers who require support for future investigations, highlighting that the amount of vocabulary depends on the student's level, background, and interest.

## **2.2 Literature review**

### **2.2.1 Independent variable: Online word Games**

#### **2.2.1.1. Educational technology**

Educational technology is constantly been undergone to several changes over time helping students and teachers to make education easier. Therefore, Tuma (2021) states that Educational technology is to integrate different technological tools to produce experiential, interactive, and cooperative environments where knowledge is acquired effectively. Fletcher (2015) points out educational technology can be described as the systematic application of scientific knowledge to educational activities focusing on human learning development. Furthermore, it provides suitable planned learning settings which are connected with the teaching objectives. The main purpose of this application is based on scientific methods and techniques that fortify teaching progress. Hence, as a result of this application, a great variety of interactive methods and strategies are being performed successfully in the education field to improve education quality.

#### **Importance of Educational technology in teaching**

Educational technology has become popular in most institutions worldwide since it has a crucial role in our society, allowing us to get information and learn effectively in any field. The application of educational technology enhances skills and cognitive characteristics. Stošić (2015) claims that educational technology is essential to encourage students to work independently through interactive multimedia content, allowing them to establish their work speed. This approach can foster cognitive skills by providing active learning among teachers and students. Furthermore, it encourages students to self-evaluate their progress during their learning process, getting the teacher's feedback at the end of the session. On the other hand, educational technology enables education actors to integrate these tools into their daily life, helping to create meaningful knowledge (Hazar, 2020). With the help of new technology comes an explosion of learning and receiving further information, especially on mobile devices.

#### **Educational technology domains of application**

- It can be used as a tutor where the computer can assign instructions and commands to guide the user helping to develop any task (Stošić, 2015).

- This can be used as a teaching tool that educators generally use as a resource to help students achieve the goals of the course or program; however, it is tailored to the student's level and content (Di Zou & Haoran, 2019).
- It can be used for learning as a vehicle that helps students acquire knowledge efficiently, producing an inclusive learning environment that promotes, in most cases, the integration of collaborative work (Musa et al., 2021).

### **Modalities of educational technology**

- **Synchronous learning**

Brückner (2015) affirms that synchronous learning is developed in real-time where there is an effective interaction between the teacher and students. The teacher usually uses a variety of technological resources to teach and discuss during the class period providing face-to-face collaborative work and feedback about the aspects that students need to improve (Cortez & Sanchez, 2018). This modality can be performed by employing different tools like online webinars, chat room discussions, and instant messaging (Brückner, 2015).

- **Asynchronous learning**

Asynchronous learning allows students autonomy and self-reflection of the assigned activities by the tutor. These tasks can be developed at any time since the schedule is flexible for students hence students can work effectively by their own pace (Aghajani & Adloo, 2018). The teacher should provide enough material to become useful to work on the assignments successfully. Moreover, this process can be performed by using forums, lectures, readings, etc. Nevertheless, in some cases, students don't understand the instructions and requirements. Therefore, students need to ask the teacher for help and assistance (Brückner, 2015)

#### **2.2.1.2. Digital Game-based learning**

Pho and Dinscore (2015) claim that Game-based learning is used as a vehicle to teach and achieve a particular learning objective. It means integrating gaming during the learning process to get effective results from students. Likewise, Al-Azawi et al., (2016) declare that Game-based learning is a methodology used to motivate students

to be part of the learning while they get fun creating a relaxing environment among teachers and students. It must not be considered a waste of time since it can be a vital component in the educational field due to it is not just applied to get reinforcement and review, it can also be used to explain complex content engagingly. Thus, this influence getting knowledge after playing a game.

### **Benefits of games in education**

Al-Azawi et al. (2016) highlight the benefits of applying a variety of games inside of classrooms. Therefore, here there are some reasons why games are beneficial for students.

- Games can be used for combining study and measurement.
- Games can be performed by any student without taking care of the student's level, age, gender, etc.
- Games can encourage younger students to establish their own learning goals by giving feedback and keeping track of their progress (Amal & Dima, 2018).
- Games motivate students to work autonomously to create their own knowledge.
- It allows students to get concentrated on the activity and knowledge can be acquired in a meaningful way.

### **Types of games**

Dimitra et al. (2020) affirm that several games are conducted to achieve educational objectives however, it depends on the context and students' level.

- **Language games:** are relevant to convey communication by employing language skills. For that reason, this kind of game encourages students to interact effectively creating meaningful learning.
- **Word games:** that encourage to retain vocabulary since this activity encourages to expand our vocabulary in a friendly environment.
- **Memory games:** that is used to recall information like vocabulary building thinking skills and concentration in the task by using knowledge.
- **Interactive games:** are communicative activities which are used developing language interaction produced in groups or in pairs when there is feedback.

- **Strategy games:** are performed by some member of the group where they have to plan and find the best way to achieve the goals.

### **2.2.1.3. Online word games**

Banik, et al. (2018) express that word games` purpose is based on the main aspects of the words like meaning, spelling, word formation, pronunciation, and others which are used according to their context and grammatical usage. These kinds of games are implemented according to the aspect and requirements the teacher wants to achieve and motivate at the same time. Furthermore, word games can be incorporated during the learning process and can be executed in an individual and group way (Di Zou & Haoran, 2019).

### **Benefits of the Online word games**

According to Vu et al. (2021) word games offer some benefits for students and teachers who try to update their methodologies to acquire successful learning. Some examples of these advantages are the following:

- Online word games encourage students to enhance their vocabulary in an unconscious way which allows students to apply these words to their lexica to communicate effectively (Vu et al., 2021).
- Online games may give students a safe space to express themselves because it can be sometimes simpler to talk about issues in a virtual setting (Rasti, 2021).
- Online word games can work beneficially since they can contribute as a motivation to learn funnily, particularly in younger students who get bored easily and require that teacher usually organizes several activities during the process (Rasti, 2021).
- These games can stimulate students to provide a good rapport with teachers where they can participate actively without fear of making errors due to, they are games that engage them to learn and entertain (Ahmed, 2018).
- Word games can help students to develop communicative competence in the target language allowing them to retain vocabulary and perform communicative skills easily in an amusing environment (Ahmed, 2018).



## **Types of Online word games**

Several online word games encourage students to build new words by retaining them in a meaningful way. According to Thomson and Anna Anil (2016), some of these are described below:

**Synonym and Antonym cards:** To help with the development of this game, certain cards with two synonyms and two antonyms have been provided (Thomson & Anna Anil, 2016). The person who is gazing at a card says one word, and the other players must say its synonym or antonym, depending on the situation (Ahmed, 2018).

**Word Bingo:** On the screen, there is a square with some sections. It is terminology that is associated with a specific concept, such as a classroom. The teacher then delivers some words that are related to the theme. If the teacher's phrase appears in a square, the term is denoted with an (X). The student who crosses all of the terms of the maximum number of terms wins (Thomson & Anna Anil, 2016).

**Crossword Puzzles:** It can be used with a variety of difficulty levels. As a result, depending on the level of the students, this should be framed from simple to sophisticated. It's a game in which you use vocabulary to fill in the blank areas as answers to questions both horizontally and vertically (Ahmed, 2018).

**Riddles:** It's a fascinating game. Students are given clues to a word or idea, and they must guess the term from the clues (Rasti, 2021).

**Word Maker:** Students are given a paper with a large word on it. Instruct students to discover as many words as they can within that big word. The team that has the most words, wins. (Thomson & Anna Anil, 2016)

**Jumble/Unscramble:** It's a word game in which the participant is given a scrambled set of letters. The letters must be combined in a meaningful way to produce a meaningful word. It's a good approach to teach kids how to spell (Ahmed, 2018).

## **2.2.2 Dependent variable: Vocabulary acquisition**

### **2.2.2.1 Semantics**

Kearns (2011) mentions those semantics as a branch of linguistics that is concerned with the meaning of the word and the connection with other words to construct phrases or texts that express based on their context. According to Saeed (2009), semantics promotes the interpretations of meanings with pieces of language based on the knowledge people have.

#### **Types of meanings**

According to Pardede (2016); Kearns (2011) and Saeed (2009), there are seven kinds of meanings which are developed with different features.

- Conceptual meaning is also known as a denotative which is focused on the essential meaning of a phrase and is conveyed with conceptual meaning. It refers to the literal or denotative sense of a word. It's necessary to know the language appropriately.
- Connotative meaning highlights the relation of the word with real-life context to provide a meaning according to the culture and experience.
- Social meaning depends on the social context that is surrounding the speaker and interpreter to manifest significance.
- Affective meaning is concerned with the feeling or attitude the speaker wants to illustrate to his audience.
- Reflective meaning requires reflection to create an effective meaning since words can have a hidden meaning.
- Collocative meaning is considered to be distinct lexical elements or share the same basis in meaning, but may occur in different ways.
- Thematic meaning is according to the organization the speaker wants to express.

#### **Challenges of semantics**

Through the time to develop the semantics theory which conveys building meanings, there are several challenges that semantic interpreters must develop.

Saeed (2009) states that one of the problems is the issue of circularity which influence us to convey the definition of a word in our own language or a different one according to the situation that is used. Therefore, in terms of Yule (2010), the meaning of the words usually is transmitted through words due to it is involved a circular definition that doesn't allow to define the words without language.

Another concern that linguistics face is there is a high percentage that exists a real meaning that there is a big difference between the kind of knowledge that dictionaries offer and the knowledge that each person has (Yule, 2010). This carries out to create a distinction between the meaning of the words and the way the context is developed (Kearns, 2011). Thus, it is necessary to know that we must not focus on just one semantic description since it depends on the situation.

#### **2.2.2.2 Lexis**

Caro and Mendinueta (2017) mention that Lexis is the set of words that constitute a language. The lack of lexis can frustrate students since it can create misunderstandings in the message the students want to understand or interpret. Lexis is learned as a slow and complex process that requires dedication and effort on the part of teachers and students (Yule, 2010). It is more effective if, instead of teaching words, it focuses on lexical units and, above all, their constructions (Ahmed, 2018).

#### **2.2.2.3 Vocabulary acquisition**

Pena (2012) confirms that vocabulary is one of the most crucial components of language. Vocabulary is used to connect words, and ideas helping to comprehend easily the contents. Besides, it is applied to communicate with different groups by employing communicative skills that require vocabulary knowledge. Abmanan et al. (2017) refer that vocabulary is considered as the words vocabulary that students store to use this vocabulary to develop language activities in classes. On the other hand, Gonzales and Schmitt (2017) indicate that vocabulary acquisition is the process that involves absorbing new words and formulaic language to employ receptive and productive skills as intentional and incidental knowledge. Hence, acquiring vocabulary is important in language learning since it attributes applying all vocabulary knowledge to build up meaning and communicate productively in different areas. Furthermore, by acquiring vocabulary students can construct their own definitions having relation to their real contexts.

## **Process of vocabulary acquisition**

This process is developed by executing three stages to obtain the goals of the session. First, students learn to pronounce the word appropriately to distinguish the word from others (Ahmed, 2018). Then, it is fundamental to learn the meaning of the word by employing different strategies helping to retain the words in a meaningful way. Finally, students require to know the definition of the words which encourages them to produce a good understanding Krashen & Terrell (2019).

## **Classification of Vocabulary**

Abmanan et al. (2017) maintain that exist two categories of vocabulary.

- **Receptive vocabulary** is the ability that students develop when understand and recall words in any situation. This type of vocabulary involves acquiring and storing words by employing skills like reading and listening.
- **Productive vocabulary:** is performed by retrieving receptive vocabulary to produce them in real situations according to the activity that learners want to achieve. Accordingly, it requires previous knowledge of pronunciation, spelling, and grammar rules.

## **Nature of vocabulary.**

Brown and Abeywickrama (2018) point out two main categories of words that are applied differently according to the knowledge of words.

**Function words:** These words are focused on connecting words to create sentences. They are part of grammar and don't have a lexical meaning. Some examples of function words can be conjunctions, articles, pronouns, and prepositions.

**Content words:** These words can transfer meaning and content about the message people want to express. They can be nouns, verbs, adjectives, and adverbs.

## **Ways to teach vocabulary**

Hymes (2019) states that the acquisition of competence in a language is fueled by social experience, needs, and motivations. It is an action, which is, in turn, a renewed source of motivations, needs, and experiences. That is, motivation is one of

the fundamental sources that communicative competence can be exercised; since with it, they can be adapted to the needs of each person; also taking into account their sociocultural level to develop in an actual situation. In this way, teachers support students to get experience in the social field. In this way, motivation is one of the best teaching tools to support students in their vocabulary acquisition (Ahmed, 2018).

According to Harmer (2017) the role of the teacher is to expose students to language in order to use it in other contexts. In fact, with proper knowledge and management of vocabulary, it is possible to develop communicative competence through the planned components (Common European Framework of Reference for Languages, 2001). To develop this competence, students must have a basic knowledge of the language. In this way, teaching the lexicon and its integration with communicative competence allow the student to develop the foreign language (English) better and more. In this way, students would start to produce the language with simple sentences because the teacher supports his or her students with direct management of vocabulary (British Council, 2021).

Applying the Presentation, Practice, Production (PPP) approach is reliable for learning vocabulary (Ahmed, 2018). For Harmer (2007), when applying PPP method, a sequence is followed. First, the teacher presents the context and situation of the topic, explaining and demonstrating the meaning and form of the new lexicon. Then, students practice the language through appropriate techniques, for example, individual and group oral repetition (drilling) following the teacher's model. Finally, in the production stage, students use the language and express themselves more freely. That is, they express ideas using accurate information. In this part, interaction in pairs or groups arises to make dialogues and discussions. PPP model is very effective if it is applied in teaching the basic level of language proficiency (Richards & Rodgers, 2001). However, it would be less appropriate when students have a more advanced level.

Due to the above, it is necessary to highlight that this method would be effective in vocabulary instruction since it is essential to provide a situation. Hence, students know what they will learn (Harmer, 2007). In addition, it is an opportunity to collect prior knowledge. Additionally, it is vital to present the meaning and form of words through images and realia, among others. Then, in practice and production,

students have different opportunities to use the vocabulary in certain situations, such as talking about daily routines, skills, or experiences (Richards & Rodgers, 2001).

### **Learning the meaning of words through games**

Meaning is the concept of a word or an expression. The term comes from the verb signify, linked to the sign of an idea or something material and to what, by convention or imitation, represents something else. It is also what something means, what a word, an idea, or a concept means. On the other hand, a word is a linguistic unit with meaning formed by: lexeme or root. It is part of the word that does not change, that remains unchanged. It can be accompanied by affixes and prefixes that modify the root. A word is a linguistic Unit, generally endowed with meaning, separated from the others by potential pauses in pronunciation and blanks in writing (Yule, 2010).

The meaning of the words combined with the ingenious, sometimes humorous use of the words or words, in which some type of association between them is deliberately activated, such as a similar sound, a contrast in meaning, or an alteration of the syntactic order, is motivating for students. Some word games that help understand the meanings of words are crossword puzzles, filling gap activities, making descriptions, and guessing words (Harmer, 2017).

### **Learning pronunciation**

Learning English does not have to be a tedious or routine task. Using online word games to learn pronunciation in English is one of the most effective and easy techniques to study (Berry, 2021). Several games help with pronunciation, vocabulary, and the management of English grammar. Online word games often have many benefits that everyone can take advantage of, regardless of age (AlNatour & Hijazi, 2018).

The first benefit of using online word games to learn is practice. Students often focus on memorizing everything the book says when studying, for example, the pronunciation of past form of verbs in English. Therefore, learning through games can help to relate better and remember the different forms of the verb because students are directly interacting with the subject of study (Cortez & Sanchez, 2018). Another

advantage of playing word games online is that in addition to practicing English, students can listen to words and learn vocabulary (Al- Eqabi & Alnoori, 2021).

To improve children's English pronunciation, they must listen to it frequently (Tejedor et al. 2020). It is the only way to train their ear and get used to those sounds that can be very different from those of their mother tongue. English is also full of consonant combinations that do not exist in Spanish, but to pronounce those words without problems, children must listen to how they are pronounced many times. If, in addition, they are heard in understandable contexts, in situations that excite or entertain, it is much easier for this phonetics to be retained and applied in pronunciation (Di Zou & Haoran, 2019).

Another advantage of learning by playing is that it helps to understand and internalize theoretical concepts that would otherwise be more difficult to assimilate. For example, grammar is often complicated and has different rules that are difficult to learn because they are different from the rules of our mother tongue. Through the game, it may be easier to make sense of this information based on students' understanding of the world (Musa et al., 2021).

### **Learning spelling**

Spelling is the act of naming each of the letters that make up a word from left to right (Oxford Dictionary, 2021). Moreover, before knowing how words are formed, language learners must know how to say them correctly, letter by letter. The English language is unique in that words are read differently than they are written (Qamariah & Wahyuni, 2018). However, although this may be a disadvantage, students have to learn the phonology of each of them, know how to produce the sounds of the language, and how the different consonant sounds are grouped with each vowel, as well as the combinations of two consonants in the same syllable (Yule, 2010).

Spelling exercises have many advantages for students because they will know how to write and pronounce a word well and because it requires effort and memory (Gonzales & Schmitt, 2017). It allows knowing the etymological origin of the words (Yule, 2010). Furthermore, oratory is worked on, and the fear of speaking aloud is lost, mainly if these games and spelling activities are carried out in class which allow practicing the different spelling rules (Cortez & Sanchez, 2018). Besides, reading

comprehension, diction, and the development of writing skills are greatly improved. In general, literacy is promoted as a form of play. Games used to improve spelling include unscrambling words, crosswords, the Hangman, puzzles.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Location**

The current study was executed at Unidad Educativa “Pilahuin.” It is a public institution that belongs to the 18D02 district. It is located on the outskirts of Ambato, in the province of Tungurahua, particularly in Pilahuin, a small community. Thus, this study was conducted with 63 students of seventh grade “A” and “B” of primary school. This institution assists 442 students, children, and teenagers, maintaining its mission based on developing an integral education where students can develop their learning skills and moral principles. There are also 20 teachers.

On the other hand, as a consequence of the pandemic situation, families from this community provided students with some technological tools to access virtual education; therefore, most students have cell phones, computers, and internet connections.

#### **3.2. Equipment and materials**

To perform this research some equipment and materials were employed during this process.

- Computers
- Smartphones
- Internet connection
- Technological tools
- Web sites
- Educational material (pencil, paper, photocopies)
- English book (Starship English A1.2 Teacher`s book)

Additionally, to gather data, the researcher used a pre-test, post-test, and survey. The pre-test and post-test were employed to determine the effectiveness of online word games in vocabulary acquisition. These tests were designed by the researcher, who adapted following the format and vocabulary section of the Cambridge (YLE Movers) Exam. The content was based on the Starship English Student’s book

A1.2 which the Ministry of Education of Ecuador supplies. Furthermore, a Likert scale questionnaire was elaborated to determine the student's perceptions of the influence of online games. This survey had ten statements that can be answered using the following scale: strongly agree, agree, neutral, disagree, and strongly disagree.

### **3.3. Research Approach**

#### **3.3.1. Quantitative approach**

This research was based on a quantitative approach to establish the cause and effect among the problem variables. Creswell (2015) asserts that the Quantitative method focuses on analyzing the data using statistical procedures that are relevant to answer the research questions. According to Cohen et al. (2007), this approach influences a collection of accurate results facilitating the interpretation of the outcomes.

Therefore, this research was quantitative because numerical data was obtained from the pre-and post-tests which were adapted from the movers' test from Cambridge; as well as from the survey. Based on the collected data, predefined hypotheses were tested.

#### **3.3.2. Quasi-experimental design**

According to Miller et al. (2020), the quasi-experimental design emphasizes quantifying the impact of a study and establishing the relationship between the research variables, letting the researcher have control of the research variables. This design includes pre- and post-tests with a non-equivalent control group (Cohen et al., 2007). This research was quasi-experimental because it had two study groups, the control, and the experimental group. Both took a pre-test, and the experimental group participated in the intervention phase focused on applying online word games for vocabulary improvement. At the end of it, both the control and the experimental group took the post-test. The means were contrasted, and the researcher could address conclusions through hypothesis testing.

#### **3.3.3 Field research**

Moreover, this study was conducted by field research which maintained a strong connection to get precise results with credibility. According to Patel (2019), a methodological focus to understanding participants' behavior in various circumstances

is field research. Therefore, this research allows getting information in a real environment with direct subjects of the study.

### 3.4. Hypothesis

The present study was developed at Unidad Educativa “Pilahuin” with students from seventh grade. It was addressed by applying SPSS statistical software and T-student to validate the hypothesis.

**Null Hypothesis H0:** Online word games do not have an impact on vocabulary acquisition in seventh year of EGB at Unidad Educativa “Pilahuin”.

**Alternative Hypothesis H1:** Online word games have an impact on vocabulary acquisition in the seventh year of EGB at Unidad Educativa “Pilahuin.”

### 3.5. Population and Sample

Probabilistic sampling was carried out to calculate the sample. This is a sampling method (sampling refers to the study or analysis of small groups of a population) that uses forms of random selection methods (Cohen et al., 2007). In this way, everyone in the population would have an equal chance of being selected. Therefore, it was necessary to calculate a sample through the formula that is displayed below:

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

Where:

n= sample size

Z<sup>2</sup> = The specified confidence level 95%

N= Population size

P= Population proportion (.50)

e= desired Margin of Error 5%

<b>N</b>	75
<b>Z</b>	1.960
<b>P</b>	50.00%
<b>Q</b>	50.00%
<b>e</b>	5.00%

**n= 62.89**

After calculating the sample, students were chosen randomly to form two groups of study. This sample was students from the seventh year (A1.2 level) at Unidad Educativa “Pilahuin.” These participants took part in this study since they had access to the application of online word games. Furthermore, this investigation was addressed by the controlled and experimental groups, as shown in Table 1.

These participants took part in this study since they had accessibility to the application of online word games. Furthermore, this study was addressed by the control and experimental group as is displayed in Table 1.

**Table 1**

*Population*

<b>POPULATION</b>						
<b>Group</b>	<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Control	13	21%	18	29%	31	50%
Experimental	14	22%	18	29%	32	50%
<b>Total</b>	<b>27</b>	<b>43%</b>	<b>36</b>	<b>57%</b>	<b>63</b>	<b>100%</b>

**Note:** Data gathered from the sample formula and random selection through lottery.

### **3.6 Data collection**

To accomplish this study goals the researcher employed a testing technique that was based on various instruments like a pre -post-test and a survey to evaluate students’ perceptions about the experiment performed during the sessions.

For dealing with this experiment, the researcher worked with the participants in the classroom using their computing laboratory for ten weeks. First, the researcher conducted the pre-test to control and experimental groups to detect students’ vocabulary knowledge before the treatment. It lasted 30 minutes. This test was based on the vocabulary section from YLE Movers Exam from Cambridge which belongs to the A1.2 level.

The test had 15 multiple-choice questions. There were five main vocabulary topics such as places of the city, clothes, family members, food, and professions. These

topics were assessed based on three main categories such as meaning of words, pronunciation, and spelling.

Subsequently, the control and experimental group started the treatment which was planned during twenty sessions with the instructor's guide. Each session lasted 80 minutes or two class hours. The control group received vocabulary knowledge in a conventional mode making emphasis on memorization of a list of words with its corresponding translation and creating sentences. Conversely, the experimental group got vocabulary through online games developing actively communicative skills and making connections with real-life looking for definitions. Then, after the meetings, both groups were asked to take the post-test to obtain the last results comparing the control and experimental group.

Additionally, in the last session, the researcher requested participants to complete an online survey about their perceptions of acquiring vocabulary through online word games with a Likert scale. This survey was validated by two experts in Education. And created in Microsoft to be delivered through the seventh-grade WhatsApp group.

### **3.7. Data processing and statistical analysis**

Once the results of the tests were gathered, the researcher proceed to concentrate them in an excel file. Then, this data was conducted by SPSS software to work with the suitable test. This investigation applied T- student test to determine the significance between the pre-test and post-test results. On the other hand, the student's perceptions survey about the use of online word games to acquire vocabulary was condensed and analyzed in an Excel file.

### **3.8. Response variables or results achieved**

The measurement of the variables was developed by the application of online word games to acquire vocabulary in EFL students from seventh grade of primary school. In addition, to respond to the variables was essential to elaborate a pre and post-test in order to evaluate the impact of the word games to acquire vocabulary. These aspects guide the researcher to verify results among the pre and post-test.

## CHAPTER IV

### RESULTS AND DISCUSSION

After gathering data, the results were condensed, tabulated, and analyzed. The first section of this chapter includes the results obtained from the pre-test. Secondly, the post-test is displayed. Afterwards, the post-test results are placed with the T-student test for hypothesis verification and discussion. Finally, the results from the survey come up.

Both the pre-test and the post-test had the same format which was based on Cambridge Young Learners of English Movers test. It assessed the students' vocabulary knowledge about 5 main topics namely places in the city, food, clothes, occupations, and family members which make a total score of 15.

#### 4.1. Pre-test

At the beginning of the project, the target population took the pre-test. This test had a set of multiple-choice questions and lasted 30 minutes. Therefore, the results were as follows.

**Table 2**

*Pre-test: Control group*

		<b>Pre-test Control group</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	0	1	1.6	3.2	3.2
	2	2	3.2	6.5	9.7
	3	13	20.6	41.9	51.6
	4	6	9.5	19.4	71.0
	5	4	6.3	12.9	83.9
	6	4	6.3	12.9	96.8
	7	1	1.6	3.2	100.0
	Total	31	49.2	100.0	
<b>Missing</b>	System	32	50.8		
<b>Total</b>		63	100.0		

*Note:* Data obtained from the pre-test taken to students from the control group

**Table 3***Pre-test: Experimental group*

<b>Pre-test Experimental group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	2	3.2	6.3	6.3
	2	6	9.5	18.8	25.0
	3	6	9.5	18.8	43.8
	4	9	14.3	28.1	71.9
	5	6	9.5	18.8	90.6
	6	2	3.2	6.3	96.9
	8	1	1.6	3.1	100.0
	Total	32	50.8	100.0	
<b>Missing</b>	System	31	49.2		
<b>Total</b>		63	100.0		

*Note:* Data obtained from the pre-test taken to students from the experimental group

**Table 4***General statistics: pre-test*

<b>Statistics</b>			
		Pre-test Control group	Pre-test Experimental group
<b>N</b>	Valid	31	32
	Missing	32	31
<b>Mean</b>		3.81	3.69
<b>Median</b>		3.00	4.00
<b>Mode</b>		3	4
<b>Std. Deviation</b>		1.470	1.554
<b>Desirable average</b>		15	

*Note:* General data obtained from the pre-test

#### Analysis and interpretation

As it was displayed in the tables above, the results from the pre-test revealed that students from the control group obtained a general average of 3.81. Besides, the median was 3; likewise, the mode was 3. On the other hand, the experimental group got 3.69 as its mean; the median was 4 and the mode was 4.

Taking into consideration the level of the test, these results proved that students have very little management of vocabulary in the English language. For that reason, the current study is widely justified.

**Table 5**

*Pre-test: T-test*

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		Sig.		f	Sig. (2-tailed)		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									L	U
<b>Pre-test</b>	Equal variances assumed	.098	.756	31.2	.1	.756	119.381	381	.644	882
	Equal variances not assumed			31.2	.0967	.756	119.381	381	.643	881

*Note:* Data obtained from the comparison of means between the control group and the Experimental group in the pre-test.

The two-tailed significance was .756. This result is  $> 0.05$  which means that there was not a significant difference between the means from the two groups. Therefore, both the control group and the experimental group had the same level of English vocabulary.

After gathering and analyzing data from the pre-test, an intervention plan was proposed that focused on the application of online games to improve the students' vocabulary acquisition. The intervention phase lasted 10 weeks where students learned with the complete teacher's support in the classroom and played online. On the contrary, students from the control group attended to their regular classes with a textbook-pencil focus. After this period of intervention, the target population took the post-test.



#### 4.2. Post-test

After students from the experimental group learned through online word games in the intervention period, both groups of study took the post-test whose results are displayed below.

Table 6

*Post-test: Control group*

<b>Post-test Control group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	0	1	1.6	3.2	3.2
	2	2	3.2	6.5	9.7
	3	8	12.7	25.8	35.5
	4	7	11.1	22.6	58.1
	5	7	11.1	22.6	80.6
	6	4	6.3	12.9	93.5
	7	2	3.2	6.5	100.0
	Total	31	49.2	100.0	
<b>Missing</b>	System	32	50.8		
<b>Total</b>		63	100.0		

*Note:* Data obtained from the post-test taken to students from the control group

Table 7

*Post-test: Experimental group*

<b>Post-test Experimental group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	1	1.6	3.1	3.1
	3	1	1.6	3.1	6.3
	4	3	4.8	9.4	15.6
	5	10	15.9	31.3	46.9
	6	6	9.5	18.8	65.6
	7	4	6.3	12.5	78.1
	8	3	4.8	9.4	87.5
	10	3	4.8	9.4	96.9
	11	1	1.6	3.1	100.0
	Total	32	50.8	100.0	
<b>Missing</b>	System	31	49.2		
<b>Total</b>		63	100.0		

*Note:* Data obtained from the post-test taken to students from the experimental group

**Table 8***General statistics - post-test*

		Statistics	
		Post-test Control group	Post-test Experimental group
<b>N</b>	Valid	31	32
	Missing	32	31
<b>Mean</b>		4.16	6.09
<b>Median</b>		4.00	6.00
<b>Mode</b>		3	5
<b>Std. Deviation</b>		1.551	2.161
<b>Desirable average</b>		15	

*Note:* General data obtained from the post-test

#### Analysis and interpretation

There are differences in the data of both the control and the experimental group. The first group obtained 4.16 as the average. Its median was 4 and the mode was 3. However, the experimental group had 6.09. Its median was 6 and the mode was 5 out of 15.

Clearly, the experimental group got higher scores than the control group. It means that there was improvement among students after the intervention phase.

#### **Results from each topic**

The exam was assessed through three main parameters such as meaning, pronunciation, and spelling, about five main topics such as places, clothes, professions, family members, and food.

**Table 9**

*Results from each assessment parameter*

	CONTROL GROUP		EXPERIMENTAL GROUP		DESIRABLE SCORE
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	
Meaning	1.61	1.71	1.63	2.25	5
Pronunciation	0.84	1	0.84	1.31	5
Spelling	1.35	1.45	1.22	2.53	5
TOTAL	3.80	4.16	3.69	6.09	15

*Note:* Data come from statistical analysis for two groups by assessment parameters

Table 9 displays information related to the groups' results from each assessment parameter. It is visible that students from the control group retained the same results. They obtained a slight improvement in each assessment parameter.

On the other hand, students from the experimental group obtained better results in all of them. Initially, they did not know the meanings of words, but the post-test results indicate that they have more awareness of words implications and uses. Likewise, their pronunciation was not comprehensible at first; after the intervention, it needs rehearsals but is almost understandable. Similarly, students obtained better results in spelling in comparison with the pre-test. However, spelling obtained the higher scores which means that students improved in the way words are written. It means that online word games were beneficial.

Even though scores did not achieve the desirable ones, students from the experimental group who participated in the classroom intervention with online word games improved in vocabulary, spelling, and meaning. This fact is plausible for students' vocabulary acquisition process.

**Post-test: T-test**

In this section, the means between the experimental and the control group were compared.

**Table 10**

*Post-test: T-test*

		Independent Samples Test									
		Levene's Test for Equality of Variances			t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	SSig.	t	df	SSig. (2-tailed)	MMean Difference	SStd. Error Difference	LL	UU	
PPost-test	Equal variances assumed	1.808	0.184	4.066	61	0	-1.932	0.475	2.883	0.982	
	Equal variances not assumed			4.088	56.297	0	-1.932	0.473	2.879	0.985	

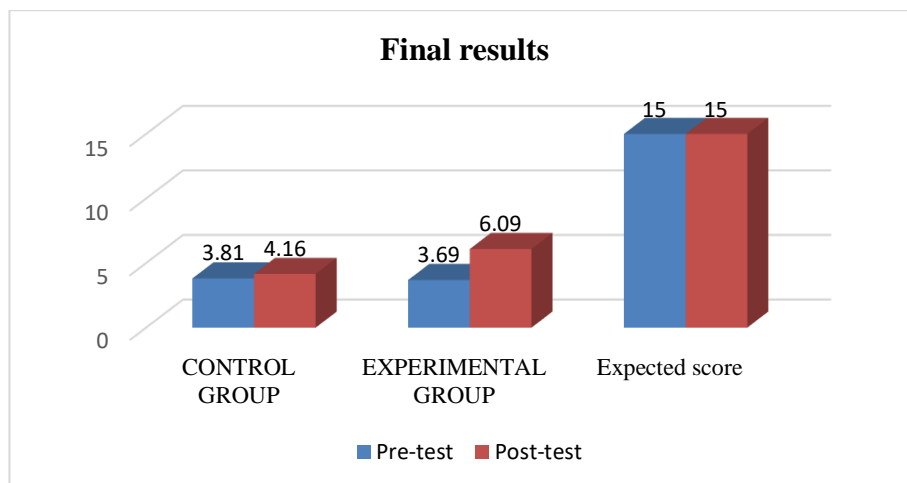
*Note:* Data obtained from the comparison of means between the control group and the Experimental group in the post-test.

**Hypothesis verification**

According to the information in the table 10, the 2-tailed significance is .000 which is <.05. This means that there is a significant difference between the averages of the control group and the experimental group.

**Figure 1**

*Final results*



*Note:* Last results among the Control and Experimental group.

It is daring to explain that in the pre-test, both groups presented similar results in vocabulary; nevertheless, the post-test results showed a difference. The control group obtained a slight difference between the initial and final results. However, in the experimental group, the difference between the pre-test and the post-test result is remarkable. Notwithstanding, the whole population did not achieve the desirable score, as figure 1 shows.

In this context, the alternative hypothesis was accepted because the online word games positively impacted vocabulary acquisition in the seventh year of General Basic Education at Unidad Educativa “Pilahuin. In other words, applying online games helped to improve the students’ vocabulary acquisition.

#### **4.3. Survey**

After the intervention period, the students from the experimental group took the survey. It was designed with the objective to know the students’ perceptions towards the process they have faced. There were ten items that had a Likert scale.

Furthermore, this survey was validated by three experts in English teaching. For a better analysis, the survey was divided into three parts. The first part focused on the students’ perceptions about their confidence during the intervention; the second, the teaching process, and finally the students’ favorite online word game. It is essential to explain that this survey was conducted in Spanish for better understanding; however, it was translated into English to report in this study.

## First part

**Table 11**

*Students' perceptions about confidence during the intervention*

Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
I enjoyed vocabulary games in the English class.	10	31%	18	56%	4	13%				
My confidence improved while playing online games	18	56%	14	44%						
Learning vocabulary is easier through playing online games.	30	94%	2	6%						
I improved my vocabulary knowledge through online games.	32	100%								

*Note:* Data obtained from the first four statements of the survey addressed after the intervention.

### Analysis and interpretation

Students responded about their confidence and enjoyment during the intervention phase in the first part of the survey. Regarding to it, in the first statement, 10 students strongly agreed, 18 agreed; however, only four students that represent 13% of the population were neutral. In the second item, the total population either agreed or strongly agreed in the sense of their confidence improved while playing online games. The same happened in the third item because all the students stated their idea that learning vocabulary is easier through playing online games. Moreover, 100% said that they have improved their vocabulary knowledge.

In general, the students' perceptions for this first part were positive because nobody disagreed on the statements proposed. Therefore, the intervention phase was helpful for the students to be familiar and confident during their learning.

## Second part

**Table 12**

*Students' Favorite Online Game*

<b>Students' favorite online game</b>		
I preferred this online game	Fr	%
Matching (memory game)	32	100%
Questions and answers (interactive game)	6	19%
Spelling (Jumble/Unscramble game)	12	38%
Drag and drop (interactive game)	32	100%
Hangman (word game)	10	31%
Total	32	100%

*Note:* Data obtained from the survey in the statement: I preferred this online game

### Analysis and interpretation

Table 12 shows that the most favorite online games proposed in the intervention phase were an interactive game related to clothes with drag and drop exercises and a memory game related to places of transportation with matching exercises. They were followed by spelling, a jumble/unscramble game preferred by 38% of the population. Likewise, Hangman, a word game was enjoyed by 10 students who represent 31% of the population. However, the least preferred game was questions and answers, an interactive game, because only 6 students who represent 19% of the population chose it.

## Third part

This part refers to the students' perceptions about the teaching process executed in the intervention phase.

**Table 13***Students' Perceptions Regarding the Teaching Process*

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Acquiring Vocabulary is important to learn English	29	91%	3	9%						
I had support from my teacher while playing games.	10	31%	18	56%	4	13%				
Games presented by the teacher were interesting and engaging.	30	94%	1	3%	1	3%				
Length of the project was enough to learn.	1	3%	4	13%	4	13%	23	72%		
I would like to continue learning through online games.	32	100%								

*Note:* Data obtained from the survey, part 3.

#### Analysis and interpretation

This section of the survey inquired students about the teacher's performance during the intervention. To start, the whole population thought that acquiring vocabulary is beneficial to learn English. Besides, most of them stated that their teacher supported while playing online games; only 4 of them said they were neutral. On the other hand, 97% of the students agreed on the idea that the games offered by the teacher were interesting and engaging; only a student showed neutrality. The next statement inquired about the length of the project, and the most of the students (72%) said that it was not enough, 4 students said they were neutral, and 5 of them said it was right. Finally, all students strongly agreed in the idea of continuing with their learning by using online games to improve their vocabulary acquisition.



#### **4.4. Discussion**

This discussion is based on the results obtained from the pre- and post-test, and survey. Therefore, generalizations will be made. First of all, it is necessary to take into consideration the level of students. It was Pre- A1.2; consequently, students are starting with their language learning. In this context, they were exposed to vocabulary learning phase before continuing with production of the language in further research. After the whole process, it was concluded that the application of online games is highly beneficial for the vocabulary acquisition of seventh graders at Unidad Educativa “Pilahuin”. With 95% of confidence the final results showed that there was a significant improvement in the experimental group.

The results obtained in the current research are similar to others which were previously reviewed. Amal and Dima (2018); Karaaslan et al. (2018); Utku and Dolgünsöz (2018); Zeta et al. (2019); Karaaslan et al. (2018); Şimşek and Direkci (2019) among others obtained positive results after using online games for vocabulary acquisition and learning. Those authors argue that games are motivating and engaging for learners of all ages. Regarding it, motivation plays an important role in the classroom environment because students have major levels of confidence and their performance is natural and better. Therefore, their affective filter is low which is positive for both teachers and students. These results are similar to those found by Qamariah and Wahyuni (2018) whose one of conclusions were that online word games are effective to improve students' motivation.

Taking into consideration the age of the target population, the online games were chosen for students' motivation and looking for positive results. In this way, some word games like hangman, questions and answers, memory games and spelling practice have been employed in the target population which resulted in major confidence and enjoyment for the target population. These games were chosen based on the students' responses after the intervention process. Students mainly answered they preferred those online word games because they motivate them and create a good learning environment. That is the reason why, students mainly improved on spelling and meaning.

Moreover, the pre-test and the post-test assessed students' vocabulary level based on three parameters such as meaning, spelling, and pronunciation. After the

intervention proposal, students showed a significant improvement, even though, they did not achieve the desired highest average. Students mainly improved in meaning and spelling; however spelling obtained the highest scores. These results are similar to those found by Qamariah and Wahyuni (2018) who considered that games are good media to promote motivation for children's learning. Besides, they are valuable ways to motivate students to learn spelling. Similarly, Prihandini (2021) stated that teaching meaning of words through online games is beneficial for children because they engage them in effective interactive communication and word use. Even though pronunciation was the least favored parameter, students had a slight improvement, this fact corroborates the results obtained by Berry (2021) and Tejedor (2020) who stated that using online games in the teaching English context is effective due to children are directly motivated and can listen to phonological utterances directly.

Likewise, the PPP method was used for the intervention phase. Regarding this fact, Harmer (2007) asserts that it is a suitable method for beginners. Therefore, the researcher adopted it to promote vocabulary building.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

After finishing the whole process or analysis as responses to the stated objectives, some conclusions emerged.

- Some types of online word games are suitable and useful for vocabulary acquisition. In this regard, some online games are identified such as synonym and antonym cards, word bingo, crossword puzzles, riddles, word makers, and jumble and unscramble. Some of them were used in the intervention phase and the students' favorite was an interactive word maker with matching exercises.

- Both the control and the experimental group had a low knowledge of vocabulary at the beginning of the study. Their means were 3.81 and 3.69. However, after the treatment, the students from the experimental group obtained 6.09. Students improved in spelling and the meanings of words. Even though, the results were encouraging, the population argued that it would be better if the project lasted longer time.

- There is a high influence of online word games on vocabulary acquisition. After gathering data from the pre-test and the post-test, the difference between means from the control and the experimental group is significant. The statistical analysis from the post-test reveals that two tailed significance is .000 which is lower than 0.05. Consequently, there is a significant difference in the means in favor of the group of students who actively participated in the classroom intervention.

- The effectiveness of online word games for vocabulary acquisition was proved because students showed better motivation during their activities. Furthermore, they felt more confident to learn than before. Their teacher's support let them to enjoy playing online games. Besides, they showed their eagerness to continue learning in this motivating and engaging way.

## 5.1. Recommendations

For further research, it is necessary to address some recommendations taking into consideration the results and some limitations found.

- It is also advisable that some online games could be used to strengthen learners' language skills. Some games could be synonym and antonym cards, word bingo, crossword puzzles, riddles, word makers, and jumble and unscramble. They would engage students in an active and meaningful way of learning.

- Teachers should apply pre and post-tests at the beginning and at the end respectively during terms along the academic year to check the students' improvement or not. In this way, they would take decisions and propose new ways of teaching.

- Teachers should complement their pedagogical duties implementing projects focused on online word games for vocabulary acquisition; especially at earlier ages. Moreover, it is important that students are familiarized with technology and English language for better results in their learning process.

- It was proved that there is a high influence of online word games on vocabulary acquisition. However, it would be good if teachers apply this study to achieve higher scores and better students' performance. It is considered that all the population at any school must use online word games to complement and reinforce their learning in face-to-face classes.

- Teachers must look for alternatives to motivate students; therefore, it is highly recommended to implement the use of online word games for vocabulary acquisition and prove its effectiveness. Due to this study was very short, it is recommended to do it continuously.

## CHAPTER VI

### PROPOSAL

#### 6.1. Informative data

**Topic:** Online Word Games and Vocabulary Acquisition

**Name of the Institution:** Unidad Educativa “Pilahuin”

**Beneficiaries:** 63 Students from Seventh year of basic education

**Location:** Pilahuin – Tungurahua - Ecuador

**Estimated time for the execution:** 10 weeks

**Person in charge:** Lic. Jessica Castro

**Researcher:** Lic. Jessica Castro

**Cost:** 30 dollars

#### 6.2. Background of the proposal

This proposal has several previous studies that guided to achieve the design of well-constructed teachers' material.

Firstly, students show a lot of motivation due to the use of online word games as teaching resources. Through games, children can learn new vocabulary or improve their knowledge. In this context, games help in the acquisition of a foreign language since it unconsciously systematizes the student's learning process. Therefore, learning English through playing is very effective. Teachers should keep in mind that one of the keys to learning English well is to make studying English fun and word games make it possible (Vu et al., 2021; Banik, et al., 2018; Shabaneh and Farrah, 2019; Utku & Dolgunsöz, 2018; Ashraf et al., 2016; Yusuf, 2018; Karaaslan et al., 2018).

Furthermore, proposals emphasize the benefits of applying online word games in English vocabulary improvement. They also facilitate the stimulation of the attention-concentration capacity, and mental agility (Amal & Dima, 2018; Tang Tzuchen, 2020; Yang et al., 2022; Al Masri, A., & Al Naja., 2014). Through different games, children learn synonyms and antonyms. Besides, games can help students to introduce terms in the context of their everyday reality. That is to say, in concrete situations of the day to day. In this case, the terms are integrated into fun moments that revolve around games and entertainment (Zeta et al., 2019; Arkan, 2022; Kohnke et al., 2019). Moreover, word games find the ideal space to develop in very different

scenarios; therefore, they are suitable for any occasion. Additionally, they promote and encourage social interaction. In fact, they improve listening and interpersonal bonds (Qasim, 2021; Şimşek & Direkci (2019).

Those proposals were taken into consideration as the basis for the current one to design motivational and engaging material for both children and teachers.

## **6.4. Objectives**

### **6.4.1. General**

To design a series of class plans focused on the application of online word games to improve vocabulary acquisition.

### **6.4.2. Specifics**

- To identify online word games according to students' needs and levels.
- To design classroom tasks to enhance vocabulary knowledge.
- To promote teachers' and students' engagement and innovation to support English classes in seventh year of basic education.

## **6.5. Feasibility analysis**

Taking into consideration that students would be the most important beneficiaries of this proposal, the researcher has looked for its feasibility. In this scenario, there was a process to obtain permission from authorities who showed their commitment with these kinds of researchers for the students' benefit. Therefore, it widely has technical, technological, and financial feasibility.

The technical feasibility is evidenced because there are the necessary resources such as tools, knowledge, skills, experience, etc., which are necessary to carry out the activities or processes required by the project. In this case, there is a computing laboratory which is enough for the number of students who participate in the research. Besides, there are English teachers who would like to support the researcher and the students' needs with their knowledge and experience.

On the other hand, there is technological feasibility because knowledge and skills are available in the management of methods, procedures, and functions required

for the development and implementation of the proposal. There is also an internet connection which would make the implementation possible.

Finally, there is financial feasibility because all the expenses caused by this proposal would be afforded by the researcher in charge.

## **6.6. Theoretical foundation**

This proposal is focused on the application of online word games in order to improve students' vocabulary acquisition. In learning a language, vocabulary is a fundamental part. Words are like bricks that are used to build bridges which are helpful to "build" communication.

### **Online word games**

Students are made to communicate, listen, pay attention, use the appropriate words, practice pronunciation, and broaden their vocabulary through games. If games are used in the classroom while having fun, children can learn these key communication skills more readily (Gonzales & Schmitt, 2017).

According to Caro and Mendinueta (2017) the most important thing is that through vocabulary games and word games designed specifically for each age level, children can become familiar with the words. In this regard, it will be the responsibility of educators to select the vocabulary and lexicon exercises that are most appropriate for the course and the overall characteristics of the pupils.

Vocabulary games or word games are also suitable for working at home. Therefore, online games are considered more suitable for language learners. Through these exercises and word games, students will be able to pick up new ideas, learn what things around them are called, and identify any ideas or thoughts they have that frequently accompany them as they go about their daily lives. In other words, having a good vocabulary helps you communicate with others as well as make sense of the dreamy and emotional world around you.

All this involved with the practice of reading will also be essential to learn new words, thus expanding the verbal instruments with which children must face life.

Therefore, the greater the capacity and richness of the vocabulary, the greater the possibilities of developing academically and at work, the children will have as the men of tomorrow.

### **Vocabulary acquisition**

Vocabulary acquisition is very important both in the mother tongue and in a foreign language. By getting new vocabulary; it is easier to learn other language characteristics such as reading and writing; without forgetting that linguistic richness lies in the vocabulary that is used for communication. Furthermore, it is important to learn new vocabulary not only from the semantic level but also from the phonic, orthographic, and grammatical levels are just as relevant (Yule, 2010).

At school, in the first years, the student acquires fundamental vocabulary, which will be needed to express correctly. For this reason, as students progress through the courses, they will learn more words that will increase their linguistic richness. In other words, teachers must take their age into account to introduce new words and work on them together looking for their meaning, and finding out how they are written and how they sound (Ahmed, 1989).

### **6.7. Methodology**

This proposal focuses on the PPP (presentation, practice, production) methodology to learn vocabulary. The teacher presents new vocabulary and the students make some exercises focused on strengthening interaction among them. In this case, the students are not only learning isolated words but also acquiring language skills like listening, reading speaking, and writing. At the same time, the students play online games to check their understanding and make a formal assessment which is available [here](#)

Later on, students solve some written exercises on live worksheets that were carefully chosen by the researcher to encourage students for language production.




## 6.8. Operational Model

**Table 14**

*Operational model*

<b>Stages</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>People in charge</b>	<b>Time</b>
<b>Identification</b>	<ul style="list-style-type: none"> <li>To identify the topics according to the students' needs and level.</li> </ul>	Review and analysis of the topics for seventh year of basic education	English modules	Researcher	2 weeks
<b>Design</b>	<ul style="list-style-type: none"> <li>To identify online word games according to students' needs.</li> <li>To design class plans and the web site to enhance vocabulary acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of online word games according to students' needs.</li> <li>- Designing class plans and worksheets and the web site.</li> </ul>	Computer Internet connection	Researcher	2 weeks
<b>Promoting</b>	<ul style="list-style-type: none"> <li>To apply the proposal during the intervention phase</li> </ul>	- Working with students during the intervention phase	<ul style="list-style-type: none"> <li>- Class plans</li> <li>- Website</li> <li>- Worksheets</li> <li>- Internet connection</li> </ul>	<b>Researcher</b>	10 weeks

## Class plan 1

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 1</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>		
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours		
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Means of transportation	<b>Participants:</b> 32 students		
<b>General objective:</b> Students will be able to spell vocabulary about means of transportation.				
CLASS CONTENT	ACTIVITIES		RESOURCES	
	TEACHER	STUDENTS		
- Means of transportation	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher presents a set of flashcards to be paste on the board. She asks students to make a contest in pairs and look for cards that represent means of transportation.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to make sounds of means of transportation.</li> <li>-Teacher introduces the topic by using a video that describes the sounds of means of transportation.</li> <li>-Teacher presents flashcards with</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students play a game. They choose flashcards that contain means of transportation and paste them on the board. The fastest student wins.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch a video and complete the spelling of some transportation names.</li> <li>- Students participate in the class by reading and pronouncing the vocabulary</li> </ul>	<p><a href="https://www.youtube.com/watch?v=K0yyw8Fk1Uk">https://www.youtube.com/watch?v=K0yyw8Fk1Uk</a></p> <p><a href="https://www.freddiesville.com/games/transportation-vocabulary-crossword-puzzle-online/">https://www.freddiesville.com/games/transportation-vocabulary-crossword-puzzle-online/</a></p> <p><a href="https://agendaweb.org/exercises/vocabulary/transport/vehicles-write">https://agendaweb.org/exercises/vocabulary/transport/vehicles-write</a></p>	

	<p>new vocabulary.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher has students ask questions about the way they transport.</li> <li>- Teacher engages students to play a spelling game to complete names of means of transportation.</li> <li>- Teacher encourages students to write down the names of means of transportation on their notebooks.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to work in pairs to complete the names of the transportation.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to write down a list of means of transportation learned during the lesson.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students ask questions in pairs and say: How do you get to school? How people go to another country? How do you go to the supermarket?</li> <li>-Students complete the spelling game.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>-Students develop the online worksheet with transportation vocabulary. own as many means of transportation as they can and orally name them to the rest of the class.</li> </ul>	
--	---	---	--

**Figure 2.**

*Video about transportations*



*Note:* Retrieved from YouTube <https://www.youtube.com/watch?v=K0yyw8Fk1Uk>.

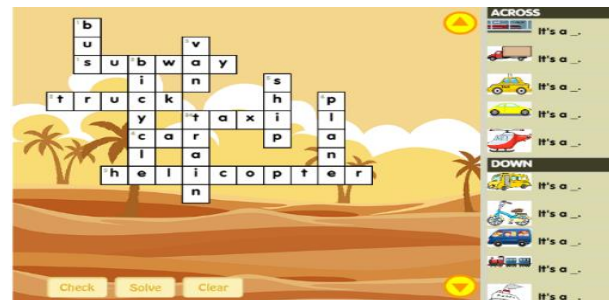
**Figure 3.**

*Transportation flashcards*



**Figure 4.**

*Online Word game about transportations*



*Note:* Retrieved from <https://www.freddiesville.com/games/transportation-vocabulary-crossword/>

**Figure 5.**

*Online worksheet*



*Exercises: write*

	car
	bus
	train
	plane
	bicycle
	motorcycle
	helicopter
	truck
	scooter
	boat

Correct! Well done.  
Your score is: 98%  
OK

*Note:* Retrieved from Agendaweb.org

## Class plan 2

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 2</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>		
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours		
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Places in the city	<b>Participants:</b> 32 students		
<b>General objective:</b> Students will be able to talk about places in the city				
CLASS CONTENT	ACTIVITIES		RESOURCES	
	TEACHER	STUDENTS		
-Places in my city	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher encourages students to play the “snake follow game”. She pastes some flashcards on the walls or tables around the class in advance and makes student to follow her. She has students say “where are we going?” She asks “over there”.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher introduces the topic through a digital presentation of some flashcards about places of a city.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher has students draw and say the places of a city.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students follow her teacher as she is the head of the snake. They ask “where are we going” while following their teacher.</li> </ul>  <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students interact with their teacher to learn about places of a city by reading and pronouncing the new vocabulary</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students practice vocabulary in wordwall.net resource.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=UdDXIL9u0vI">https://www.youtube.com/watch?v=UdDXIL9u0vI</a></p> <p><a href="https://www.canva.com/design/DAFXGDA_qFg/Yj4X7fdv7OndDcMmztKnTQ/watch">https://www.canva.com/design/DAFXGDA_qFg/Yj4X7fdv7OndDcMmztKnTQ/watch</a></p> <p><a href="https://wordwall.net/es/resource/32238107/english/places-in-my-town">https://wordwall.net/es/resource/32238107/english/places-in-my-town</a></p> <p><a href="https://rb.gy/dp4gam">https://rb.gy/dp4gam</a></p>	

	<p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to work in pairs to complete an online worksheet.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher uses the same flashcards employed at the beginning and has students to walk among the chairs and ask “where are you going?” and encourages the students to name the place of the city.</li> </ul>	<ul style="list-style-type: none"> <li>- Students complete all the interactive activities in the game.</li> </ul> <p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students walk around the class and answer the teacher’s questions. For example, where are you going? I am going to the post office.</li> </ul>	
--	---	---	--

**Figure 6.**  
*Video about transportations*

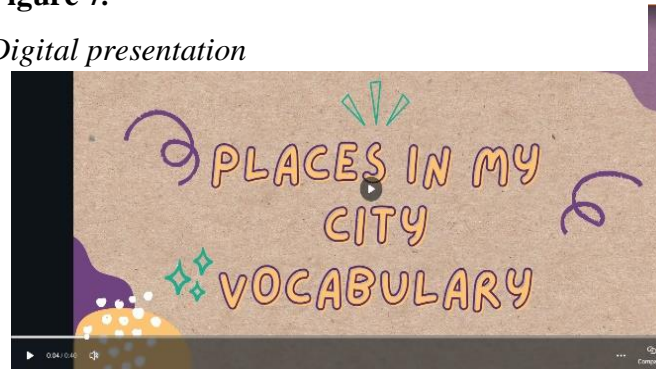


*Note:* Retrieved from Youtube <https://www.youtube.com/watch?v=UdDXIL9u0vI>



**Figure 7.**

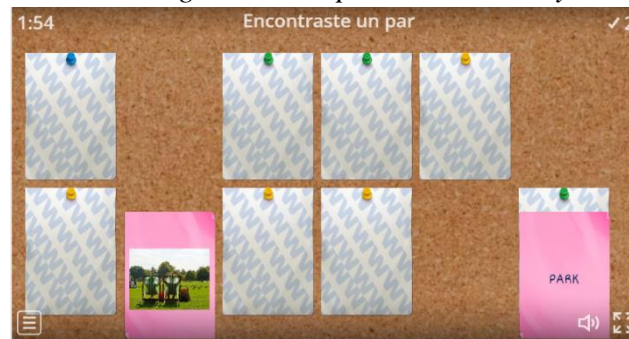
*Digital presentation*



*Note:* Retrieved from Canva [https://www.canva.com/design/DAFXGDA\\_qFg/Yj4X7fdv7OndD/](https://www.canva.com/design/DAFXGDA_qFg/Yj4X7fdv7OndD/)

**Figure 8.**

*Online word game about places vocabulary*



*Note:* Retrieved from Canva <https://wordwall.net/es/resource/32238107>


**Figure 9.**

*Reinforcement worksheet*



*Note:* Retrieved from Canva <https://rb.gy/dp4gam>

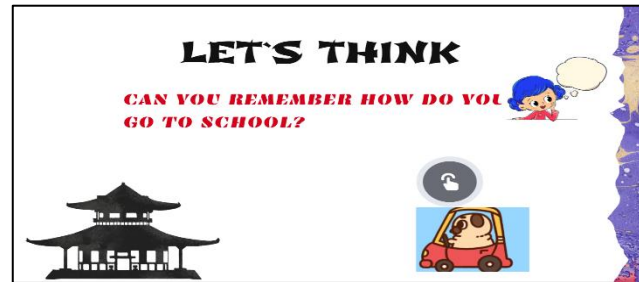
### Class plan 3

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 3</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>		
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours		
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Means of transportation and Places	<b>Participants:</b> 32 students		
<b>General objective:</b> Students will be able to make connections between places and transportation				
CLASS CONTENT	ACTIVITIES		RESOURCES	
	TEACHER	STUDENTS		
- Means of transportation and places.	<p><b>Warm-up</b></p> <p>-Teacher brings a world map and names some places and cities in the world. She encourages students to talk about the means of transportation needed to go to different places. For example: How do you get to China? The students brainstorm means of transportation.</p> <p><b>Presentation</b></p> <p>-Teacher asks students to brainstorm about the types of</p>	<p><b>Warm-up</b></p> <p>- Students answer the teacher’s question: How do you get to China? By plane, by bus, by bike.</p> <p><b>Presentation</b></p> <p>- Students complete the padlet by sharing previous ideas about places and</p>	<p><a href="https://view.genial.ly/62f3f17ded45bf00126816ae/presentation-presentacion-ninja">https://view.genial.ly/62f3f17ded45bf00126816ae/presentation-presentacion-ninja</a></p> <p><a href="https://padlet.com/castrojessica773/1pcjemebaskneohw">https://padlet.com/castrojessica773/1pcjemebaskneohw</a></p> <p><a href="https://es.liveworksheets.com/is1455050pe">https://es.liveworksheets.com/is1455050pe</a></p> <p><a href="https://wordwall.net/resource/34787031">https://wordwall.net/resource/34787031</a></p>	

	<p>transportation they have used to go to different places.</p> <p>-Teacher introduces the topic through a digital presentation of some flashcards about places and the types of transportation</p> <p style="text-align: center;"><b>Practice</b></p> <p>- Teacher engages students to follow steps to play a matching online word game.</p> <p style="text-align: center;"><b>Production</b></p> <p>- Teacher shares with students a link to complete an online worksheet about places and transportation.</p> <p style="text-align: center;"><b>Wrap-up</b></p> <p>- Teacher presents some questions and encourages students to answer them.</p>	<p>transportation.</p> <p>- Students participate in the class by reading and pronouncing the vocabulary</p> <p style="text-align: center;"><b>Practice</b></p> <p>- Students follow the steps to get <b>in</b> online word games and practice their vocabulary.</p> <p style="text-align: center;"><b>Production</b></p> <p>- Students develop the live worksheet to demonstrate their learning.</p> <p style="text-align: center;"><b>Wrap-up</b></p> <p>Students write to answer the teacher's questions. For example: How do you get to Quito from Ambato? I get there by bus.</p>	
--	---	---	--

**Figure 10.**

*Means of Transportation Presentation*



*Note:* Retrieved from <https://view.genial.ly/62f6ae/presentation-presentacion-ninja>

**Figure 11.**

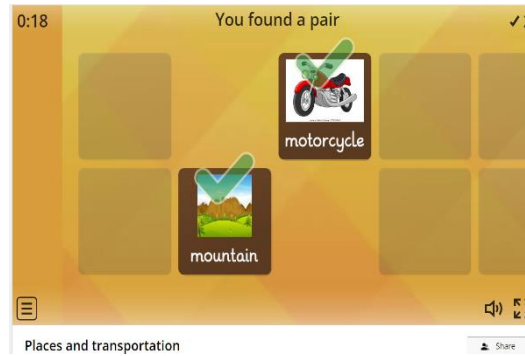
*Brainstorming about places and Transportation*



*Note:* Retrieved from <https://view.genial.ly/62f3f17ded45bf00126816ae/presentatio-ninja>

**Figure 12.**

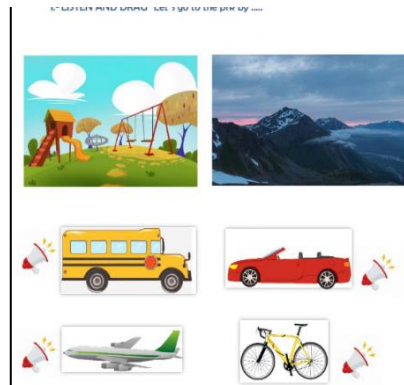
*Online word game about transports and places*



*Note:* Retrieved from <https://wordwall.net/resource/34787031>


**Figure 13.**

*Reinforcement worksheet*



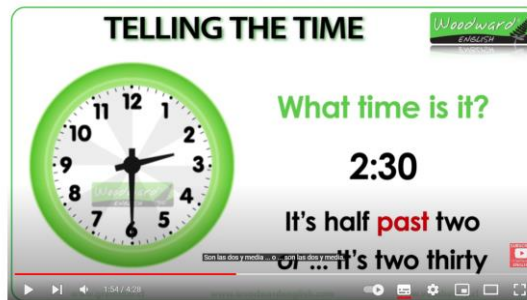
*Note:* Retrieved from <https://es.liveworksheets.com/is1455050p>

## Class plan 4

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 4</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>		
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours		
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Hours and time expression	<b>Participants:</b> 32 students		
<b>General objective:</b> Students will be able to use time expressions and hours vocabulary.				
CLASS CONTENT	ACTIVITIES		RESOURCES	
	TEACHER	STUDENTS		
Hours and time expressions	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher draws a big clock on the floor and has the students to sit in on it in a circle. She asks says the hours and the students who are in those hours ask and answer a question.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with vocabulary about time expressions.</li> <li>- Teacher encourages students to make a clock and say the hours.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the pizza game.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students participate in a clock game. They have to answer the teacher’s questions while sitting on a clock drawn on the floor. For example: Ten fifteen: How do you get to the park?</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video attentively</li> <li>- Students draw a clock and answer teachers’ questions by saying the hours.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get online word games and practice their</li> </ul>	<p><a href="https://www.youtube.com/watch?v=fq2tRfHu5s8">https://www.youtube.com/watch?v=fq2tRfHu5s8</a></p> <p><a href="https://rb.gy/u4vyse">https://rb.gy/u4vyse</a></p> <p><a href="https://rb.gy/gc0ocn">https://rb.gy/gc0ocn</a></p>	

	<p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher draws a big clock on the floor and has students play in pairs. She encourages students to move around the clock as she says the hours.</li> </ul>	<p>vocabulary about hours and time expressions.</p> <p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students move around a clock painted on the floor as their teacher says, for example: It's quarter to ten.</li> </ul>	
--	--	--	--

**Figure 14.**  
*Time vocabulary video*

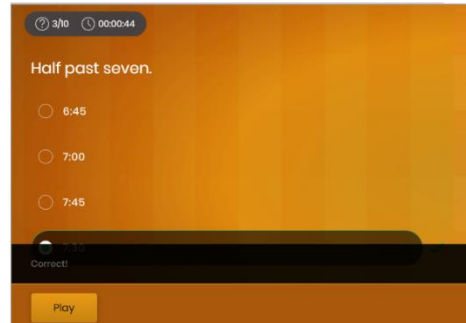


*Note:* Retrieved from <https://www.youtube.com/watch?v=fq2tRfHu5s8>



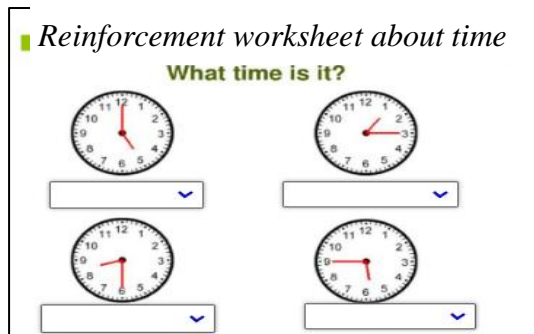
**Figure 15.**

*Online word game about time vocabulary*




*Note:* Retrieved from <https://kidseslgames./timeexpressions.html>

**Figure 16.**



*Note:* Retrieved from <https://www.liveworksheets.com/rs1707008km>

## Class plan 5

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 5</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Routine verbs		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to retell routine verbs.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Action verbs	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>-Teacher uses mimics and body language to make students to guess the actions she is doing.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher presents a video with routine verbs and ask student to take notes with the verbs.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the matching game.</li> </ul> <p><b>Production</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students look at their teacher and brainstorm ideas about what she is acting. For example. Wake up , brush your teeth.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video attentively and take notes of the verbs.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online word games and practice their vocabulary about daily routine verbs</li> </ul> <p><b>Production</b></p>	<p><a href="https://www.youtube.com/watch?v=qD1pnquN_DM&amp;t=4s">https://www.youtube.com/watch?v=qD1pnquN_DM&amp;t=4s</a></p> <p><a href="https://wordwall.net/es/resource/28926281/routine">https://wordwall.net/es/resource/28926281/routine</a></p> <p><a href="https://rb.gy/ubumtd">https://rb.gy/ubumtd</a></p>		

	<p>- Teacher shares students a link to complete an online worksheet according to the instructions.</p> <p><b>Wrap-up</b></p> <p>- Teacher has students to write down and say actions they do all day.</p>	<p>- Students develop the live worksheet to demonstrate their learning.</p> <p><b>Wrap-up</b></p> <p>Students write down and say actions they do all day. For example: wake up, take a shower, etc.</p>	
--	---	---	--

**Figure 17.**  
*Routine verbs vocabulary video*



Kids vocabulary - My Day - Daily Routine - Learn English for kids - English educational video

*Note:* Retrieved from <https://www.youtube.com/watch?v=fq2tRfHu5s8>

**Figure 18.**

*Online word game about Routine verbs*



*Note:* <https://wordwall.net/es/resource/28926281/routine>

**Figure 19.**

*Reinforcement worksheet: daily routines*

**DAILY ROUTINES**

1. Complete the vocabulary

a.  up  
b.  my face  
c.  dressed  
d.  my hair  
e.  breakfast  
f.  my teeth  
g.  the bus

2. Write the letter under the correct picture

3. Listen and choose the correct form of the verb.

play plays  
brush brushes  
take takes  
have has  
read reads  
wash washes

4. Choose and write the correct form of the verb.


go (2) get (2) take (2) wash (2) have (2)

Example: I  take  the bus at 2 p.m. She  takes  the bus at 3 p.m.

a. I  up at 5 a.m. e. He  up at 6 a.m.  
b. I  my face. f. He  his face.  
c. You  breakfast at 6 a.m. g. She  breakfast at 7 a.m.

*Note:* Retrieved from <https://rb.gy/ubumtd>

## Class plan 6

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 6</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Daily routines		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to define vocabulary related to daily routines					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Daily routines	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher encourages students to play “Simon says” by acting out routine actions.</li> <li>- Teacher lets students to take her place and ask: what Simon says.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete a survey about the percentage of activities they practice daily.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students act out routine actions while playing “Simon Says”</li> <li>- Students take turns to ask “Simon says”</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students complete the Mentimeter survey by writing their ideas.</li> <li>- Students participate in the class by</li> </ul>	<p><a href="https://view.genial.ly/62fd3066a6102d0019ed2eff/presentation-presentacion-retrofuturo">https://view.genial.ly/62fd3066a6102d0019ed2eff/presentation-presentacion-retrofuturo</a></p> <p><a href="https://www.menti.com/mu867w89ed">https://www.menti.com/mu867w89ed</a></p> <p><a href="https://www.educaplay.com/learning-resources/12788072-daily_routines_vocabulary_game.html">https://www.educaplay.com/learning-resources/12788072-daily_routines_vocabulary_game.html</a></p> <p><a href="https://es.liveworksheets.com/vr1615775yo">https://es.liveworksheets.com/vr1615775yo</a></p>		

	<p>-Teacher introduces the topic through a digital presentation about the most common daily routines.</p> <p>-Teacher presents a video about “My daily routine and asks students to take notes”</p> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the froggy jumps online word game.</li> <li>- Teacher encourages students to read the new vocabulary definitions and jump in the correct word.</li> </ul> <p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to write down and talk about</li> </ul>	<p>reading and pronouncing the vocabulary about daily routines.</p> <ul style="list-style-type: none"> <li>- Students pay attention and take notes of the previous vocabulary.</li> </ul> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get online word games and practice their vocabulary.</li> <li>- Students complete the game by recalling vocabulary about daily routines.</li> </ul> <p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p style="text-align: center;"><b>Wrap- up</b></p> <ul style="list-style-type: none"> <li>- Students write down and talk about their daily routines.</li> </ul>	
--	---	--	--

	their daily routines.		
--	-----------------------	--	--

**Figure 20.**

*Daily routines Vocabulary presentation*



*Note:* Retrieved from <https://view.genial.ly/62fd30/presentation-presentacion-retrofuturo>

**Figure 21.**

*Daily Routines Survey*

What kind of activities do you do as a daily routine?

take a shower  
have breakfast  
wake up  
play soccer  
read  
have dinner



Note: Retrieved from <https://www.menti.com/mu867w89ed>

**Figure 22.**

*Online Word Game about Daily Routines*



Note: Retrieved from [bit.ly/3HQ9uKm](http://bit.ly/3HQ9uKm)



**Figure 23.**

*Reinforcement worksheet. Daily routines*

Watch the video and match.

He gets up at... 8:00 PM.  
He eats breakfast at... 3:00 PM.  
He goes to school at... 8:00 AM.  
He eats lunch at... 1:00 PM.  
He goes home at... 9:00 PM.  
He eats dinner at... 7:00 AM.  
He watches TV at... 7:30 AM.  
He takes a bath at... 6:00 PM.

*Note:* Retrieved from <https://es.liveworksheets.com/vr1615775>

## Class plan 7



### UNIDAD "PILAHUIN"

#### LESSON PLAN N.º 7

<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Weather	<b>Participants:</b> 32 students

**General objective:** Students will be able to describe the weather.

CLASS CONTENT	ACTIVITIES		RESOURCES
	TEACHER	STUDENTS	
Weather	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>-Teacher makes a clothes exhibition and asks the students to classify clothes for cold and hot weather.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words related to the weather.</li> <li>- Teacher encourages students to act out as they were in certain weather conditions.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the word game.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>-Teacher shares with students a link</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students look at and classify clothes presented by the teacher into groups of clothes for cold and hot weather.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> <li>- Students act out as the weather was cold, sunny, windy, etc.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online word games and practice their vocabulary about the weather.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=CXKj7bm4Ops">https://www.youtube.com/watch?v=CXKj7bm4Ops</a></p> <p><a href="https://www.gamestolearnenglish.com/weather/">https://www.gamestolearnenglish.com/weather/</a></p> <p><a href="https://rb.gy/nqfq1j">https://rb.gy/nqfq1j</a></p>

	<p>to complete an online worksheet according to the instructions.</p> <p><b>Wrap- up</b></p> <ul style="list-style-type: none"> <li>- Teacher presents some flash cards with different weather scenes and asks the students to say the type of weather in the picture.</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap- up</b></p> <ul style="list-style-type: none"> <li>- Students look at flashcards with different weather scenes and say the type of weather in the picture.</li> </ul>	
--	---	--	--

**Figure 24.**  
*Weather vocabulary video*



Kids vocabulary - Weather - How's the weather? - Learn English for kids - English educational video

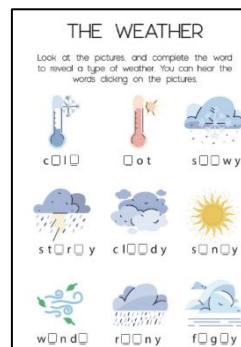
*Note:* Retrieved from <https://www.youtube.com/watch?v=CXKj7bm4Ops>

**Figure 25.**  
*Online word game about weather vocabulary*




*Note:* Retrieved from <https://www.gamestolearnenglish.com/weather/>

**Figure 26.**  
*Reinforcement worksheet: The weather*



*Note:* Retrieved from <https://rb.gy/nqfq1>

## Class plan 8

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 8</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Months of the year		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to differentiate the Months of the year.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Months of the year	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher brings a calendar in English but the months are scrambled; she asks her students to put it in order.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with flashcards with some vocabulary words related to the months of the year.</li> <li>- Teacher encourages students to say their birthday month.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the online ordering word game.</li> </ul> <p><b>Production</b></p>	<p><b>Warm-up</b></p> <p>Students analyze and order the months of the year.</p> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell the new words.</li> <li>- Students say their birthday month orally.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get online word games and practice their vocabulary about the months of the year.</li> </ul> <p><b>Production</b></p>	<p><a href="https://www.youtube.com/watch?v=K7emyIHxrUQ">https://www.youtube.com/watch?v=K7emyIHxrUQ</a></p> <p><a href="https://wordwall.net/es/resource/6345645/months-of-the-year">https://wordwall.net/es/resource/6345645/months-of-the-year</a></p> <p><a href="https://rb.gy/kkjz3c">https://rb.gy/kkjz3c</a></p>		

	<ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher encourages students to say their mother's date of birth.</li> </ul>	<ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students say their mother's date of birth.</li> </ul>	
--	---	---	--

**Figure 27.**

*Months vocabulary video*



*Note:* Retrieved from <https://www.youtube.com/watch?v=K7emyIHxrUQ>

**Figure 28.**

*Online Word Game about Months of the year*



*Note:* Retrieved from <https://wordwall.net/es/resource/634/months-of-the-year>

**Figure 29.**

*Reinforcement worksheet: Months of the year*

Ordinal numbers \* Days of the week \* Months of the year

1. Write words in correct form:

**Days of the week**


1.	ayduns	
2.	daynom	
3.	uesoydt	
4.	wdedyensa	
5.	utahersdy	
6.	yfária	
7.	dasuatry	

**Months of the year**

1.	uyjnara	
2.	ryfibeura	
3.	hcmra	
4.	lapir	
5.	yam	

*Note:* Retrieved from <https://rb.gy/kkjz3c>

## Class plan 9

		<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 9</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Seasons	<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to describe the weather in different seasons.			
CLASS CONTENT	ACTIVITIES		RESOURCES
	TEACHER	STUDENTS	
Seasons	<p style="text-align: center;"><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>-Teacher has students play the Hangman game with words related to months and weather.</li> <li>-Teacher writes the words on the board.</li> </ul> <p style="text-align: center;"><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about seasons.</li> <li>- Teacher encourages students to paint the scenery in different seasons.</li> </ul> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow</li> </ul>	<p style="text-align: center;"><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students play the Hangman game with words related to months and weather.</li> </ul> <p style="text-align: center;"><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> <li>- Students paint different seasons and say the words.</li> </ul> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online riddle word games and practice their vocabulary</li> </ul>	<p><a href="https://www.youtube.com/watch?v=VS9qBeInJOU">https://www.youtube.com/watch?v=VS9qBeInJOU</a></p> <p><a href="https://wordwall.net/es/resource/28824141/seasons">https://wordwall.net/es/resource/28824141/seasons</a></p> <p><a href="https://rb.gy/brjifu">https://rb.gy/brjifu</a></p>



	<p>steps to play the riddle word game.</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher encourages students to describe the weather in their town.</li> </ul>	<p>about seasons.</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students talk about the weather in their town.</li> </ul>	
--	---	--	--

**Figure 30.**

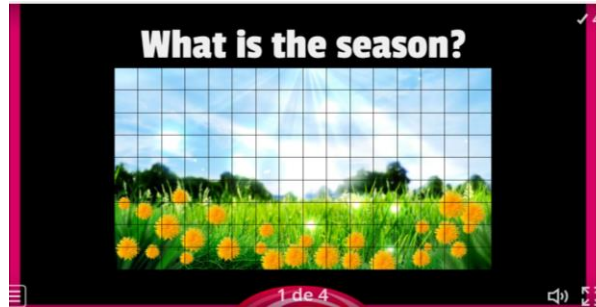
*Seasons vocabulary video*



*Note:* Retrieved from <https://www.youtube.com/watch?v=VS9qBeInJ0U>

**Figure 31.**

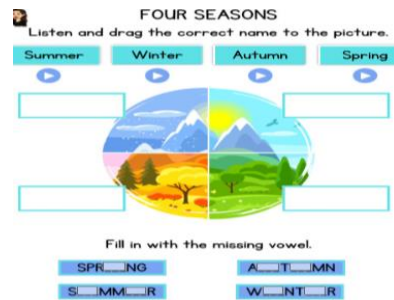
*Online Word Game about Seasons*



*Note:* Retrieved from <https://wordwall.net/es/resource/28824141/seasons>


**Figure 32.**

*Reinforcement worksheet: Seasons*



*Note:* Retrieved from <https://rb.gy/brjifu>

## Class plan 10

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 10</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Clothes		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say vocabulary related to clothes.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Clothes	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to play a word game. While clapping hands they say “Now is time to say names of .....” The teacher says “Clothes”.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about clothes.</li> <li>- Teacher encourages students to play with “cucas” saying the names of clothes while wearing the dolls.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students sing in chorus “now is time to say names of .... Months”. Each student says a name of a month and follow the rhythm. Then, they continue with other vocabulary words; for example, weather, clothes etc.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Students watch the video and retell words.</li> <li>-Students play with “cucas” saying the names of clothes while wearing the dolls.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online drag</li> </ul>	<p><a href="https://www.youtube.com/watch?v=upLd2zxY2mo">https://www.youtube.com/watch?v=upLd2zxY2mo</a></p> <p><a href="https://learnenglishkids.britishcouncil.org/word-games/clothes-1">https://learnenglishkids.britishcouncil.org/word-games/clothes-1</a></p> <p><a href="https://www.liveworksheets.com/pu16478os">https://www.liveworksheets.com/pu16478os</a></p>		

	<p>play the drag and drop word game.</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares students a link to complete an online worksheet according to the instructions.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to name each cloth they are wearing.</li> </ul>	<p>and drop word game and practice their vocabulary about clothes.</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students name each piece of cloth they are wearing: For example, I am wearing a blue jacket, ...</li> </ul>	
--	--	---	--

**Figure 33.**

*Clothes vocabulary video*



*Note:* Retrieved from <https://www.youtube.com/watch?v=upLd2zxY2mo>

**Figure 34.**

*Online Word Game about Clothes*



*Note:* Retrieved from <https://learnenglishkids.britishcouncil.org/word-games/cloth>


**Figure 35.**

*Reinforcement worksheet: clothes*



*Note:* Retrieved from <https://www.liveworksheets.com/pu16478os>

## Class plan 11

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 11</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Clothes and preferences		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to identify vocabulary related to clothes.					
<b>Specific objectives:</b> To identify vocabulary related to clothes To distribute clothes according to the weather					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Clothes and preferences	<p><b>Warm-up</b></p> <p>-Teacher brings some clothes and makes students to choose one saying: This jacket is nice.</p> <p><b>Presentation</b></p> <p>-Teacher asks students to talk in pairs and discuss about the types of clothes they use in summer and winter.</p> <p>-Teacher introduces the topic through a digital presentation about clothes.</p>	<p><b>Warm-up</b></p> <p>- Students choose one of the teacher’s clothes saying: this jacket is nice, or they can choose any other.</p> <p><b>Presentation</b></p> <p>-Students talk in pairs and discuss about the types of clothes they use in summer and winter by using like and dislike.</p> <p>- Students participate in the class by reading and pronouncing the vocabulary about clothes.</p>	<p><a href="https://www.canva.com/design/DAFJmn70b1w/wCKt30Xz28bpeVp4KKxrIA/view?utm_content=DAFJmn70b1w&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=viewer">https://www.canva.com/design/DAFJmn70b1w/wCKt30Xz28bpeVp4KKxrIA/view?utm_content=DAFJmn70b1w&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=viewer</a></p> <p><a href="https://www.gamestolearnenglish.com/clothes-game/">https://www.gamestolearnenglish.com/clothes-game/</a></p> <p><a href="https://youtu.be/zZS0k7UgNBg">https://youtu.be/zZS0k7UgNBg</a></p>		

	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the clothes online word game.</li> <li>-Teacher encourages students to follow the instructions to drop the clothes to each person</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete and guess the correct clothes according to the pictures.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher presents two clothes; for example dresses and makes students choose one of them by saying: I like this dress; it is my favorite.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get online word games and practice their vocabulary.</li> <li>- Students listen to the instructions and drop the clothes to each person.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students try to guess the clothes according to the picture.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- <b>Students</b> choose one of the clothes presented by the teacher and say: I like this dress; it is my favorite; or it could be another like a sweater, etc.</li> </ul>	
--	---	---	--

**Figure 36.**

*Clothes vocabulary presentation*



*Note: Retrieved from [bit.ly/311Lnzu](https://bit.ly/311Lnzu)*

**Figure 37.**

*Online Word Game about Clothes*



*Note: Retrieved from <https://www.gamestolearnenglish.com/clothes-game/>*




**Figure 38.**

*Reinforcement Activity*



*Note:* Retrieved from <https://youtu.be/zZS0k7UgNB>

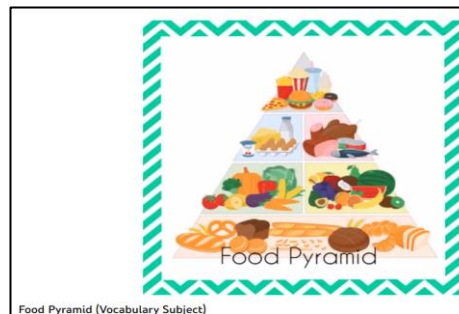
## Class plan 12

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 12</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> The food pyramid		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to recognize vocabulary related to the food pyramid.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Food pyramid	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to make a circle in the middle of the classroom. She assigns a name of a fruit to each student. She asks the students to hold each other’s arms. When she calls “The lemons” they have to squat but the rest must stay stand.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about the food pyramid.</li> <li>- Teacher encourages students to draw the food pyramid and say examples of each category.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students make a circle in the middle of the classroom. They are assigned a name of a fruit. They hold each other’s arms. When the teacher calls “The lemons” they have to squat but the rest must stay stand.</li> <li>- Students listen attentively to squat when they need to.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> <li>-Students draw the food pyramid and say examples of each category.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=tO0Y7LfmZU0">https://www.youtube.com/watch?v=tO0Y7LfmZU0</a></p> <p><a href="https://wordwall.net/es/resource/4413511/food-pyramid">https://wordwall.net/es/resource/4413511/food-pyramid</a></p> <p><a href="https://rb.gy/hp0al7">https://rb.gy/hp0al7</a></p>		

	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the labeled diagram word game.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares students a link to complete an online worksheet according to the instructions.</li> </ul> <p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>- Teacher has students to say their likes and dislikes about food.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online labeled diagram word game and practice their vocabulary about the food pyramid.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students say their likes and dislikes about food. For example, I like cheese but I don't like butter.</li> </ul>	
--	--	---	--

**Figure 39.**

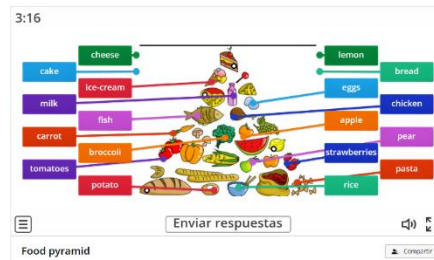
*Food Pyramid vocabulary video*



*Note:* Retrieved from <https://www.youtube.com/watch?v=tO0Y7LfmZU0>

**Figure 40.**

Online Word Game about Food Pyramid vocabulary



*Note:* Retrieved from <https://wordwall.net/es/resource/4413511/food-pyramid>


**Figure 41.**

*Reinforcement Activity: Food pyramid*



*Note:* Retrieved from <https://rb.gy/hp0al7>

## Class plan 13

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 13</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Meals		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to identify vocabulary related to meals.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Meals	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher writes a word on the board and asks students to form another one with the last letter of that word and take turns to continue doing the chain of words.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about the meals of the day.</li> <li>- Teacher encourages students to draw the dishes in the different meals of the day.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the true and false word game.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students form a different word from the last letter of the precedent one. They take turns to write a new word from the last letter of each one. For example pear – rice – egg.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> </ul> <p>Students draw the dishes in the different meals of the day.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online true and false word game and practice their</li> </ul>	<p><a href="https://www.youtube.com/watch?v=rViun8Cm5gg">https://www.youtube.com/watch?v=rViun8Cm5gg</a></p> <p><a href="https://wordwall.net/es/resource/24326418/meals-of-the-day">https://wordwall.net/es/resource/24326418/meals-of-the-day</a></p> <p><a href="https://rb.gy/6ldysn">https://rb.gy/6ldysn</a></p>		

	<p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to write down a menu for one day and say it to the rest of the classroom.</li> </ul>	<p style="text-align: center;">vocabulary about the meals of the day.</p> <p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p style="text-align: center;"><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students write down a menu and say it to the rest of the class.</li> </ul>	
--	---	---	--

**Figure 42.**

*Meals vocabulary video*



*Note:* Retrieved from <https://www.youtube.com/watch?v=rViun8Cm>

**Figure 43.**

*Online Word Game about Meals vocabulary*



*Note:* Retrieved from <https://wordwall.net/es/resource/24326418/meals-of-the-day>


**Figure 44.**

*Reinforcement Activity: Meals*



*Note:* Retrieved from <https://rb.gy/6ldysn>

## Class plan 14

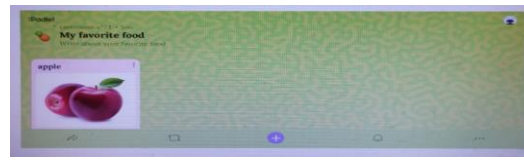
			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 14</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Food		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to differentiate between healthy and unhealthy food.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Food	<p><b>Warm-up</b></p> <p>-Teacher blindfolds the students in turns and gives them a piece of any fruit or dessert to taste and guess its name. If the student guesses, he or she will have more pieces of food.</p> <p><b>Presentation</b></p> <p>-Teacher asks students to brainstorm about their favorite food by using padlet application.</p> <p>-Teacher introduces the topic through a digital presentation about food.</p> <p>-Teacher ask students to reflect about the importance of eating healthy food.</p>	<p><b>Warm-up</b></p> <p>-Students take turns to be blindfolded to taste some food and guess its name. If the student guesses, he or she will have more pieces of food.</p> <p><b>Presentation</b></p> <p>-Students share their ideas about their favorite food by using padlet application.</p> <p>-Students participate in the class by reading and pronouncing the vocabulary about food.</p> <p>-Students reflect on the importance of eating healthy food by giving their ideas orally.</p> <p><b>Practice</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://padlet.com/castrojessica773/r9p3q6at052qxb10">https://padlet.com/castrojessica773/r9p3q6at052qxb10</a></li> <li>• <a href="https://www.canva.com/design/DAFKGGTE LKU/h1pY4ozNUdaIHfDu0RNRVQ/view?utm_content=DAFKGGTE LKU&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=viewer">https://www.canva.com/design/DAFKGGTE LKU/h1pY4ozNUdaIHfDu0RNRVQ/view?utm_content=DAFKGGTE LKU&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=viewer</a></li> <li>• <a href="https://wordwall.net/resource/35183568">https://wordwall.net/resource/35183568</a></li> <li>• <a href="https://quizizz.com/admin/quiz/630c179a4581f8001d559242/food?source=quiz_share">https://quizizz.com/admin/quiz/630c179a4581f8001d559242/food?source=quiz_share</a></li> </ul>		



	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the unscramble online word game.</li> <li>- Teacher encourages students to read the definitions and order the letters to form new food vocabulary.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Teacher shares with students a link to complete a short test about food vocabulary.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to write a list of fast food and another list of healthy food.</li> </ul>	<ul style="list-style-type: none"> <li>- Students follow the steps to get <del>it</del>online word games and practice their vocabulary.</li> <li>- Students read the definitions and order the letters to form new food vocabulary correctly.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students complete the test about food vocabulary.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students write a list of fast food and another list of healthy food.</li> </ul>	
--	--	--	--

**Figure 45.**

*Brainstorming activity about healthy and unhealthy food Vocabulary*



*Note:* Retrieved from <https://padlet.com/castrojessica773/r9p3q6ato52qxb1>

**Figure 46.**

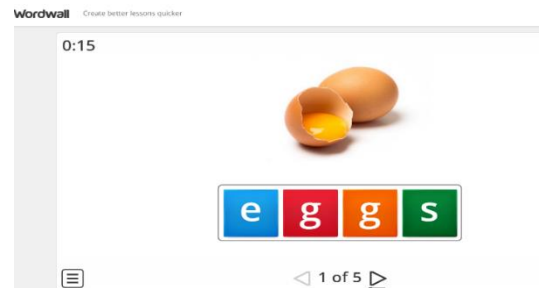
*Presentation about healthy and unhealthy food Vocabulary*



*Note:* Retrieved from [bit.ly/3wJUaJ0](http://bit.ly/3wJUaJ0)

**Figure 47.**

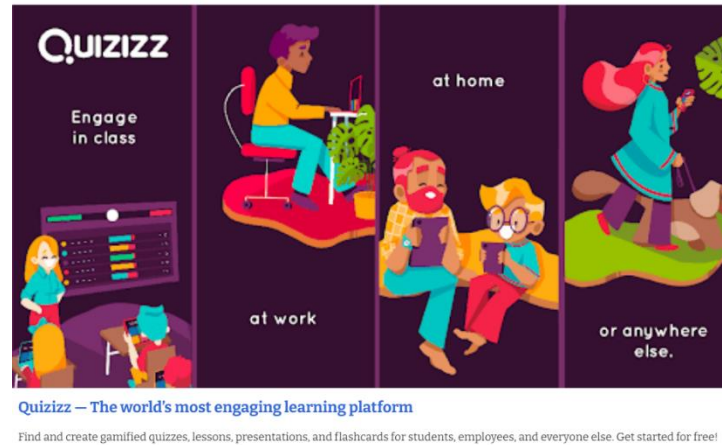
*Online Word Game about healthy and unhealthy food Vocabulary*



*Note:* Retrieved from <https://wordwall.net/resource/35183568>


**Figure 48.**

Reinforcement Activity: Healthy and unhealthy food



*Note:* Retrieved from [https://quizizz.com/admin/quiz/642/food?source=quiz\\_share](https://quizizz.com/admin/quiz/642/food?source=quiz_share)

## Class plan 15

		<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 15</b>	
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> School subjects	<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say vocabulary related to school subjects.			
CLASS CONTENT	ACTIVITIES		RESOURCES
	TEACHER	STUDENTS	
School subjects	<p style="text-align: center;"><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>-Teacher draws a big clock in the middle of the class.</li> <li>-Teacher says hours and the students jump to point out the hours and minutes.</li> </ul> <p style="text-align: center;"><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about the school subjects.</li> <li>- Teacher encourages students to say their favorite and least favorite school subjects.</li> </ul> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the drag-and-drop word game.</li> </ul> <p style="text-align: center;"><b>Production</b></p>	<p style="text-align: center;"><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students volunteer in pairs to participate in the clock game.</li> <li>- Students listen to the hours and jump until they point out the time.</li> </ul> <p style="text-align: center;"><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> </ul> <p>Students say their favorite and least favorite school subjects.</p> <p style="text-align: center;"><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online drag-and-drop game and practice their vocabulary about the school subjects.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=AnZxeX_8mVk">https://www.youtube.com/watch?v=AnZxeX_8mVk</a></p> <p><a href="https://wordwall.net/resource/3678192/school-subjects-memory-game">https://wordwall.net/resource/3678192/school-subjects-memory-game</a></p> <p><a href="https://rb.gy/90idld">https://rb.gy/90idld</a></p>

	<p>-Teacher shares with students a link to complete an online worksheet according to the instructions.</p> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher has students say their favorite and least favorite school subjects.</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students name their favorite and least favorite school subjects.</li> </ul>	
--	--	--	--

**Figure 49.**

*School Subjects vocabulary video*



*Note:* Retrieved from [https://www.youtube.com/watch?v=AnZxeX\\_8mVk](https://www.youtube.com/watch?v=AnZxeX_8mVk)

**Figure 50.**

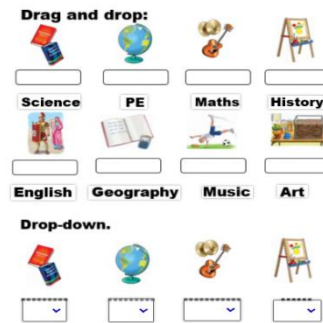
*Online Word Game about School Subject Vocabulary*



*Note:* Retrieved from <https://wordwall.net/resource/3678192/school-subjects-memo>


**Figure 51.**

*Reinforcement activity School Subject vocabulary*



*Note:* Retrieved from <https://rb.gy/90idld>

## Class plan 16

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 16</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> School timetable		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say vocabulary related to school timetable.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
School timetable	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to chant: English class, English class, Monday, Tuesday, Wednesday. English class, Thursday, and Friday, too!</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about the days of the week.</li> <li>- Teacher encourages students to say the days of the week.</li> <li>-Teacher encourages the students to play online the spelling game about the days of the week.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the school timetable games.</li> </ul> <p><b>Production</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students listen and chant: English class, English class, Monday, Tuesday, Wednesday. English class English class, Thursday, Friday, too!</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words. Students say the days of the week.</li> <li>- Students play online the spelling game about the days of the week.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online games and practice their vocabulary about the school timetable.</li> </ul>	<p><a href="https://rb.gy/hlygb0">https://rb.gy/hlygb0</a></p> <p><a href="https://rb.gy/xilqy6">https://rb.gy/xilqy6</a></p> <p><a href="https://rb.gy/ndvoj0">https://rb.gy/ndvoj0</a></p> <p><a href="https://rb.gy/cxblfq">https://rb.gy/cxblfq</a></p>		

	<p>-Teacher shares with students a link to complete an online worksheet according to the instructions.</p> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to draw and write their school timetable.</li> </ul>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students draw and write their school timetable.</li> </ul>	
--	--	---	--

**Figure 52.**

*Video about school timetable vocabulary*

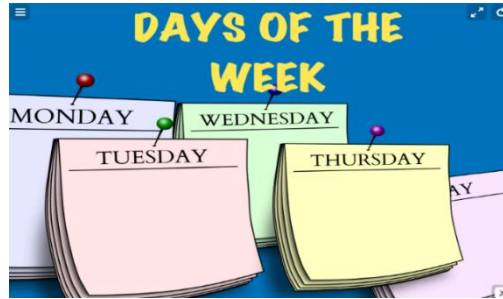


*Note:* Retrieved from <https://rb.gy/hlygb0>



**Figure 53.**

*Game about days of the week vocabulary*



*Note:* Retrieved from <https://rb.gy/xilqy6>

**Figure 54.**

*Online Word Game about School Timetable vocabulary*

School timetable		Name: Kim				
	Monday	Tuesday	Wednesday	Thursday	Friday	
9.00 - 10.30	English	maths	history	English	science	
<b>Break</b>						
11.00 - 12.30	maths	IT	science	maths	English	
<b>Lunch time</b>						
1.30 - 3.00	geography	music	PE	drama	art	
After school	football		piano		swimming	





















*Note:* Retrieved from <https://rb.gy/ndvoj0>

**Figure 55.**

*Reinforcement Activity about School Timetable vocabulary*

## My School Timetable

I. Look at the following timetable and choose TRUE or FALSE.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00					
10:15					
11:30					
12:45					

a) On Monday I have music at nine o'clock.       TRUE  FALSE


b) On Thursday I have Catalan at half past eleven.       TRUE  FALSE

c) I have geography twice a week.       TRUE  FALSE

d) On Friday I have science, maths, geography and Spanish.       TRUE  FALSE

*Note:* Retrieved from <https://rb.gy/cxblfq>

## Class plan 17

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 17</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Professions		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to use appropriate vocabulary when talking about professions.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Professions	<p><b>Warm-up</b></p> <p>-Teacher asks students to reflect about the professions they want to be in the future.</p> <p><b>Presentation</b></p> <p>-Teacher introduces the topic through a digital presentation about professions.</p> <p><b>Practice</b></p> <p>-Teacher engages students to follow steps to play hangman online word game. -Teacher encourages students to follow the instructions to guess the letters to produce new profession words.</p>	<p><b>Warm-up</b></p> <p>-Students share their ideas about the profession they want to be in the future.</p> <p><b>Presentation</b></p> <p>-Students participate in the class by reading and pronouncing the vocabulary about professions.</p> <p><b>Practice</b></p> <p>- Students follow the steps to get word games and practice professions vocabulary. - Students listen to the instructions and try to guess the letters or</p>	<ul style="list-style-type: none"> <li>• <a href="https://prezi.com/view/gF9GSrB0YHXMsSiSuraFz/">https://prezi.com/view/gF9GSrB0YHXMsSiSuraFz/</a></li> <li>• <a href="https://www.gamestolearnenglish.com/hangman/#food">https://www.gamestolearnenglish.com/hangman/#food</a></li> <li>• <a href="https://es.liveworksheets.com/bu1475229tp">https://es.liveworksheets.com/bu1475229tp</a></li> </ul>		

	<p><b>Production</b></p> <p>-Teacher shares with students a link to complete a worksheet by using professions vocabulary.</p> <p><b>Wrap-up</b></p> <p>- Teacher asks students to name their relatives and say their professions or jobs.</p>	<p>words relating to professions.</p> <p><b>Production</b></p> <p>- Students develop the worksheet by recalling professions vocabulary.</p> <p><b>Wrap-up</b></p> <p>- Students name their relatives and say their professions or jobs.</p>	
--	---	---	--

**Figure 56.**

*Presentation about professions vocabulary*



*Note:* Retrieved from <https://prezi.com/view/gF9GSrB0YHXMSiSuraFz/>

**Figure 57.**

*Video about school timetable vocabulary*



*Note:* Retrieved from <https://www.gamestolearnenglish.com/hangman/#food>


**Figure 58.**

*Reinforcement Activity about Professions vocabulary*



*Note:* Retrieved from <https://es.liveworksheets.com/bu1475229t>

## Class plan 18

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 18</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Animals in a farm		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say vocabulary related to animals in a farm.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Animals in a farm	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Teacher brings some pictures of animals for the students to work in pairs.</li> <li>- Teacher asks students to classify farm animals and wild animals.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-Teacher presents a video with some vocabulary words about the animals of a farm.</li> <li>- Teacher encourages students to imitate sounds of animals.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher engages students to follow steps to play the matching game.</li> </ul> <p><b>Production</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students work in pairs and classify pictures of animals who live in a farm and wild animals.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words.</li> <li>- Students imitate the sounds of the animals in a farm.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online matching word game and practice their vocabulary about the animals in a farm.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to</li> </ul>	<p><a href="https://www.youtube.com/watch?v=zXEg-QO3xTg">https://www.youtube.com/watch?v=zXEg-QO3xTg</a></p> <p><a href="https://wordwall.net/es/resource/13456112/wild-and-farm-animals">https://wordwall.net/es/resource/13456112/wild-and-farm-animals</a></p> <p><a href="https://rb.gy/5wxiyk">https://rb.gy/5wxiyk</a></p>		

	<ul style="list-style-type: none"> <li>- Teacher shares students a link to complete an online worksheet according to the instructions.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to mention what animals would they like to have in their farms.</li> </ul>	<p>demonstrate their learning.</p> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students mention what animals would they like to have in their farms.</li> </ul>	
--	---	--	--

**Figure 59.**

*Video about animals vocabula*



*Note:* Retrieved from <https://www.youtube.com/watch?v=zXEq-QO3xTg>

**Figure 60**

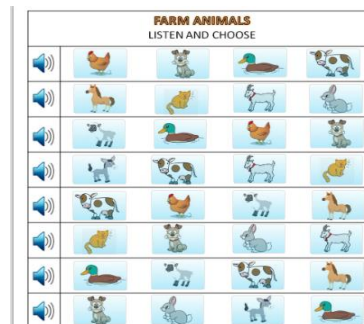
*Online Word Game about animals vocabulary*



*Note: Retrieved from <https://wordwall.net/es/resource/1345612/wild-and-farm-animals>*

**Figure 61.**


*Reinforcement activity about animals vocabulary*



*Note: Retrieved from <https://rb.gy/5wxiyk>*



## Class plan 19

			
UNIDAD “PILAHUIN” LESSON PLAN N.º 19			
<b>Area:</b> Foreign Language	<b>Subject:</b> English	<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro	<b>Level:</b> A1.2	<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB	<b>Topic:</b> Abilities	<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say and describe abilities.			
CLASS CONTENT	ACTIVITIES		RESOURCES
	TEACHER	STUDENTS	
Abilities	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to play Simon says and take turns to ask for action verbs.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-The teacher presents a video with some vocabulary words about what people can do and ask Ss. to recall the abilities they watched.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>-Teacher engages students to follow steps to play the matching game.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>-Teacher shares with students a link to complete an online worksheet according to the instructions.</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students play Simon says and take turns to ask for action verbs.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell words and mention the abilities they watched.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get it online matching word game and practice their vocabulary about abilities.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul>	<p><a href="https://rb.gy/iarspa">https://rb.gy/iarspa</a></p> <p><a href="https://rb.gy/bx0tkd">https://rb.gy/bx0tkd</a></p> <p><a href="https://rb.gy/yfqx20">https://rb.gy/yfqx20</a></p>

	<p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Teachers asks students to list actions they can do and can't do.</li> </ul>	<p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Students list actions they can do and can't do.</li> </ul>	
--	--	---	--

**Figure 62.**

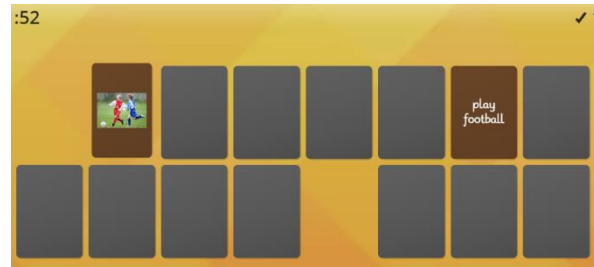
*Video about abilities vocabulary*



*Note:* Retrieved from <https://rb.gy/iarspa>

**Figure 63.**

*Online Word Game about abilities vocabulary*



*Note: Retrieved from <https://rb.gy/bx0tkd>*


**Figure 64.**

*Reinforcement activity about abilities vocabulary*



*Note: Retrieved from <https://rb.gy/yfqx20>*

## Class plan 20

			<b>UNIDAD “PILAHUIN”</b> <b>LESSON PLAN N.º 20</b>		
<b>Area:</b> Foreign Language		<b>Subject:</b> English		<b>Date:</b>	
<b>Trainer:</b> Lic. Jessica Castro		<b>Level:</b> A1.2		<b>Time:</b> 2 hours	
<b>Class:</b> 7 <sup>th</sup> EGB		<b>Topic:</b> Action verbs		<b>Participants:</b> 32 students	
<b>General objective:</b> Students will be able to say what people are doing.					
CLASS CONTENT	ACTIVITIES		RESOURCES		
	TEACHER	STUDENTS			
Action verbs	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- The teacher presents a picture of some people in the park and asks students to name verbs they see.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>-The teacher presents a video with some vocabulary words about what people are doing.</li> <li>- Teacher encourages students to say actions while doing it.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The teacher engages students to follow the steps to play the contest word game.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The teacher shares with students a</li> </ul>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>- Students look at a picture of some people in a park provided by the teacher and name verbs they see.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Students watch the video and retell the -ing verbs.</li> <li>- Students act out verbs while saying them.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Students follow the steps to get the contest word game and practice their vocabulary about action verbs.</li> </ul> <p><b>Production</b></p>	<p><a href="https://www.youtube.com/watch?v=D18g2pZ82ME">https://www.youtube.com/watch?v=D18g2pZ82ME</a></p> <p><a href="https://rb.gy/iuc2pn">https://rb.gy/iuc2pn</a></p> <p><a href="https://www.liveworksheets.com/uo1809187ne">https://www.liveworksheets.com/uo1809187ne</a></p>		

	<p>link to complete an online worksheet according to the instructions.</p> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- The teacher gives the same picture she used at the beginning and encourages students to say what are people in the picture doing.</li> </ul>	<ul style="list-style-type: none"> <li>- Students develop the live worksheet to demonstrate their learning.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- With the same picture they used at the beginning; students say what are the people in the picture doing?</li> </ul>	
--	--	---	--

**Figure 65.**

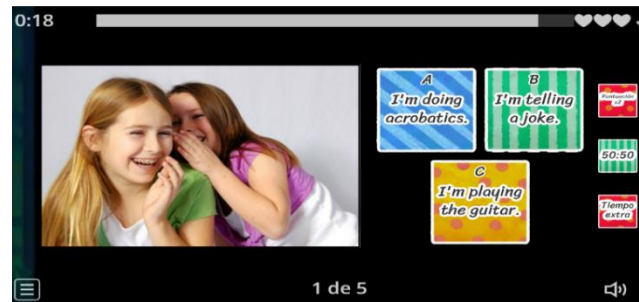
*Video about abilities vocabulary*



*Note:* Retrieved from <https://www.youtube.com/watch?v=D18g2pZ82ME>

**Figure 66.**

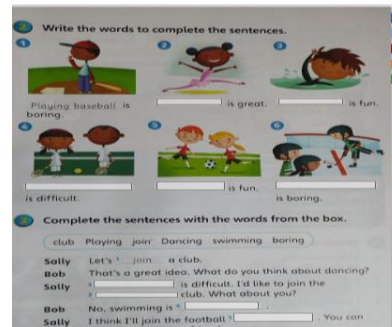
*Online Word Game about abilities vocabulary*



*Note:* Retrieved from <https://rb.gy/iuc2pn>

**Figure 67.**

*Reinforcement activity about abilities vocabulary*



*Note:* Retrieved from <https://www.liveworksheets.com/uo1809187ne>

## References

- Abmanan, A., Azizan, N., Wahida, F., & Nasir, M. (2017). Receptive and Productive Vocabulary Level of Diploma Students from a Public University in Malaysia. *J. Appl. Environ. Biol. Sci*, 7(1S), 53–59. [www.textroad.com](http://www.textroad.com)
- Ahmed, M. (1989). *Vocabulary learning strategies*. London: Beyond words.
- Al-Azawi, R., Al-Faliti, F., & Al-Blushi, M. (2016). Educational Gamification Vs. Game Based Learning: Comparative Study. *International Journal of Innovation, Management and Technology*, 7(4), 131–136. <https://doi.org/10.18178/ijimt.2016.7.4.659>
- Al Masri, A., & Al Najar, M. (2014). The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan. *American International Journal of Contemporary Research*, 4(9), 1–14.
- Al- Eqabi, B., & Alnoori, B. (2021). The influence of using digital games in language teaching. *Multidisciplinary International Journal*, 7(1), 95-103. Retrieved from <https://mijournal.in/admin1/upload/11%20Dr%20Bushra%20Nima%20Rashid%2001139.pdf>
- Alamer, H. A. H. (2020). Impact of using blackboard on vocabulary acquisition: Kku students' perspective. *Theory and Practice in Language Studies*, 10(5), 598–603. <https://doi.org/10.17507/tpls.1005.14>
- Amal, A., & Dima, H. (2018). The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students. *US-China Foreign Language*, 16(4), 193–205. <https://doi.org/10.17265/1539-8080/2018.04.001>
- AlNatour, A., & Hijazi, D. (2018). The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students . *US-China Foreign Language* , 16(4), 193-205 . doi:10.17265/1539-8080/2018.04.001
- Aqsa, K., Riaz, W., & Saleem, Z. (2017). The Effectiveness of Games in English Language Learning at Elementary Level in Government Schools. *Liberal Arts and Social Sciences International Journal (LASSIJ)*, 1(2), 12–23. <https://doi.org/10.47264/idea.lassij/1.2.2>
- Arkan, Z. (2022). Game Technique Applications in Teaching Arabic Words as a

- Foreign Language to Children. *Education Quarterly Reviews*, 5(1), 367–377.  
<https://doi.org/10.31014/aior.1993.05.01.447>
- Ashraf, H., Motlagh, F. G., & Salami, M. (2014). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 286–291.  
<https://doi.org/10.1016/j.sbspro.2014.03.418>
- Banik, Adam Koesoemadinata, Charles Wagner, Charles Inyang, H. B. (2013). *No Title Стационарная медицинская помощь (основы организации)*. 111–118.  
<https://doi.org/10.1190/segam2013-0137.1>
- Berry, D. (2021). Level up your Pronunciation: Impact of a Mobile Game. *MEXTESOL Journal*, 45(1), 1-12. Retrieved from  
<https://www.mextesol.net/journal/public/files/cf1d6671fb73085e90476fbb0c49541f.pdf>
- Brown H. Douglas & Abeywickrama Priyanvada. (2018). *Ies 2*
- Brückner, M. (2015). Educational Technology. *Researchgate*.
- Caro, K., & Mendinueta, N. R. (2017). Lexis, Lexical Competence and Lexical Knowledge: A Review. *Journal of Language Teaching and Research*, 8(2), 205.  
<https://doi.org/10.17507/jltr.0802.01>
- Creswell, J. W. (2015). Educational Research - Planning, COnducting, And Evaluating Quantitative and Qualitative Research - Fifth Edition. In *AORN Journal* (Vol. 62, Issue 1).
- Di Zou, Y., & Haoran, X. (2019). Digital game-based vocabulary learning: where are we and where are we going? *Computer Assisted Language Learning*, 35(5), 751-777. doi:10.1080/09588221.2019.1640745
- Dimitra, K., Konstantinos, K., Christina, Z., & Katerina, T. (2020). Types of Game-Based Learning in Education: A brief state of the art and the implementation in Greece. *The European Educational Researcher*, 3(2), 87–100.  
<https://doi.org/10.31757/euer.324>
- Education, M. (2006). *International Journal of Exclusive Global Research - Vol 6 Issue 4 April*. 6(4), 1–9.
- Fajaria, N., & Azzahrain, F. (2019). Online games as a tool of teenagers' vocabulary acquisition. *Academia*, 1(1), 1-10.



- Fletcher, J. M. (1935). An Introduction to Educational Psychology. *Psychological Bulletin*, 32(8), 629–633. <https://doi.org/10.1037/h0052841>
- Fotovatnia, Z., & Namjoo, M. (2013). The effects of cooperative versus competitive word games on EFL learners' vocabulary gain, motivation, and class atmosphere. *Mediterranean Journal of Social Sciences*, 4(1), 189–208. <https://doi.org/10.5901/mjss.2013.v4n1p189>
- Gonzales , B. F., & Schmitt, N. (2017). Vocabulary Acquisition. In S. Loewen, & M. Sato , *The routledge handbook of instructed second language acquisition*. (pp. 280-281). New York: Taylor & Francis group.
- Hazar, H. (2020). Use of Digital Games in Teaching Vocabulary to Young Learners. *Educatia 21 Journal*, 21(12), 99-105. doi:10.24193/ed21.2020.19.12
- Karaaslan, H., Kilic, N., Guven-Yalcin, G., & Gullu, A. (2018). Students ' Reflections On Vocabulary Learning Through Synchronous And Asynchronous. *Turkish Online Journal of Distance Education*, 19(July), 53–70.
- Kearns, K. (2011). *Semantics*. London: Palgrave Macmillan International Higher Education.
- Kohnke, L., Zhang, R., & Zou, D. (2019). Using mobile vocabulary learning apps as aids to knowledge retention: Business vocabulary acquisition. *Journal of Asia TEFL*, 16(2), 683–690. <https://doi.org/10.18823/asiatefl.2019.16.2.16.683>
- Köksal, O. (2020). Teaching Vocabulary through Games : A Comparative Study of the 4<sup>th</sup> and the 7<sup>th</sup> Grades \*. *Research on Education and Psychology (Rep)*, 4, 41–53.
- Krashen, S., & Terrell, T. (1998). *The Natural Approach. Language Acquisition*. Herdfordshire: Alemany Press. Retrieved from [https://www.sdkrashen.com/content/books/the\\_natural\\_approach.pdf](https://www.sdkrashen.com/content/books/the_natural_approach.pdf)
- Miller, C. J., Smith, S. N., & Pugatch, M. (2020). Experimental and quasi-experimental designs in implementation research. *Psychiatry Research*, 283(June 2019), 112452. <https://doi.org/10.1016/j.psychres.2019.06.027>
- Mussa, M., Osman, W., Bakar, A., & Tobi, B. (2021). An interview about using online games in vocabulary acquisition among the second-year students. *International journal of education, psychology and counseling*, 6(41), 199-215. doi:10.35631/IJEPC.641015

- Pardede, H. (2016). *Semantics a view to logic language*. Pematian Siantar .
- Pena, L. (2012). Effective Vocabulary Instruction. *Michigan Reading Journal*, 44(1), 5.
- Pérez, L. M., & Alvira, R. (2017). The Acquisition of Vocabulary Through Three Memory Strategies. *Colombian Applied Linguistics Journal*, 19(1), 103. <https://doi.org/10.14483/calj.v19n1.10032>
- Prihandini, A. (2021). Online Games to Improve English Vocabulary Awareness in Daily Speech. *Advances in Social Science, Education and Humanities Research*, 595(1), 136-142
- Pho, A., & Dinscore, A. (2015). Game-Based Learning Overview and Definition. *Tips and Trends Instructional Technologies Commitee, Spring 2015*, 1–5. <https://acrl.ala.org/IS/wp-content/uploads/2014/05/spring2015.pdf>
- Qamariah, H., & Wahyuni, S. (2018). Teaching spelling through games. *Visipena Journal*, 9(1), 137-150. doi:10.46244/visipena.v9i1.447
- Qasim, A. (2021). Impact of digital games on incidental vocabulary acquisition of Pakistani high school students. *Asian EFL Journal*, 28(13), 206–224.
- Rasti, A. (2021). Why Digital Games Can Be Advantageous in Vocabulary Learning. *Theory and Practice in Language Studies*, 11(2), 111-118. doi:10.17507/tpls.1102.01
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Saeed, J. (2009). *Semantics*. United Kingdom: Blackwell publisher Ltd.
- Shabaneh, Y., & Farrah, M. (2019). the Effect of Games on Vocabulary Retention. *Indonesian Journal of Learning and Instruction*, 2(01). <https://doi.org/10.25134/ijli.v2i01.1687>
- Şimşek, B., & Direkci, B. (2019). The investigation of the relationship between online games and acquisition of Turkish vocabulary. *International Journal of Instruction*, 12(3), 69–88. <https://doi.org/10.29333/iji.2019.1235a>
- Stošić, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, 3(1), 111–

114. <https://doi.org/10.23947/2334-8496-2015-3-1-111-114>
- Syafrizal, S., & Haerudin, H. (2018). the Implementation of Vocabulary Building Strategy in Teaching English Vocabulary To Young Learners. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(1), 40. <https://doi.org/10.33394/jo-elt.v5i1.2296>
- Tang Tzuchen, J. (2020). Comparative study of game-based learning on preschoolers' English vocabulary acquisition in Taiwan. *Interactive Learning Environments*, 3.
- Tejedor, C., Cardeñoso, V., & González, C. (2020). Using Challenges to Enhance a Learning Game for Pronunciation Training of English as a Second Language. *IEEE Access*, 8(1), 74250-74266. Retrieved from <https://uvadoc.uva.es/bitstream/handle/10324/41012/Using-challenges-to-enhance-a-learning-game.pdf?sequence=1&isAllowed=y>
- Tuma, F. (2021). The use of educational technology for interactive teaching in lectures. *Annals of Medicine and Surgery*, 62(January), 231–235. <https://doi.org/10.1016/j.amsu.2021.01.051>
- Utku, Ö., & Dolgunsöz, E. (2018). Teaching Efl Vocabulary To Young Digital Natives: a Study With Turkish 5<sup>Th</sup> Grade Efl Learners. *International Online Journal of Education and Teaching*, 5(1), 115–130. <http://iojet.org/index.php/IOJET/article/view/228/223>
- Vu, N. N., Thi, P., Linh, M., Thi, N., Lien, H., Thi, N., & Van, T. (2021). *Using Word Games to Improve Vocabulary Retention in Middle School EFL Classes*. 621, 97–108.
- Yang, Y. F., Hsieh, W. M., Wong, W. K., Hong, Y. C., & Lai, S. C. (2022). Reducing students' foreign language anxiety to improve English vocabulary learning in an online simulation game. *Computer Assisted Language Learning*, 0(0), 1–23. <https://doi.org/10.1080/09588221.2022.2039203>
- Yule, D. (2010). *The Study of Language*. New York: Cambridge University Press.
- Yusuf, K. (2018). The Suitability of Word Games for Teaching English Vocabulary Based on Curriculum 2013. *IJECA (International Journal of Education and Curriculum Application)*, 1(2), 77. <https://doi.org/10.31764/ijeca.v1i2.2138>
- Zeta, L., Stavy, D., & Subon, F. (2019). Using Language Games for Vocabulary


Retention in a Rural Primary School in Sarawak. *International Journal of Service Management and Sustainability*, 4(2), 101–118.  
<https://doi.org/10.24191/ijsms.v4i2.8067>

## Annexes

### Annex A: Carta de Compromiso

Ministerio de Educación

Unidad Educativa Pilahuín  
Acuerdo Ministerial N° 407-12 (25-07-2011)  
Teléfonos: 032760026  
AMBATO – VÍA GUARANDA KM 17  
Pilahuín – Ambato – Ecuador



---

Oficio N° MINEDUC-CZ3-18D02-R-UEP-22-23-0146  
Pilahuín, 18 de Mayo de 2022


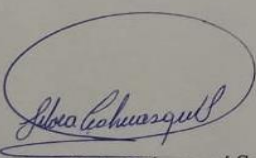
Asunto: ACEPTACIÓN PROYECTO DE INVESTIGACIÓN.

Lic.  
Jéssica Castro Córdova.  
DOCENTE DE INGLES DELA U.E.PILAHUIN.  
Presente.

De mis consideraciones.  
Quien suscribe, Lic. Silvia Cahuasqui, CI 1802288207, en mi calidad de Rectora (E) de la Unidad Educativa "Pilahuín" de la ciudad de Ambato, parroquia "Pilahuín" a petición de la parte interesada, autorizo a la Lic. Jéssica Fabiola Castro Córdova con cédula de identidad 180462995-2, la aplicación de su proyecto de investigación " Online Word Games and Vocabulary Acquisition" dirigido a estudiantes de Inglés de Séptimo año de EGB, a desarrollarse durante el período académico 2021-2022, con la certeza de que esta investigación contribuya al mejoramiento del vocabulario en los estudiantes y por ende al fortalecimiento del proceso de enseñanza aprendizaje del idioma Inglés. Deseando los mejores éxitos en este estudio.

Con consideración y estima

Att.



Lic. Silvia Cahuasqui Salazar  
C.I. 1802288207  
**RECTORA (E)**

**Annex B: Parent's signatures (Authorizations)**

Autorización de los representantes de los estudiantes de Séptimo Año para poder ser partícipes del Proyecto "Online Word Games and Vocabulary Acquisition"

ESTUDIANTES	FIRMA
BARRIONUEVO MASABANDA KERLY CORAL	
CURILLO TOALOMBO DARWIN ALEXANDER	
LLAMBO HUASHCO LILIANA LIZBETH	
LLAMBO TENELEMA MAGALY BRIGITTE	
MOPOSITA QUIQUINTUÑA JOEL SEBASTIAN	
MOPOSITA USULLI NATHALY NOEMI	
OCAÑA PUNINA CHRISTOPHER JAIR	
PANDI MASABANDA JOSELYN SARAHI	
PANDI MAZABANDA CURI AMAUTA	
PICO TORRES DANNY BLADIMIR	
PILAMUNGA SISA ALEXANDRA LILIANA	
PILAMUNGA SIZA RUTH MAGALY	
PUNINA MEDINA JOSELYN PAMELA	
PUNINA PUJOS NAYELLY DUCHICELA	
PUNINA TIXILEMA JENNIFER FERNANDA	
PUNINA TOALOMBO ANDERSSON JOEL	
QUINATOA PILAMUNGA MELANIE SOFIA	
QUINATOA SISA CELIA VERONICA	
QUIQUINTUÑA SALAS RUTH NAYELLY	
RAMIREZ LISINTUÑA JUSTIN ALEXIS	
SALTOS YANSALEMA GISSELLE MONSERRATH	
TELENCHANA TOALOMBO MARCOS DAMIAN	
TENESACA LLANGANATE KATIUSKA NICOLE	
TOALOMBO AYOL LENIN ISRAEL	
TOALOMBO MOPOSITA JUSTIN STEVEN	
USULLI CAISAGUANO ANA ELIZABETH	

Annex C: YLE Movers (Level A1.2) Pre- test

UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN



MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA  
EXTRANJERA

VOCABULARY PRE-TEST

**Level: YLE Movers Exam (Level A1.2)**

This test contains questions adapted from vocabulary and language at Movers Level A1.2

**Objective:** To measure students' s vocabulary knowledge based on the Starship English student book and daily live words.

**INSTRUCTIONS FOR PARTICIPANTS**

**TIME:** 30 minutes

**INSTRUCTIONS FOR PARTICIPANTS**

**TIME:** 30 minutes

\*Read each question carefully before answering.

**Part 1- (MEANING)**

**Read the phrases and select the correct answer.**

**Example:**

0. The people in this sometimes sing or play guitars  
a. **Band**    b. team    c. group    d. concert
1. You can see paintings in a .....

- a. Store                      b. Art gallery                      c. supermarket                      d. hospital
2. These are like jeans or trousers but shorter
- a. Skirt                      b. dress                      c. blouse                      d. shorts
3. In educational institutions students have to wear these as a requirement.
- a. Suitcase                      b. gloves                      c. uniform                      d. scarf
4. Your father's brother is your .....
- a. uncle                      b. cousin                      c. nephew                      d. aunt
5. What is your favorite school subject?
- a. Mathematics                      b. history                      c. English                      d. Art

## **PART 2 (PRONUNCIATION)**

Answer your teacher's questions.

6. Where I should go when I want to play soccer?
- a. cathedral                      b. gallery                      c. pub                      d. museum                      e. park
7. What is your favorite sport?
- a. basketball                      b. volleyball                      c. tennis                      d. soccer                      e. other
8. What profession will you work on in the future?
- a. Lawyer                      b. Mechanic                      c. Nurse                      d. doctor                      e. other
9. How do you get to school?
- a. train                      b. taxi                      c. ship                      d. bus                      e. walking
10. What is your favorite music? Why do you like it?
- a. cumbia                      b. salsa                      c. Ecuadorian music                      d. other



### PART 3 (SPELLING)

Look at the pictures. Look at the letters. Write the words. There is one example.

Example:

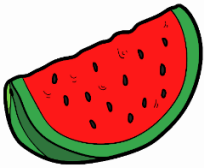
0.)



NURSE

S	N	E	U	R
---	---	---	---	---

11.)



L	O	R	E	W	M	A	N	T	E
---	---	---	---	---	---	---	---	---	---

-----

12.)



Y	L	C	E	O	M	O	C	T	R
---	---	---	---	---	---	---	---	---	---

-----

13)



C	K	J	E	A	T
---	---	---	---	---	---

-----

14)



C	R	L	C	O	B	I	O
---	---	---	---	---	---	---	---

-----

15)



I	C	T	E	R	A	H	C
---	---	---	---	---	---	---	---

-----

**We appreciate your cooperation!**

Annex D: YLE Movers (Level A1.2) Post- test

**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**



**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA  
EXTRANJERA**

**VOCABULARY POST- TEST**

**Level: YLE Movers Exam (Level A1.2)**

**This test contains questions adapted from vocabulary and language at Movers Level A1.2**

**Objective:** To measure students' s vocabulary knowledge based on the Starship English student book and daily live words.

**INSTRUCTIONS FOR PARTICIPANTS**

**TIME:** 30 minutes

**INSTRUCTIONS FOR PARTICIPANTS**

**TIME:** 30 minutes

\*Read each question carefully before answering.

**Part 1- (MEANING)**

**Read the phrases and select the correct answer.**

**Example:**

1. The people in this sometimes sing or play guitars  
b. **Band**    b. team    c. group    d. concert

4. You can see paintings in a .....
- a. Store                      b. Art gallery                      c. supermarket                      d. hospital
5. These are like jeans or trousers but shorter
- a. Skirt                      b. dress                      c. blouse                      d. shorts
6. In educational institutions students have to wear these as a requirement.
- a. Suitcase                      b. gloves                      c. uniform                      d. scarf
4. Your father's brother is your .....
- a. uncle                      b. cousin                      c. nephew                      d. aunt
5. What is your favorite school subject?
- a. Mathematics                      b. history                      c. English                      d. Art

## **PART 2 (PRONUNCIATION)**

Answer your teacher's questions.

6. Where I should go when I want to play soccer?
- a. cathedral                      b. gallery                      c. pub                      d. museum                      e. park
7. What is your favorite sport?
- a. basketball                      b. volleyball                      c. tennis                      d. soccer                      e. other
8. What profession will you work on in the future?
- a. Lawyer                      b. Mechanic                      c. Nurse                      d. doctor                      e. other
9. How do you get to school?
- a. train                      b. taxi                      c. ship                      d. bus                      e. walking
10. What is your favorite music? Why do you like it?
- a. cumbia                      b. salsa                      c. Ecuadorian music                      d. other

### PART 3 (SPELLING)

Look at the pictures. Look at the letters. Write the words. There is one example.

Example:

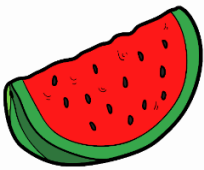
0.)



NURSE

S	N	E	U	R
---	---	---	---	---

11.)



L	O	R	E	W	M	A	N	T	E
---	---	---	---	---	---	---	---	---	---

12.)



Y	L	C	E	O	M	O	C	T	R
---	---	---	---	---	---	---	---	---	---

13)



C	K	J	E	A	T
---	---	---	---	---	---

14)



C	R	L	C	O	B	I	O
---	---	---	---	---	---	---	---

-----

15)




I	C	T	E	R	A	H	C
---	---	---	---	---	---	---	---

-----



**We appreciate your cooperation!**

## Annex E: Student's Survey



### MAESTRIA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Online Word Games and Vocabulary Acquisition

 castrojessica773@gmail.com (no compartidos)  
[Cambiar de cuenta](#) 

\*Obligatorio

**OBJECTIVE:** To investigate the impact of online word games on vocabulary acquisition in students of seventh grade at Unidad Educativa "Pilahuin"

**INSTRUCTION:** Please mark the answer according to your real experience after receiving the experiment.

1. I enjoyed vocabulary games in the English class. \*

Strongly agree

agree

neutral

disagree

strongly disagree

2. My confidence improved while playing online games \*

Strongly agree

agree

neutral

disagree

strongly disagree

3. Learning vocabulary is easier through playing online games. \*

- Strongly agree
- agree
- neutral
- disagree
- strongly disagree

4. I improved my knowledge through online games. \*

- strongly agree
- agree
- neutral
- disagree
- strongly disagree

5. I preferred this online game: \*

- matching (memory game)
- questions and answers (interactive game)
- spelling (Jumble/Unscramble game)
- drag and drop (interactive game)
- hangman (word game)

6. Learning vocabulary is important to learn English. \*

- strongly agree
- agree



7. I had support from my teacher while playing online games. \*

- strongly agree
- agree
- neutral
- disagree
- strongly disagree

8. The games presented by the teacher were interesting and engaging. \*

- strongly agree
- agree
- neutral
- disagree
- strongly disagree

9. The length of the project was enough to learn. \*

- strongly agree
- agree
- neutral
- disagree
- strongly disagree

10. I would like to continue learning through online games. \*

- strongly agree
- agree
- neutral

**Annex F: Validation Matrix**



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA**

**INVESTIGACIÓN: “Online word games and vocabulary acquisition”**

**Objetivo la validación:** Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR/A:** Jessica Fabiola Castro Córdova

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O - ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas			
	D	R	B	O	D	R	B	O	D	R	B	O	D	R	B	O
I enjoyed vocabulary games in the English class.				X				x				x				x
My confidence improved while playing online games				X				x				x				x

Learning vocabulary is easier through playing online games.				X				x				x				x
I improved my knowledge through online games.				X				x				x				x
I preferred this online game: - matching (memory game) - questions and answers (interactive game) - spelling (Jumble/Unscramble game) - drag and drop (interactive game) - hangman (word game)				X				x				x				x
Learning vocabulary is important to learn English.				X				x				x				x
I had support from my teacher while playing online games.				X				x				x				x
The games presented by the teacher were interesting and engaging.				X				x				x				x

The length of the project was enough to learn.				X				x				x				x
I would like to continue learning through online games.				X				x				x				x

OBSERVACIONES:.....

De manera integral, el instrumento es:

Aplicable 100%	Corregible 75%	Regular 50%	Deficiente 25%	No applicable 0%
X				

*Realizado por:*



*Lic. Jessica Fabiola Castro Córdoba*

*C.I: 1804629952*

*Validado por:*



*Mgs. Viviana Barona*

*C.I: 1804028304*



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
 MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN:

“Online word games and vocabulary acquisition”

**Objetivo la validación:** Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR/A:** Jessica Fabiola Castro Córdova

Señale mediante un ✓, según la validación para cada criterio:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O - ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas			
	D	R	B	O	D	R	B	O	D	R	B	O	D	R	B	O
I enjoyed vocabulary games in the English class.				X				x				x				x
My confidence improved while playing online games				X				x				x				x

Learning vocabulary is easier through playing online games.				X				x				x				x
I improved my knowledge through online games.				X				x				x				x
I preferred this online game: - matching (memory game) - questions and answers (interactive game) - spelling (Jumble/Unscramble game) - drag and drop (interactive game) - hangman (word game)				X				x				x				x
Learning vocabulary is important to learn English.				X				x				x				x
I had support from my teacher while playing online games.				X				x				x				x
The games presented by the teacher were interesting and engaging.				X				x				x				x

The length of the project was enough to learn.				X				x				x				x
I would like to continue learning through online games.				X				x				x				x

OBSERVACIONES:.....

De manera integral, el instrumento es:

Aplicable 100%	Corregible 75%	Regular 50%	Deficiente 25%	No applicable 0%
X				



*Realizado por:*  
**Lic. Jessica Fabiola Castro Córdova**  
**C.I: 1804629952**



*Validado por:*  
**Dr. Narcisca Fuertes PhD**  
**CC: 1002091161**



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN:**

“Online word games and vocabulary acquisition”

**Objetivo la validación:** Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR/A:** Jessica Fabiola Castro Córdova

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O - ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas			
	D	R	B	O	D	R	B	O	D	R	B	O	D	R	B	O
I enjoyed vocabulary games in the English class.				X				x				x				x
My confidence improved while playing online games				X				x				x				x



Learning vocabulary is easier through playing online games.				X				x				x				x
I improved my knowledge through online games.				X				x				x				x
I preferred this online game: - matching (memory game) - questions and answers (interactive game) - spelling (Jumble/Unscramble game) - drag and drop (interactive game) - hangman (word game)				X				x				x				x
Learning vocabulary is important to learn English.				X				x				x				x
I had support from my teacher while playing online games.				X				x				x				x
The games presented by the teacher were interesting and engaging.				X				x				x				x

The length of the project was enough to learn.				X				x				x				x
I would like to continue learning through online games.				X				x				x				x

OBSERVACIONES:.....


De manera integral, el instrumento es:

Aplicable 100%	Corregible 75%	Regular 50%	Deficiente 25%	No applicable 0%
X				

*Realizado por:*



*Validado por:*



**Annex F: Institutional Website Evidence**

"Pilahuin" English Site

Play, discover,  
& LEARN.  
ENGLISH.

Online Word Games  
& Vocabulary

Welcome  
dear students

This website was created to reinforce your English skills and help you acquire the vocabulary required in real-life situations through online word games.

Importance of  
English Language

*Note:* Institutional Website Castro (2022) <https://sites.google.com/view/pilahuin-english-site/home>

## Annex E: Photographs

### Sessions with Experimental Group



*Note* : Photographs from the experiment with control group.

## Annex F: Photographs

### Pre-test and Post-test Performance



**Note :** Photographs from the experiment with control group.

## Annex G: Urkund Analysis Result



### Document Information

---

<b>Analyzed document</b>	TESIS_CASTRO-JESSICA- URKUND ANALYSIS (1).pdf (D157774844)
<b>Submitted</b>	2/3/2023 6:40:00 PM
<b>Submitted by</b>	
<b>Submitter email</b>	jcastro9952@uta.edu.ec
<b>Similarity</b>	5%
<b>Analysis address</b>	ve.chicaiza.uta@analysis.orkund.com



.....  
**Dra.Verónica Chicaiza Redin**  
**DIRECTOR**